

# Lesson five: My rights and responsibilities



## Lesson aim:

Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.



## Learning outcomes:

- I know that there are different types of touch
- I understand that people need personal space
- I understand that some touches are unsafe and know how to respond to these



## Resources required:

- Resource sheet: Thumb spectrum signs
- Resource sheet: Red and green handprints
- Resource sheet: Naked child
- straws

## Key words: personal space, privacy

### Teacher notes:

This lesson has the potential to lead to safeguarding disclosures. Ensure before you start that all pupils know when, how and who they can talk to in school about anything that upsets them in the lesson. Ensure familiarity with the school safeguarding policy and procedures. Advise other staff that this lesson is being taught so they can prepare for any potential disclosures. Remind pupils of the working agreement.

### Begin the lesson by...

Explaining that in this lesson we will be learning about different types of touch. Some touching feels nice. Some touching sometimes feels nice depending on who is doing it, where on your body you are being touched or what mood you are in. Some touching never feels nice. If touching is unwanted it may make you feel uncomfortable. Some touch is not safe and may make you feel worried, scared or could hurt. You have the right to say 'no' to any type of touching, whoever is doing it. Remind pupils of the working agreement.



## Activity one: Types of touch

Display the thumbs up, sideways and downwards signs against a wall in the classroom to make a spectrum, with sufficient space for pupils to move around and position themselves on the spectrum.

Tell pupils that there are lots of different ways to touch each other.



**What different types of touch can you think of?**

**Suggested answers may include:** *stroke, punch, hit, kiss, brush hair, giving first aid, shaking hands, tapping during a game of IT, lick, tickle, cuddle etc.*

After each suggestion ask pupils to move to the thumbs up sign if they think this type of touch always feels nice, thumbs sideways sign if they think the touch might feel nice but it depends, and the thumbs down sign if it never feels nice, or might hurt. Encourage pupils to think independently and not to be persuaded by other people's views. We all have different levels of comfort.

Highlight any examples where pupils in the class have different levels of comfort. Remind pupils that it is important to be aware of this when we are touching other people.

## **Activity two: Safe hands**

Explain to pupils that how comfortable we feel to be touched may depend on the mood we are in. Sometimes we may be in the mood for a cuddle. Sometimes we may be in the mood to enjoy some personal space.

Give each pupil a red and green handprint, and a straw. Tell pupils to cut out the handprints and use Sellotape to stick the back of the red hand to the straw, then glue the backs of the green and red hands together.

Explain to pupils that everyone has something called personal space. This is an area around them they may feel uncomfortable for people to be in. Their level of comfort may depend on the person who is within their personal space and the reason for it.

Ask pupils to pick a partner that they are comfortable to work with, then stand at opposite sides of the classroom facing each other. Instruct pupils to shuffle very slowly towards each other with their green hands showing. When either of the pupils starts to find the closeness uncomfortable, they need to show the red hand to their partner. Both pupils must immediately stop shuffling once a red hand has been shown and stay in this position. Once all pairs have completed the activity, ask pupils to look at the other pairs and consider if everyone has stopped in the same place.



**Has everyone stopped at the same distance away from each other?**

**Did you both feel uncomfortable at the same time?**

**Did your personal space depend on how well you know your partner?**

**How did you stay in control when you started to feel uncomfortable?**

Discuss the pupil responses to the above as a class and highlight any key points. Reaffirm that we all have different levels of comfort around touch and different personal space, and that this is OK. It is important to tell someone if they make you feel uncomfortable.



## Activity three: Personal space

Tell pupils that there are times that even though the type of touch and the person who is doing it is the same, we may not feel in the mood for it. This is unwanted touch.

For example, if someone in your family cuddles you it is likely to be safe and wanted touch. However, if they keep cuddling you lots when you want to go and play this is safe but unwanted touch. Ask pupils to pair, square and share examples of safe but unwanted touch. They can include examples of touch suggested in Activity one.

**Suggested answers may include:** *a relative kissing them hello/goodbye, a friend playing with their hair, their sister/brother tickling them.*

Tell pupils that everyone enjoys being alone sometimes to be quiet, or to enjoy an activity by themselves. For example, if your parent lets you be in the bathroom with them, sometimes they may ask to be alone in the bathroom. This should be respected as everyone has the right to privacy.

Tell pupils that there are times we allow someone into our personal space because there is something that they need to do for us. This is known as safe touch. Ask pupils to pair, square and share some examples of this.

**Suggested answers may include:** *having hair cut, someone giving first aid, doctor doing a medical examination, dentist checking teeth, police officer holding your hand to stop you running away.*

Display the naked child picture. Explain to pupils that you are going to suggest different types of people as you move your hand over the image of the naked child. Ask pupils to display their red/green hand to indicate whether they would be comfortable or uncomfortable for the suggested person to touch this part of their body:

- Parent
- Teacher
- Religious leader
- Brother or Sister
- Doctor
- Stranger
- Friend

Discuss any differences and highlight key trends. Reaffirm that it is never OK for someone to touch our 'private parts', this is the penis for a boy and vulva for a girl, without our permission.

Ask pupils to pair, square and share ideas about what they would do to stop a person from touching them if it made them feel uncomfortable.

**Suggested answers may include:** *saying 'I don't want you to do that' clearly and assertively; scream and run away; remove yourself from the situation and find an adult you trust.*



## Extension:

Demonstrate to the class effective strategies to tell someone to stop touching them. Consider body language, facial expression, volume of voice, speed of speech and tone. Tell pupils to work in pairs to practice telling someone to stop touching them.

### Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of safe or comfortable touch. Ask pupils to share examples of strategies should they experience unwanted or unsafe touch. Remind pupils it is important to be aware that you may be comfortable or OK with a touch that someone else is uncomfortable with. If you are ever touched in a way you do not feel comfortable with, they must tell an adult you trust, and to keep telling them if the uncomfortable touch does not stop until it does. Reassure pupils that they can talk to an adult in the school who will listen and help them to make unwanted touching stop. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils positioned themselves on a spectrum to identify different types of touch, considering the contexts in which touch can feel comfortable or uncomfortable.

**Activity two:** Pupils worked in pairs using 'safe' and 'unsafe' hand signs to identify their own personal space and consider differing levels of personal space for others.

**Activity three:** Pupils recognised times when safe touch is necessary and their autonomy over their own body being touched.

**Evidence of assessment:** Photographs of pupils showing their safe and unsafe hands in Activity two.













