

Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.



Learning outcomes:

- I know what private means
- I know that some things are done in private
- I know that other people need to be private sometimes



Resources required:

- Resource sheets: Private and public places
- Coloured tape or similar, to mark a line on the floor

Key words: private

Teacher notes:

Pupils will have a range of opinions about what is public and private, depending on the social norms of their family environments, cultural norms etc. Ensuring a non-judgemental environment to facilitate an open discussion with pupils about private places in Activity one, and scenarios in Activity two will support pupils to understand that we all have different ideas of what is public and private, and encourage pupils to be considerate of each other's ideas by not assuming everyone has the same norms as them. This is important for pupils to realise, so that they do not unintentionally violate someone's privacy.

Ensure that all pupils are aware that their bodies are private to them, and they have the right to choose who can see and/or touch their body, including considering the reasons why someone may need to do this to help them stay healthy or to provide intimate care.

This lesson has the potential to lead to safeguarding disclosures, so ensure familiarity with the schools safeguarding policy and procedures prior to teaching.

Begin the lesson by...

Explaining that we will be learning about private places, private parts of the body and our right to privacy. Privacy is when we do not share something with anyone else, or with only a few people who we trust. We may choose to keep some information private. We may also keep parts of our bodies private. There are parts of our bodies that are sometimes known as 'private parts'; these are the parts that we keep covered with our underwear when we are in front of other people. There are also places that are private such as a toilet, doctor's surgery and our bedrooms. Sometimes we need to do things that are private things, like getting changed or going to the toilet. Sometimes we might just want to be on our own. Private places are for private times and private things, and this is OK.



Activity one: Public and private places

Mark a line on the floor using coloured tape or similar. Show the class the pictures of the public and private places one at a time. Discuss the place with the class, including the people who may go to the place and the activities that may occur there before deciding whether this is a private place (somewhere they are alone, or with their family) or a public place (somewhere there are other people).

Show pupils the pictures of private and public places. Ask them to work as a team to decide if they are public places or private places. Lay all of the public places on the floor in front of the line, and all of the private places on the floor behind the line.



Activity two: Public and private activities

Using the responses from Activity one, tell pupils to imagine that the line is a pretend door. Behind the line/imaginary door are the things that you would do when you are on your own, or in private. In front of the line/ imaginary door are the things that you would do in front of other people, or in a public place.

Tell pupils that you are going to read out some activities. If they think that the activity is something they would do in private then they stand behind the line/imaginary door and if they think it is something that they would do in public then they stand in front of the line/imaginary door.

- Eat an ice cream
- Brush your hair (you might not do in some public places like a restaurant, or religious building for hygiene or respect reasons)
- Brush your teeth
- Blow your nose
- Pick your nose (preferably done in private using a tissue)
- Talk to yourself (sometimes people do this silently in their heads, which is very private)
- Go swimming (swimming pools are public places, but we keep our private parts covered up with swimwear)
- Go to the toilet (toilets often have a door that can be locked so we are private)
- Have a bath (we might share a bath with our close family or a friend, but we would not do this with someone we did not know or in a public place)
- Get dressed (when getting changed at school we keep our underwear on to cover up our private parts)
- Touch your private parts: penis/vulva (this is always done in private)
- Cough
- Break wind (sometimes children find this hard to control, but often adults try to do this in private)

If time allows, display the private and public places around the room, and read out the activities again asking pupils to stand next to a place that they could do that activity.



Activity three: Being private

Discuss with pupils how sometimes we like to be on our own, and sometimes we prefer to be with other people. Ask pupils to give some examples when they like to be alone, and some examples when they enjoy being with other people. Explain that this might depend on how we are feeling at the time. In a similar way, our friends or family might like to be on their own sometimes. This does not mean that they do not like or love us anymore, but that they need some space because of how they are feeling or what they are doing.

Read out the following scenarios. Ask pupils to stick their thumbs up if they think the person wants to be with them, or thumbs down if the person would like to be private. Discuss the range of opinions for each scenario in turn:

- Their parent wants to go to the toilet (some parents don't mind their children being in the toilet with them, but they may sometimes want to do this alone)
- Their brother or sister is having a bath (some families share a bath, but sometimes they might want to do this alone)
- Their friend is crying (sometimes people like someone to talk to them, and sometimes prefer to be alone when they are crying. It is always right to tell an adult if they find a friend crying)
- Their teachers want to talk to each other (they might want to include you, but may not be able to. They will do what they think is right for you)
- Their doctor wants to feel their tummy and maybe look at their private parts (A doctor will always allow a trusted adult to be with you all the time, and explain where and why they are touching you, or looking at parts of your body, especially if they are your private parts).



Extension:

Tell pupils to think of a place that is private so them, such as their bedroom. Tell pupils to draw their private place.

You could also take your class on a tour of the school. Ask your class to discuss which areas are public, and which areas are private, and why.

Finish the lesson by:

Providing pupils with opportunities to ask questions. Ask pupils to share examples of activities and places that someone may wish to be private. Reassure pupils that it is OK to want to be private sometimes, and that everyone needs some personal space. This does not mean that the person who wishes to be private does not like or love them. Remind pupils that we have private parts of our bodies which are covered by underwear. It is not OK for someone to invade our privacy by touching our private parts, coming into our private places or watching us do our private activities, unless they are family or a trusted person that is helping us to look after ourselves. Remind pupils that if someone ever invades their privacy, they must tell an adult they trust who will help them. 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 correctly sorted different places into private and public places.

Activity two: Pupils considered a range of different activities, and identified private and public activities.

Activity three: Pupils correctly identified situations where people have a right to privacy.

Evidence of assessment: Take a photograph of the line with the private and public places correctly positioned by pupils.





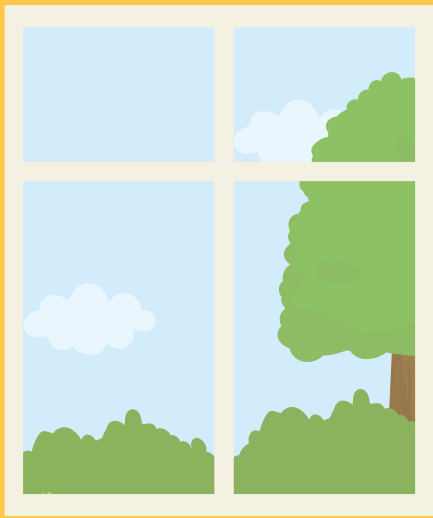












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