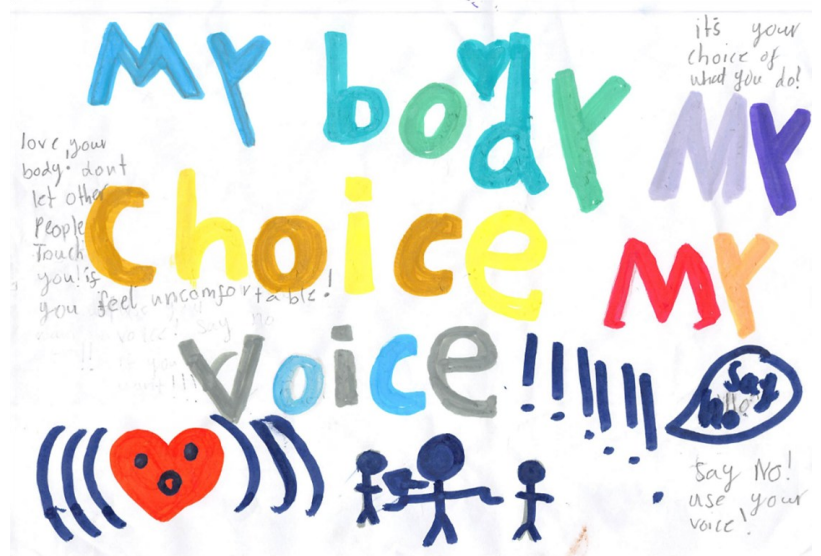




A Grown Up's guide to...

YOUR VOICE, YOUR BODY, YOUR CHOICE



As part of our ongoing commitment to ensuring the safety and well-being of all children, we would like to inform you about an important initiative we are introducing at school: teaching children about consent in a way that is clear, respectful, and age-appropriate.

Alongside our ongoing PSHE curriculum and use of the NSPCC "PANT Rule", we are implementing the "**Your Voice, Your Body, Your Choice**" slogan as a fun, simple, and powerful way to help children understand personal boundaries, respect for themselves and others and the ability to use their voice in everyday situations.

The aim of the slogan focusses on helping children understand that:

Your Voice : Children are encouraged to speak up if someone/something makes them feel uncomfortable or asks them to do something that is not right. Children will be encouraged to say "Stop, I don't like that" whilst using a hand gesture of the same message.

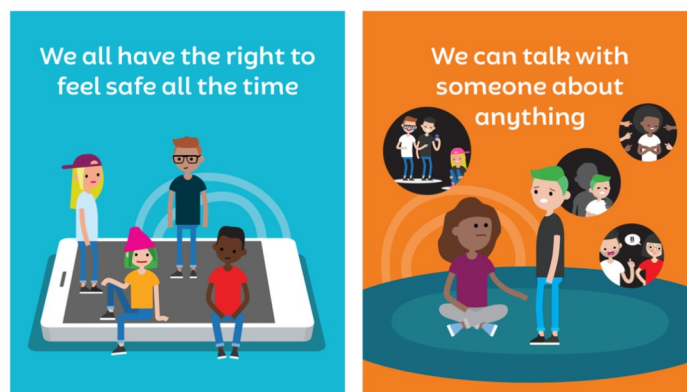
Children know to tell a trusted adult if someone asks them to keep a secret that makes them feel uncomfortable or unsafe.

Your Body : Children are empowered to understand that they are in charge of their body, learning to respect personal space and boundaries of others as well as their own.

Your Choice: Children will understand the meaning of consent and that everyone has the right to say "yes" or "no". Children will feel able to make a positive choice in keeping themselves and others safe.

We will be incorporating these key principles into our school discussions, assemblies and continuing to embed the culture around school. The goal is to empower children with the knowledge and confidence to set boundaries and speak up when necessary. This slogan is designed to be universal to all age groups and appropriate in a way that makes sense for their developmental stage.

Alongside the slogan, an intervention has been developed to support with embedding this knowledge , as you can agree consent is not just one conversation, it is a life long skill.



Please use this guide as reference in understanding what the "**Your Voice, Your Body, Your Choice**" intervention will include as part of its six week programme.

All sessions are child focussed and conversation lead, they will always start off with :

- A pledge
- Protective Behaviours visual image
- An age appropriate song to support understanding the meaning of consent

I.....

- Have the right to say Yes or No (Consent)
 - Am in charge of my decisions
- Understand my behaviour might affect myself or others
 - Have the right to feel safe
- Have the right to speak to someone if I don't feel safe/ or am worried

We all have the right to feel safe all the time

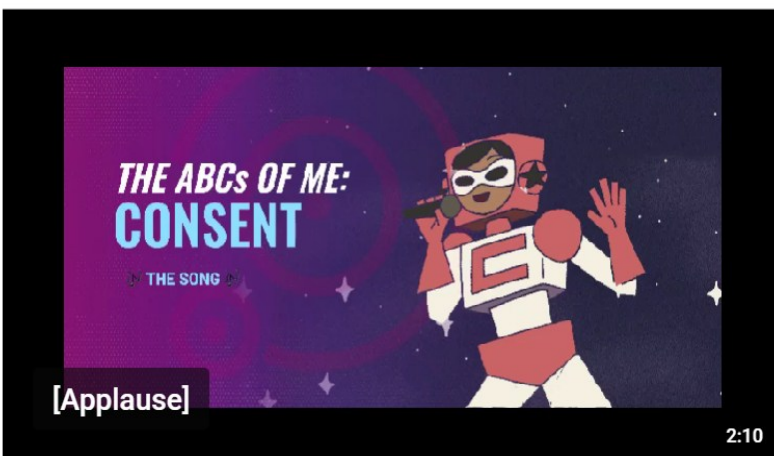


We can talk with someone about anything



INFANTS : The Boundary Song

[The Boundaries Song - "That's a Boundary." - YouTube](#)



JUNIORS : " The ABC's of me : CONSENT"

[Consent Song from The ABCs of Me - YouTube](#)

Session 1 : Network Hand

Session 1.....My network hand

Who would be on my hand?

How do I know I can speak to them?

Why do I feel like I can trust them?



Session 1.....My network hand

They will.....

Listen to me

Believe me

Do something to help!



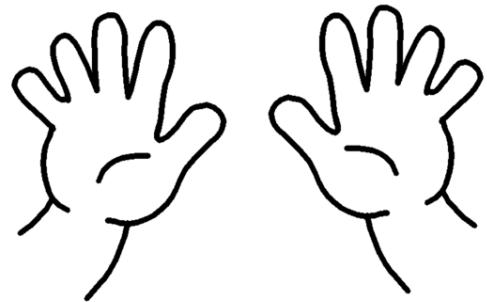
Session 1.....My network hand

I can name :

- 5 people to speak to at home
- 5 people to speak to that are outside of home



Session 1.....My network hand



Trusted Adults at School.....

Miss Van Davies is the Designated Safeguarding Lead - Her role is to make sure everyone is safe and makes sure children have someone to talk to if they feel worried or upset.

Trusted adults can help you with using and understanding your voice

Trusted adults can support you with your behaviour and help you understand why you may be acting in this way



All Staff at Rothwell Schools care about you and are responsible for ensuring you're safe within School

Trusted adults can be Teachers, Teaching Assistants, Cleaners or Office Staff... Anyone that you feel comfortable in speaking with!

Trusted adults can help you in making positive choices, understanding choices made and support with choices.

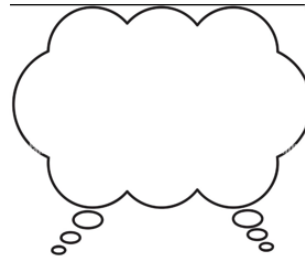
Session 2 : Your Voice (Me)

Session 2.....Your voice (me)

What does this
mean to you?



Session 2.....Your voice (me)



Session 2.....Your voice (me)

Is the most
powerful tool
you will ever
own.....



Session 2.....Your voice (me)

Helps me voice
my feelings...



Session 2.....My voice (me)

But what are
feelings?....



Session 2 : Your Voice (Me) Continued

Session 2.....Your voice (me)



Clip from Inside out to support validation/understanding of all emotions

[Inside Out Sadness comforts Bing Bong](#)

Session 2.....Your voice (me)



Session 2.....Your voice (me)

Helps me tell others....

- How I am feeling
- What I may need
- What I am thinking



Session 2.....Your voice (me)



I can name a time I

- Told someone how I was feeling
- Told someone what I needed
- What I was thinking

Session 2.....Your voice (me)

Understand what is appropriate/inappropriate to say

Understand my words can hurt others

I will not be unkind with my words

Understand I can use my voice to tell someone something that is bothering me/ has happened

My voice is powerful

My voice is valid

I am in charge of what I say to others

I will not swear

My voice is important

Understand I have the right to feel listened to if someone says something unkind



Session 3 : Your Voice (from others)

Session 3.....Your voice (from others)

What does this mean to you?



Session 3.....Your voice (from others)



Session 3.....Your voice (from others)

Is the most powerful tool we can use.....



Session 3.....Your voice (from others)

Helps me

- Understand their feelings
- What they may need
- What they are thinking



Session 3.....Your voice (from others)



I can name a time I

- someone told me how they were feeling
- Someone told me what they needed
- Someone told me what they were thinking



Session 3.....Your voice (from others)

Understand what is appropriate/inappropriate to say

Understand other people's words can hurt me and I have a right to say "Stop, I don't like it"

Understand others can use their voice to tell someone something that is bothering them/ has happened

Others should not be unkind with their words

Other voices are also powerful

Other voices are also valid

Others are in charge of what they say towards me

Others should not swear

Other voices are also important

Understand others have the right to feel listened to if I say something unkind



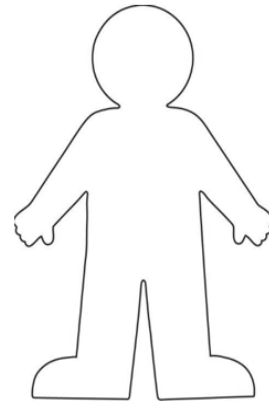
Session 4: Your Body (Me)

Your Body.....

What does this mean to you?



Session 4.....Your Body (me)



Session 4.....Your Body (me)

Is the most powerful machine you own



Session 4.....Your Body (me)

Helps me move, play, learn, and feel things. My body is unique and special, it shows who I am on the outside, as well as helping me understand what's on the inside.



Session 4: Your Body (Me)

Session 4.....Your Body (me)



MY EARLY WARNING SIGNS

IF I FEEL UNCOMFORTABLE, SCARED OR UNSAFE MY BODY LETS ME KNOW.

Here is how!

- Hair feels like it is standing on end
- Sweaty brow
- Start to cry
- Heart beats fast
- Goosebumps
- Shaky all over
- Sweaty palms
- Need to go to the toilet
- Feel sick in the tummy
- Wobbly legs

If I feel unsafe, I need to tell a trusted adult on my safety team straight away!

My Body Safety Rules

My body is my body and it belongs to me!

I can say "NO" if I don't want to share my body.

I can give them a High Five, Shake their hand or Blow them a Kiss. I can't let them touch my body when I say "no".

I have a Safety Network

There are the adults I trust. I can tell them things are wrong and they will help me.

Early Warning Signs

If I feel frightened or scared I may want to get away, cry, shake, or run. I should tell an adult about my feelings.

Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or uncomfortable, I must tell an adult on my Safety Network straight away!

Private Parts

My private parts are the parts of my body that I don't want anyone to touch. I should tell my trusted adults if someone touches my private parts. No one can touch my private parts. No one can ask me to touch their private parts. If anyone asks me to touch their private parts, I should tell an adult on my Safety Network straight away!

Session 4.....Your Body (me)



I can name when I

- Kept my body healthy
- Understood my body was trying to tell me something
- What to do if somebody does not understand my personal space

Your Body.....

Understand what is appropriate/inappropriate contact towards others

Understand my behaviour can hurt others both physically and emotionally



I will not deliberately upset/harm others

I will look after my body the best I can

I am in charge of how I behave towards others

My body is important

I will not be unkind with my behaviour

My body is my own

Understand looking after my body includes my mental health

Understand I have the right to say "Stop I don't like it" if I feel uncomfortable

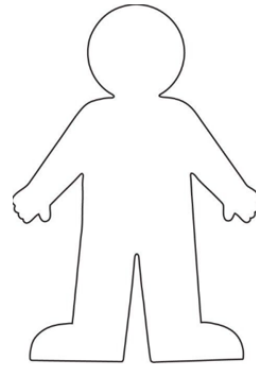
Session 5 : Your Body (from others)

Your Body.....

What does this mean to you?



Session 5.....Your Body (from others)



Session 5.....Your Body (From others)

Everyone needs a little space – it's kind, it's fair, it's just their place!.....



Session 5.....Your Body (From others)

Just like you, everyone has early warning signs and the right to feel safe



Session 5 : Your Body (from others)

Session 5.....Your Body (From others)



MY EARLY WARNING SIGNS

by Jayneen Sanders

IF I FEEL UNCOMFORTABLE, SCARED OR UNSAFE MY BODY LETS ME KNOW.

Here is how!

- Hair feels like it is standing on end
- Sweaty brow
- Start to cry
- Heart beats fast
- Goosebumps
- Shaky all over
- Sweaty palms
- Need to go to the toilet
- Feel sick in the tummy
- Wobbly legs

If I feel unsafe, I need to tell a trusted adult on my safety team straight away!

My Body Safety Rules

My body is my body and it belongs to me!

I can say, "No!" if I don't want to kiss or hug someone. I can give them a high five, shake their hand or blow them a kiss. I can tell them if my body isn't what I want.

I have a Safety Network

There are the adults I trust. I can tell these people anything and they will believe me. If I feel worried, scared or unsafe, I can tell someone on my Safety Network how I am feeling and why I feel this way.

Early Warning Signs

If I feel frightened or worried, I only want to get a quick hugging, someone strong and big to hug me, but not really hug.

These feelings are called my Early Warning Signs. If I feel this way about something, I must tell someone on my Safety Network straight away.


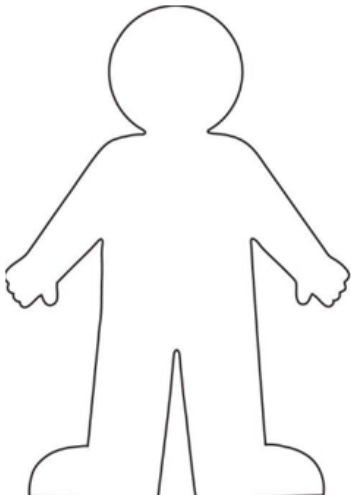
Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or worried, I must tell an adult on my Safety Network straight away!

Private Parts

My private parts are the parts of my body under my bathing suit. I always call my private parts by their correct names. No one can touch my private parts, and no one should show my private parts. If any of these things happen, I must tell a trusted adult on my Safety Network straight away.


Session 5.....Your Body (From others)

I can name when I

- Someone else made a healthy choice for their body
- Understood someone was trying to tell me something through their body language
- What to do if somebody is showing me they need their personal space

Session 5.....Your Body (From others)



Understand what is appropriate/inappropriate contact

Understand behaviour can hurt both physically and emotionally and I have the right to tell someone

Others should not deliberately upset/harm me

Others will look after their bodies the best they can

Others are in charge of how they behave towards me

Other bodies are important

Others should not be unkind with their behaviour

Other bodies belong to others

Understand looking after bodies includes mental health

Understand I have the right to say "Stop I don't like it" if I feel uncomfortable

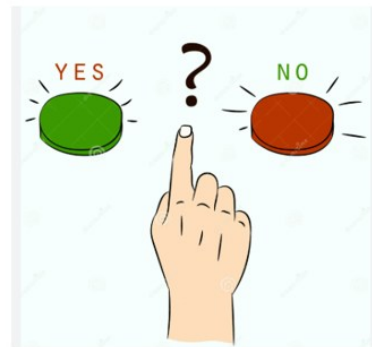
Session 6: Your Choice

Your Choice.....

What does this mean to you?



Session 6.....Your Choice



Session 6..... Your Choice

It's hard to choose sometimes and that's ok....



Session 6..... Your Choice



Clip from Bluey to support validation/understanding of choice



Session 6: Your Choice

Your Choice.....

Understand I am allowed to say Yes or No - I have a choice!

Will make positive choices about my behaviour

Understand I make choices with my voice/body towards myself and others

I will make the best choice for me

I will let others make the best choice for them


Understand it's ok to not know all the answers/choices straight away

Will make positive choices about my voice/language

Understand I can ask Trusted Adults to help me with my choice

Understand I can ask Trusted Adults to support me with my choice


Understand that the choices I make impact next steps/choices



If I need help making choices....

I can name :

- 5 people to speak to at home
- 5 people to speak to that are outside of home



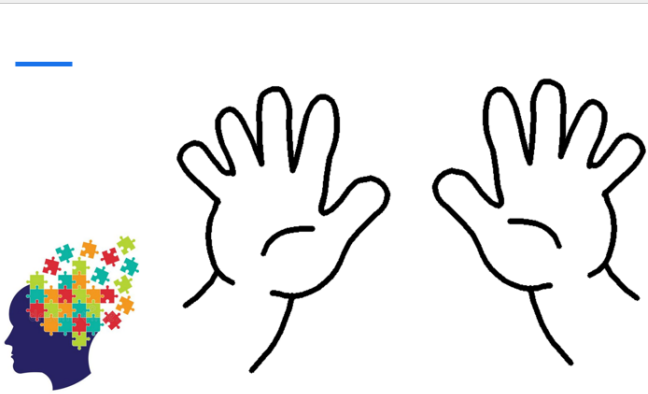
MY BODY BELONGS TO ME!

I AM THE BOSS OF MY BODY!

THIS IS MY BODY! WHAT I SAY GOES!

I HAVE A VOICE AND I CAN USE IT.

Recap of who is on their network hands



HOW TO SET BOUNDARIES

VALUE	SO I NEED	& WILL HONOR BY
MY WELL-BEING	TO SAY "NO" WHEN IT'S NOT A TRUE "YES"	STAYING TRUE WHEN THERE IS EXTERNAL PRESSURE
ENERGY & CLARITY	PERSONAL TIME	HAVING A FIRM MORNING RITUAL
GROWTH	TO TEST MY LIMITS	TAKING ACTION WHEN I'M AFRAID
HONESTY	TO BE REAL WITH MYSELF AND OTHERS	ADDRESSING & ADJUSTING

We also encourage you to reinforce these concepts at home and to foster open communication with your children.

Here are a few tips and further resources for talking about consent and personal safety with your child:

- Be open, honest, and approachable: Let your child know that they can always talk to you about anything.
- Model Consent— Ask before hugging or tickling: “Would you like a hug?”, Respect when your child says “no”.
- Use teachable moments— If a sibling grabs a toy, talk about asking first, Praise your child when they show respect for someone’s space.
- Use simple, straight forward language: Make sure your child understands that their body belongs to them and they have the right to say no to anyone who makes them feel uncomfortable.
 - Use correct terminology and vocabulary for body parts,
 - Discuss feelings and how to express them respectfully
- Help them identify trusted adults they can talk to both inside and outside of home/school.
- Secrets that make them feel scared or uncomfortable should never be kept, trusted adults never ask children to keep unsafe secrets.

[Rothwell Schools—Hive of Safety](#)

[Let's talk PANTS with Pantosaurus! | NSPCC](#)

[What is Protective Behaviours? • Families Feeling Safe](#)

[Protective Behaviours Training Partnership - We All Have The Right To Feel Safe Booklet](#)

We understand that these can be sensitive topics, and we are here to support you. If you have any questions or concerns, or if you would like further information on how to approach these discussions at home, please do not hesitate to reach out to myself or the Rothwell Schools Team.

Thank you for your continued support in helping create a safe and respectful environment for our children. Together, we can help them develop the skills and confidence to protect themselves and respect the boundaries of others.

Designated Safeguarding Lead/Family Support Worker: Miss Megan Van Davies

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Infants/Nursery : parentsRVIS@rothwellschools.inmat.org.uk