

# Harold's Body Boundaries

Teacher Information



## Relationships & Sexual Health



**This program is designed to teach preschoolers about personal space, naming private body parts and consent.**

**Harold's Body Boundaries** is part of the Life Ed Early Years Learning Program, supporting children's learning and development for a safe and healthy lifestyle. Through play-based, interactive experiences, children explore personal space, safe and unsafe touch, consent, body signals, and trusted adults. Harold's story, along with songs and discussions, helps children understand these concepts in a fun and engaging way. The session builds their confidence to recognise and respond to situations that make them feel unsure or unsafe, encouraging positive decision-making and empowering them to use their voice to protect their bodies and personal boundaries in everyday life.



## Focus Areas

### Body Signals and Early Warning Signs

Listening to their body and recognising early warning signs when feeling unsafe or unsure.

### Personal Space and Body Autonomy

Understanding personal space and that they are the boss of their own body.

### Identifying Trusted Adults

Knowing who to go to for help and support

### Using Strong and Assertive Voices

Saying "no," "stop," or "I don't like that" to protect boundaries and seek help.

### Respecting Others' Boundaries

Recognising everyone's right to feel safe and respecting others' personal space and choices

# Harold's Body Boundaries

Teacher Information

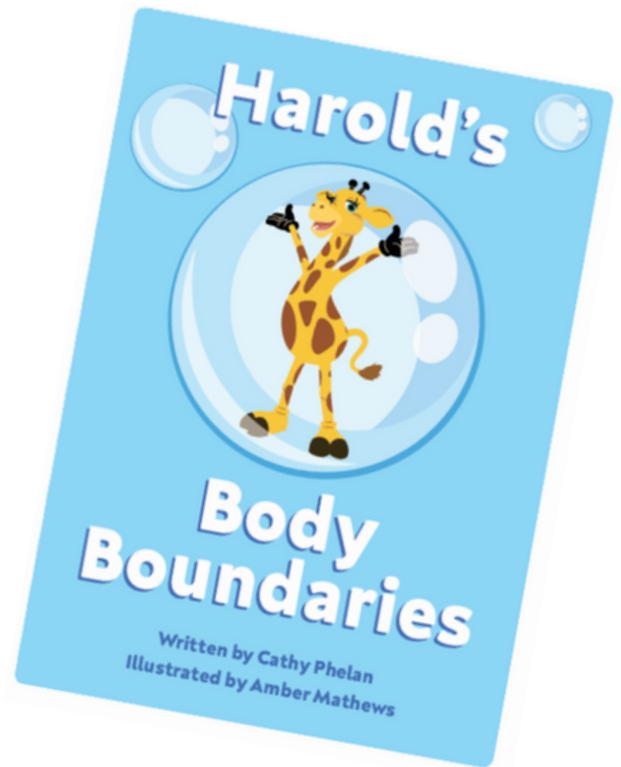


## Harold's Body Boundaries BIG Book

*Harold is excited for a fun day at the swimming pool with his friend. They splash, play, and practise their swimming skills. But when someone gets a little too close, Harold remembers the importance of personal space and speaking up about his boundaries.*

*Through Harold's day, children learn about keeping their bodies safe, respecting others' space, and knowing which grown-ups they can talk to if something doesn't feel right.*

*The aim of this module is to help children understand and express their body boundaries, develop confidence in saying "yes" or "no," and identify trusted adults who can help them.*



## Early Years Learning Outcomes

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators



[Click here](#) for more details on how Harold's Body Boundaries aligns to the EYLF

## The Educator Will Support This Learning By:

- Creating engaging experiences through movement, music, storytelling, and play to build understanding of body safety and personal boundaries.
- Listening to children with empathy, building on their prior knowledge, and encouraging reflection and discussion.
- Providing a rich learning environment that fosters confidence, curiosity, and a strong sense of self.

# Harold's Body Boundaries

Teacher Information



## Learning Environment

Children learn best through play and real-life experiences. Harold's Body Boundaries supports this by exploring safety, consent, and body awareness in a safe and supportive way. Thoughtful environments help children feel confident, curious, and connected. Life Ed encourages creating spaces that inspire play, reflection, and meaningful learning.



## Indoor Play Spaces Ideas

### Doctor or Feelings Corner

Set up a pretend play area with toy doctor kits, dolls or teddies. Children can practise caring for others, talking about feelings, and using safe and gentle touch.

### Trusted People Wall

Children can draw or bring in photos of people who help them feel safe (like family or teachers). Display them with a heading like "People Who Keep Me Safe."

### Puppet Play – Using Your Voice

Use puppets or soft toys to act out little stories. Help children practise saying things like "no," "stop," or "I don't like that" in a strong voice.

## Outdoor Play Spaces Ideas

### Obstacle Course with Space Rules

Set up a course using cones, cushions or hoops. Remind children to keep space between each other to practise personal space.

### Feelings Garden

Plant flowers or herbs and give them feeling names like "happy flower" or "worried weed." Talk about how we feel and how we care for ourselves and others.

### Chalk Feelings Faces

Draw faces or body outlines with chalk showing different feelings. Ask children, "What does your body do when you feel like this?"



**Find out more - [lifeedvic.org.au/schools/preschool](https://lifeedvic.org.au/schools/preschool)**

Life Education Victoria | E: [hello@lifeedvic.org.au](mailto:hello@lifeedvic.org.au) | P: (03) 9456 9833 | W: [www.lifeedvic.org.au](https://www.lifeedvic.org.au)