Year 1 Summer 1

Relationships : Safe Relationships

Relationships: Safe Relationshsips

Recognising privacy; staying safe; seeking permission

PSHE Programme of Study Refs R10, R13, R15, R16, R17

- situations when someone's body or feelings might be hurt and whom to go to for help
- what it means to keep something private, including parts of the body that are private
- to identify different types of touch and how they make people fee (e.g. hugs, tickling and punches)
- how to respond if being touched makes them feel uncomfortable or unsafe
- when it is important to ask for permission to touch others
- how to ask for and give/not give permission

Lesson Sequence:

- 1.Recognise our special people (Medway Lesson 1) PREASSESSMENT
- 2. Identify what is private on our bodies
- 3. Recognise appropriate touch and personal space
- 4. Know how and why to ask permission
- 5.Know how and why to give/not give consent POST-ASSESSMENT

Links and resources

- Link to class contract/behaviour system How can we get along with each other?
- Link to values (respect/unity) and dispositions (reflective/collaborative).

songs:

https://www.youtube.com/watch?v=-IL07JOGU5oPantosaurus

https://www.youtube.com/watch?v=nLpjNJnXZIU

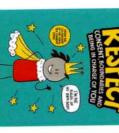
Boss of my own body

https://www.youtube.com/watch?v=aSFvJbSQdA4 Boundaries song

Lesson slides and resources

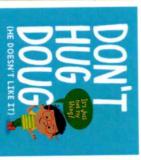
- Medway Teacher Guidance
- Medway Lesson 1 slides
- Medway lesson plans and resources Year 1-2
- □ [PARENT CARER COPY] Y1-2 Lesson 1
- KS1 Assessment document.docx
- Lesson 2 slides
- Lesson 2 resources
- Lesson 2 I can say No Activity Sheet
- Lesson 3 slides
- Lesson 3 resources
- Lesson 3 Ask Teddy Cards

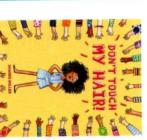
Picture Books to Support this Learning

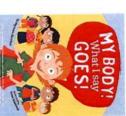










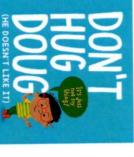


Lesson 4 resources

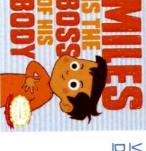
Lesson 5 lesson plan Lesson 5 resources Lesson 5 slides Lesson 4 Ask Teddy Cards

Lesson 4 slides









Don't hug Doug video Video - C is for consent





Medway Year 1/2 Lesson 1



My special people
KS1 Lesson 1

A BETTER MEDWAY

A BETTER MEDWAY

PSHE

PSHE

Personal





PSHE

Personal

Social

PSH

Personal

Social Health

PSHE

A BETTER MEDWAY

A BETTER MEDWAY

Personal Social Health

Economic

Personal

Social Health

PSH

П

Economic

Education



Ground rules

- •How can we make this a safe classroom for our PSHE lesson?
- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

Ground rules

A BETTER MEDWAY

- How can we make this a safe classroom for our PSHE lesson? (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)
- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room





WE ARE LEARNING TO:

recognise the special people in our lives and how we care for one another

WE ARE LEARNING TO:

- recognise the special people in our lives and how we care for one another
- I can identify who my special people might be.
- I can explain what makes someone 'special' and important.
- I can describe the different ways special people care for us.
- I can recognise how we can care for them in return.

Special people

A special person is...

Can you finish this sentence?



Story time



Listen to the story.

Who else might be special to the child?

A BETTER MEDWAY

adult at school friend mother brother father

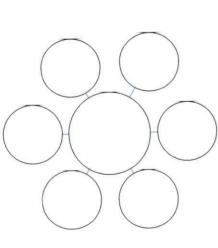
sister

Who is special to you?

15

A BETTER MEDWAY

16



18

17

Writing about someone special

My special person is and

They are special to me because

Special people care for each other

Grandfather help and care for the child? How might the



Caring for each other

A BETTER MEDWAY

Ways special people can help and care for me Ways I can help and care for special people
Ways I can help and care for special people

Special people

19

A BETTER MEDWAY

20

Can you finish this sentence?	A special person is



Signposting support

Special people make us feel safe, happy and comfortable.

If you ever feel uncomfortable or unsure about something, it is important to speak to a trusted adult.





Who ar

21

Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

could go to:
In school - class teacher, support assistants,

There are people both at school and home who you

playtime/midday supervisorsHome – trusted adults e.g parent, older sibling, community leaders, club leaders



You can also contact Childline on 0800 1111 or www.childline.org.uk

2022

More activities

A BETTER MEDWAY

23

Thank you card

Design a thank you card for a special person.



Graffiti board

As a class, make a graffiti board or flipchart to show what you have learnt about 'special people'. Everyone can add one word, picture or symbol.

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A BETTER MEDWAY

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Learning objective

oxdot We are learning about the special people in our lives and how we care for one another.

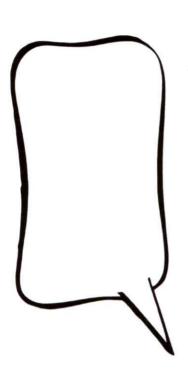
Learning outcomes

- I can identify who special people might be.
- ☑ I can explain what makes someone 'special' and important.
- ☑ I can describe the different ways special people care for us.
- ☑ I can recognise how we can care for them in return.

KS1 Lesson 1

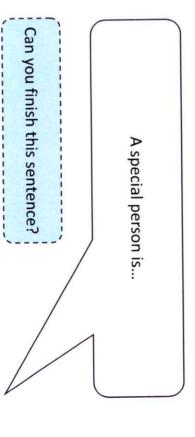
Ground rules

A BETTER MEDWAY



Special people

MEDWAY



4

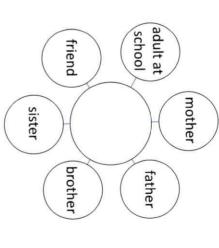
cri



Listen to the story.

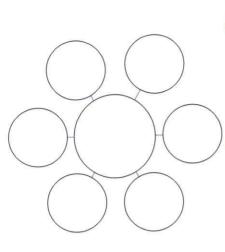
Who else might be special to the child?

0



Who is special to you?

A BETTER MEDWAY



MEDWAY

8

Writing about someone special

My special person is and

They are special to me because

9

10

Special people care for each other

Grandfather help and care for the child? How might the



Caring for each other

_	
	Ways special people can help and care for me Ways I can help and care for special people
	Ways I can help and care for special people



Special people

A special person is...

Can you finish this sentence?



12

Signposting support

happy and comfortable. Special people make us feel safe,

If you ever feel uncomfortable or unsure about something, it is important to speak to a trusted adult.





My Body Is Mine



Ground rules

- How can we make this a safe classroom for our PSHE lesson?
- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

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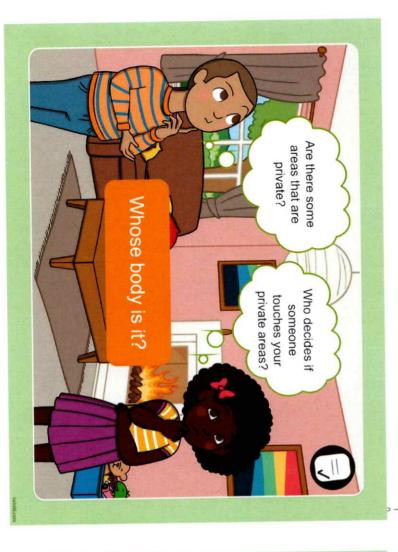
How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO:

know that our body belongs to us



WE ARE LEARNING TO:

know that our body belongs to us

- I know the private areas of my body.
- I know I can decide what happens to my body.
- I know who I can ask for help.

Can We Touch People

No one gets to touch you in a way you don't like You get to choose.

Sometimes, someone might touch your body in a way you don't like. In this situation, you need to let the other person know you didn't like it.

No matter how old, how clever, how scary or now powerful they are - you choose what happens to your body.



Can We Touch People 🙀 When We Want To?



Your granny wants a kiss. Do you have to give her one?

Can We Touch People When We Want To?





want to hug my best friend

Can We Touch People When We Want To?

body too. You can't hug someone if they don't lik Other people get to decide what happens to the it. You can't kiss them or hold their hand if they don't want you to.

means they don't want you to touch them like that at This doesn't mean you aren't friends. It just

They might love a hug later. You need to check wha



Can We Touch People When We Want To?





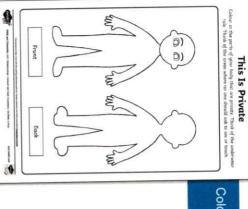








This Is Private



Colour the areas that are private using the sheet provided.



Can I Say No?



If an uncle touches you and says to keep it secret, should you?



Can I Say No?



If someone says it is a secret or makes you feel scared, they are doing wrong if they touch your private areas.

You can

No one can touch you if you don't want them to This is called consent.

It's not your fault if someone touches your private areas when you don't want them to and there are people who can help you.



Can I Say No?



netimes, a doctor or parent might need to touch your private areas to keep you healthy. If this pens, the touch will be to find out what is wrong r to give medicine. If your life is in danger, the doctor will get to decide, not you.



Can I Say No?





am hitting my friend. Do still get to choose what happens to my body?

Answer



Can I Say No?

It's a small problem if someone pushes you in the line. It's tricky if it happens every day or if an older child hurts you. Sometimes, things are more serious.

unkind to your body. It's very serious if an It's very serious if an adult hurts you or is something serious happens, it's not your adult touches your private areas. If fault and you do need to get help.

Most children don't have to worry about this but it's important to know what to do if it's



Can I Say No?



















Colour in the situations when you get to decide

what happens to your body on the sheet provided

Can I Say No?





Tell a grown-up you trust

someone else at schoo Tell your teacher or







Who would you ask for help? Tell your partner three people you could tell if you needed help.

Signposting Support

Who are your trusted adults?
Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

Home – trusted adults e.g parent, older sibling, community leaders, club leaders

You can also contact Childline on 0800 1111 or www.childline.org.uk

Remember



It's serious and I'm going to tell so I can get help.

Remember



Appropriate Ways to Touch People Social Situation

Ground rules

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Ground rules

How can we make this a safe classroom for our PSHE lesson?

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WE ARE LEARNING TO:

Recognise appropriate touch and personal space

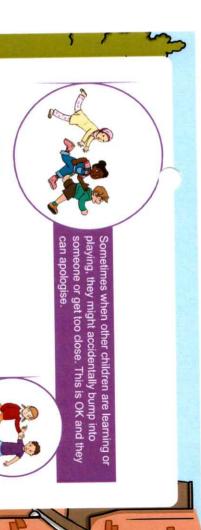


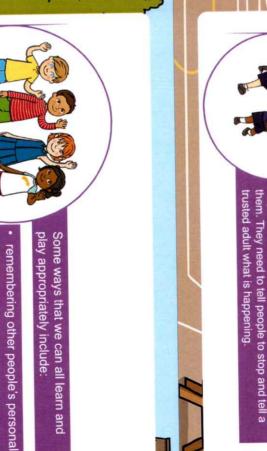
asking people before touching them;

saying hello, waving or giving a high five;

tapping people on their arm and

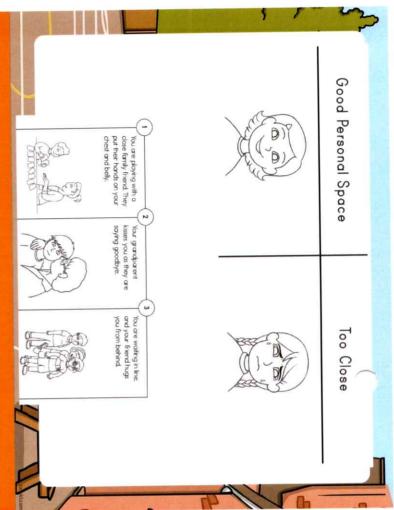
saying, "excuse me"

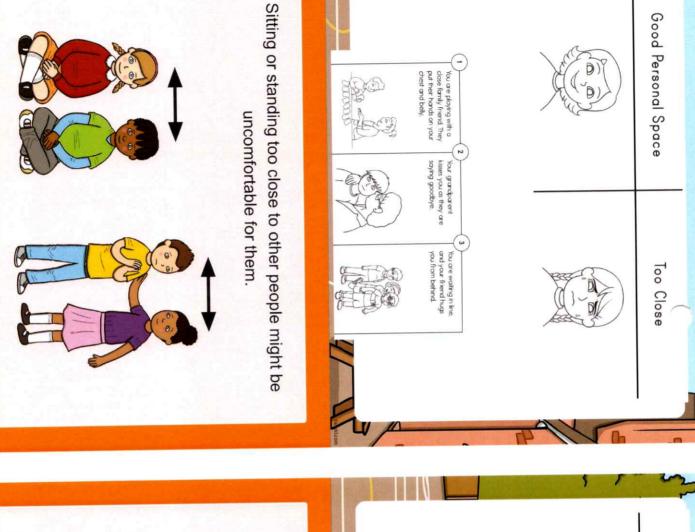


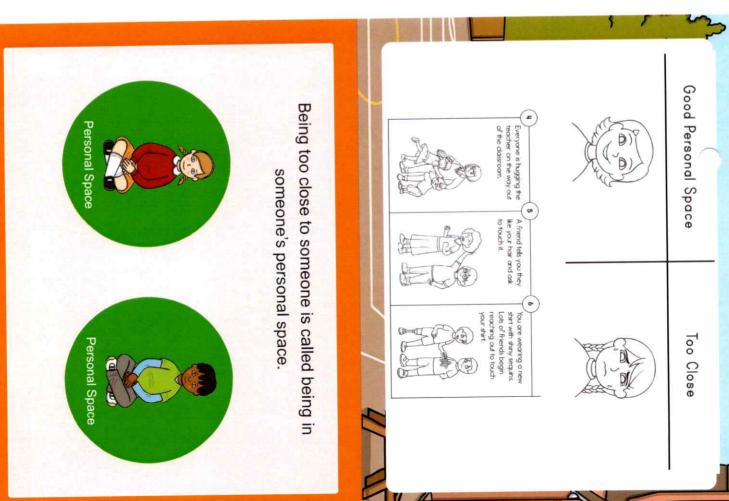


Sometimes at school, people might touch others when they don't like it or touch them in a harmful

way. This can make people uncomfortable or hur

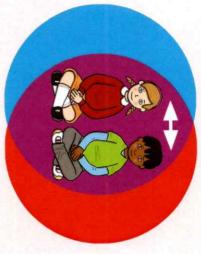






Being in Someone's Personal Space

Too close!



We need to leave one arm's space between us.

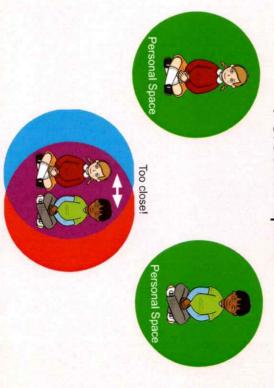
We can check this using our arms.



We can check if we are in someone's personal space by using our arms. If we can touch them, we are too close.



Personal Space



Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

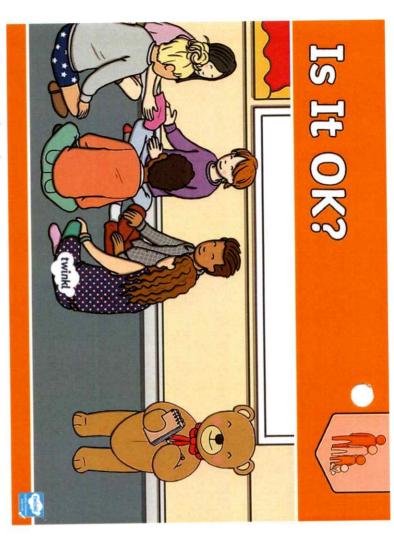
Home – trusted adults e.g parent, older sibling, community leaders, club leaders



You can also contact Childline on 0800 1111 or www.childline.org.uk

When I am learning and playing with my friends, I will try and remember to give them space. I will think about whether I need to touch them or not.

If I learn and practise appropriate touching, it might make school a better and safer place to learn and play.



Ground rules

- How can we make this a safe classroom for our PSHE lesson?
- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

Personal

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Education

Ground rules

 How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO:

know how and why to ask permission



WE ARE LEARNING TO:

know how and why to ask permission

- I understand what 'no' and 'stop' mean.
- I know that people's bodies and feelings can be hurt.
- \cdot I know who to tell if I am worried that the rules about respecting people's bodies have been broken.



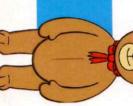
The Circle of Respect 👍



Let's sit in a circle and show respect for one another.

our feet to ourselves and listening carefully to each other. We can do this by sitting still and quietly, keeping our hands and

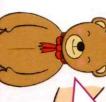




The Circle of Respect



different way. Now in our circle, we are going to show that we respect each other in a If you would rather not have a



'no thank you'. We all have the right to decide what happens pat, that is fine. You can say with our bodies

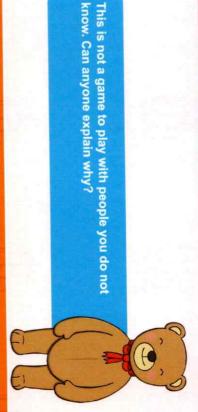
we pat them on the back. Getting someone's consent means that We are going to ask for consent from the person next to us, before with them and they do not mind. they give you permission to do it. It means they are saying it is OK

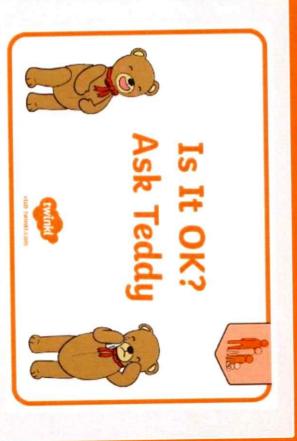
Remember to pat gently, as that is another way of showing respect.

The Circle of Respect



In our class, we all know each other





Let's think of how we will ask teddy

We need to think about the sort of touch we are asking to do

We need to think about teddy's personal space

Is It OK?



Before we touch others, it is really important we check that they are happy to be touched that way.





Everyone is different. Some people like being patted or hugged, while others don't. Some people like to be tickled but other people hate it

We always need to check that others are OK and happy.

Ask Teddy



Who would like to come and pick a question card and ask Teddy if they can have permission to do something?







If you are chosen, come and read the question on the card aloud to Teddy, then listen carefully to what Teddy says. If Teddy says it is OK, then you can do the thing you have asked but if Teddy says it is not OK, you mustn't do it as Teddy hasn't given consent.

What Should Teddy Do?



Last week, somebody squeezed Teddy in a way that Teddy wasn't happy about. It was uncomfortable and even hurt Teddy a bit.

Teddy is worried about the next time that person comes round, in case they do it again.





Talk to your partner about what you think Teddy should

What Should Teddy Do?

If Teddy feels unsafe, they should speak to an adult they know and trust and ask for help. This could be a parent, a carer, another person in the family or a grown-up at school.

Teddy should explain what happened and how it made them feel. Teddy must understand that it was not his fault that this happened.

If Teddy feels that the grown-up didn't really listen or help, they should find someone else to tell.

Teddy should keep asking for help until the problem is solved and the worries go away.





Teddy should feel safe and happy, as we all should.



Act It Out



In small groups, you are going to get a card with a scenario on it. A scenario is a situation that could happen.

In your group, take on roles of the people involved in the situation. Think about how the people would act, what they would do, how they would feel and what they might say.



Is It OK if I...?



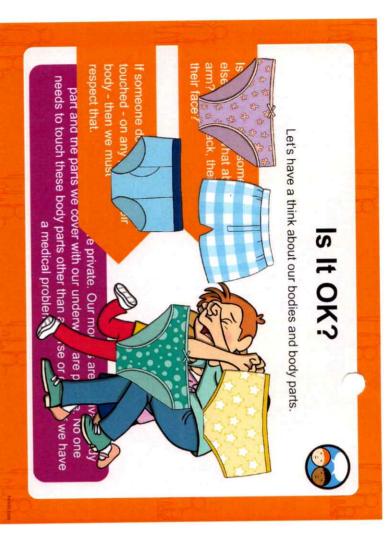
There is a great phrase to remember when it comes to respecting others' bodies...

If not everyone is having fun, everyone stops!





How can you tell if someone is unhappy or not having fun? What might they look like? What might they do? What might they say?



Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

<u>In school</u> – class teacher, support assistants, playtime/midday supervisors

Home - trusted adults e.g parent, older sibling, community leaders, club leaders

'consent' and what are the

What should we do if these rules

are broken?

What is

The Big Questions

rules for respecting

people's



You can also contact Childline on 0800 1111 or www.childline.org.uk

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Personal Social Health Economic

Education

Ground rules

- •How can we make this a safe classroom for our PSHE lesson?
- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

Ground rules®

How can we make this a safe classroom for our PSHE lesson?

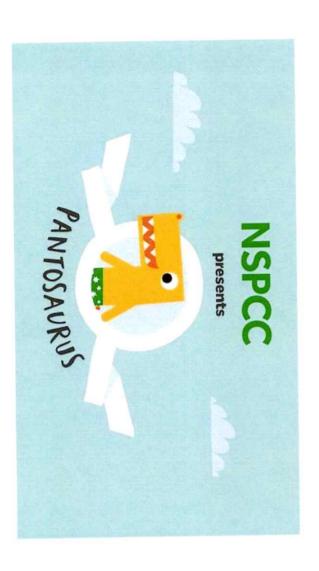
(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)
• respectful listening

- no real names
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WE ARE LEARNING TO: know how and why to give or not give consent



To learn the Talk PANTS rules and that they help keep children safe.



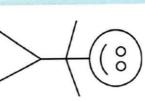
We will be able to...

- recognise that adults care for children and help them to stay healthy
- · identify safe adults and to ask for help if something is upsetting or worrying
- recognise that some parts of the body are private; and be able to name private parts
- rehearse and recall the PANTS rules

Talk PANTS with Pantosaurus and his PANTS song #TalkPANTS

Talk to you partner

What do children have to be kept safe from?



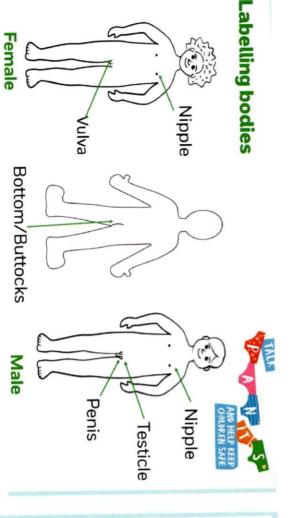
People?

Places?

Thing



Nipple	Penis	Head	Hand	
Foot	Hair	Chest	Arm	
Testicle	Knee	Bottom/ Buttocks	Leg	
Vagina	Neck	Vulva	Foot	



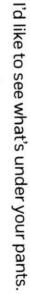
Can I see your private parts?



0

CHILDREN SAFE

Will you show me your privates?



r your pants.

No

I want to touch your private parts

Can I look in your pants?





Safe Adults

 Complete the sheet or write the headings and your responses in your



 You can draw your responses too.

Safe adults I can talk to at home...

Signposting Support

Who can you talk to about the Who are your trusted adults? issues raised in this lesson?

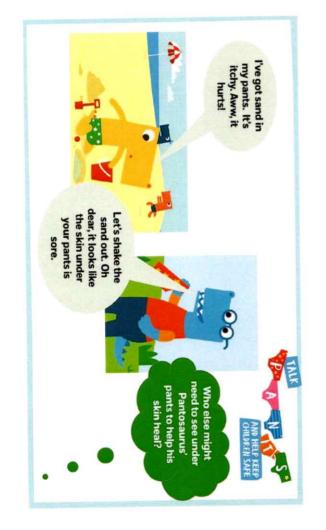
home who you could go to: There are people both at school and

assistants, playtime/midday supervisors <u>In school</u> – class teacher, support

sibling, community leaders, club leaders Home – trusted adults e.g parent, older



0800 1111 or Childline on You can also contact <u>www.childline.org.uk</u>



A LWAYS REMEMBER YOUR

BODY BELONGS TO YOU

P RIVATES PRIVATE

S PEAK UP, SOMEONE

ALK ABOUT SECRETS

THAT UPSET YOU

NO MEANS NO

The Talk PANTS rules!

19



Signposting Support

Who are your trusted adults?
Who can you talk to about the issues raised in this lesson?

There are people both at school and home who you could go to:

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to give or not give consent

WE ARE LEARNING TO:

know how and why