



Title: Privacy: My body belongs to me

Level: FIRST

Code: 1.2.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am learning what I can do to look after my body and who can help me. HWB1-48a I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 1-49a	<ul style="list-style-type: none"> • Explains about own and others’ needs for privacy. • Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. • Identifies who to talk to if worried or concerned.

About this activity

The *Privacy* themed activities are focused on teaching children body privacy, personal agency and help-seeking behaviours – all of these are themes which run through RSHP learning across all levels. Other learning activities in the RSHP First Level resource address **Feelings and Safety** and at Second Level there is a series of activities about **Protecting Me/Abuse and Relationships**. In this first activity of two, the focus is on fostering children’s understanding that their body is their body and that they have control over it. In the next activity, children will look more at what we mean by private, the NSPCC PANTS material is used at this stage to give more focus to private body parts and protection.

Resources to support this activity

- Slides
- Prop: Mystery Body Challenge
- *I’m Glad I’m Me* poem by Jack Prelutsky

Activity

1. RSHP learning is enhanced if children can sit together, as in circle time. If possible start the activity in this way. Begin with an introduction that explains to the children will be thinking about their bodies, and about keeping safe and healthy.
2. Get going with the question on the smartboard: **How do I look after my body?** Encourage ideas, go with the flow of what comes up (rather than challenge it), explore deeper where possible. If there is a sense that children are telling you what they think you want to hear (Eat five a day! No fizzy drinks!) then tell them you really want to know what they actually *do*. If children mention ‘healthy

eating' explore what do they eat? Encourage personal stories about what children like and don't. If they mention 'be active', ask what they actually do? Who likes to do what? Point out where there are shared approaches, or very particular ones. Encourage understanding that this is what *they* do to look after *their* body.

- 3. The mystery body challenge:** Introduce the game, the children will be identifying things about their body and their classmates will be guessing who is who. Give all the children the prop sheet and ask them to fill it in about themselves – but **not to put their name on it**. They can talk to one neighbour who can help them if they feel stuck, or ask you for help, but as we will use the sheets for a game, it's best if they don't share with lots of others. As they work, give any support to children that appear to be struggling especially with the '3 things I like...'

The mystery body challenge: Fill in answers about your body.

Height: I am short/medium/tall

My hair colour is:

My eyes are:

3 things I like about my body:

3 things I can do with my body:

Ask the children to fold up their sheets and pop them in a box/hat/something that they can pick from. To start, explain that you will pick one and read out things about this person's body. Children can put their hand up if they think they know who it is. If they guess wrong, then they can't answer again for this child.... Mix up where you start on the sheet, so that you get to things children like/can do.

4. Play for as long as there is interest. If some of the children's sheets remain, say you will return to them at the end of the day/start of the day tomorrow. Stress how different everyone is, pick out any surprises, things that you loved to hear about.
5. **Being positive about your body.** Acknowledge that children, young people and adults can be teased about their body, sometimes people say hurtful things. Stress that it is important to do our best to stay positive and love our bodies. Here are some ideas about being positive about your body – use the SLIDE, read and clarify any questions or take any thoughts from the children as you read:
 - **You are an individual, you are you, so feel comfortable in your body and about how you look.**
 - **You can feel good about the things your body can do.**
 - **You can do your best to take care of your body.**
 - **Be kind to others – and you will get kindness back.**
6. **I'm Glad I'm Me.** Read the children the poem – chat about it. Some children might want to share why they are 'glad to be me'.
7. To end, ask the children: How did it feel today talking so positively about the things we like about our bodies? Remind them that they are all special and unique individuals.

Additional ideas

- Reading the poem may be enough – but it could lead to children writing their own I'm Glad I'm Me.

Connecting with home

The text below could be used to communicate with home about the activities in this short block of learning.

The children are working on the topic of privacy, we are learning about confidence and to love our bodies, how we look and what we can do, and about privacy and what parts of our bodies are private. We will be using the *NSPCC Let's Talk Pants* material, you might have heard of it, the children will learn that:

P is for privates are private.

A is for always remember your body belongs to you.

N is for no.

T is for talk about secrets that upset you.

S is for speak up, someone can help.

You can find out more about this on the NSPCC site where there is more information for parents and carers. The subject matter is very serious, but the approach we are taking is appropriate for children. Visit the site and learn the song, so that you can sing-along with your child!

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

The learning this term is important in helping children understand that all abuse is wrong and that they should always talk to a trusted adult if they are ever worried.

We will also watch this short film which is an animation of the book called 'My body belongs to me' by Jill Starishevsky. It tells the story of a boy who experiences a touch from an adult he does not want and tells his parents: <https://youtu.be/a-5mdt9YN6I>

Of course, if you have any questions or concerns about your child or about our learning together, then please do get in touch.

Further learning activities are available that connect to this RSHP curriculum content

- 1.2.2 Privacy: Private and PANTS rule

Practitioner Notes