



**Title: Privacy**

**Part 1: My body belongs to me**

**Level: FIRST**

**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 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 1-45b	<ul style="list-style-type: none"> <li>• Explains about own and others’ needs for privacy.</li> <li>• Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.</li> <li>• Identifies who to talk to if worried or concerned.</li> </ul>

The learning intentions and success criteria are met with delivery of both parts of this topic.

**Learning Intentions**

- Children learn the concept of bodily autonomy – that their body is *their* body.
- Children learn that parts of their body are private.
- Children learn that other children/people also have the right to privacy.
- Children learn help-seeking behaviours.

**Success Criteria**

- I can talk about what I like about me and my body.
- I can explain that my body belongs to me.
- I can say who I would go to if I have a question or worry.

**Resources to support this activity**

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

**NOTE:** With age and stage appropriate content this activity supports early learning about consent. 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**.

## 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.
2. **How do I communicate with my body?** (This starter activity is a good building block for what is to come. Spend as much time as you can/feel is helpful for the children). Get going with the question on the smartboard. Ask children to find a bit of space, standing or sitting as works best. Say that we will start with how we communicate – or tell other people something – *but just with our body and no words!* Emphasise that we can ‘say’ things with our body without speaking so.... Encourage the children to communicate with others, this will probably be somewhat exaggerated and a bit of fun. As you go pick a few children who are using clear body language/gestures to get their message across and show the others. Make sure to spend some time on sharing examples on the final question, highlight and more subtle responses, when children are sharing you can explore how they feel as they communicate their message.
  - How do you say, “Yes”?
  - How do you say, “No”?
  - How do you say, “Goodbye”?
  - How do you say, “Hello”?
  - How do you say, “I like that”?
  - How do you say, “I don’t like that”?
3. **How do I look after my body?** Now that the children have thought about communication, pose the next question. Ask children to work with a partner, perhaps the children could use post-its or slips of paper to write down ideas that could then be shared/stuck on to a poster in the middle of the circle. If the class/group would benefit from hearing some examples from peers to help them make a start take some time for that.
4. **Get some feedback.** Encourage responses, 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? 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.
5. **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. Before you give out the prop/recording sheet review the questions (on the slide).

Let’s think about the questions before you start:

- Do you think you are short, medium height or tall?
- What colour is your hair?
- What colour are your eyes?
- What do you like about your body?
- What can you do with your body?

Discussion and some prompts will help children think of responses they can use.

Children could work on their own or with a partner to give each other a bit of help. Remind the children this game is a mystery challenge, so not to put their name on the prop. As they work, give any support to children that appear to be struggling especially with the '3 things I like...'

Ask the children to complete and 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. For the first examples read the full thing before taking guesses. 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.... As you go, mix up where you start on the sheet, so that you get to things children like/can do.

6. You can allocate a set time for this activity, perhaps play as long as there is interest. It is an activity you can return to throughout the week to make sure everyone is identified. As you go, stress how different everyone is, pick out any surprises, things that you loved to hear about.
7. **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.**
  - **You have the right to feel comfortable in your body and to know how you look is fine.**
  - **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.**

Perhaps you could print and put a version of the slide up on the classroom for reflection through the week.

8. **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'. Ask the children: How did it feel today talking so positively about the things we like about our bodies?
9. Reading the poem may be enough – but it could lead to children writing their own *I'm Glad I'm Me*.
10. To end, take a few moments to remind children that they can talk to you if they have a question or a worry. Remind them all, as you have discovered today, that they are all special and unique individuals!

## 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

- Privacy: Private and PANTS rule

## Practitioner Notes