

Year Two

Lesson 5

Lesson length: 60 minutes

Unit title: My family and me

Lesson title: Being safe with friends and families

Year
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Learning Objectives

To be able to name and recognise a range of emotions

To be aware of the different people who can help us

To know how we can express our feelings and emotions in an appropriate way

Suggested Activities

Begin by discussing the range of emotions that we experience when they are in positive friendships and relationships. Then explore the negative emotions that they may experience. (Use emoji's or feelings pictures to support.)

In group discussion ask the pupils.

- Are there particular times/ events when they might experience really positive emotions?
- Ask pupils to think about colours that might represent these emotions.
- Do the same for negative emotions - list them and identify associated colours

Relationships and Health Education

Learning Outcomes

Caring friendships

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Respectful relationships

- the importance of self-respect and how this and how this links to their own happiness
- Families and people who care for us
- that families are important for children growing up because they can give love, security and stability

Mental wellbeing

- 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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- 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

Activity Watch the clip from the film 'Inside Out'

<https://www.youtube.com/watch?v=dOkyKyVFns>

In the story - Riley has lots of different feelings living inside her head.

- Name the different feelings and associate the colours
- Explore each emotion in detail and ask pupils to think of times when they have experienced each one
- Lead by modelling your own experiences. Then choose pupils to share experiences that they know

Recap that these colours that represent our emotions inside can impact our feelings with both friendships and relationships positively and negatively.

- How do we share our exciting and happy feelings?
- Who do we choose to share them with?
- What we can do with the feelings that make us upset and cross?
- Would it be safe to share these feelings with anyone? Why?
- How would we share them?

You may want to also use the Anna Freud mental health resource for primary: <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

Explain that what we feel inside does not always show on the outside. We should not hold feelings in and we need to talk, so we should find people who we feel comfortable with and that we trust – our 'trusted adults'. Recap who our trusted adults are from previous lesson.

If we are happy, sad, scared, worried, excited, we also need to know how to share these feelings sensibly with our friends, family and trusted adults.

Activity Pupils to work in groups of 3 or 4. One pupil is the 'trusted adult', one is a child with something important to tell and the others are friends.

The pupils role play sharing a worry with the trusted adult, including making sure they are listening, that they know what they have to say is important and to keep trying until they are heard.

Debrief Pupils in pairs to practice some useful phrases when they have something important or difficult to share with a trusted adult. For example 'I have something important to tell you...' 'Can I talk to you about something important...?'

Unicef Articles

Article: 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22, 23, 24, 25, 3, 34, 35, 36.

Resources

Inside out clip
Feelings emoji's
Anna Freud Primary resource
<https://youtube/nCrjevX3-Js>

Key vocabulary

Sad	Happy
Anxious	Scared
Excited	Safe space
Sensibly	Trusted adult
Important	

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