



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Ensure you are aware of any pupils for whom labelling body parts and talking about safe touch would.
- Teacher helpsheet E sexual body parts male.
- Teacher helpsheet F sexual body parts female.



Resources required

- Interactive whiteboard resource: Keeping safe.
- Interactive whiteboard resource: My personal and private body parts.
- Worksheet K (i): Safe and unsafe touch sorting cards.
- Worksheet K (ii): Keeping safe: scenario cards.
- NSPCC: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>*



Aim of lesson

- To reinforce language for the personal and private parts of the body and to explore ideas of safe touch, personal space and consent.



Learning outcomes

- I can label the personal and private parts of bodies.
- I can explain the difference between safe and unsafe touches.
- I know that no one has the right to touch us in a way that feels unsafe not even someone in our family.



Key questions

- Who does my body belong to?
- What are the names for my personal and private body parts?
- What is safe and unsafe touch?
- How can I say no to touch I don't want?
- How do I ask someone if I can hold their hand or hug them?



Differentiation

- Ideas for differentiation and supporting all pupils or occasional additional activities.



Introduction to lesson (and baseline assessment)

1. Remind pupils of the ground rules, particularly those about taking care of what you share.
2. Review names for the external body parts by showing the personal and private body parts on the interactive whiteboard, asking pupils to help label all body parts including the personal, private parts: penis, vulva, nipples, testicles, anus, breasts and bottom. This activity can also be adapted to baseline assess what individual pupils have remembered from KS1. If their knowledge of body parts is limited, then a lesson focusing on this can be taught.
3. Give all pupils a chance to say out loud the words for the personal, private parts (perhaps by chorusing the words together). Recap on why it is important we know and use the biological language. If we need to talk about that part of the body, we need to use the biological names so that everyone understands what we are talking about. Ask the question: 'who does our body belong to?'



Main activities

4. Give out sets of the safe/unsafe touch photo cards. Ask small groups to sort them into different types of touch. Discuss the sorting categories they have devised. Any surprises or questions? Ask: what makes a touch safe or unsafe? If it is our choice? If we can say no to it? Advise that if it does not hurt us or make us feel uncomfortable (inside), then it is safe. Remind pupils of the need for us all to ask before we touch someone, this called consent.
5. Give the scenario cards out to groups or devise ones which reflect the needs of the class. Ask pupils to discuss what they would do in the scenarios on the scenario sheet. These are tricky situations, but pupils can be encouraged to trust their feelings and act on them. These could be developed into role plays.
6. Together try out some of the 'I' messages for example:
 - no thanks, I don't want to.
 - I'd rather not...
 - I'll blow you a kiss instead.
 - I would prefer it if next time we play we...
 - I liked the game but now it has got a bit rough...
7. Pupils could be invited to role play or practice this language.



Plenary and assessment

Observation of the pupils, including the role play element enables adults in the classroom to find out which pupils are struggling to be assertive. These pupils could be offered additional support in a 1:1 or small group settings, this learning can be returned to in a whole class setting.

In the plenary remind pupils that they are the 'boss of their body' and nobody has a right to touch them in a way that feels uncomfortable or unsafe. The exception is in an emergency when someone must step in to stop them from getting hurt, like if they were about to step out into the road or if two children were fighting and hurting each other.

Remind pupils that if they feel unsafe:

- talk to someone who can help;
- find a way to get out of the situation if they can;
- tell someone if something has happened to them that they did not like;
- sometimes we may need to tell more than one person, so we are listened to and are heard.



Embedding learning

Remind pupils of Pantosaurus song, which they heard in Year 1 and the NSPCC Pants Rule. Share messages with parents and carers.

Additional activity idea for understanding personal space if this would be good learning for your class.

- Explain that when we get physically close to someone, we need to check that is ok or they might feel uncomfortable or get scared.
- Give everyone 2 circles of coloured card and ask them to draw a happy face on one and an unhappy face on the other.
- Ask them all to find a space in the room and waggle their arms and legs around to see how big their personal space is.
- Pair them up and ask them to face each other with their plates. One person has to walk towards the other. The person being walked towards is happy, so they show the happy plate face. When they feel that person has got far enough towards them, they display their unhappy plate face. Swap them over and let them both try.
- Ask the group if someone is in our personal space what could we say to them to make them stop or move back. Discuss how we can ask someone for their permission to touch them, to hold their hand, give them a kiss etc. Ensure that you model this.
- Come back together and share some of these ideas.



Additional resources to support learning

- NSPCC
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>*

* FPA referral does not mean external resources and links are approved by the PSHE Association.