

## 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 be a difficult or sensitive topic and think about how best to support them.



## Resources required

- Interactive whiteboard resource: Safe and unsafe touch.
- Interactive whiteboard: Assertiveness.
- Pens.
- Paper.
- Underwear Rule (NSPCC).
- Worksheet R: Safe and unsafe touch cards.
- Sets of self-created photo cards of age appropriate examples safe touch and unsafe touch.
- Feeling safe group task sheets.



## Aim of lesson

- To understand safe and unsafe touch.
- To be able to say no to unwanted touch or behaviour.



## Learning outcomes

- I can explain the need to ask and receive permission (consent) for some types of touch.
- I can identify when physical contact feels unsafe and describe how to ask for help.
- I can evaluate the importance of choice, control and time limit in making safer choices.



## Key questions

- Why do I have to ask permission to touch someone?
- What if someone won't stop when I have asked them to stop?
- Who can I tell if I feel unsafe?



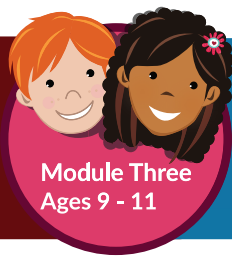
## Differentiation

- Revisit interactive whiteboard activities 1:1 for pupils who may need it.



## Introduction to lesson and baseline assessment

1. Remind/revisit class *ground rules* and particularly about not sharing personal information.
2. Explain that today we will be looking at safe and unsafe touch and looking at what someone can do if they feel unsafe. Pupils could be asked to discuss in groups what they remember about this from learning in previous years. Ask pupils to list how someone



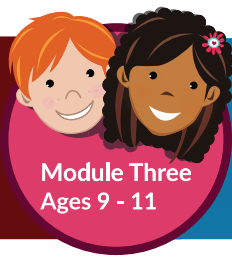
## Introduction to lesson and baseline assessment (continued)

might feel when they feel safe and how the body might feel when they are unsafe. Remind pupils that it is important to remember that we all have the right to feel safe at all the times and that we can talk to someone about anything, even if it feels too small or awful.



## Activities

3. Open the interaction on the screen.
4. Show the group the drawings of Yasmine and Tom, who will be in their underwear. Ask the group to tell you which body parts are public from a list of labels. As each label is touched it will match up to the body part. Ask the group to tell you which body parts are personal and private from the list of labels.
5. Explain to the group that they are in charge of their bodies and they have to give permission if they want someone to touch them on a private and personal body part.
6. Put the pupils in groups and ask them to sort the cards into safe, unsafe and depends touch.
  - a. Someone gives their friend a shoulder massage.
  - b. Someone kicks another person.
  - c. An adult kisses a child they know on the lips.
  - d. A friend kisses their mate on the lips.
  - e. Someone lifts up another pupil's skirt.
  - f. Someone smacks another pupil on the bum.
  - g. A doctor touches a child's penis because it is a bit red and sore.
  - h. Someone gives their pet dog a hug.
  - i. Someone's brother tickles them.
  - j. A parent/carer hugs their child.
  - k. An aunt grabs their nephew just before the nephew walks into the road and an oncoming car.
  - l. A younger sister is screaming, shouting and hitting herself so their grown up holds her tight to stop her hurting herself.
  - m. Someone makes a 'foul' tackle when playing football.
  - n. Someone accidentally barges into someone else in the corridor.
7. When the pupils have sorted the cards ask them what makes a safe touch. Follow this by exploring the 'depends' cards and finally the unsafe touch cards. Draw out and write onto the board the following ideas.
  - a. Sometimes people touch us to keep us safe and healthy. For example, doctors or adults to stop us from hurting ourselves. Make it clear though that with doctors our grown up can be with us and it would not be a secret.
  - b. If we have been asked or we ask someone if we can touch them, they can touch us if either you or they have said yes: this is consent.
  - c. If we have not been told the touch is a secret; remind pupils of secrets lesson.



### Activities (continued)

d. If the touch makes us feel uncomfortable (inside) it might mean, we are not safe. For example, if we feel sweaty, we have a raised heart rate, butterflies etc. we need to listen to what our body is saying and do what we can to get out of the situation and get help.

Remind pupils that sometimes we get these feelings for other reasons, for example when we are excited, but we all have the right to say **no** to touch we do **not** want or doesn't feel right.

8. Remind the class that if we are feeling unsafe, we can use: Stop–listen to feelings. Think: what are the options? Go and take the best choice.
9. Discuss what we can do if we are being touched in a way we don't like and remind pupils that it is important to ask for help.
10. Ask groups to discuss the 'tickling' scenario. What are the different ways that someone could ask someone to stop doing something they don't like? Feedback.
11. Ask pupils to think about one person they could tell if someone touched them without their consent. Return to the people who can help us cards that pupils have made.
12. Review and practice the rules for saying no with the group. Use another scenario from the earlier activity or a scenario relevant to the group.
  - a. Face a partner making eye contact.
  - b. Say no loudly and clearly.
  - c. Be specific about the part of the body the other person is touching and loudly say: *do not touch ...*
  - d. No laughing!
  - e. Use a hand gesture to emphasise the word.
13. End by reminding group that someone hurting us is not our fault and if we can't stop it happening, we are not to blame. Telling someone can help us feel better if this has happened.



### Plenary and assessment

- Remind pupils of the Pantosaurus song, which they heard in KS1 and Lower Key Stage 2 and the NSPCC Pants Rule, and share parents and carers messages.
- Remind again the key message that we all have the right to feel safe all of the time and we can talk to someone about anything even if it feels too small or awful.
- Ask pupils to identify something they might do differently as a result of this lesson. For example, asking their younger sister before they pick them up, telling someone they don't like 'rough play'. These do not need to be shared.



### Embedding learning

- Model asking pupils if you can touch them before you put a hand on their shoulder etc.
- Design posters that encourage children to get help, as nothing is too awful or small that means it can't be spoken about.



### Additional resources to support learning

- Childline <https://www.childline.org.uk/>\*
- NSPCC <https://www.nspcc.org.uk/>\*

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