

# Lesson five: My rights and responsibilities



## Lesson aim:

Pupils understand the right to protect their body from unwanted touch.



## Learning outcomes:

- I know that it is my right to decide who can touch my body
- I have thought about the reasons why some people may need to touch my body
- I know how to respond if someone touches my body without my permission



## Resources required:

- Resource sheet: Body part labels
- A range of Items for touching
- A4 sheet of paper

## Key words: penis, testicles, vulva, vagina

### Teacher notes:

Some pupils may have already experienced unwanted and/or sexual touching. This may make it harder for them to engage in this lesson and use appropriate behaviours. It is important for you to demonstrate an openness in discussing this sensitive topic so pupils see that you are someone who is willing to talk about it. As this lesson has the potential to enable safeguarding disclosures ensure pupils know who and when to talk to a trusted adult in school. It is advisable to notify the school safeguarding leads and pastoral support workers that you will be teaching this lesson, allowing them to prepare for any disclosures. Ensure that you are familiar with the safeguarding policy and procedures within your school.

It is important to teach that ANY unwanted touch/ intrusion of personal space that makes a pupil feel uncomfortable or unsafe should be responded to, not just inappropriate touching of the genitalia. It may be helpful to check pupil understanding of scientific terms for the genitalia prior to teaching this lesson.

## Begin the lesson by:

Explaining that we will be learning about how our bodies belong to us, and that we have a right to keep our bodies private when we want to, and a responsibility to make sure we do not touch other people in a way that might make them feel uncomfortable. Some touches feel comfortable, nice and may make us feel safe and happy. Some touches can feel uncomfortable but safe, these may make us feel embarrassed or awkward. Some touches can feel uncomfortable and unsafe, these may make us feel hurt or scared. This lesson will help them to think about people they might be happy to allow to touch their body and the parts of their body they are happy to be touched. Remind pupils of the working agreement. Confirm what pupils should do if they have some information to share during or after the lesson.



### Activity one: Teacher says

Tell pupils to call out all the parts of the human body. Write the body parts on the board as they are called out. Make sure the following body parts are included:

Hands, face, mouth, hair, bottom, nose, stomach, back, legs, arms, vulva, chest, penis and testicles.

Remind pupils that the 'private parts' for someone born as a boy are called a 'penis' and 'testicles'. For someone born as a girl, the 'private parts' are called a 'vulva' (everything on the outside of the private part that they can see), a vagina (everything on the inside of the private part of their body) and breasts (the extra tissue that develops on their chest as they grow older). Tell pupils that these are the scientific names to describe these parts of the body. It is important that they learn them and feel comfortable to use them in case they ever need to talk about these parts of their body.

Explain to pupils that they are going to play a game of 'Teacher Says' and when you call out the instruction the pupils need to do as instructed unless you do not say 'teacher says'. For example:

- Wave your hands
- Pretend to brush your hair
- Sit on your bottom
- Wiggle your nose
- Stand up if you have a vulva and vagina
- Rub your tummy like you're hungry
- Pat yourself on the back
- March your legs
- Cross your arms
- Stand up if you have a penis and testicles
- Open and close your mouth
- Pull a funny face
- Beat your chest like a gorilla

Reassure pupils that it is OK to touch your own body, although some parts of the body and some touching is done in private, like when we go to the toilet. Remind pupils that it is not OK for someone to touch them without their permission in or in a way that makes them feel uncomfortable. As everyone has different ideas about what is comfortable it can be helpful to ask someone before touching them.



## Activity two: To touch or not to touch?

Lay different items around the classroom for pupils to touch. These could include flour, warm water, rice, slime, jelly, fairy liquid, toothpaste, feathers, sand, custard, ice cubes, cotton wool etc.

Tell pupils to circulate around the room taking it in turns to touch the different items. Ask pupils to consider if they like the feel of the items or not as they complete the activity. Once pupils have explored the different items tell them to return to their seats.



**What items did you most like to touch? Why? What items did you least like to touch? Why?**

Highlight that everyone likes different things. This is the same with touching bodies. Explain some people like to be cuddled and some people do not. It can depend on the person who is cuddling you. Tell pupils that no one should touch their body without their permission. It is important not to touch someone else's body without checking that they are happy for you to touch them.

Give each pupil a set of body part labels and a plain sheet of A4 paper. Tell pupils to draw a happy face on the sheet of A4 paper. Explain that you are going to read out some different people that may touch their body. After you have read out each person, ask them to hide under the paper the parts that they would not be comfortable for that person to touch and lay the body parts that they would be comfortable for the person to touch on top of the paper, around the happy face. Reassure pupils that this is an individual activity, everyone has different comfort levels and there is not a right or wrong answer.

- Parents/Carers
- Friend
- Nurse/Doctor/Paramedic
- Faith leader
- Teacher
- Police officer
- Fire person
- Stranger
- Friend's parent/carer
- Brother/Sister



**Does your comfort around touch depend who is touching you? Does your comfort around touch depend where someone is touching you? Does your comfort around touch depend how someone is touching you? For example, someone may tickle your arm or they might bite it.**

Reassure pupils that even if someone has touched you before and you have been comfortable for them to, if you become uncomfortable then it is important that you tell them you do not want them to touch you this time.



## Activity three: Stop!

Reiterate to pupils they have every right to refuse to allow someone to touch their body. If they feel uncomfortable when someone touches them, they can say 'Stop! I do not like it'. Tell pupils that the way they say this can make it have more effect, so the person doing the touching is more likely to stop straight away.

Demonstrate saying 'Stop! I do not like it' to the class first quietly, looking down at the floor and then loudly, slowly and looking straight at them, with appropriate tone and hand gesture.



### Which demonstration would be more likely to make someone stop touching them? Why?

Divide the class into pairs. Tell pupils to use samples of the items they touched in Activity two, taking it in turns to rehearse asking if they can rub this on the top of their partner's hand. It is up to their partner to say 'yes, I am comfortable for you to do that' or 'No, please do not touch me with that'. As people can change their mind, their partner may also say 'Stop, I do not like it', even if they initially said 'yes', because they then found the touch became uncomfortable. Encourage pupils to adopt the correct volume, tone, eye contact and hand gestures.

Summarise this activity by explaining to pupils that if anyone touches them in a way that makes them feel uncomfortable they must tell an adult they trust. That person can help make sure it doesn't happen again. Remind pupils who they can talk to if they have anything they want to share after the lesson.



## Extension:

Read pupils the following scenarios.

1. Every time Toby's uncle visits he makes him sit on his lap. Toby didn't used to mind but now he is older he does not like it anymore.
2. During break time, a boy from another class put his hands up Tilly's skirt for a dare and ran away. Tilly was very upset.
3. George was building Lego at home when his older sister's friend told him he was cute and started to cuddle him. This made George feel uncomfortable.
4. During a fall out at the park, Theo kicks Harry's testicles and runs away. Theo is in a lot of pain.

After each scenario:



### What could the person do?

Discuss pupil responses, highlighting effective strategies.

## Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to explain what is meant by an uncomfortable touch, an uncomfortable but safe touch and an uncomfortable and unsafe touch. Ask pupils to suggest strategies they can utilise if someone touches them in a way that makes them feel uncomfortable. Reassure pupils we all have different levels of comfort, they have the right to choose what they find comfortable and an uncomfortable touch. Remind pupils that they have a right to keep their body private when they want to and a responsibility to make sure they do not touch other people in a way that might make them feel uncomfortable. Emphasise that they must tell an adult they trust if anyone makes them feel uncomfortable in any way so that the person can make sure it stops happening. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



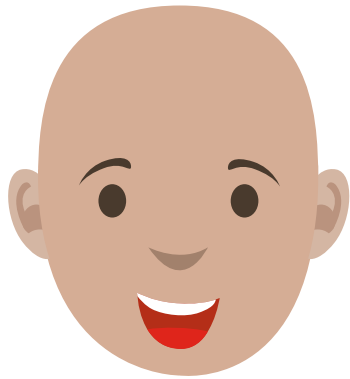
## Assessment:

**Activity one:** Pupils demonstrated a clear understanding of the scientific terms for parts of the body, including genitalia. They reinforced the knowledge through a game of Teacher Says.

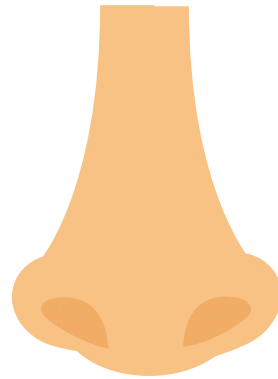
**Activity two:** Pupils understand that their peers may have different comfort levels around touch to their own. They acknowledged this through discussion.

**Activity three:** Pupils rehearsed the skills to communicate their wishes to another person effectively, regarding touch. They demonstrated methods of obtaining, giving, withholding and withdrawing consent.

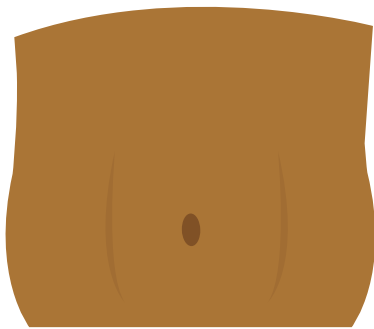
**Evidence of assessment:** Body part labels stuck to happy face; Photos or video of pupils completing Activity 3.



**Face**



**Nose**



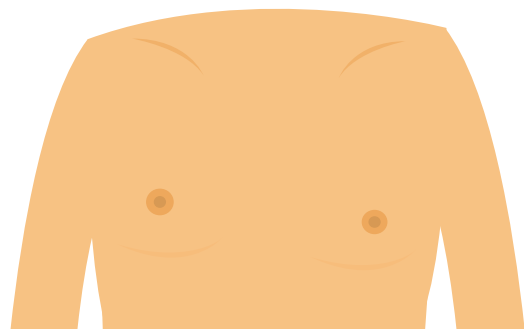
**Stomach**



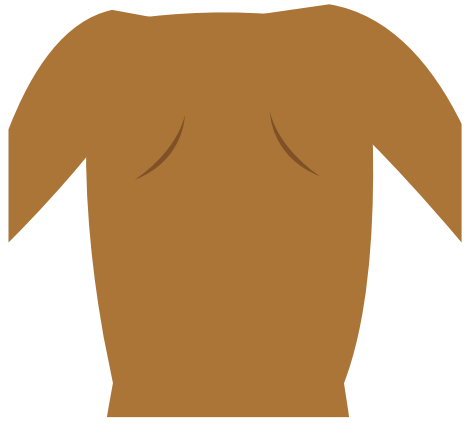
**Hair**



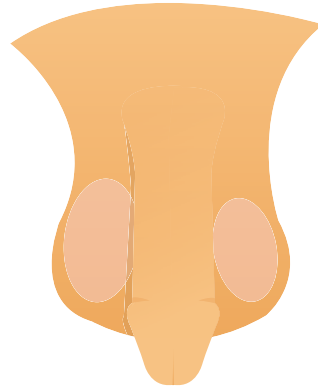
**Arms**



**Chest**



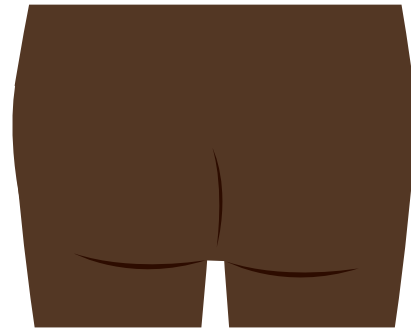
**Back**



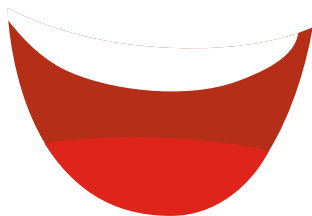
**Testicles**



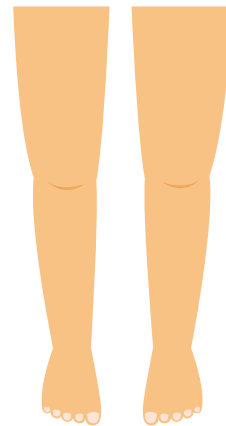
**Vagina**



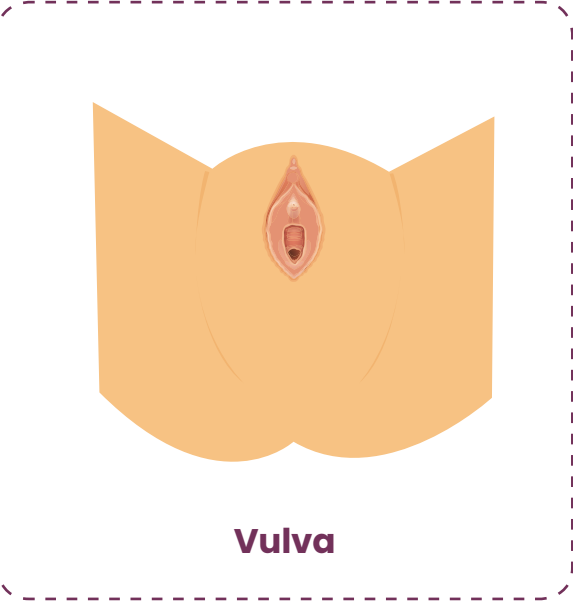
**Buttocks**



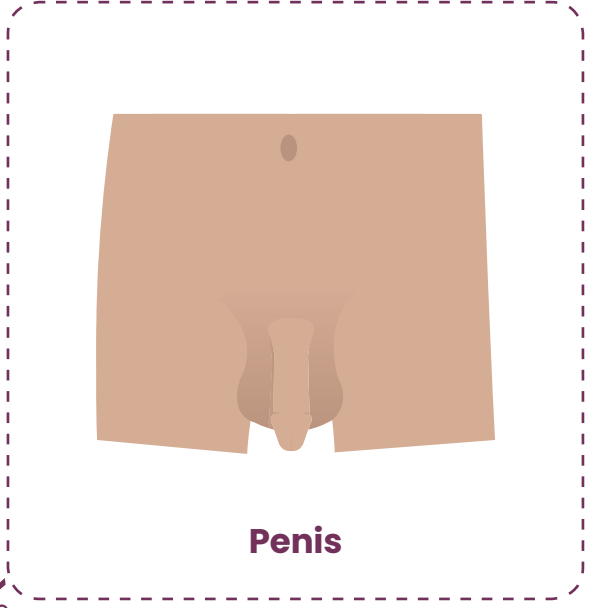
**Mouth**



**Legs**



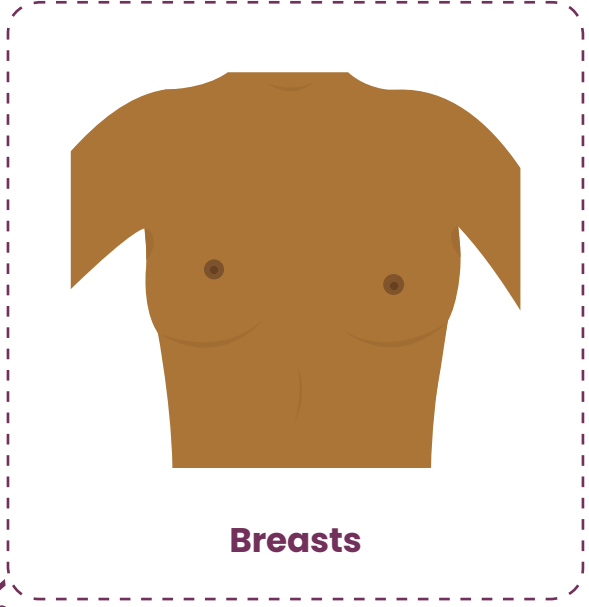
**Vulva**



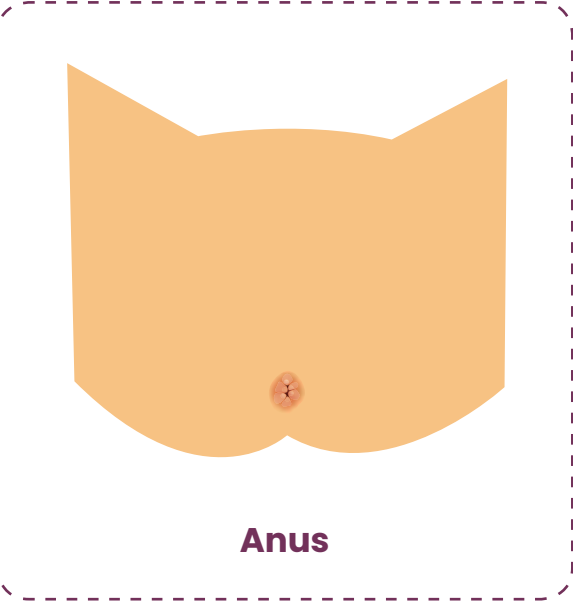
**Penis**



**Hands**



**Breasts**



**Anus**



**Ear**