



MBIMB

Little Learners

A Guide for Teachers & Early Years Practitioners
Lesson Plans & Activities for Children Aged 3–5
Body Safety • Feelings • Boundaries • Safe Grown-Ups
Through Songs, Movement, Stories and Play



Welcome to MBIMB



Little Learners

Little Learners is a gentle, positive and engaging body-safety programme created especially for children aged 3-5.

Through songs, stories, movement and simple activities, Georgie the Safeguarding Bear and Melody the Singing Butterfly help children learn important messages in a fun, age-appropriate and memorable way.

Young children need simple words, familiar routines and reassuring messages that help them understand their bodies, feelings, choices and to know who they can talk to when they need help.

This guide has been designed by the My Body is My Body Foundation for teachers, parents and carers, so that we can work together to give children the knowledge, language and confidence they need to feel safer.

Children communicate and learn in different ways. Activities can be adapted so children can respond through speech, pointing, gesture, signing, symbols, movement or Augmentative and Alternative Communication (AAC).

What Children Will Learn and Understand:

-  My body belongs to me.
-  Private parts are private.
-  My feelings are important.
-  It is okay to say "NO".
-  I can ask for help.
-  I can tell a safe grown-up.
-  I can tell a safe grown-up about secrets that make me feel worried or uncomfortable.
-  Kindness, caring and respect are important.

Learning Through Music and Play How Little Learners Works

-  Watch engaging videos
-  Sing the songs
-  Dance, move and join in
-  Talk about the messages
-  Reinforce learning through fun activities
-  Repeat to build confidence



Little Learners



Our aim is to give children the foundations that can help them communicate:

- **words for their feelings,**
- **words for their bodies,**
- **permission to say no,**
- **confidence to ask a safe grown-up for help**

Safeguarding children remains an adult responsibility.

How Little Learners Supports Early Years Learning EYFS with links to PSHE & Relationships Education

Little Learners is designed to support the Early Years Foundation Stage (EYFS) and complement PSHE and Relationships Education foundations.

For children aged 3–5, the programme particularly supports the following:

Little Learners Early learning connection

- | | |
|--|---|
| Recognising and naming feelings | • EYFS PSED – Self-Regulation |
| Confidence and a positive sense of self | • EYFS PSED – Managing Self |
| Caring, sharing and kindness | • EYFS PSED – Building Relationships |
| Talking and listening | • EYFS Communication & Language |
| Body awareness and personal care | • EYFS Physical Development |
| Saying yes/no and recognising boundaries. | • PSHE – Relationships Education foundations |
| Private parts and body ownership | • Relationships Education – Being Safe |
| Identifying safe grown-ups and asking for help | |
| Secrets, worries and speaking up. | • Relationships Education – privacy and seeking help |

The current statutory Relationships Education guidance includes learning that each person's body belongs to them, appropriate and unsafe physical contact, privacy, recognising unsafe situations, reporting concerns, asking for help and continuing to seek help until heard.

Safeguarding Comes First

Little Learners may encourage children to talk about their feelings, experiences or worries. Before using the programme, all staff should be familiar with their setting's safeguarding and child-protection procedures and know who the Designated Safeguarding Lead (DSL) is.

If a child says something that causes concern:

Stay calm. Listen. Allow the child to use their own words. Do not investigate or ask leading questions. Do not promise to keep it secret. Record and report the concern according to your setting's safeguarding procedures.



Little Learners



How to Use MBIMB Little Learners

Little Learners has been designed to be integrated naturally into Early Years practice. The sessions are short, playful and flexible and can be used during circle time, PSED activities, story time, music and movement, or small-group learning.

Children aged 3–5 do not need to understand everything at once. The most important thing is to introduce the messages gently, positively and repeatedly, using language they can understand and remember.

Keep It Playful

Sing the songs, copy Georgie's movements, flap like Melody, make faces, point to pictures and join in together. Young children learn through play, movement, music and repetition, so keep sessions enjoyable and reassuring.

Keep It Simple

Use short, clear phrases children can remember:

- My body belongs to me.
- My feelings matter.
- I can say NO.
- I can tell a safe grown-up

Keep It Short

A Little Learners session may only need to last around 10–15 minutes. Follow the children's attention and interest. If they have had enough, stop and return to the activity another day. There is no need to complete everything in one session.

Keep Talking

The songs and stories are designed to open up simple conversations. You might ask: "How do you think Georgie feels?" "What could you say if you didn't want a hug?" "Who would you tell if you needed help?" Keep questions simple and general. Children should never feel pressured to talk about personal experiences.

Keep Practising

Give children opportunities to use the words, not just hear them.

- Practise together:
- NO thank you.
- STOP.
- I can tell a safe grown-up

Repeating these phrases helps turn an important safety message into something children can actually say.

Keep Repeating

Young children learn through repetition. Return to the songs, phrases and activities regularly so the language becomes familiar.

Watch → Sing → Move → Talk → Practise → Repeat



Little Learners

Before You Begin



A practical guide to MBIMB Little Learners

Use a printed guide or download it from the [MBIMB website](https://www.mbimb.org).
Have the relevant book pages, song and activity materials ready.

Keep it short and reassuring

Recap → Song → One activity → Reassuring close

Allow around 10–15 minutes, or less, following children's attention, comfort and communication needs. Each lesson can span several short sessions. Finish with: "Your body belongs to you. You can always ask a safe grown-up for help."

Adapt and include everyone

Start with one phrase, one picture and a modelled response. Repeat often. For children ready for more, ask: "What could Georgie do?" Allow time to respond.

Children may watch, pass, point, sign, move or use augmentative and alternative communication (AAC), such as communication boards or devices. They can take a supported break or join in later. Speaking, singing and copying actions are optional.

Practise safely

Use pictures, stories or puppets. Practise choices without physical contact—never demonstrate unwanted touch by hugging, tickling, or touching children.

Keep group questions about fictional characters. Do not invite personal disclosures. If a child shares a concern, listen calmly and follow your safeguarding procedures.

Make help accessible

Help each child identify adults they can approach, including someone in the setting, and practise getting help using their usual communication method. Public naming is not required.

Repeat: "If you still need help, you can tell another safe grown-up."

Involve families

Explain the programme, key messages and vocabulary before teaching begins. Share the home activities to support everyday conversations.

Prepare to deliver

Complete the relevant free presenter training through the MBIMB Quick Start Guide and preview the songs and activities. Review your setting's safeguarding procedures so you know how to record and report concerns without delay.

Safeguarding lead: _____

Contact details: _____

Safeguarding procedure location: _____

Keeping children safe is an adult responsibility. Listen, support and act.



Little Learners

Song 1

My Body is My Body



Learning Objectives

Children will begin to understand

- Their body belongs to them
- They can express choices about everyday touch and affection, such as hugs and tickles.
- Some parts of the body are private
- It's okay to talk to a safe grown-up if they feel worried or uncomfortable

Key Words

Body Mine Touch
Safe Private Feelings

EYFS Links

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Communication & Language

- Listening and attention
- Using new vocabulary
- Expressing feelings and choices

Physical Development

- Body awareness and movement

PSHE Relationships

- Body awareness
- Personal Boundaries
- Consent (early understanding)
- Personal boundaries and unwanted or uncomfortable touch
- Speaking up
- Safe grown-ups



Scan to watch the song

My Body Belongs to Me

"Hello, Little Learners! Today we are going to learn about something very special — our bodies!"

Ask the children some playful questions:

"Can you show me your hands?"

"Where are your ears?"

"Can you wiggle your fingers?"

"Can you stamp your feet?"

"Can you blink your eyes?"

Keep this quick, fun and active.

Explore Little Learners Page 4

Look together at the body-parts pictures.

"Can you find the hands?"

"Can you find the feet?"

"Which part helps us see?"

"Which part helps us hear?"

Then introduce the central idea:

"Everybody's body is different — and every body is special."

"You only have one body, and your body belongs to you."

Practise together:

"Whose body is it?" Children: **"My body!"**

"My body belongs to..." Children: **"ME!"**

This repetition is more valuable at this age than a lengthy explanation.

After you have completed the introduction - play the My Body is My Body Song for the children:

"Georgie and Melody have a song to help us remember that our bodies belong to us. Shall we join in?"

Play the song.

For the first viewing, allow children simply to watch, listen and move.

If you have time play the song again and get the children to:

- point to body parts mentioned
- copy Georgie's movements
- clap
- sway
- stamp
- join in with the words they remember

Key phrase to repeat

"My body is my body."



Little Learners

Song 1

My Body is My Body



Part 2 — Private Parts Are Private

This can be taught immediately afterwards if the children are still engaged. However, for many 3–5-year-olds, we suggest returning to it as a second short session.

Use page 5 of the Little Learners Book and say:

“We have lots of different body parts, and we also have some parts that are private.”

“Private parts are the parts usually covered by our underwear or swimsuit.”

Point to the illustrated children in the book.

Then repeat the key message from the book:

“Private parts are private — and your body belongs to you.”

Gentle ways to talk about personal care

Inclusion Note

Some children may need support with personal care for longer. Keep the message positive and respectful, focusing on safe and caring support.

1



Washing and personal care

When we are little, a parent, carer or another grown-up who looks after us may help us wash, use the toilet or get dressed.

As we grow, we learn to do more things for ourselves.

2



Medicine

If part of our body is sore, a parent, carer or doctor might need to help us with medicine.

3



Doctor or nurse

Sometimes a doctor or nurse may need to check part of our body to help us get better.

When someone is helping to care for our body, we should be treated gently and respectfully. If you ever feel worried or unsure, you can tell a safe grown-up.



Little Learners

Song 1

My Body is My Body



Can you show me something your body can do

clap
jump
wiggle
wave
stamp
smile
dance
balance

Now everybody say:
"My Body Is My Body"

Let's practise together

Yes



Nod or thumbs up

No



Shake head gently and hold up hand

No thank you



Hands out and say "No thank you"

Say this together

My body belongs to me!

NO thank you!

STOP!

I can tell a safe grown-up!

Finish With

Your body is special, and your body belongs to you!

If something makes you worried or unsure, you can always talk to a safe grown-up.

MY BODY BELONGS TO ME!

Home Connection

During everyday routines, Parents and carers name ordinary body parts together and repeat: "My body belongs to me." Remind your child that they can always talk to you if something worries them.



Georgie's Scenarios

Read the simple scenarios and ask the children what Georgie could say.

Someone I like asks me for a hug – and I want one



A tickle when I don't want it



Someone tries to touch my private parts



What Are We Looking For?

There is no formal assessment.

Through observation, you may notice children beginning to:

- identify familiar body parts
- recognise that bodies can be different
- use the phrase **"My body belongs to me"**
- understand that some parts of the body are private
- understand that a safe grown-up may sometimes help with care
- use simple phrases such as "No", "Stop" and "I can tell a safe grown-up"
- know that they can talk to an adult if worried

The expectation is **emerging understanding**.

Key skill:

Beginning to use words to express body ownership and seek help

Safeguarding Reminder

If a child shares something that concerns you, stay calm, listen and follow your setting's safeguarding procedures. Do not investigate or ask leading questions.



Little Learners

Song 2 I Am Special



Learning Objectives

**I am special. You are special.
We all matter.**

This lesson helps children develop

- a positive sense of themselves.
- We are all different.
- We all have feelings.
- We can all make kind choices.
- Self-Regulation

Key Words

Happy Kind Help
Share Special Different

EYFS Links

Personal, Social and Emotional Development

Managing Self

Children begin to:

- develop confidence
- recognise things they can do
- have a positive view of themselves
- persevere when something is difficult

Building Relationships

- notice other people's feelings
- practise kindness
- help others
- share
- learn that everybody matters

Communication and Language

- listen and respond to the song
- talk about themselves
- listen to other children
- learn simple describing words
- feelings and positive actions
- answer simple questions

PSHE Relationships

- self-confidence
- recognising positive qualities
- kindness • friendship • respect
- helping others
- managing mistakes



Scan to watch the song

Heartbeat Hello

Page 8 from the Little Learners Book.

**Put your hand gently on your chest.
Can you feel your heart beating?
You might feel a little beat.**

- Everybody has a heart.
- Everybody is different.
- And there is only one you.
- You are special.



Everybody Is Different

Ask children to look around the room and ask:

Do we all have the same hair?

Do we all have the same eyes?

Do we all like the same things?

We are all different — and that's okay.

Everybody here is important.

After you have completed the introduction - play the I Am Special Song for the children:

"Georgie and Melody have a song to help us remember that we are special. Shall we join in?"

Play the song.

For the first viewing, allow children simply to watch, listen and move.

If you have time play the song again and get the children to:

- sway
- clap
- point to themselves when they hear "I am special"
- point gently towards their friends when they hear "you are too"
- make a heart shape with their hands
- smile or wave during "smiles and love everywhere"



Key phrase to repeat

"I am special. You are special.
We all matter."



Little Learners

Song 2 I Am Special



Let's look at all the different things we can do!

- clap
- hop
- wave
- dance
- build things
- draw
- sing
- count
- tidy up
- kick a ball
- help a grown-up at home

Can you think of anything else you can do?

Discussion - Try Again

The song also contains an important message about mistakes and trying again.

What could we do if we can't do something the first time?

We can try again!

or ask for help

I can't catch the ball.

Let's try again

My drawing didn't turn out how I wanted.

Let's try again



What is something you are good at?



What is something you like doing?



You can point, talk or show us.

You can do lots of special things!



You might be good at singing.



You might be good at building things.



You might be good at drawing a picture.



You might be good at running.



You might be good at dancing.



You might be good at helping tidy up.



You might be good with animals.



You might be good at kicking a ball.



Little Learners

Song 2 I Am Special



Important Inclusion Note

This lesson should never become a comparison of ability.

Some children may:
communicate without speech
need help drawing
move differently
need longer to respond
find it difficult to identify something they are "good at"

You can adapt the activity by
allowing children to point,
choose from pictures, make a
movement, use symbols, or
have an adult describe something positive they have noticed.

The message is:

You do not have to be good at something to be special.
We are all special.



We Can Be Kind



Can you think of one kind thing you could do?



Talk: What could you do at home, at school or with a friend?



Ask: How might that make someone feel?



Show: Children can point, talk, draw or act out their ideas.



Notice: Look for kind choices throughout the day.

Kind choices



Help tidy the toys



Share the crayons



Say hello



Help a friend



Use kind words

Kind choice or not?



Georgie shares his crayons. **Kind choice!**



Georgie helps Melody. **Kind choice!**



Georgie grabs all the toys. **What could he do instead?**



What makes you happy?

Children can point, talk or show.



What Are We Looking For?

You can observe whether children are beginning to:

- talk positively about something they enjoy or can do
- recognise that everybody is different
- understand that everybody matters
- identify simple kind actions
- use words such as kind, help and share
- understand that mistakes happen
- use the phrase "try again"
- listen while another child speaks

Home Connection

A simple message could go home:

Ask your Little Learner:

"What made you happy today?"

"What kind thing did you do?"

"What would you like to try again?"

Parents and carers can also sing the I Am Special song with their children.



Little Learners



Song 3

Feelings Come And Feelings Go

Learning Objectives

Children will begin to:

- Recognise and name different feelings
- Understand that everyone has feelings
- Notice how faces and bodies can show feelings
- Understand that feelings can change
- Know that all feelings are okay
- Say when they like or don't like something
- Know they can say "No thank you" or "Stop"
- Know they can tell a safe grown-up if they feel worried or uncomfortable

Key Words

Happy Worried Sad

Stop Help Excited

EYFS Links

Personal, Social and Emotional Development

Self-Regulation

- recognising feelings
- beginning to put feelings into words
- understanding that feelings can change
- seeking help when feelings become difficult

Managing Self

- expressing likes and dislikes
- beginning to make simple choices
- develop confidence to communicate

Building Relationships

- noticing other people's feelings
- understanding that other people may have different feelings
- respecting another person's "yes" or "no"

Communication & Language

- using simple feeling words
- listening and responding to questions
- expressing choices and needs

PSHE Relationships

This lesson builds early foundations for:

- feelings
- personal boundaries
- communicating choices
- recognising when something feels uncomfortable
- asking for help

The current Relationships Education guidance identifies boundaries, privacy, feeling unsafe and asking for help as important areas of learning.



Scan to watch the song

My Feelings Matter

Page 11 from the Little Learners Book.

We all have feelings.
Sometimes I feel happy,
Sometimes worried,
and sometimes excited!

"How are you feeling today?"

Do not require every child to answer verbally.

Children can:

- say a feeling
- point to a face
- make a face
- use a gesture like thumbs up or thumbs down



Show Your Faces!

Look at the four children:
Happy , Worried , I don't like this , Excited

Let's see if we can make these faces too!

- Show me your happy face!
- Show me your worried face.
- Can you make a face that says, 'I don't like this'?
- Show me your excited face!

Keep this playful.

We don't all show our feelings in exactly the same way.

That is important. Facial expression can give us clues, but we should not teach children that we can always know exactly what another person feels simply by looking at their face.



Little Learners



Song 3

Feelings Come And Feelings Go

Sing — Feelings Come and Feelings Go

Melody and Georgie have a song to help us remember that feelings can change.

Play the song and encourage children to use actions:

Happy — clap

Sad — gentle pretend tears

Singing — hands near mouth

Mad — stamp feet gently

Big feelings — stretch arms wide

The key message after the song is:

Feelings come and feelings go,
and all feelings are okay;

behaviour still needs to be safe and kind.

Discussion

Ask a few simple questions:

- *Do we always feel the same all day?*
- *Can we feel happy and then later feel sad?*
- *Is it okay to feel worried?*
- *Who could you talk to if you had a worry?*

Avoid asking children to disclose personal experiences in front of the group.



What Could Georgie Do?

Talk about the situations and help children think about feelings, choices and safe actions.



1

Georgie wants to play with the blocks and feels excited.



Ask: What feeling might Georgie have?

Excited!

2

Georgie's tower falls down and he feels sad.



Ask: What could help Georgie?

Try again.

Ask for help.

Have a cuddle if he wants one.

3

Someone keeps tickling Georgie and he wants them to stop.



Ask: What could Georgie say?

STOP!

4

Georgie has a worry in his tummy.



Ask: Who could Georgie talk to?

A safe grown-up.



Notice the feeling → talk to someone.





Little Learners



Song 3

Feelings Come And Feelings Go

Key Messages to Repeat

My feelings matter.

All feelings are okay.

- I can say 'No thank you' or 'Stop'.
- If I feel worried or uncomfortable, I can tell a safe grown-up.

Little Learners Activity

Use pages 11 and 12 Little Learners Book

Children can:

- point to a feeling
- make the corresponding face
- talk about how the character might feel
- draw a face

For children who may find emotional language difficult, offer two choices:

- Do you think this person looks happy or worried?
- Visual choices and non-verbal responses are completely acceptable.



My Feelings Can Help Me



Happy feelings
can help us know
what we enjoy.



Worried feelings
can tell us it's time to
talk to a safe grown-up.



Notice the feeling → talk to someone.



Let's Practise Together

Sometimes something doesn't feel right or comfortable.
What can we do?



1

Say STOP



STOP!

2

Say "No thank you"



**No
thank you.**

3

Move away



**Take two
small steps
backwards.**

4

Tell a safe grown-up



**I'm going to
tell a safe
grown-up.**

What Are We Looking For? There is no formal assessment.

Through observation, you may notice children beginning to

- recognise basic emotions
- use simple feeling words
- understand that feelings change
- recognise that all feelings are okay
- express a like or dislike
- use "No thank you" or "Stop"
- understand that another person's "No" should be respected
- know that they can talk to a safe grown-up when worried or uncomfortable

Home Connection

A very simple activity for parents and carers:

- **How did you feel today?**
 - **What made you happy today?**
 - **Did anything make you worried?**
 - **Who can you talk to when you have a worry?**
- They could also sing
Feelings Come and Feelings Go together.



Little Learners



Song 4

I Can Tell a Safe Grown-Up

Learning Objectives

Children will begin to understand that:

- everybody needs help sometimes
- it is okay to ask a grown-up for help
- a safe grown-up is someone who listens, helps, cares and wants them to be safe
- there may be several safe grown-ups in their life
- they can tell a safe grown-up when they feel worried, sad, confused or uncomfortable
- they can keep telling if they still need help
- asking for help is a positive and important thing to do

Key Words

Help Worried Sad

Listen Tell Care

Core phrase:

"I can tell a safe grown-up."

EYFS Links

Personal, Social and Emotional Development

Self-Regulation

Children will begin to:

- recognise when they need support
- connect feelings with asking for help
- understand that adults can help them manage worries

Managing Self

Children will begin to:

- communicate needs
- develop confidence to speak up
- practise asking for help

Building Relationships

Children begin to:

- recognise supportive adults
- understand that caring adults listen and help
- develop confidence in seeking support

Communication & Language

Children:

- listen to short scenarios
- use simple phrases to ask for help
- talk about people who help them
- practise saying "I need help"
- join in with the song and repeated language

PSHE Relationships

This lesson builds early foundations for:

- seeking help
- trusted relationships
- feelings
- speaking up
- knowing who can help
- continuing to ask for help

It also helps prepare children for later Relationships Education by supporting them to recognise when they need help and to seek support from a trusted adult.



Sometimes
Georgie
needs help.



Who Can Help Me?

For Teachers and Parents

We all
need help
sometimes.

Georgie might feel...



worried



sad



confused



uncomfortable

1

What could Georgie do if he felt **worried**?



Tell a safe grown-up.

2

What if Georgie doesn't know what to do?



Tell a safe grown-up.



Little Learners



Song 4

I Can Tell a Safe Grown-Up

What Is a Safe Grown-Up?

Use Page 16 of the Little Learners Book

Rather than simply telling children that a teacher, doctor, parent or relative is automatically "safe", teach the characteristics:

A safe grown-up is someone who:

- listens to me
- helps me
- cares about me
- wants me to be safe

This is stronger than teaching children a list of job titles. The Little Learners Book then gives examples of people who could help, such as a teacher, grandparents, parents, aunt, uncle, doctor or trusted carer.

Also share that:

"Different children may have different safe grown-ups that they can talk to."

That keeps the activity inclusive of different family structures and circumstances.

Practising Asking for Help

Let's Practise Together

For this age group, practising the words is essential.

Tell the children:

"Sometimes we know we need help, but we don't know what to say. Let's practise some helpful words."

Everyone repeats:

- Can you help me?
 - I need help.
 - I'm worried.
- Something doesn't feel right.
- I want to tell you something.
- I can tell a safe grown-up.

And:

- I still need help.

There is no need for children to explain a problem.

The important skill is learning **how to start the conversation.**



Time to sing

Encourage simple actions

The core lines children need to remember are:

"I can tell a safe grown-up." and

"I'll keep telling safe grown-ups until someone helps for sure."



Scan to watch the song



Little Learners



Song 4

I Can Tell a Safe Grown-Up

Key Messages to Repeat

- It is okay to ask for help.
- I can tell a safe grown-up.
- Safe grown-ups listen, help and care.
- If I still need help, I can tell another safe grown-up.

Important Teaching Point

Children may know parents, relatives, teachers, carers, doctors and other adults.

But we should not teach children that someone is automatically safe simply because of their role.

Instead, reinforce:

A safe grown-up

- listens
- helps
- cares and
- wants the child to be safe.

If a child tells you something worrying:

- Listen calmly.
- Take them seriously.
- Do not ask leading questions or try to investigate.
- Do not promise to keep it a secret.
- Reassure them that they were right to tell you.

Follow your setting's safeguarding procedures.

What Are We Looking For? There is no formal assessment. Practitioners may notice children beginning to:

- understand that asking for help is okay
- recognise the phrase safe grown-up
- identify several adults who could help
- use simple phrases such as "Can you help me?"
- know that adults should listen and help
- understand that they can tell another grown-up if they still need help
- connect worried or uncomfortable feelings with asking for support

Little Learners Activity

Use pages 15 and 16.

Children can:

- 1** point to different safe grown-ups
- 2** talk about what makes someone helpful
- 3** match the words
listen / help / care / safe
listen help care safe
- 4** practise asking for help
Can you help me please?
- 5** draw someone who could help them

Home Connection

Parents and carers could reinforce one simple phrase:

"You can always talk to me if you need help."

They might ask:

"Who are some of the grown-ups who help you?"

or practise with the child:

"Can you help me?"

The aim is to make asking for help feel normal and positive.



Little Learners



Song 5 Say No To Secrets

Learning Objectives

Children will begin to understand that:

- a surprise is something we get to tell soon
- surprises can be happy and fun
- we do not keep secrets
- if somebody asks us to keep a secret, we tell a safe grown-up
- they can say "NO"
- they can still tell even if somebody has said "Don't tell"
- they can keep telling safe grown-ups until someone listens and helps

This develops naturally from Lessons 3 and 4:

My Feelings Matter → I Can Tell a Safe Grown-Up → Say NO To Secrets

EYFS Links

Personal, Social and Emotional Development

Self-Regulation

- recognise worried or uncomfortable feelings
- understand that feelings can show when something is not right
- know they can ask a safe grown-up for help

Managing Self

- develop confidence to say "No"
- speak up when something worries them
- ask for help when needed

Building Relationships

- recognise caring and supportive adult behaviour
- understand that safe grown-ups listen and help

Communication & Language

- listen to short, simple scenarios
- learn the difference between a secret and a surprise
- talk about feelings
- practise simple safety phrases
- respond by speaking, pointing, signing or another communication method

PSHE Relationships

This lesson has a particularly clear connection to later Relationships Education.

Current statutory guidance for primary children includes:

- understanding privacy
- knowing that it is not always right to keep secrets when they relate to safety
- knowing that their body belongs to them
- reporting concerns or feelings of being unsafe
- asking for help and continuing to try until they are heard.

For Little Learners, we introduce those ideas through very simple language and play.

Key Words

Secret **Surprise** **Worried**

Say NO **Tell** **Safe**

Core phrase:

"Say NO To Secrets"



What Is a Secret?

Now introduce the difference gently.

Sometimes somebody might say:

"Don't tell anyone. It's our secret."

Then give the rule immediately:

"We don't keep secrets."

"If someone asks us to keep a secret, we tell a safe grown-up."

Secrets and Surprises

1. Georgie Has a Surprise!

1 Start positively. Georgie has something exciting to tell us. He is helping to make a birthday cake for someone!	2 Ask: Should Georgie tell them about the cake now?	3 Then: No — because it's a surprise! They will find out soon.	4 Explain: Surprises don't stay secret forever. We get to tell them.
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5 Examples could include:

a birthday present	a birthday party	making somebody a card	baking somebody a cake
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Little Learners



Song 5 Say No To Secrets



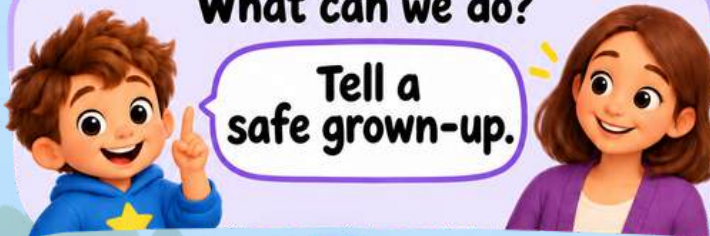
A happy surprise might make us feel...



Sometimes something might make us feel...



What can we do?



Our feelings can help us know when we need help. But remember – if somebody asks us to keep a secret, we can always tell a safe grown-up.

Let's Practice

Our Simple Rule

SURPRISE - We get to tell soon.

SECRET - We tell a safe grown-up.

And:

"We don't keep secrets."

Say NO

Georgie has a very important word.

"NO!"

Invite children to practise:

quiet NO →

normal NO →

big strong NO

The aim is confidence, not aggressive shouting.

Then add:

"And after NO, we tell a safe grown-up."

You could make the sequence:

NO → MOVE AWAY → TELL where it is possible and safe to move away.



Time to sing - Say NO To Secrets

"Georgie and Melody have a song to help us remember what to do if someone tells us to keep a secret."

Encourage simple actions - follow along with Georgie or make your own fun actions.

The core lines children need to remember are:

"I can tell a safe grown-up."

and

Keep the song lively, positive and empowering.



Scan to watch the song



Little Learners



Song 5 Say No To Secrets

What If Someone Says “Don’t Tell”?

This is one of the most important parts of the lesson.

“Sometimes somebody might tell us not to tell.”

“But you can ALWAYS tell a safe grown-up.

Practise: “I can tell a safe grown-up.”

Connect with Lesson 4:

“And what if I still need help?” - “I can tell another safe grown-up!”

Then reinforce:

“Keep telling until someone listens and helps.”

Page 19 - Little Learners Book



Teacher Quick View

SURPRISE
➡ We get to tell soon.

SECRET
➡ We don't keep it.
➡ Tell a safe grown-up.

DON'T TELL
➡ I can still tell.

STILL NEED HELP
➡ Tell another safe grown-up.

What Are We Looking For?

There is no formal assessment.

Practitioners may notice children beginning to:

- understand that a surprise is revealed later
- recognise simple examples of secrets and surprises
- understand that they do not need to keep secrets
- use the word NO
- use simple phrases such as “I can tell”
- know that they can tell a safe grown-up
- understand that they can tell even when somebody has said “Don’t tell”
- know that they can tell another safe grown-up if they
- still need help
- The aim is **familiarity, repetition and confidence**, not perfect understanding after one lesson.

Home Connection

Parents and carers can reinforce the difference between surprises and secrets.

For example:

“We’re keeping Daddy’s birthday present a surprise because he will find out on Saturday.”

Families can reinforce:

“In our family, you never have to keep secrets from a safe grown-up.”

“You can always tell me if you need help.”

I would strongly retain your advice to avoid saying:

“Don’t tell Mum — it’s our little secret.”

Instead say:

“Let’s make it a surprise for Mum.”



Little Learners

Song 6 Love Is Gentle



Learning Objectives

Children will begin to:

- recognise kind and caring behaviour
- understand that caring should be gentle and respectful
- practise sharing, helping and taking turns
- understand that they can say "No thank you" to unwanted affection
- begin to respect another person's yes or no

Key message

Love is gentle. Love is kind.

We can show we care through kind words and actions.



EYFS Links

Personal, Social and Emotional Development

- practising kindness and caring
- helping, sharing and taking turns
- expressing likes and dislikes
- recognising how actions can affect others

Communication & Language

- listening and responding
- using words such as kind, gentle, help and share

PSHE Relationships

Relationships Education Foundations

- kindness and caring relationships
- friendship and respect
- recognising other people's feelings
- personal choices and boundaries
- respecting another person's yes or no

Key Words

Gentle

Kind

Care

Share

Help

No

Core phrase:

"Love Is Gentle"

Love Is Gentle and Kind

Use page 21 of the Little Learners Book.

Let's Talk- Love is about caring, sharing and being kind. We like to spend time with people we care about and do happy things together.

Ask the children:

"Can you point to something you would like to do with someone you care about?"

- reading books
- playing games
- taking a walk
- drawing
- listening to music
- cooking
- watching television or a movie

Ask:

"Can you think of anything else you could do together?"

This keeps the activity inclusive of different family structures and care arrangements.

What Does Kind Look Like?



Georgie has a question for us.
What does being kind look like?

Ask some simple questions:



Is helping someone kind? ❤️



Is sharing a toy kind? ❤️



Is using kind words kind? ❤️



Is helping someone who is sad kind? ❤️

Children can answer by:



saying yes or no



nodding



pointing



giving a thumbs up



using gesture or signing

There are lots of ways we can show people we care.



Little Learners

Song 6 Love Is Gentle



Gentle or Not Gentle?

Share with the children:

If you think something sounds gentle and kind, give a thumbs up, and if you think it is not kind put your thumb down.

Examples:

- Helping somebody pick something up. 👍
- Sharing toys 👍
- Pushing somebody out of the way. 👎
- Using kind words. 👍
- Saying mean words at somebody. 👎



Georgie's Kind Choice Game

Georgie needs our help! Is this a kind choice?



What could Georgie do instead?



Time to sing - Love Is Gentle

"Georgie and Melody have a song about being gentle, kind and spending happy time together."

Play The Song Love Is Gentle.

For the first viewing, allow children simply to watch, listen and move.

When you play it again, encourage children to follow Georgie's actions or make up their own.

Key Phrase "Love is gentle. Love is kind."



Scan to watch the song



Little Learners



Song 6 Love Is Gentle

Body Choices

Teaching respect and boundaries

We can choose what feels right for our bodies, and we can listen to other people's choices too.

Do you want a hug? Yes! No thank you.	Do you want a tickle? Yes! No thank you.	A friend wants more space Okay – I can step back.	A friend does not want a hug That's okay – I can wave or high five instead.
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Teacher note: Use these simple examples to help children learn that they can make choices about their own bodies, and that kind friends listen to other people's choices too. Keep the discussion light, practical and positive.



Teacher Note

Children should never feel that being kind or polite means they have to accept physical affection they do not want. Help them understand that listening to another person's "No" is also a kind choice.

What Are We Looking For?

There is no formal assessment.

Through observation, you may notice children beginning to:

- recognise examples of kindness
- identify simple caring actions
- use words such as kind, gentle, help and share
- notice that actions can affect feelings
- suggest a kind choice
- take turns or share
- recognise that people may enjoy different things
- understand that they can be kind and still say "No thank you"
- begin to respect another person's yes or no

Key skill

Beginning to recognise and practise kind, caring and respectful behaviour.

Home Connection

Parents and carers could ask:

"What kind thing did you do or notice today?"
"What did you enjoy doing today?"
"What could we do together?"

Ideas might include:

- reading
- drawing
- walking
- listening to music
- cooking
- playing a game

Parents and carers can also sing the Love Is Gentle song with their children



Little Learners



Before You Leave

When working with young children, you may see something, hear something, notice a change, or simply have a gut feeling that something isn't quite right.

- Don't ignore it. Share it.
- If a child tells you something that worries you:
- Stay calm and listen.
- Give the child time to speak in their own words.
- Do not investigate, quiz the child or ask leading questions.
- Reassure them that they have done the right thing by telling you.
- Do not promise to keep it secret.

Where appropriate, make a clear factual record of what you saw or heard, including the child's own words wherever possible. Accurate recording of disclosures and concerns is recommended safeguarding practice.

Share your concern without delay with the Designated Safeguarding Lead (DSL), deputy DSL, or the appropriate person responsible for safeguarding in your setting. Follow your setting's safeguarding and child-protection procedures.

If you believe a child is in immediate danger, follow your setting's emergency safeguarding procedures immediately.

MBIMB does not receive or investigate safeguarding concerns.

Your responsibility is to make sure the concern is passed promptly to the appropriate safeguarding person or authority.

Remember

Listen — don't investigate.

Notice — don't dismiss.

Share — don't hold.

More MBiMB Resources

Continue learning with My Body Is My Body

Use the QR codes below to explore more free resources, videos and training.



Little Learners Videos

Watch the songs and movement videos.



MBiMB Website

Explore free body-safety resources and information.



Free Online Courses

Access safeguarding and MBiMB training courses.



Parents & Carers Resources

Find helpful guidance to continue the learning at home.



www.mbimb.org
MBiMB Foundation
Charity Number 1199901



Thank you for helping children learn
to be **safe**, **strong** and **confident**.