

## **Safe Touch – a set of PSHE lesson plans for Key stage 2**

### **OFSTED framework**

The new OFSTED framework highlights the importance of pupil safety also, highlighting the need to teach pupils about safe behaviour and managing risk.

The criteria for evaluating pupils safety and behaviour at school includes

- pupils' behaviour towards, and respect for, other young people and adults, including, for example, freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability<sup>1</sup>
- pupils' ability to assess and manage risk appropriately and keep themselves safe

OFSTED inspectors are also asked to consider:

- the extent to which pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways

### **Child protection**

Firstly it is of upmost importance that all adults who work in the school are aware this work is going on and that when you talk about a sensitive topic like touch; there is the possibility that a child may disclose information which needs to follow the schools Child Protection procedures. You and the rest of the staff team must be prepared to handle such disclosure in a professional, responsible manner and ensure that you and all staff members understand and follow the schools Child Protection policy and procedures and are aware of the schools designated Child Protection Officer.

Before teaching any of these lessons, please ensure you are aware of the pupils' backgrounds in your classroom as these lessons may potentially evoke difficult and challenging emotions and memories. Ensure parents/carers are aware these lessons are taking place and ensure you and any other staff members in the classroom fully understand the child protection procedures for your school.

### **Parent/Carer involvement**

It is important that all parents/carers are informed of work you are doing in school around safe touch. You could hold a parent/carers

talk to discuss the subject before the lessons take place and/or send a letter home with your pupils detailing what the pupils will be learning and where parents/carers. You could also include websites where parents/carers can access advice and support and tips for talking to their children about this subject at home. I have included an example of a letter you could send to parents/carers and a list of websites in the resources section.

### **Lesson ideas/activities**

These lesson ideas are intended to continue the work you do in your schools which focuses on

- Setting respectful, appropriate boundaries with peers and adults they know
- Protecting themselves emotionally from hurtful words
- Staying in charge of what they say and do no matter how they feel inside
- Walking away from trouble
- Being persistent in getting help

### **Links to Sex and Relationship Education and Science**

To ensure pupils are able to discuss any concerns about safe touch they may have, it is important that children know the correct terminology for the different parts of the body. Lessons on naming the main parts of the body should be taught with Science and SRE lessons could be taught alongside these lesson plans or links be made to them.

### **Whole School strategies**

In the lesson activities and ideas outlined below, remember to emphasise any whole school or class strategies already in place in your setting which enable pupils to talk about their concerns, develop their assertiveness etc (e.g Bubble Time; Golden Rules etc).

## **Safe Touch Lesson Plans**

These activities have been designed for teachers to choose a selection of activities that suit the needs of their class. See also the **smartboard slides** that support these activities.

### ***Learning Objectives:***

Children recognise that they have the right to feel safe; can identify different types of touch; have the opportunity to develop skills to cope with unwanted and unsafe touch and know where to get help if they need it.

### ***Learning Outcomes:***

- **I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions;**
- **I can talk about ways of keeping myself safe;**

- I can identify different types of touch;  
I know what to do if I start to feel unsafe.
- I know about parts of my body which are personal and private and should not be touched without my permission;  
I know who I can talk to if I am worried/upset/anxious.

These lessons could be taught as part of the PSHE curriculum either within Sex and Relationship education or SEAL themes: Relationships or Getting on and Falling Out.

<p><b>Year 3/4:</b> <b><u>Lesson 1</u></b> <b><u>Different types of Touch</u></b> <b>Activities:</b> <b>Introduction:</b> Introduce mini-topic – explain 'I can' statements.</p> <p><b>What does <i>feeling safe</i> look like?</b> Children discuss in pairs what how children show they are feeling safe in different settings in school (eg playground/classroom/corridor). What are the body clues?</p> <p>Introduce/recap the concept of children's <b>rights to feel safe and be protected from harm</b>. Discuss our rights and responsibilities at school.</p> <p><b>Different types of touch photocard activity:</b> Using the set of photocards ask children in pairs/small groups to sort them into different types of touch. Discuss the sorting categories they have devised. Any surprises/questions?</p> <p><b>Unwanted/unsafe touch scenario /skills practise:</b> Explain the scenario to the children and ask pairs to come up with coping strategies – what to say /what to do? How would you show how you felt? <i>At breaktime you choose to play a game with a friend which was</i></p>	<p><b>Guidance for teachers:</b></p> <p><i>All lessons begin with: ground rules/ rights and responsibilities – recap use of communication boxes/thought walls for any questions that arise.</i></p> <p><i>You could make this more concrete with photos of your school's playground/corridors etc.</i></p> <p><i>Refer to SEAL Feeling Detective posters.</i></p> <p><i>See UNICEF book: For every Child – for a very child friendly introduction to human/child rights.</i></p> <p><i>You could use examples from recent playground incidents – naming a specific game but not</i></p>
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*fun to start with and then it gets too rough and you start to feel unsafe.*

Introduce/recap **Peaceful Problem –solving skills** as a strategy for this situation. Encourage children to try out *I-message* statements eg: *I would prefer it if next time we play we...; I liked the game but now it has got a bit rough; I feel unsafe and . I don't like it when ...*

*Plenary:*  
Return to the *I can* statements at the start of the lesson – do the children feel they can say these?  
What will they do next time they feel unsafe in a game?

Share a book such as *My Body belongs to me* by Jill Starishevsky or similar from the Safe Touch support materials.

## **Lesson 2:** **Boss of your Body**

**Recap** learning about different types of touch and children's rights to feel safe from Lesson 1.

**Language and body parts:**  
Recap/introduce scientific names for parts of the body linked to sexual reproduction.  
Discuss why it is important we know and use the scientific language.

**Safe touch activity:**  
Ask the children to mark on the body outlines where they are comfortable to be touched.  
Use a different colour to show their private or personal areas - those that would be covered by

*individuals.*

*See SEAL Peaceful Problem Solving activities and poster.*

Highlight circumstances when a children should involve an adult – eg if the situation keeps on happening; they are scared etc.

*See Safe Touch booklist.*

<p>a swimsuit.</p> <p><b>Boss of my body activities:</b> Using the text <i>My Body is Private</i> by Linda Walvoord Girard: read p16 and ask the children to discuss in pairs what they think the main character, Julie, should do? Feedback and then finish the story to find out what she decided.</p> <p><b>Unwanted/unsafe touch scenario /skills practise:</b> <i>Your aunt comes to visit - she wants to give you a kiss and a hug - you feel uncomfortable.</i></p> <p>Explain the scenario to the children and ask pairs to come up with coping strategies – what to say /what to do? How would you show how you felt?</p> <p>Introduce/recap <b>Peaceful Problem –solving skills</b> as a strategy for this situation. Encourage children to try out <i>I-message</i> statements eg: <i>No thanks, I don't want to.</i> <i>I'd rather not.</i> <i>I'll blow you a kiss.</i></p> <p>Recap and explain <b>Safe Touch; Unwanted touch and Unsafe touch.</b></p> <p>Highlight key points in <b>coping with</b> unwanted or unsafe touch. Remind children about helping hands.</p> <p><b>Plenary:</b> What have you learnt? Can you say the <i>I can</i> statements?</p>	<p>Remind children of appropriate ground rules eg: no personal questions; think about what you share in public etc. See school Sex and Relationship Education Policy/ or Pier to Peer website Healthy Schools team section for further advice. <a href="http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=799220">http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=799220</a></p> <p>Remind children of the need to have a shared language to describe these parts of our bodies – that everyone understands; that these areas are personal /private but not secret. It is language/words that will help keep us safe and healthy. Highlight that how comfortable we are with being touched is different for everyone and that this is normal. Highlight that there are areas of our bodies ( that usually covered by our swimsuits) that we need to give permission for it to be touched.</p> <p>See Safe Touch Booklist.</p>
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**Assessment Opportunities:**

Can the children describe different sorts of touch?  
Can the children identify that there are parts of their body that are personal and private and should not be touched without their permission;  
Can the children describe strategies for coping with unwanted or unsafe touch?  
Can the children say where to get help?

**Further development:**

See Safe touch Book list;  
Introduce Massage in Schools Programme to develop positive touch;  
Develop Protective behaviours programmes.

**Safe touches:** These are touches that keep children safe and are good for them, and make children feel cared for and important. Safe touches can include hugging, pats on the back, and an arm around the shoulder. Safe touches can also include touches that might hurt, such as removing a splinter or having an injection but this is to keep healthy.

**Unwanted touches:**

These are touches that might be safe but that a child doesn't want from that person or at that moment. It is okay for a child to say "no" to an unwanted touch,

even if it is from a familiar person.

**Unsafe touches:** These are touches that hurt children's bodies or feelings (for example, hitting, pushing, pinching, and kicking). These kinds of touches are not okay.

If someone touches

you in a way you don't like:

1. First, tell the person to stop.

Remember, your body belongs to you. You always have the right to tell someone not to touch you.

No matter who the person is, how nice they are, how old they are, or what they tell you about why they are touching you, it's OK to ask them to stop.

Next, tell a trusted adult.

If another child or an adult has touched you in an unsafe way, you must make sure it doesn't happen again. It's very important to tell a trusted adult.

**Helping hands:** A protective behaviours strategy to help children to identify 5 trusted adults they can go to if they need help/support.

Massage in Schools Programme:  
<http://www.messageinschools.com/>

[Safety Net - Working with Communities to Keep Children Safe](http://www.safety-net.org.uk)

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<p><b>Year 5/6:</b>  <b>Touch – what’s ok for you?</b>  <b>Lesson 1.</b></p> <p>Explain <i>I can</i> statements.</p> <p><b>Different types of touch</b>  <b>grid:</b> In pairs fill out grid with examples of different types of touch.</p> <p><b>Touch – what is ok for you?</b>  <b>Photocard activity:</b>  In pairs/small groups sort photocards into <u>touch you think is ok</u> and <u>touch you think isn't ok</u>.  Encourage children to look back at their grids – ask the children to explain how they have sorted the photocards.</p> <p><b>Touch – what is ok for you?</b>  <b>Has this changed?</b>  <b>In pairs/small groups discuss:</b></p> <ul style="list-style-type: none"> <li>• Has <u>how you are touched</u> and <u>how you touch others</u> changed since you have grown?</li> <li>• What is the <u>same</u> and what is <u>different</u>?</li> <li>• How do you feel about hugging and holding hands?</li> <li>• With your friends?</li> <li>• With your grown ups?</li> <li>• If you feel you don’t want to hold hands with your grown up – how could you show affection instead?</li> </ul> <p><b>Safe touch and body</b></p>	<p><i>See support materials.</i></p> <p><i>See support materials.</i></p> <p><i>Encourage children to think of ways to work well together- how will they make sure that everyone in their group is included?</i></p> <p><i>Remind children: that how comfortable we are with being touched is different for everyone and that this is normal and this may/may not change as we grow.</i></p>
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**language:**

In pairs: how many body parts can you name in a minute for the gender specific parts of the body?

Think, pair, share: Why is it important that we use the scientific names for these parts of our bodies?

How could these knowledge help keep us safe?

Individually:

Mark on **body outlines** areas of their bodies where they are comfortable to be touched.

Has this changed as they have grown?

Use a different colour to show their private or personal areas - those that would be covered by a swimsuit.

Recap and explain **Safe Touch; Unwanted touch** and **Unsafe touch**.

**Unwanted/unsafe touch scenario /skills practise:**

Explain the scenario to the children and ask pairs to come up with coping strategies – what to say /what to do? How would you show how you felt?

**Scenario:**

Someone touches you in a way that makes you feel uncomfortable.

What can you say ?

What can you do?

Introduce/recap **Peaceful Problem –solving skills** as a strategy for this situation.

Encourage children to try out

*I-message* statements eg *I don't like it when...*

*I feel...*

Remind children of the need to have a shared language to describe these parts of our bodies – that everyone understands; that these areas are personal /private but not secret. It is language/words that will help keep us safe and healthy. Highlight that how comfortable we are with being touched is different for everyone and that this is normal.

Highlight that there are areas of our bodies ( that usually covered by our swimsuits) that we need to give permission for it to be touched.

See SEAL:Peaceful Problem solving Process and poster.

*At first it was ok now I ...*

Highlight key points in **coping with** unwanted or unsafe touch.

Remind children about helping hands.

Share extracts from *A touching Book* by Jan Hindman or similar.

**Plenary:**

What have you learnt?

Can you say the *I can* statements?

**Assessment Opportunities:**

Can the children describe different sorts of touch?

Can the children identify what sort of touch they are comfortable/uncomfortable with?

Can the children identify that there are parts of their body that are personal and private and should not be touched without their permission;

Can the children describe strategies for coping with unwanted or unsafe touch?

Can the children say where to get help?

**Further development:**

See Safe touch Book list;

Introduce Massage in Schools Programme to develop positive touch;

Develop Protective behaviours programmes.

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