Body space

Year: Y3

Subjects and Issues

Assertiveness Feelings Respect
Safeguarding Standing up for yourself Consent
Relationships education Keeping safe
Communication Relationships
Unwanted touch Emotions

Please note from September 2026 pupils should be taught 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. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

Introduction

Share suggested ground rules/ class agreement. Take a look at our suggested ROCK agreement.

Class discussion:

Put up your hand if you like being hugged?

Who do you like to hug you? It is often a sign of family love or friendship.

What other sort of physical contact (touches) do you like? [e.g. kiss, being picked up, holding hands, squeezing.]

Do you like people standing very close to you? The area around our body is called our body space or personal space. Demonstrate physically what that is.

Why do we need to respect other people's body space? In other words, not 'invade' it too much?

We can invite people into our body space. When might we do that? [e.g. playing a game of tig with friends, hugging a relative or friend etc.]

Sometimes people come into our body space without meaning to, like when we are on a crowded bus. Can you think of any other times when this happens?

Can you think of any other times when people invade our body space and we don't want them to? [e.g.in an argument]

How can we tell/ ask people that we want them to move? [e.g. You are too close to me, please move. Can you give me a bit of space? You are making me feel uncomfortable.]

What should we do if someone asks us to move away from them? [respect that and move without making a fuss.]

Activity - practising being assertive

In pairs, children practise asking each other to move away when the other is in their body space.

NB: they must not get angry or touch the other person when doing this.

What did they find worked best?

Class discussion:

What sort of physical contact/touch is not acceptable?

If someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right.

Show the NSPCC Underwear rule (below).

PANTS

P Privates are private

A Always remember your body belongs to you

N No means no

T Talk about secrets that upset you

S Speak up, someone can help

What parts of our body are private? [penis, testicles, scrotum, vulva - external, vagina – internal, nipples]

Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor]

These parts are private, but remember, your whole body belongs to you.

What can someone do if they are being touched in a way that makes them uncomfortable or is unacceptable? [e.g. say out loudly *"Stop!" "Please don't!" "Go away!" "That makes me feel uncomfortable." "That feels wrong." " I'll tell."*]

Always tell someone they trust and get help.

It is never their fault if someone touches them in this way.

Activity - Underwear rule poster

Children make a poster to show the PANTS acronym. They can do this individually or in pairs. These could be done using the *PANTS poster* - Activity sheet provided. The finished designs could be cut out, then strung across the classroom, like washing on a line.

Leave NSPCC Underwear rule displayed as a reminder, to help children as they complete this task.

Summing up

Standing in a circle, the class take turns to say words or short sentences that make it clear they feel uncomfortable and want it to stop. It is ok if some are repeated often as this will reinforce what can be said. It is ok for them to 'pass' if they prefer not to contribute.

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

Thu, 02 Apr 2026

- Wording updated to include explanation of all private parts
- Vocabulary updated to include penis, testicles, scrotum, vulva, vagina, nipples

Learning Outcomes

Children will be able to:

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.

Key Vocabulary

personal space
body space
invade
uncomfortable
respect
stop
touch
penis
testicles

scrotum
vulva
vagina
nipples
anus

Resources needed

Coloured pencils, crayons, or felt tips for creating their Underwear Rule posters

NSPCC Underwear rule poster - click HERE

Pants poster - Activity sheet template - enough copies for working individually or in pairs

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- Being Safe 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- 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.

PSHE Association Learning Opportunities

- R25 . Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.