



PSHE and Citizenship

Health and Wellbeing | It's My Body

Your Body Is Your Own



We hope you find the information on our website and resources useful. This resource contains potentially sensitive and/or upsetting topics that may emotionally impact on students you use it with due to their experiences in their past. It is your responsibility to consider whether it is appropriate to use this resource with your students. If you do use this resource, it is your responsibility to ensure that appropriate support is available for anyone affected.

Aim

- I know that my body belongs to me and that I have control over what happens to it.

Success Criteria

- I understand that I can make choices about what happens to my body.
- I understand the difference between wanted and unwanted contact.
- I know what to do if I am worried about myself or a friend.

The Big Questions



Why is looking after
our bodies
so important?

What is autonomy
and what
is consent?



Reconnecting

Choice, Control, Consent



The three Cs – **choice**, **control** and **consent**.

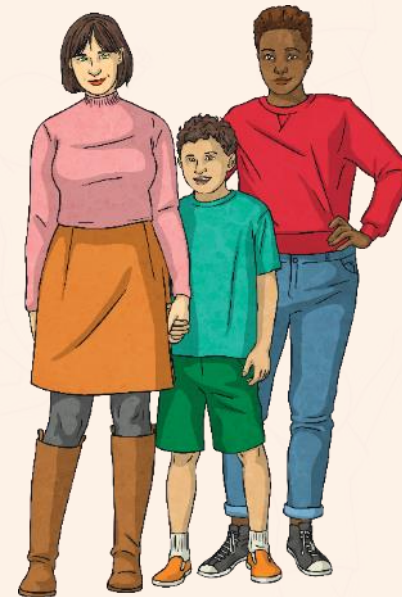
Everyone has choices they can make every day.



Choice, Control, Consent



We all have control over some aspects of our lives.



However, we are all different and live in different families with different rules. So, you might not be allowed to do something your friend is allowed to do but you have the same right to autonomy as everyone else.

Choice, Control, Consent



The things we have choices about and control over may differ from person to person.

In your groups, discuss the statements and sort them into two piles:

- things which we have **choice** and **control** over;
- things that we **do not** have **choice** and **control** over.



Sort the Statements

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Sort the Statements

We can choose how to spend our pocket money or our birthday money.

Sort the Statements

We can choose what to wear at the weekends and in the holidays.

Sort the Statements

We can choose to have our ears pierced.

Sort the Statements

We can choose who to play with.

Sort the Statements

We can choose what we have for dinner.

Sort the Statements

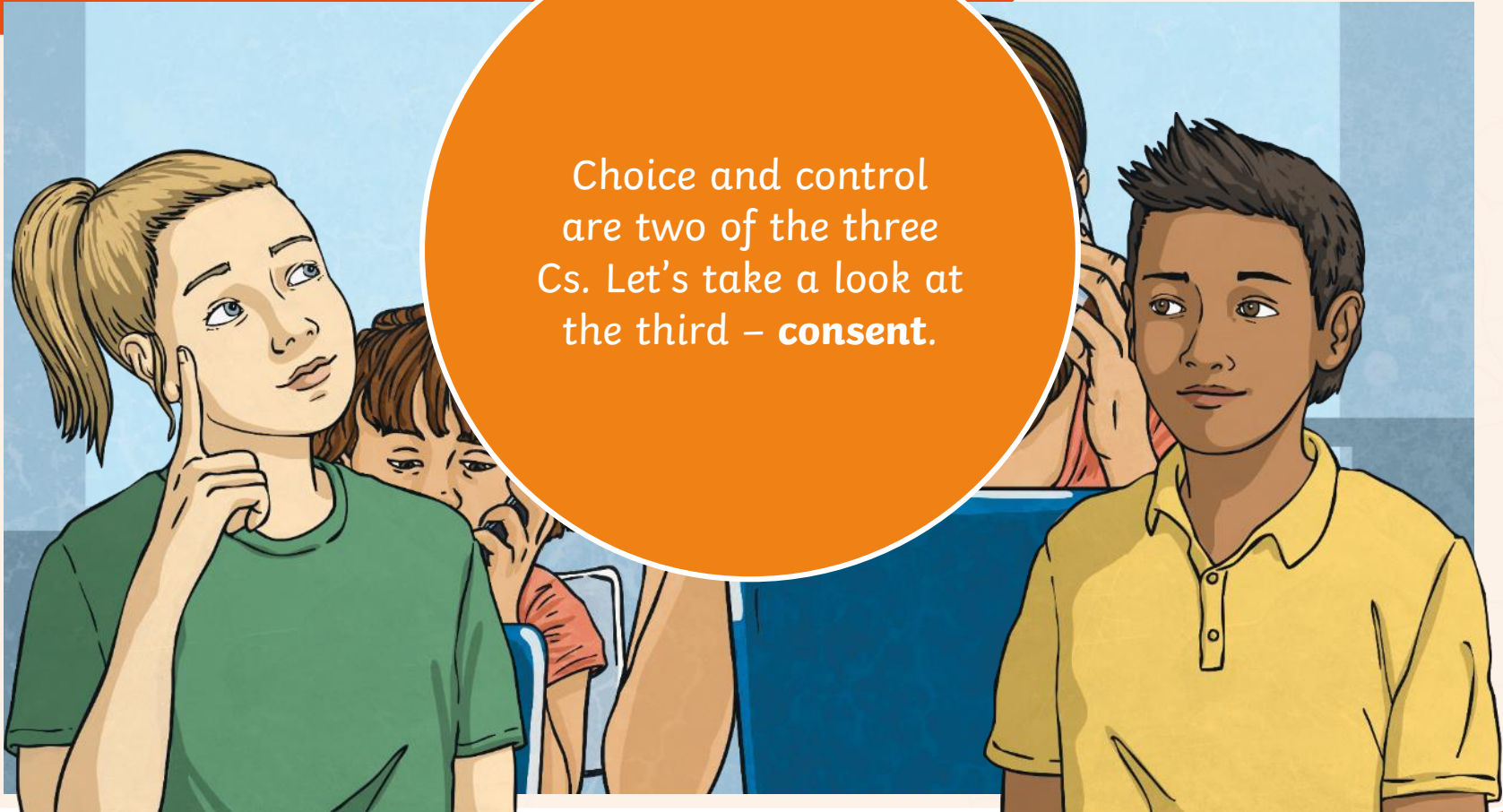
We can control what we are taught at school.

Choice, Control, Consent



How did you get on? Limited choice or control, especially when we are
not agreeing or having
choice and **control** over the decisions for us.

Choice and control
are two of the three
Cs. Let's take a look at
the third – **consent**.



The background of the slide is a solid orange color. It features a repeating pattern of white line-art figures. Each figure is in a jumping or celebratory pose, with arms raised and legs bent. The figures are arranged in a grid-like fashion, creating a lively and energetic atmosphere.

Exploring

Autonomy – It's up to Me



What does the word **consent** mean?

In addition to having choices and control over what happens to our bodies, we have to **consent** to someone else doing something to our bodies.

This is because your body is your own. It belongs to you and no one else. You can decide what does and does not happen to your body.



Autonomy – It's up to Me



No individual should have control over another – we all have the right to be free from the control or influence of others.

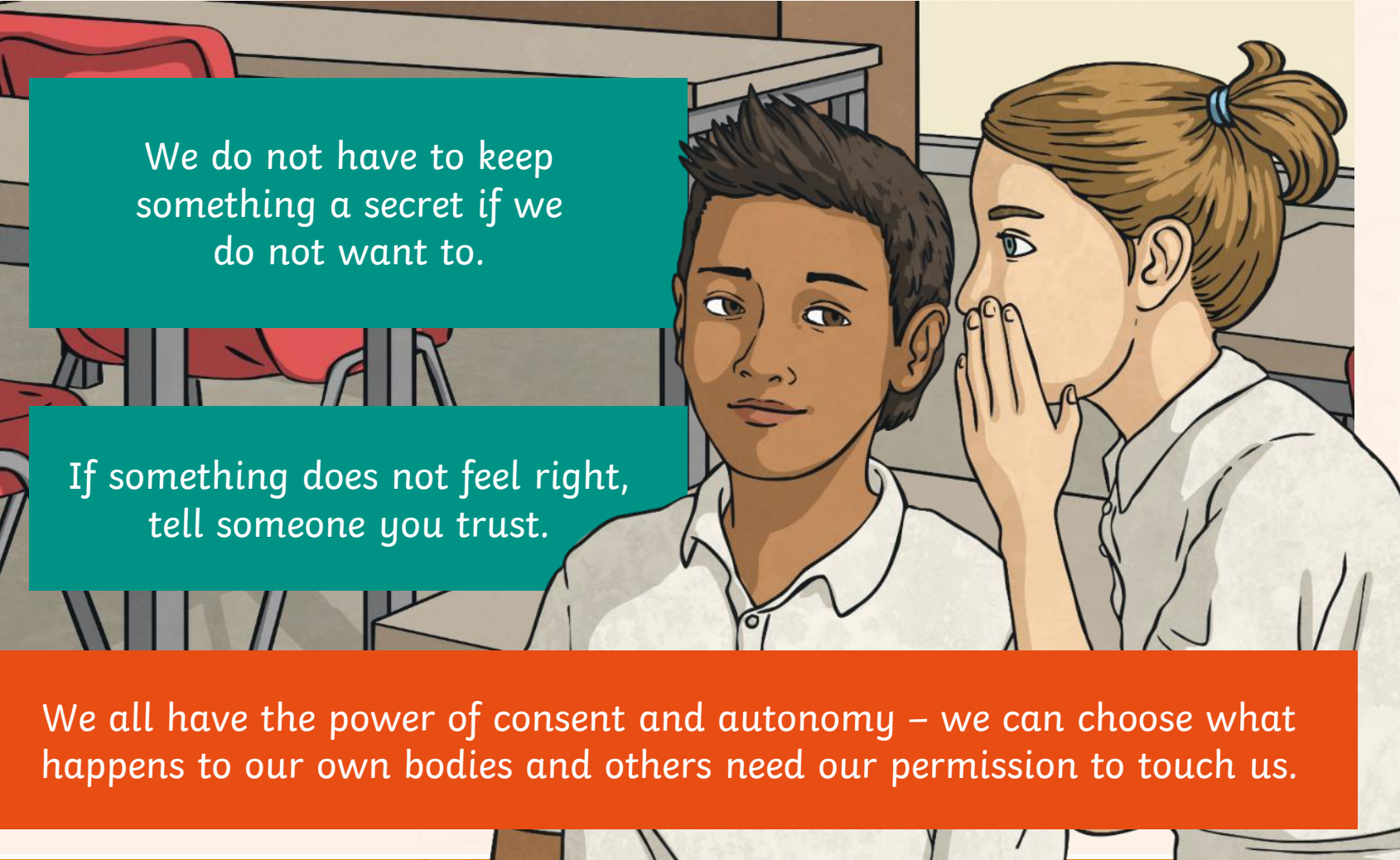
We do not have to do something that we are not comfortable about, even if others say we have to or if they threaten us in some way.

The dictionary
autonomy

'freedom
dependence



Autonomy – It's up to Me



We do not have to keep something a secret if we do not want to.

If something does not feel right, tell someone you trust.

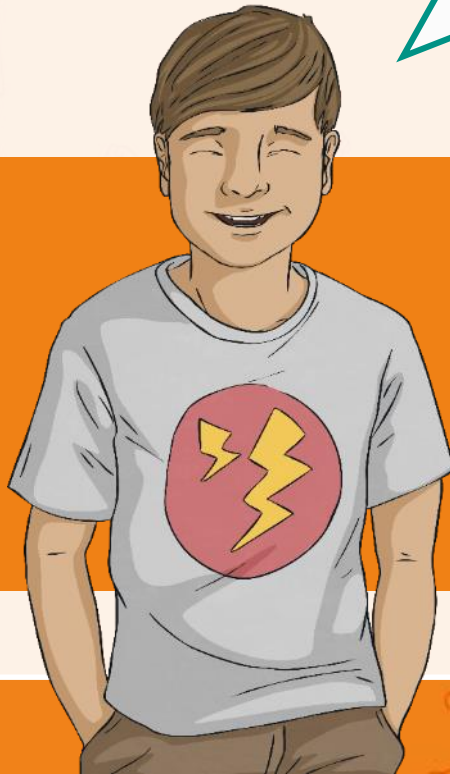
We all have the power of consent and autonomy – we can choose what happens to our own bodies and others need our permission to touch us.

Respect and Protect



Respect and protect – these are two very important words when it comes to looking after our bodies.

We should respect ourselves enough to know that our bodies are precious and deserve to be protected from any harm or unwanted touch.



We should also respect others and know that it is never OK to touch someone else if they do not want to be touched. It is not OK to make someone do something they are not comfortable doing.

Look at the following scenarios and discuss them in your pairs.



Respect and Protect



Look at these scenarios in pairs and discuss each one.

Try to answer these questions:

- Who is not being treated with respect?
- Who does not feel safe?
- Who is being harmed?
- What can be done to protect the person who is being harmed?
- What rights does the person have?
- Who could help the person who is being harmed?



Respect and Protect



Ruby is feeling uncomfortable around her mum's boyfriend.

Deana has got a problem with her older cousin.

Bayo has noticed bruises on the back of his friend, Gav.

Sibra's friends are worried about her getting thinner.

Rebecca has an issue with the boy she sits next to in class.

Soam is having friendship problems.

Astur is nervous about a procedure she is going to have.



Questions



Respect and Protect



Ruby's mum has a new boyfriend, who has started staying over quite a lot.

Sometimes, when mum is at work he looks after Ruby and her sister, Sapphire.

The girls feel uncomfortable when they are in the house on their own with him because he always makes them have a bath and he wants to help wash them. He says it is their little secret and they should not tell their mum.



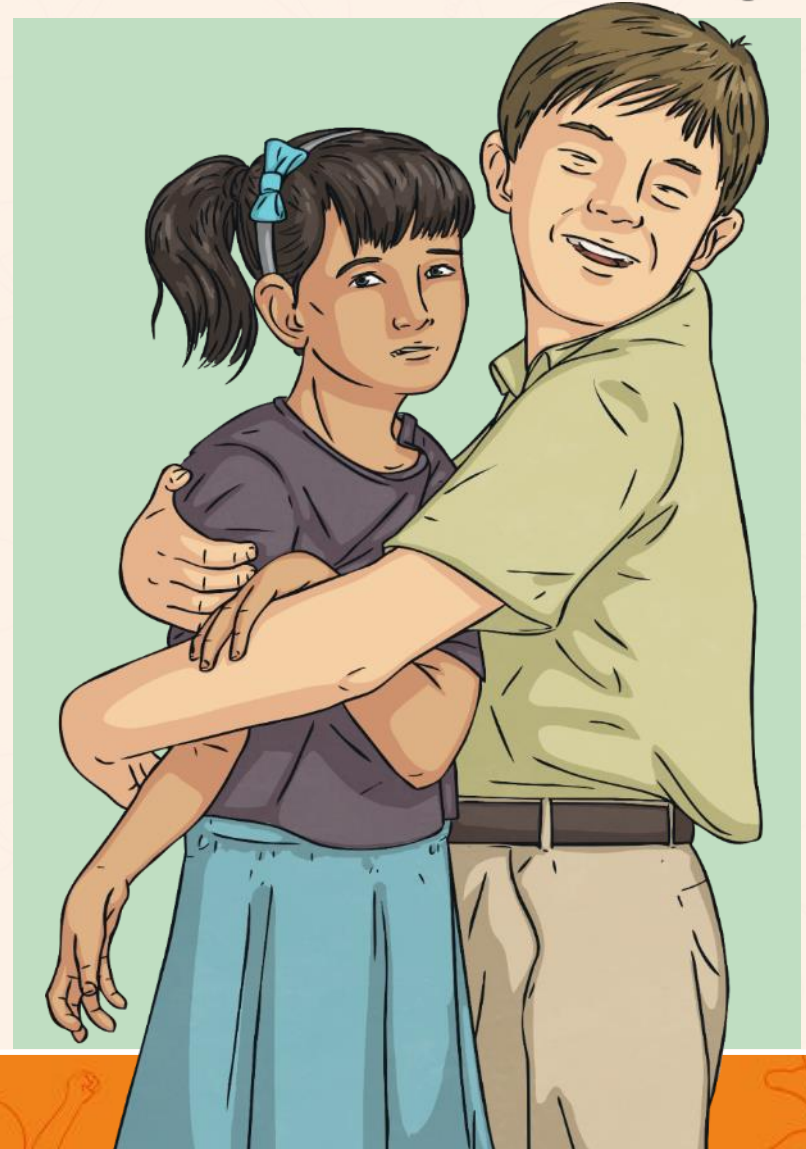
Respect and Protect



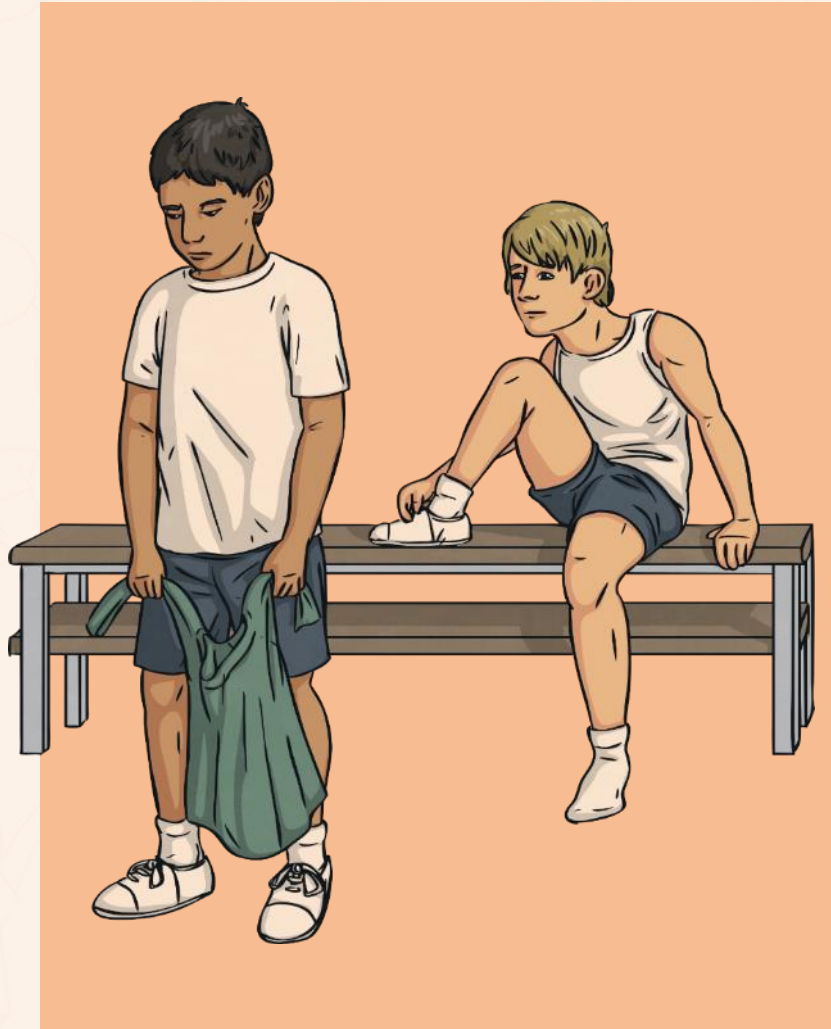
Deana's older cousin has a learning disability. He is very fond of Deana and sees her often but he doesn't know his own strength.

Whenever he sees Deana, he gives her a really big, hard squeeze. Deana really hates this because it hurts.

Deana doesn't want to upset him by saying anything about this.



Respect and Protect



Two friends, Bayo and Gav, are getting changed for PE. Bayo notices that Gav has some bruises and marks on his back. He asks Gav how he got them.

Gav says that they are from playing in the garden and he quickly changes the subject.

Bayo is worried about his friend because it looks like someone has been hitting him.

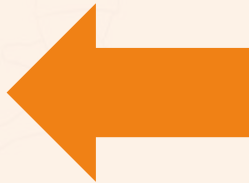


Respect and Protect



Sibra's friends have noticed that she is getting thinner and thinner. She is always asking them if she can have some of their playtime snacks or their packed lunch at breaktime.

Sibra does bring a packed lunch but her friends have noticed that often all she has is some dry bread or a couple of small crackers.



Respect and Protect



Rebecca is sitting next to Tyler at the back of the class.

Tyler keeps touching her thigh and squeezing her knee under the desk. He knows that the teacher can't see.

He tells Rebecca that if she tells the teacher, he will just deny it.



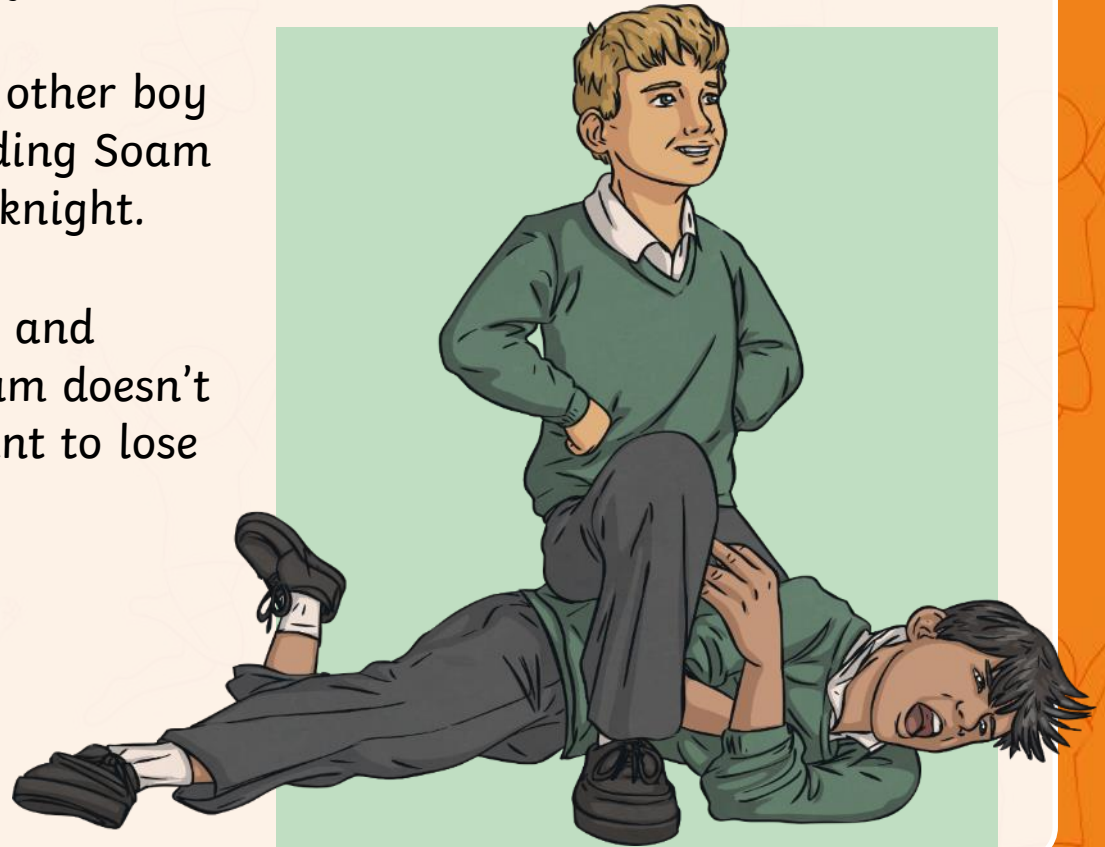
Respect and Protect



Soam has recently started a new school. He is struggling to make friends. However, there is one boy in his class who really wants to be friends with him.

Every day, at playtime, the other boy wants to play-fight, pretending Soam is the dragon and he is the knight.

The other boy is very rough and Soam always gets hurt. Soam doesn't like this but he does not want to lose his only friend.



Respect and Protect



It is important to remember that these scenarios are made-up examples.

Most children are safe and happy.



Some situations can be resolved if we give them time. However, it's usually best to speak up and ask for advice or help, sooner rather than later. Knowing when to ask for help is an important skill.

Seeking Support



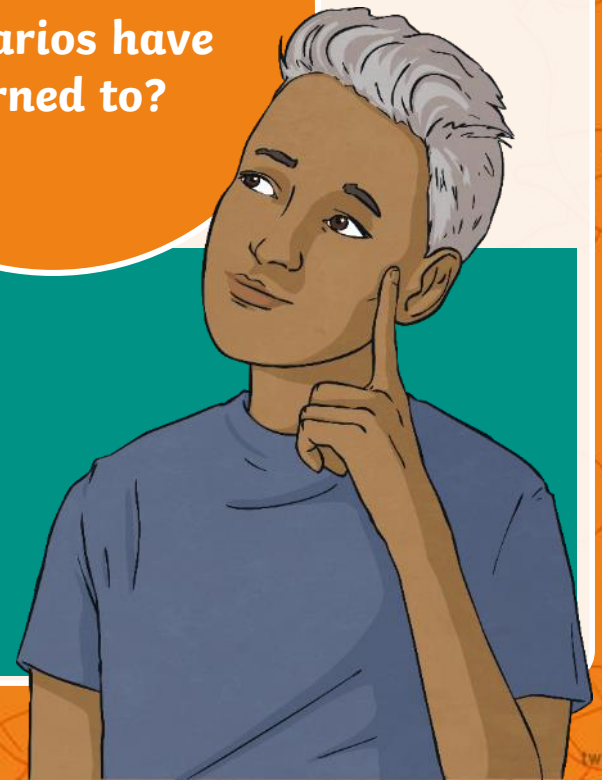
All the children in the made-up scenarios need support to cope with their own situation and make things better.

No child has to keep their concerns and worries to themselves.

If something happens that makes someone feel uncomfortable, it is not their fault. A trusted adult will be able to help.

Sometimes people may need to seek support for themselves but sometimes it is for someone else. If a friend tells you something that has happened to that has made them feel worried or uncomfortable, the most helpful thing to do is to talk to a trusted adult about what's been shared, to make sure your friend gets the help they need.

Who could the children in our scenarios have turned to?

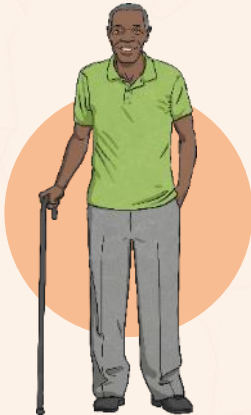


Seeking Support



A trusted adult could be:

- a parent or a carer;
- another family member, such as a grandparent;
- a friend's parent or carer;
- a teacher or another adult in school;
- a doctor, nurse or police officer.

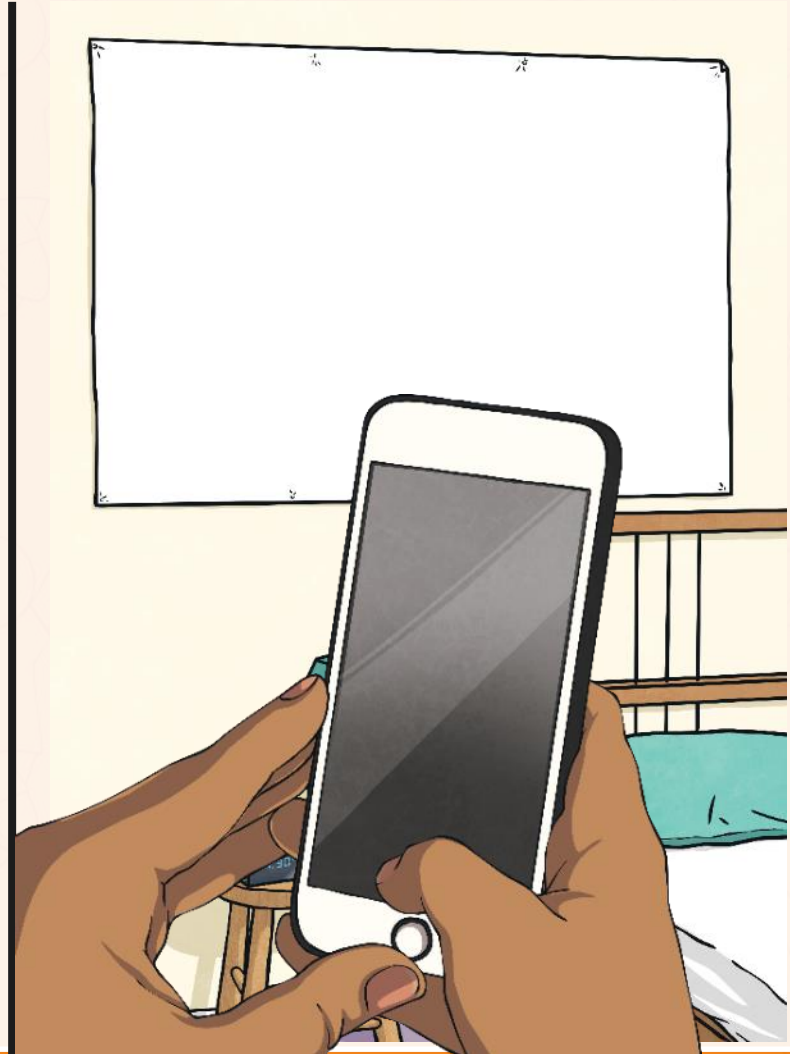


**Who are your
trusted adults?**

Seeking Support



Sometimes, children might feel that they have no one to talk to. Maybe they are worried or frightened to speak to someone they know. Perhaps they are embarrassed or think that they will not be believed.



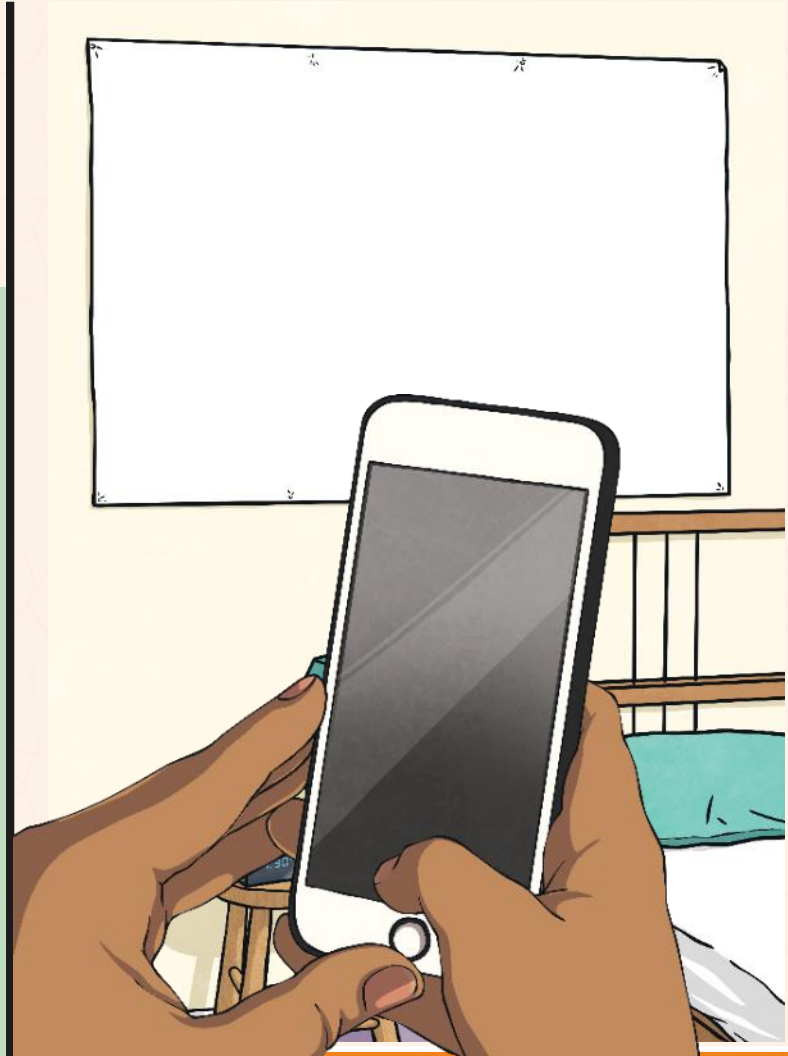
Seeking Support



This is why **Childline** exists.

Childline is a charity that provides help for children.

Children can speak to a grown-up who will listen to their worry, concern or problem and give them advice about what they can do.



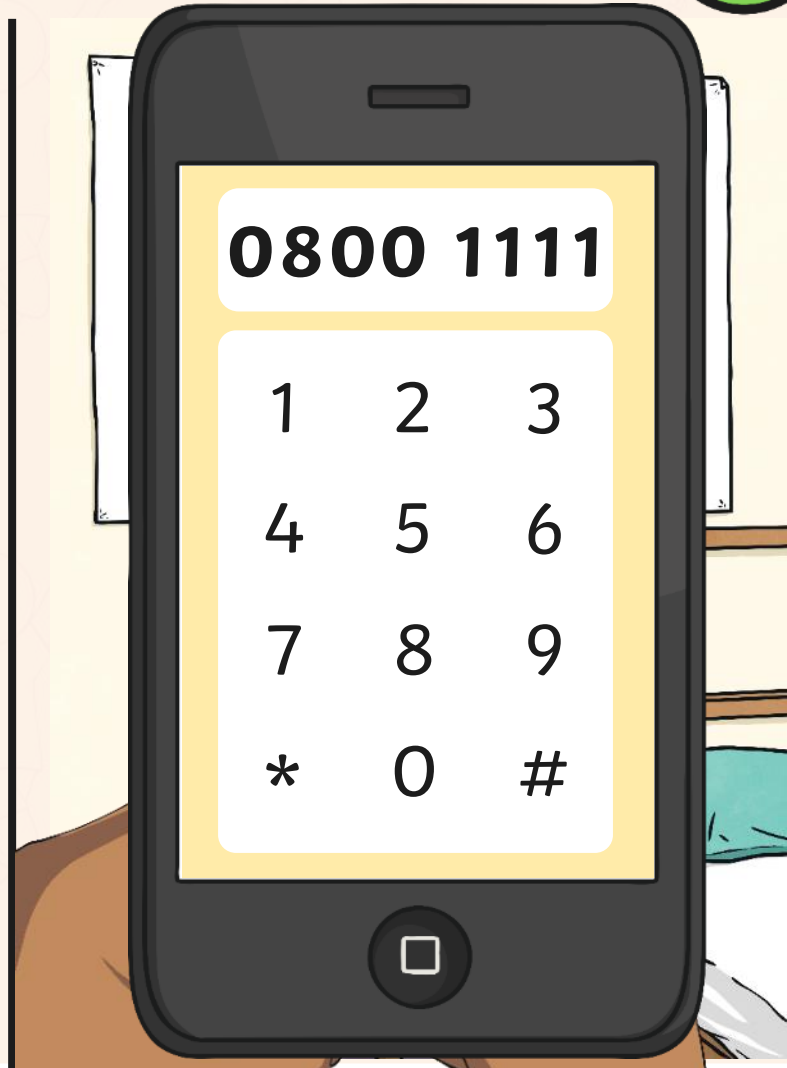
Seeking Support



The number to call is **0800 11 11**

Consolidating

Reflecting



Consolidating

My Body — My Rights



As humans, we all have the right to be safe. This includes keeping our bodies safe from harm and keeping ourselves safe from unwanted touch or contact.

By understanding our rights and the rights of others, we can ensure that everyone is safe and happy.

On your activity sheet, create a set of rights that you have with regard to your own body.

You can use the keywords on the following slide to help.

My Body — My Rights

Everyone has the right to be safe and to be happy. Use the keywords from the Lesson Presentation to create some statements about your rights.

Four empty rectangular boxes for writing statements about rights.

Illustrations at the bottom: two children writing at a table, a boy hugging a girl, and a boy sitting on a girl lying on the floor.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study

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My Body — My Rights



harm

safe

hurt

tell

Childline

touch

secret

happy

contact

help

adult

upset

call

danger

protect

body

privacy

respect

unwanted

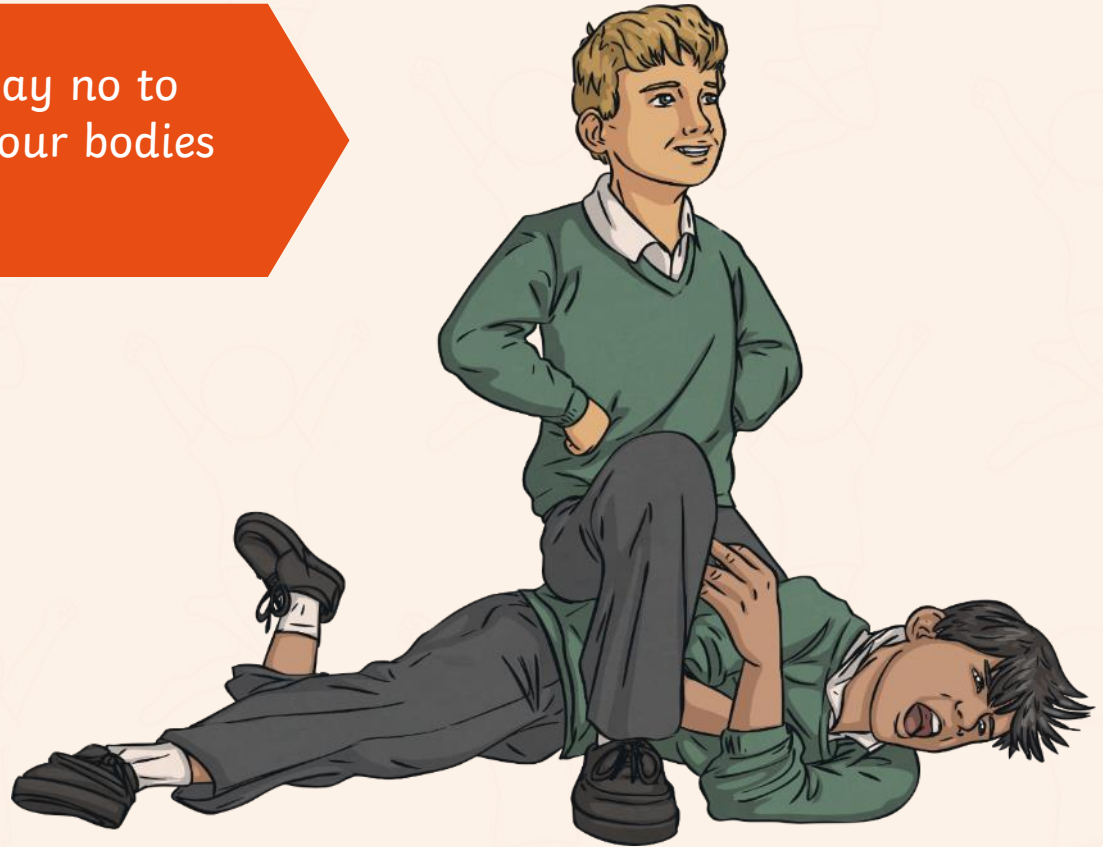
Reflecting

True or False?



Let's read the following statements. If you think they are true, put your thumbs up. If you think they are false, put your thumbs down.

We all have the right to say no to something being done to our bodies that we do not want.



True or False?



Let's read the following statements. If you think they are true, put your thumbs up. If you think they are false, put your thumbs down.

We should tell a trusted adult if we are worried about the safety of ourselves or the safety of someone else.



True or False?



Let's read the following statements. If you think they are true, put your thumbs up. If you think they are false, put your thumbs down.

Unwanted touch means the same thing to everyone.



True or False?



Let's read the following statements. If you think they are true, put your thumbs up. If you think they are false, put your thumbs down.

Consent means agreeing to something.



True or False?



Let's read the following statements. If you think they are true, put your thumbs up. If you think they are false, put your thumbs down.

If someone tells you to keep a secret, you must keep it.



True or False?



Let's read the following statements. If you think they are true, put your thumbs up. If you think they are false, put your thumbs down.

If we like hugs, then it is OK to hug other people without asking.



True or False?



Let's read the following statements. If you think they are true, put your thumbs up. If you think they are false, put your thumbs down.

The number for Childline is 0800 11 11.



The Big Questions



Why is looking after
our bodies
so important?



What is autonomy
and what
is consent?



Aim

- I know that my body belongs to me and that I have control over what happens to it.

Success Criteria

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