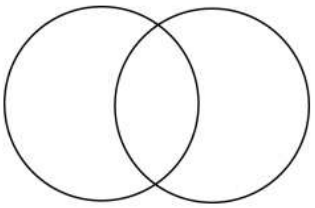


Theme	Tell me a secret	Objectives	<p>5b. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>5c that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5e how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>5g how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>
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	Music	Overview / Learning Activities	Reflection	Resources / ICT Links
Assembly for all years	<p>Sing Together (green)</p> <p>Warm the Brain</p>	<p>Show children a 'secret box' that you have prepared. Tell the children that inside it is a special secret for them and they have to guess what it is. Give the children the opportunity to guess what's inside it. While the guessing is going on, ask the children to describe how they feel about the secret (excited, curious, impatient). Open the box and reveal! What do they think or feel now that they know what the secret is? We can say that this was a '<u>safe secret</u>' because it was only unknown for a short amount of time, we found out eventually and it didn't make anyone feel bad or uncomfortable - it made us happy! If a secret lasts a long time/forever, makes someone feel bad (afraid, upset, confused, embarrassed or anxious) then it is an '<u>unsafe secret</u>'.</p> <p>PAIRED TALK: Ask what the word 'private' means. Definitions might include: things we don't tell other people, things we wouldn't do if there are lots of other people around, things we do at home. Explain that the opposite of this can be called 'public' i.e. things which other people can see, hear or know about. VOTING: Imagine a continuum line across the hall - private on one side, public on the other. Say some examples of things/activities and ask the children to stand somewhere along the continuum line whether they think it is a private or public activity. Examples could include: <i>Your name; Sleeping; Talking about what happened at the weekend; Having a bath/shower; Going to the toilet; The date of your birthday; Your password for the computer; The name of your favourite cuddly toy; Getting dressed; Having a cuddle with your grown up at home.</i> Discuss why the private things are private: for example we don't want lots of people to see certain parts of our bodies, rules or laws which would make something private, it keeps us safe, we might be a bit embarrassed and not want others to know, makes things special if not everyone knows. Stress that we have the right to decide what we share with people and this will be different for different people.</p> <p>VIDEO: (8min 21sec) Watch a retelling of the story 'Some Secrets Should Never be Kept' by Jayneen Sanders on YouTube: youtube.com/watch?v=4YjJ1MreZqs. NB: SENSITIVE CONTENT - STORY CONTAINS INAPPROPRIATE TOUCHING / ABUSE (recommended age of book 3-12).</p> <p>DISCUSS the video:</p> <ul style="list-style-type: none"> • When Lord Henry started to tickle Alfred in a way he did not like, was Alfred right to tell him to stop? • When Lord Henry did not stop, what could Alfred have done? • Why didn't Alfred tell his mother about the touching and tickling straightaway? How might Alfred have been feeling? <p>Lord Henry called it 'our special secret' - do you think this was a <u>safe secret</u> or an <u>unsafe secret</u>?</p> <p>Remind children that their body belongs to them and they have the right to decide who touches them and that they can say no - and NO means NO!</p>	<p>Remind children of their Network hands that they drew in class assembly three weeks ago. If an adult or someone else does anything they don't like or makes them worried they should talk to one of the adults on their Network hand, and keep on telling until something is done about it and they feel better.</p>	<p>'Secret box' with a nice surprise inside e.g. cute cuddly toy.</p> <p>'Some Secrets Should Never be Kept' by Jayneen Sanders: youtube.com/watch?v=4YjJ1MreZqs</p> <p>PRIVATE / PUBLIC signs on either side of the hall.</p>

<p>Lower School Class Assembly</p>	<p>To introduce the assembly, ask children how they best like to greet their grown up when they are picked up from school/Night Owls. Make a list of these ideas on one half of the whiteboard e.g. hug, wave, smile, high 5, kiss, saying hello. Does your grown-up do something to greet you e.g. ask you how your day was, ruffle your hair, hold your hand, put their arm around your shoulders? How does this make you feel?</p> <p>Together, make a list on the other half of the whiteboard of the types of people the children have a good relationship with e.g. friends, sisters/brothers/cousins, parents/carers, teachers, cub/brownies leader, sports coach, music teacher, faith leader, shopkeeper, neighbour. Would you greet all these people in the same way? Explain that different types of touch are comfortable and acceptable between people depending on their relationship.</p> <p>Task in Reflection books: Using the sheet, children draw and label/write a sentence in each box a picture to show how they would best like to greet each of the people named e.g. <i>Teacher → wave; Friend → fist bump; Parent/carer → kiss on the cheek; Brother/sister → hug.</i> The two empty boxes at the bottom are for the children to fill in with two other people of their choosing e.g. sports coach, music teacher, faith leader, shopkeeper, neighbour.</p> <p>Discuss how different people like different ways of greeting and different amounts of touch, but that most people only allow those very close to them to kiss or cuddle them. Explain that physical contact between people should always be agreed by both and that no one has the right to touch them in a way that hurts them or makes them feel uncomfortable. They can say "no" and always tell someone they trust if that happens.</p>	<p>Remind children that they can talk to their trusted adults on their Network hands that they drew in class assembly and the number for Childline 0800 1111 and online www.childline.org.uk/kids.</p>	<p>'Greetings' sheet</p>
<p>Upper School Class Assembly</p>	<p>To introduce the assembly, ask children to share their favourite way to greet their friend - perhaps it's a wave, smile, fist bump, high 5, salute, nod, gentle punch on the arm.</p> <p>Give out the 'types of touch' cards to pairs and ask children to sort into a Venn diagram:</p> <p><i>Wanted/safe touch unwanted/unsafe touch</i></p>  <p>Take photo of completed Venn diagram for Reflection books.</p> <p>Whilst children are sorting, encourage discussion on the reasons why it might be hard to decide where to put some touches, as it depends on factors like <u>who</u> is doing it, <u>how</u> they're doing it, <u>when</u> they're doing it and <u>where</u> they're doing it. (e.g. a punch can be friendly and playful if done gently to a friend at an appropriate time, but not if it's done to hurt; a kiss can be very loving if done by someone you're happy being kissed by; a friendly pat might be comforting and reassuring, but not if done hard or in the wrong place or by someone you are uncomfortable with). Also discuss that partners may differ in their opinions, because each of us is individual and have individual wants, needs, preferences and feelings of comfort.</p> <p>Reinforce that you are the 'boss of your body' and can decide how someone touches you, where they touch you and when they touch you. Explain that sometimes we can be hurt or harmed by people we know and that it makes it harder to tell someone. Remember though that we can always tell a trusted adult.</p>	<p>Remind children that they can talk to their trusted adults on their Network hands that they drew in class assembly and the number for Childline 0800 1111 and online www.childline.org.uk/kids.</p>	<p>Types of touch cards</p> <p>Venn diagram</p>