Secret or surprise?

Year: Y4

Subjects and Issues

Friendship Safeguarding Secrets
Standing up for yourself Support networks
Trust Relationships education Confidence
Getting help Decision making Communication
Relationships

NB: this lesson plan works for either Y3 or Y4 (Eng/Wales) or P4 or P5 (Scotland) and has therefore been included in both year groups in the SCARF 'Your lesson plans' index page.

Please check whether it has already been covered in the previous year.

Introduction

In the classroom or suitable space (such as the hall or drama room) put the three cards along one side of the wall with a space in between:

Secret **Surprise** **Not Sure**

Read out the following statements to the children and ask them to move the card that they think the statement represents. Explain that it is OK to stand by the 'Not Sure' card.

1. Your best friend has taken a pencil from school and tells you not to tell anyone.
2. Your family are planning to take you to the cinema but haven't told you yet.
3. Your best friend is scared of spiders and asks you not to tell anyone because they don't want to be teased.

Ask children to explain why they have chosen to the card where they are standing.

Follow up the introductory activity with some key questions:

- What is a surprise?
- What is a secret?
- Are all surprises secrets?
- Are all secrets surprises?

Activity - A day of secrets and surprises

Read the story *Harold's day of secrets and surprises*, pausing to discuss the prompt questions as indicated.

After the story, explain that secrets can either make us feel safe and happy or unsafe and uncomfortable. So we can call these 'safe secrets' and 'unsafe secrets'.

Ask the children to describe how they feel when they are safe. How do they feel when they are unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). Explain that these are the body's way of telling us that things aren't right and alerting us that a situation is unsafe.

Give out the *Safe secret or unsafe secret?* Scenarios sheet. In pairs or threes the children can discuss and then record:

a) how that situation would make them feel inside and

b) what they think they should do in that situation.

Let the children work on the sheet for 5 – 10 minutes and then discuss their answers as a class. Ask:

If someone has been told something that they feel is an unsafe secret what should they do? Who could they talk to?

Together make a list of the sort of people at school and at home they could talk to if they felt they had been told an 'unsafe' secret.

Summing up

Set up your circle time in the usual way, reminding children of your circle time rules.

On the IWB, display the F*eelings Chart* or print this to hold up in front of class if preferred (find both in the Resources needed area). The chart links each of the different feeling with each of the numbers from 1 – 6 as follows:

1. Angry

2. Upset

3. Jealous

4. Worried

5. Excited

6. Scared

Pass a dice (die) around the circle asking each child in turn to roll it. Using the feeling that corresponds to the number, they say the following sentence: *'Someone might feel……when they……'* For example, if a child rolls a 2, they might say, *'Someone might feel* ***upset*** *when they* ***are called a name in the playground****'.*

At appropriate points ask:

- How could someone deal with their feelings in the situations given?
- Who could someone talk to that could help them deal with things?

People could include:

- Parents or carers
- Teacher
- Headteacher
- Teaching assistants
- Midday supervisors
- Other school staff
- Friends

- Childline 0800 1111

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Learning Outcomes

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Key Vocabulary

secret
surprise
uncomfortable feelings

Harold's day of secrets and surprises - Story sheet - one copy for teacher to read out

Safe secret or unsafe secret - Activity sheet - enough for children to work in pairs or threes

Secret, Surprise, Not sure - Teacher resource cards - to display in classroom (see lesson plan Introduction for details)

Feelings chart - Teacher resource - print this to show, if not using version on IWB

Whiteboards

Feelings chart

1. Angry **4. Worried**

2. Upset **5. Excited**

3. Jealous **6. Scared**

Feelings chart

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
- Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Relationships Education Being safe 3. That each person's body belongs to them, and the differences between

appropriate and inappropriate or unsafe physical, and other, contact.

- Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- Being Safe 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Being Safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- Being Safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

- Being Safe 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- Being Safe 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- General wellbeing 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- General wellbeing 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- Respectful, kind relationships 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

PSHE Association Learning Opportunities

- R9 . How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
- R22 . About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).
- R24 . How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

- R25 . Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R26 . About seeking and giving permission (consent) in different situations.
- R27 . About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
- R28 . How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.