

Personal Boundaries & Trusted Help

Practise recognising personal boundaries, saying no to uncomfortable requests and seeking trusted-adult help when safety or pressure is involved.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Practise recognising personal boundaries, saying no to uncomfortable requests and seeking trusted-adult help when safety or pressure is involved.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 People can have reasonable boundaries around space, belongings and participation.

2 Consent to an ordinary activity should be freely given and can change.

3 Secrets involving fear, harm or unsafe pressure should be told to a trusted adult.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Choose respectful responses when someone says no to borrowing an item or joining a game.

Practise a firm “No, I am not comfortable with that” response.

Distinguish a fun surprise from a harmful secret.

Identify trusted adult roles in home/school/community settings.

Choose adult help in fictional situations involving threats, unsafe touch or pressure without asking learners to disclose personal experiences.

Try it beyond the page

Real-world / hands-on connection

Review trusted-adult roles and school/home safety rules with a parent/caregiver.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a private safety map using roles (parent, teacher, relative, school staff) rather than public contact details.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Can a person change their mind about joining an activity?

2. Should a child keep a secret that makes them feel unsafe?

3. What should happen if a boundary is repeatedly ignored?

Quick review

1. In one sentence, explain the big idea of “Personal Boundaries & Trusted Help”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Yes.

2. Suggested response

No; tell a trusted adult.

3. Suggested response

Move away if needed and seek trusted-adult help.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

Print. Learn. Grow.