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# RSHE: CONSENT & PERSONAL SPACE



How can we support children to respect others' bodies?



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# WHAT DO WE NEED TO KNOW ABOUT TOUCH?

- Good & bad touch
- Touching your own body - because you want to
- Who can touch my body?  
Parents/carers - establishing rules
- Where? e.g. private place such as bedroom or bathroom
- Knowing how to report inappropriate touch including hitting, hurting & touching genitals
- Rights and responsibilities to yourself and others

- Which parts of me are private?
- When is it okay to let someone touch me?
- How can I say "no" if I don't want someone to touch me?
- Who should I tell if someone wants to touch my private parts?



# GOOD AND BAD TOUCH

Hug

Massage

Pinch bottom

Kick

Kiss

Punch

Touch your own body

Hold hands

Touch a stranger's body



# Key messages around touch

A touch is only a good touch if both people want it

Keep your hands and feet to yourself

You are allowed to touch any part of your own body

Good touches are touches that feel nice and make us happy. Bad touches are the touches that make us unhappy or don't feel nice.

Remember personal space. Being too close is bad even if you are not touching

Mostly we should not touch one another's bodies

You always have the right to say no to being touched, and your no must be respected

You don't have to touch someone else's body if you don't want to, even if they want you to.

If someone says stop, you stop straight away

You do not have to touch or be touched if you do not want to be

We ask before we touch one another

We are allowed to choose what happens to our body

We only touch our genitals or private body parts in private places like our bedroom or the bathroom

We do not touch each other's genitals or private body parts.

\*Image taken from sex education forum discussion



# WHAT IS PERSONAL SPACE?

We often refer to our zones of personal space as a bubble.

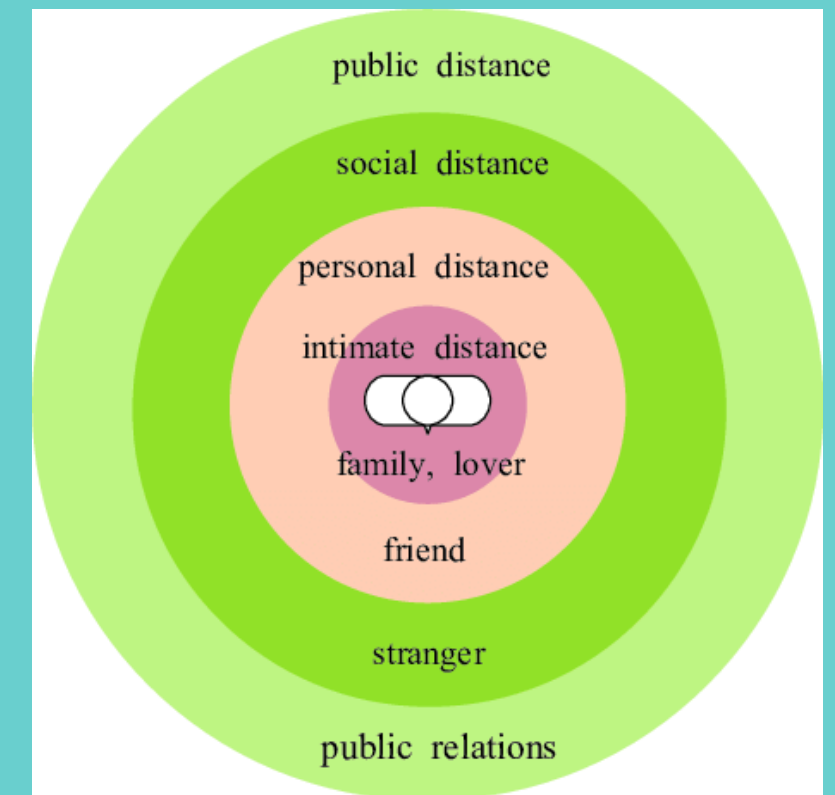
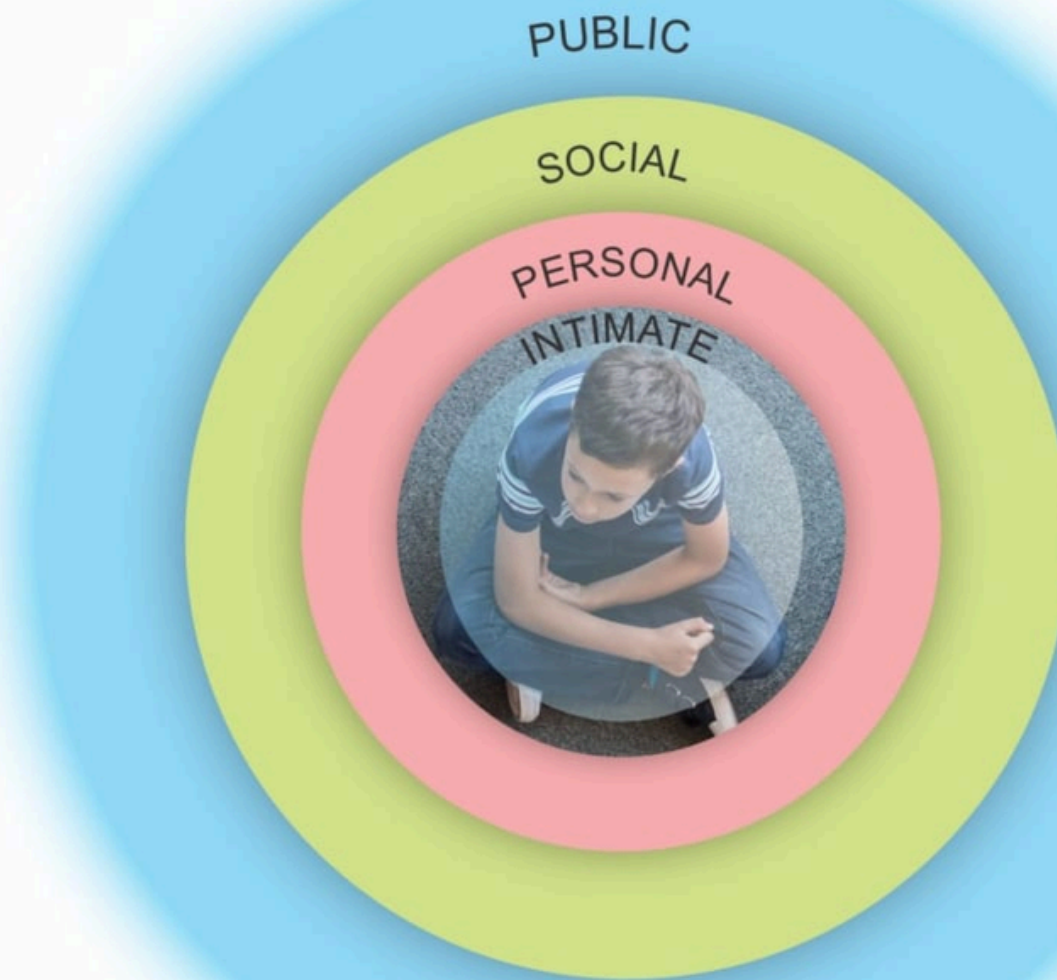
A personal space bubble is an imaginary bubble around yourself to represent the comfortable distance between you and other people or objects.

Each person has varying comfort levels of personal space bubbles.

Some are bigger than others.

We make decisions about who we allow into our particular zones of personal space based on our experiences.

## ZONES OF PERSONAL SPACE



\*Image taken from yourtherapysource.com



# HOW WELL DO YOU KNOW THE PERSON?



# HOW CLOSE CAN YOU GET?

# ASKING FOR CONSENT & GIVING CHOICES

## WHEN?

- Sensory diet
- Physio/MOVE
- Story massage
- Yoga
- To offer comfort
- Personal care
- Changing clothing
- Supporting with activities via HOH

Sometimes contact is essential and there are situations that are non-negotiable such as cleaning a soiled nappy or protection from harm (e.g. sensory input, fire drill or TT)

Where possible we can offer choices or prepare the child through use of sand timers, visuals, verbal explanation so that we are communicating that we respect their right to consent but this is essential at this time.

## WHAT CAN IT LOOK LIKE?

- Eye contact
- Smiling
- Verbal agreement
- Symbolic communication
- Accepting an offered hand
- 


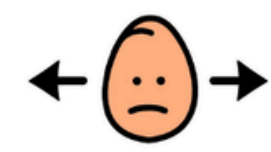





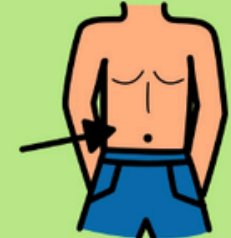




Refusal of consent may look like this:

- Pushing away
- Closing eyes
- Verbal disagreement
- Stiffening of the body
- Absconding
- Lack of eye contact



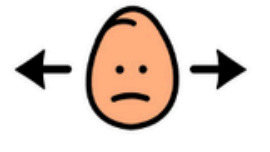
BUT it also may be a lot more subtle. It is extremely important to know the child and make connections in order to know and respect consent.



### Story Massage

yes 	no 	like 	don't like 
hand 	foot 	back 	stomach 
arm 	leg 	massage 	finish 

### Story Massage

	massage 	
yes 		no 





# USING SOCIAL STORIES



How do social stories help?  
Social stories present information in a literal, 'concrete' way, which may improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs.

## 2. Gather information

Collect information about the situation you want to describe in your social story. Where does the situation occur? Who is it with? How does it begin and end? How long does it last? What actually happens in the situation and why? If it is for a situation where a particular outcome is not guaranteed, use words like 'sometimes' and 'usually' in the story.

## 1. Picture the goal

Consider the social story's purpose.

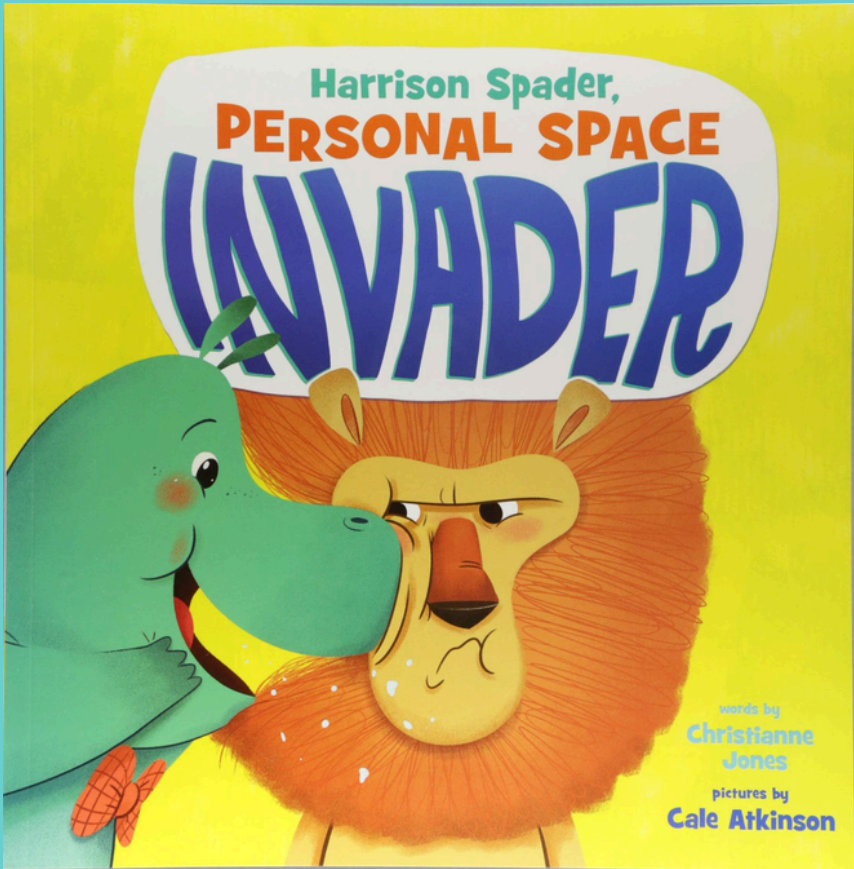
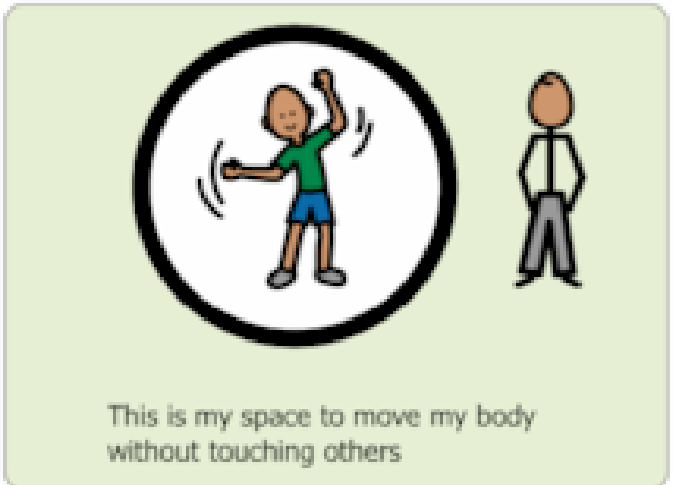
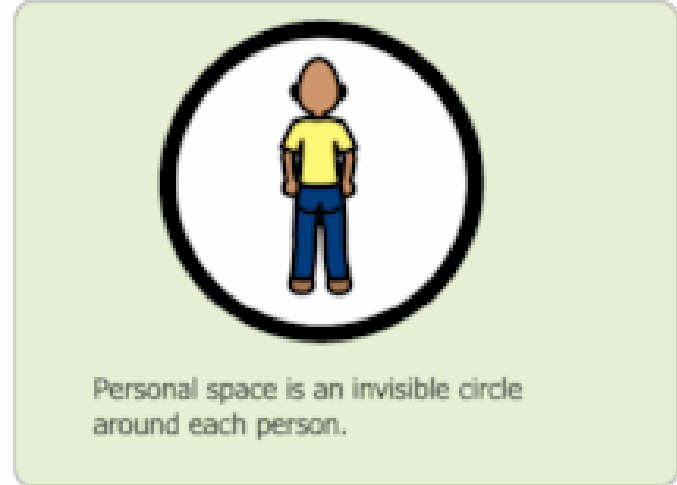
Now think about what the child needs to understand to achieve this goal.

## 3. Tailor the text

A social story needs to have a title, introduction, body and conclusion. It should use gentle and supportive language. It should answer six questions: where, when, who, what, how and why? It should be made up of descriptive sentences, and may also have coaching sentences. A descriptive sentence accurately describes the context, whereas a coaching sentence gently guides behaviour.



# Personal Space



Personal Space

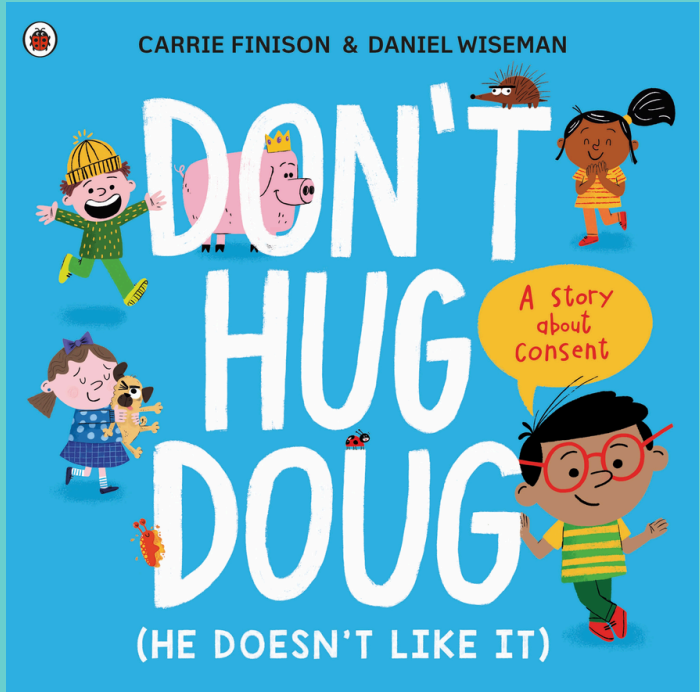
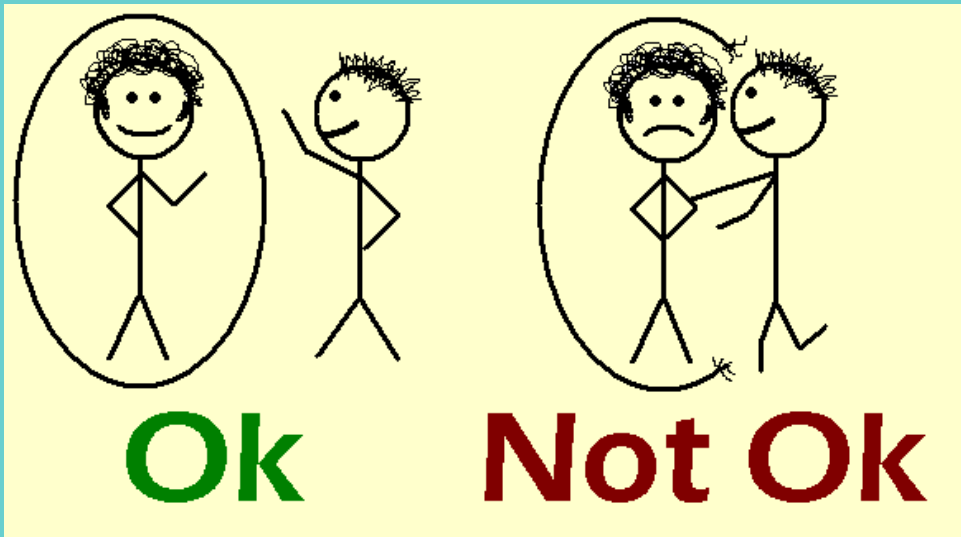
When I talk to other people,

sometimes I stand too close.

I need to remember to step back

and leave some space.

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Personal Space

We can check if we are in someone's personal space by using our arms. If we can touch them, we are too close.

Just right! One arm's length apart.

twinkl



# RESOURCES AND REFERENCES

- Social stories and comic strip conversations  
([autism.org.uk](http://autism.org.uk))
- 5 ways to get ready for statutory RSE |  
[sexeducationforum.org.uk](http://sexeducationforum.org.uk)
- RSE for disabled pupils and pupils with SEN - SEF.pdf  
([sexeducationforum.org.uk](http://sexeducationforum.org.uk))
- Personal Space Bubble - What is it and Why Does it  
Matter? - Your Therapy Source
- Involve Me: Practical guide ([mencap.org.uk](http://mencap.org.uk))

