

Title: My body belongs to me

Level: Early Level

Code: EL2

**Links to Curriculum for Excellence**

Experiences/Outcomes	Benchmarks
<p>I am learning what I can do to look after my body and who can help me. HWB 0-48a</p> <p>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 0-49a</p>	<ul style="list-style-type: none"> • Demonstrates modesty and privacy through, for example, closing toilet doors. • Manages personal space with respect towards self and others. • Demonstrates an understanding of the concept, 'my body belongs to me'.

Learning Intentions

- Children can name and locate a variety of body parts.
- Children begin to understand the notion of bodily autonomy.

Success criteria

- I understand that my body is mine.
- I understand about personal space.
- I am beginning to understand what private means.
- I am beginning to know that some parts of my body are private.
- I am beginning to understand about respect for my body.
- I am beginning to understand about touching and what is appropriate and what isn't.
- I am learning how to react if I feel uncomfortable with someone.
- I know who can help me and keep me safe and who I can talk to if I am worried.
- I am learning how to communicate effectively.

Connecting with home

Information for parents and carers is provided at each Level on the RSHP site. For information for parents/carers about Early Level learning go here: <https://rshp.scot/early-years/> Some of the suggested activities include links with home. Books suggested for use in the centre/school could also be for lending.

Key words/vocabulary

- | | |
|------------|-----------|
| • Boss | • Scared |
| • Feelings | • Touch |
| • Private | • Upset |
| • Safe | • Worried |

ACTIVITIES

Learning can be planned or take place in what we might call those spontaneous ‘teachable moments’ when children and educators are playing and chatting or a particular event happens. Of course we can create those teachable moments too, and so there are suggestions here about how books, play and other activities can support RSHP learning at Early Level.

These learning activities also connect with learning described in **EL1 My Body** and **EL9 Personal Space and Privacy**.

Refresh vocabulary Refresh all the language/terms children know for parts of their body. Include the private parts of their body and the terms vulva and penis. Use the image and word tags provided for the activities under EL1 ‘My Body’

How we say hello Give children the opportunity to decide how they would like to say hello every session – hi-5, handshake or a hug. Make a poster with the options and encourage every child to pick as they enter. When the options are first described establish that children can change their mind every day. When appropriate check in with a child who is reticent to choose, or presents as unhappy in this first engagement of the day.

My body belongs to me/I am the boss of my body This is essentially about bodily autonomy – we want children to understand that their body is *their* body, that they have the right to feel safe and respected, this includes that no-one else should touch their private parts or any part of their body in a way that makes them feel uncomfortable, worried or scared. Using the books listed and reading together or in small groups or individually to a child will help explain the core concept of bodily autonomy. The term ‘boss of my body’ is also a good way to explain the feeling that you want children to have.

I like it when... but I don’t like it when... Sitting together use discussion to encourage children to reflect on personal space and touch. Explain that sometimes it’s nice when someone gets close or touches you, but sometimes it’s not okay. Ask the children if they have any feelings in their body when they feel a wee bit worried or even scared. Encourage them to think of this in whatever way works – some people talk about that ‘uh oh’ feeling, or their ‘tummy voice’.

When children understand messages about touch introduce that they need permission to touch others – for example, a friend might be happy with a hug but someone else might not like you doing this without their permission.

Thinking about personal space and people getting close, the adults can start with examples like; *So, I like it when my wee boy gives me a cuddle. I don’t like it when someone on the bus sits really close to me.*

Boss of my body This song is great fun and might lead to a fair bit of singing along. The lyrics refer to that 'uh oh' feeling and of course to the idea of being 'boss' of their body. Boss of My Body <https://youtu.be/zAALZxa6NCw> (2 minutes 33)

If you ever feel worried or sacred In group and individual conversations and during play, take time to remind every child, over time, that you are a person they can speak to if they ever feel upset, worried or sacred.

BOOKS FOR READING TOGETHER OR BORROWING

These books provide opportunities to talk about the themes of interest, they could be used with a class or group, reading to pairs or individual children to support and back-up key learning. Parents could be encouraged to read them at home too.

It's My Body

Author Lory Freeman

ISBN 0943990 033

A book to teach young children how to resist uncomfortable touch.

Your body belongs to you

Cornelia Spelman

ISBN 978-0-8075-9473-5

In simple reassuring language the author explains that children can decline a friendly hug or kiss, even from someone they love, and still be friends. The text and illustrations remind children that their feelings count. Positive and assertive approach.

My Body Belongs to Me from My Head to My Toes

Dagmar Geisler

ISBN 9781626363458

Provides children with confidence about accepting and rejecting physical contact from others, helping to give children a voice in uncomfortable situations.