

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

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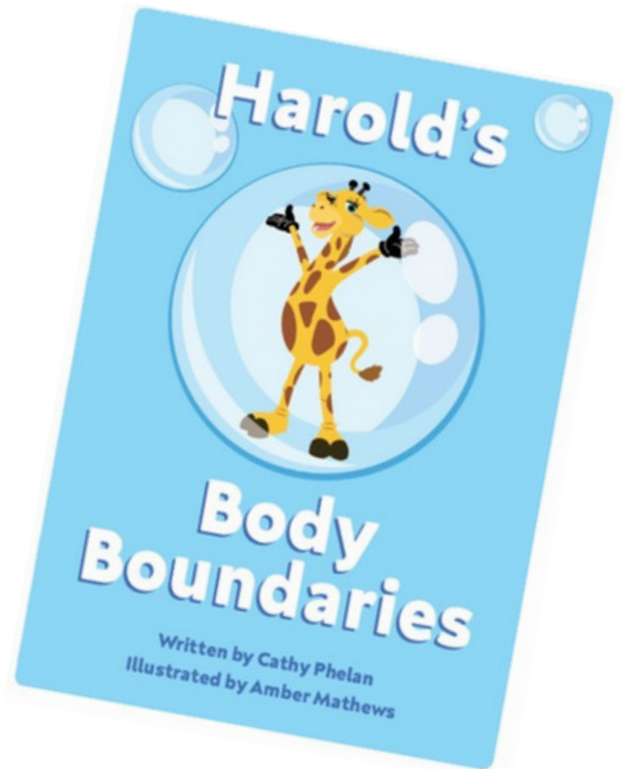
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Harold's Body Boundaries BIG Book

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.

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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?"

