



Health &
Wellbeing

UKS2
Relationships

Living in the
Wider World

Unit 4: Healthy Relationships

Lesson 1: Physical Contact

Learning Objectives

- Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
 - Know about and understand the importance of touch in a range of contexts
 - Know the difference between appropriate and inappropriate touches
 - Know how to recognise and report feelings of being unsafe or feeling bad about any adult
- HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency
- PW59 Recognise when physical contact is acceptable and unacceptable
- PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships

Introduction

- Sit the pupils in a circle. Pass around two feely bags, one containing a ball of Plasticine and the other containing a ball of Playdoh.
- Ask them to guess what is in each bag. The two items are similar in their feel and texture – can they tell the difference by touching? Which other senses could help them to decide on the contents of the bags?
- Ask the pupils to think about their sense of touch. How much do we rely on touch? Can you think of situations in which touch is really important? When do people substitute their sense of touch for another sense e.g. blind people?

Resources

Two feely bags
Ball of Playdoh and Plasticine

Main Activity

- Explain that touch is an important means of communicating. Ask pupils to list all the types of touch they can think of under two headings:-
positive and negative. Positive might include hugging, negative may include slapping.
- Ask them to review their list in the light of who the instigator of the touch might be e.g. mum, stranger, neighbour. Is hugging or kissing always a positive touch?
- Inappropriate touching is something pupils need to be made aware of as part of their developing responsibility for personal safety. Can pupils identify inappropriate areas for touching?

Plenary

- Pupils need to be aware that pressure may be put on them to engage in inappropriate touching with adults or peers. Ensure they are clear where to get help if they are concerned about this.

Assessment

- Give examples of positive and negative touch.
- If you are concerned by any negative forms of touch, where should you go for help?

Touch Sensitive