



Lesson plan for relationships and sex education

Vocabulary used and taught in this lesson

appropriate touch, Positive relationships,

Introduction

Class discussion:

Put up your hand if you like being hugged?

Who do you like to hug you? It is often a sign of family love or friendship.

What other sort of physical contact (touches) do you like? [e.g. kiss, being picked up, holding hands, squeezing.]

Do you like people standing very close to you? The area around our body is called our body space or personal space. Demonstrate physically what that is.

Why do we need to respect other people's body space? In other words, not 'invade' it too much?

We can invite people into our body space. When might we do that? [e.g. playing a game of tag with friends, hugging a relative or friend etc.]

Sometimes people come into our body space without meaning to, like when we are on a crowded bus. Can you think of any other times when this happens?

Can you think of any other times when people invade our body space and we don't want them to? [e.g. in an argument]

How can we tell/ ask people that we want them to move? [e.g. You are too close to me, please move. Can you give me a bit of space? You are making me feel uncomfortable.]

What should we do if someone asks us to move away from them? [respect that and move without making a fuss.]

Activity

Activity - practising being assertive

In pairs, children practise asking each other to move away when the other is in their body space.

NB: they must not get angry or touch the other person when doing this.

What did they find worked best?

Class discussion:

What sort of physical contact/touch is not acceptable?

If someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right.

Show the NSPCC Underwear rule (below).

PANTS

P Privates are private

A Always remember your body belongs to you

N No means no

T Talk about secrets that upset you

S Speak up, someone can help

What can someone do if they are being touched in a way that makes them uncomfortable or is unacceptable? [e.g. say out loudly *"Stop!" "Please don't!" "Go away!" "That makes me feel uncomfortable." "That feels wrong." "I'll tell."*]

Always tell someone they trust and get help.

Activity - Underwear rule poster

Children make a poster to show the PANTS acronym. They can do this individually or in pairs. These could be done using the *PANTS poster - Activity* sheet provided. The finished designs could be cut out, then strung across the classroom, like washing on a line.

Leave NSPCC Underwear rule displayed as a reminder, to help children as they complete this task.

Plenary

Standing in a circle, the class take turns to say words or short sentences that make it clear they feel uncomfortable and want it to stop. It is ok if some are repeated often as this will reinforce what can be said. It is ok for them to 'pass' if they prefer not to contribute.

Learning outcomes:

- Children will be able to: Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.