



## Title: Personal Space and Privacy (V3)

Level: Early Level

Code: EL9

### Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
I am learning what I can do to look after my body and who can help me. HWB 0-48a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication HWB 0-45b	<ul style="list-style-type: none"><li>• Demonstrates modesty and privacy through, for example, closing toilet doors.</li><li>• Manages personal space with respect towards self and others.</li></ul>

### Learning Intentions

- Children understand when they might need privacy.
- Children are beginning to understand about personal space.
- Children can identify whether or not they feel safe or unsafe in different situations.

### Success criteria

- I understand that my body is mine.
- I understand about personal space.
- I am beginning to understand about appropriate closeness and touch with different people.
- I am beginning to understand what private means and when privacy is necessary.
- I am learning how to react if I feel uncomfortable with someone.

### 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

Private/privacy

Personal space

Close/closeness

## 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.

Learning as part of this theme is linked to learning as part of **EL1 My Body** and **EL2 My Body Belongs to Me** where private parts of the body are identified and named.

The ideas here are for all children. However, if you work with children who require personal/intimate care, then it is important to consider how permission is sought when you provide what they need (even if you do something regularly), and how children are informed about what is happening as you do it (how you explain what you are doing).

### a. Personal Space

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<b>Understanding personal space</b>	Support the child’s understanding of how close they want other children to be. <ul style="list-style-type: none"><li>• If the children line up, speak quietly to those who feel another child is too close, find out their feelings in the moment, help them express these to the person who is too close.</li><li>• Have similar quiet conversations with children when they sit together on the carpet/mat.</li><li>• Ask children questions: <i>Would you like more space on the carpet? Who can help...?</i></li></ul>
<b>Understanding personal space for children who need extra support (or for everyone!)</b>	Some (or many) children might need extra help with this. Individually or with peers or in the larger group you could: <ul style="list-style-type: none"><li>• Work with the child on what feels ‘too close’ to her/him. Use a prop like a hula hoop to help visualise ‘too close/close enough’ – have fun practicing/chatting with it and without it in a good space/outside.</li><li>• Children might like (and play a game around) <i>the bubble rule</i> – imagine everyone has a bubble and you don’t step into their bubble – or something more physical they can do, <i>the elbow rule</i> – hands on hips, if elbows touch the person that’s too close.</li><li>• Support children to look for clues. If someone steps back from you what does that mean? How does someone look if they are a bit worried or uncomfortable? Who can role play how they look when they are a bit worried or uncomfortable?</li></ul>

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<b>Ask permission</b>	As the teacher/educator ask the child's permission to be a bit closer or enter their personal space/bubble: <i>Can I sit beside you to...?</i>
<b>Find the words: Identifying and naming non-verbal communication</b>	As children play, as you see them express non-verbally their feelings about how close someone is or how a behaviour is affecting them, help them to identify and name their feelings. <i>John, what do you think Michael is feeling like just now? Michael do you have some words to tell John how you are feeling just now?</i>
<b>What to do if someone is too close</b>	As you talk and model the activities around personal space introduce the idea that children can do or say something if someone is too close – whether that person is another child or an adult. These can be in play/role-play so that the children learn they can: <ul style="list-style-type: none"><li>• Back up/move away.</li><li>• Walk away.</li><li>• Ask or tell the person to back up/stop touching them.</li><li>• Ask an adult for help.</li></ul>

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## b. Privacy

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<b>Toileting independently/ with privacy</b>	Staff will be aware of the individual support a child will need – in terms of other children establish behaviours such as one child per cubicle/closing the door/do not enter when a child is in the toilet/cubicle.
<b>Explaining private – some ideas for conversations about privacy</b>	For many children these conversations will need to take place regularly/consistently across the year. Some basic concepts to discuss could be: If something is private it belongs to you. Some <i>things</i> are private – <ul style="list-style-type: none"><li>• If something belongs to you this might be a private thing, these are personal belongings like your bag or your favourite toy.</li><li>• If someone wants to have a private chat they might speak quietly to another person, so they don't want other people to hear because it is private (this needs to be balanced with other learning about my body/bodily autonomy)</li></ul> Some <i>places</i> are private, like the toilet cubicle at school, or someone's bedroom. Some <i>parts of the body</i> are private (link to other learning)

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## **BOOKS FOR READING TOGETHER OR BORROWING**

Please check out the full reading list provided at Early Level. The books listed here 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. A full reading list is also available on the RSHP resource at Early Level.

### **No Means No!**

Jayneen Sanders and Cherie Zamazing (ISBN 1925089223)

'No Means No!' is a children's picture book about an empowered little girl who has a very strong and clear voice in all issues, especially those relating to her body and personal boundaries. Teaching personal boundaries, consent.

### **Miles is the boss of his body**

Samantha Kurtzman-Counter and Abbie Schiller (ISBN 0989407136)

On his 6th birthday, Miles' excitement is dimmed when he finds himself being pinched, hugged too tight, picked up and tickled by his well-intentioned family and decides he's had enough! When Miles decrees that he is the "Boss of his body," his whole family expresses support and respect for his personal boundaries.