Respecting privacy

Year: Y2

Subjects and Issues

Body parts Feelings Peer pressure
Standing up for yourself Trust Consent
Rights Relationships education Privacy
Unwanted touch Emotions

Teacher guidance: this lesson follows on from the Y1 (Eng) P2 (Sco) lesson Keeping Privates Private as part of SCARF's spiral curriculum. If the children in your class have not completed Keeping Privates Private then it will be worth reviewing its content in advance of teaching Respecting Privacy.

Introduction

Ask the children what they can remember from their lesson last year about keeping privates private.

- What are your privates? (Your genitals).
- Can anyone remember their correct names? (Penis and vulva - see Puberty Glossary in Resources needed area for more information.)
- And why are they private? (Because they belong to you and no one has a right to touch them or look at them without your permission).

To put this into a familiar context, explain that this is why when we go to the toilet we always lock the door behind us; this provides us with privacy.

- Can anyone explain what privacy means? (You are in a place or situation which allows you to do things without other people seeing you or disturbing you).

Explain we are going to talk about other things that are private today, and to do this we are going to find out about two friends who are similar in age to this class, called Georgia and Katie.

Activity 1 - Georgia and Katie

Read the following story, stopping to ask the children the questions in bold.

Katie has a friend called Georgia. They are both 6 years old and enjoy spending time together outside of school too. Sometimes Katie has a sleepover at Georgia's house. When she goes she packs a bag.

What sorts of things do you think she packs? (Answers may include toothbrush, cuddly toy, hairbrush, Pyjamas, and a clean pair of pants. Explain that these are known as Katie's private belongings).

When Katie arrives at Georgia's house, Georgia's mum tells Katie that she can put her bag in Georgia's bedroom.

Now that Katie's bag is in Georgia's bedroom, can Georgia open the bag and look through Katie's private belongings? (No. The bag contains Katie's private belongings, even though it is in Georgia's bedroom. Katie has a right to keep her things private).

When would it be OK for Georgia to open the bag and have a look? If Georgia asks Katie whether she can, and Katie says yes.

This is called asking for ***consent***. If Katie says no, then she hasn't given Georgia consent to open her bag and look through her belongings. Katie wants to keep her things private and Georgia must respect her decision and not open the bag and look inside. She mustn't pressure Katie into letting her, for example by saying she won't be her friend unless she lets her open the bag, as this is putting Katie under pressure and that isn't a kind way to treat a friend.

Katie and Georgia spend the afternoon playing in the garden, before having tea and watching some telly. Then Georgia's mum says it's time to get ready for bed. Both the girls go up to Georgia's bedroom and get undressed before putting on their pyjamas. Georgia notices that Katie is wearing a pull-up nappy under her pyjamas.

Why do you think she is wearing a pull-up nappy at bedtime? (Because very occasionally (so not very often), she wets the bed at night. The pull-up nappy will protect her clothes and bed from getting wet during the night. Explain that some children are not dry at night until they are 7 years old or older).

Should Georgia tell anyone that Katie wears a pull up at bedtime? No, because it is personal information and Katie doesn't want Georgia to share her personal information with their friends at school, because it is private. Georgia needs to respect Katie's privacy. This means that Katie can trust Georgia because they are friends and Georgia will keep the information private.

Can you give examples of other types of personal information which is private? (NB - it's important to depersonalise the discussion here: encourage the class to give examples without naming themselves or someone else – reinforcing that it is *private information*). Examples might include; sucking your thumb when going to sleep, weeing yourself after laughing a lot, accidently hurting your genitals when playing a ball game, being told off by your mum at home. Explain that although this information is private, they may still want to tell a trusted adult if they need help, e.g. if they have hurt themselves but they are a bit embarrassed.

Summing up

Review with the children the three types of private discussed today. Can they remember them all?

1. **Privates, or private parts:** a person's genitals; these are parts of your body that belong to you and only you can say whether someone can touch them or not.
2. **Private belongings:** things that belong to you and that no one else can touch without your permission.
3. **Private information:** information that is personal to you and that you only want your special people - such as your close family and only your close friends to know about.
4. **Private information online**: information or images that are personal to you and that you want to keep

private or only certain people to know, such as school, doctors, etc. Information may include: address, name of school, age, passwords, photos, bank details, medical conditions, for example.

Extension (optional)

Pupils could think up some questions they could ask, if they weren't sure if something was private.

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Version History

Mon, 11 Aug 2025

- Wording updated to include reference to online privacy

Learning Outcomes

Children will be able to:

- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.

Key Vocabulary

genitals
penis
vulva

private
privacy
consent
permission

Puberty glossary - for reference

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- **Developing bodies** 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.