

Safe Spaces and Boundaries : PSHE : Social Awareness : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what makes us feel comfortable and safe.	In this lesson, children will think about what makes them feel comfortable and safe. They will explore how this is different for everyone and the importance of not invading other people's personal space. Children will describe the difference between how their body feels when they are comfortable and safe compared to when they are feeling unsafe or worried. At the end of the lesson, children will practise some relaxation techniques.	<ul style="list-style-type: none"> Can the children identify where they feel comfortable and safe? Can the children identify situations that make them feel comfortable and uncomfortable? Can the children explain how their bodies feel when they are comfortable and uncomfortable? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Sentence Frame Sheet <i>Harrison P. Spader, Personal Space Invader</i> by Christianne Jones (not provided) (FSD? activity only) Personal Space Cards (FSD? activity only) Worksheet 1D (FSD? activity only)
Lesson 2	To learn what a trusted adult is and how to ask for help.	Children will learn who can be a trusted adult. They will think about who their five trusted adults are and will explore how they could start a difficult conversation with them. They will then either make a poster of their trusted adults, or play a game in which they explore the qualities a trusted adult might have. At the end of the lesson, children will use their understanding to decide whether statements about trusted adults are true or false.	<ul style="list-style-type: none"> Can the children explain what is meant by a trusted adult? Do the children know how to start a conversation with a trusted adult? Can the children list who their five trusted adults are? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Game Board (FSD? activity only) Qualities Cards (FSD? activity only)
Lesson 3	To understand how to ask for help when feeling uncomfortable.	In this lesson, children begin by using drama to explore the thought of a child feeling nervous about her first day at a new school. They will practise how to ask for help and explain how she feels in role as the girl. Children then look at other similar scenarios, including those involving personal space and boundaries. At the end of the lesson, children will explore whether situations that make us feel uncomfortable should just be avoided or not.	<ul style="list-style-type: none"> Can the children empathise with another person who is feeling uncomfortable? Do the children know who they could turn to ask for help if they are feeling uncomfortable themselves? Are the children able to ask for help if they need it? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Drama Conventions Guide Scenario Cards (FSD? activity only)
Lesson 4	To learn what peer pressure is and how to resist it.	Peer pressure is the focus of this lesson. Children will explore what it is and how to ask for help if they experience it. Your class will practise asking for help using sentence starters provided. They will look at a range of different examples of children experiencing peer pressure and will discuss what the child could do in each. At the end of the lesson, children will look at why it is important to keep asking for help if at first they don't succeed in getting the help they need.	<ul style="list-style-type: none"> Can the children explain what is meant by the term peer pressure? Do the children know who to go to and how to ask for help if they need it? Do the children know it is important to keep asking for help if at first help is not forthcoming? 	<ul style="list-style-type: none"> Slides Peer Pressure Drama Cards Poster Sheet (FSD? activity only)
Lesson 5	To understand the difference between a safe and unsafe secret.	Children will learn about the difference between safe and unsafe secrets. They will look at examples of each and think of other examples of their own. Your class will then either go on a fun scavenger hunt to decide whether different scenarios represent safe or unsafe secrets. Alternatively, they will create a poster to show their understanding of the difference. At the end of the lesson, children will explore what to do if they are asked to keep an unsafe secret.	<ul style="list-style-type: none"> Can the children explain what makes a secret a safe secret? Can the children explain what makes a secret an unsafe secret? Do the children know what to do if they are asked to keep an unsafe secret? 	<ul style="list-style-type: none"> Slides Worksheet 5A Secret Cards Drawing pins / sticky tack Worksheet 5B (FSD? activity only)

End of Primary Phase Objectives:

Relationships Education - Caring friendships

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Relationships Education - Respectful relationships

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Relationships Education - Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard

Vocabulary

boundaries, personal space, trust, respect, relationship, consent, permission, contact, privacy, appropriate, inappropriate, comfortable, uncomfortable, safe, unsafe, secret, surprise, social situations, strange behaviour, instincts, worry, concern, help, support, roles, responsibilities, trusted adult, conflict, sharing, compromise, disagreements, conflict, report

Teacher notes