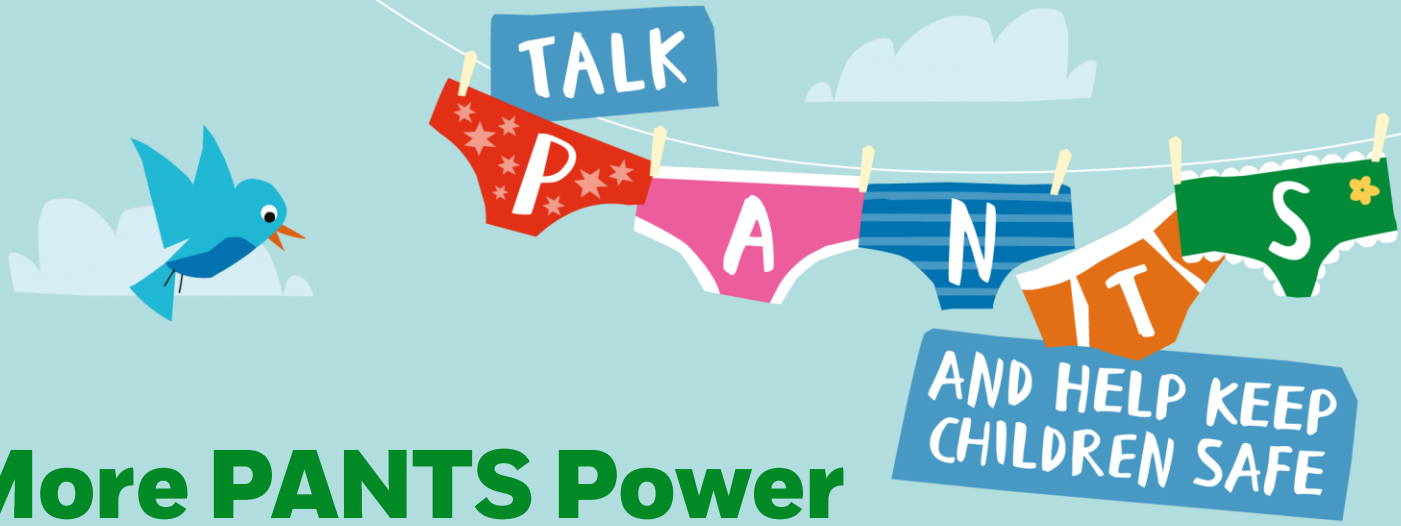


More PANTS Power

Age 5-7

This is the fourth of a series of six lesson and activity plans for children aged 3-11 developed by the NSPCC about the importance of the Talk PANTS rules. This lesson is the second of two written for children aged 5-7 years old. Following on from lesson 1, the Talk PANTS rules are built on to include recognising safe touch and having an awareness of body autonomy.

Learning objective

To learn the Talk PANTS rules and that they help keep children safe.

Learning outcomes

Children will be able to:

- identify that there are different types of touch; and how touch can make people feel
- recognise that someone's body belongs to them, and that they can say 'no' to being touched describe the difference between secrets or happy surprises, and how to talk to someone when secrets are upsetting
- explain the PANTS rules and how they can help keep someone safe

Resources required

- Box or envelope for questions
- Talk PANTS rules poster
- Pantosaurus and the Power of PANTS book (optional)
- Resource 1: Quiz – Multiple choice or Knowledge quiz (either print out quiz sheets for each pair of children, or use slide 6-9 to display quiz questions and take verbal responses)
- Resource 2: Secrets or happy surprises (one per pair)
- Resource 3: Touches (optional)
- Resource 4: Powerful pants postcard (one postcard per child)



PSHE Association Quality Assured Resource

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EVERY CHILDHOOD IS WORTH FIGHTING FOR

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Activity	Description	Timing (total: 60 mins)
Introduction	Introduce learning objective and learning outcomes. Recap or amend ground rules.	5 mins
Reconnecting activity	Children recall the Talk PANTS rules, and complete a quiz to demonstrate their current understanding.	10 mins
Sorting out secrets and surprises	Working in pairs, children classify events as surprises or secrets, and apply the Talk PANTS rules for keeping safe.	10 mins
Talking about touches	Children identify some different types of touch and apply strategies to manage this in real life scenarios.	15 mins
Powerful pants postcard	Children consolidate their knowledge and understanding of the Talk PANTS rules by offering advice to a character.	10 mins
Reflection and endpoint assessment	Children reflect on their learning by responding to sentence starters.	5 mins
Signpost support	Signpost sources of support at home, in school and from trusted organisations.	5 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, and handling questions effectively.

If any safeguarding concerns arise in this lesson, these should be reported to the nominated child protection lead.

Introduction - slides 1-3 — 5 mins

Introduce the learning objectives and outcomes. Explain that today's lesson will be continuing to explore the Talk PANTS rules that can help to keep children safe. Draw attention to the question box and remind them they can submit questions during or after the lesson if they want to.

Reconnecting activity – slides 4-18 — 10 mins

To check how much children have remembered from the previous lesson, challenge the class to recall all five of the Talk PANTS rules. Using slides 4-10 say each letter, e.g. "P is for..." and see if the class can call back the rule, e.g. "Privates are private".

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Next, show the text extracts on slides 11-12. In pairs, children then complete Resource 1: *Multiple choice quiz* in order to reconnect with learning from lesson 1 and to demonstrate their understanding of key points relating to the Talk PANTS rules. The multiple choice quiz questions are also shown on slides 13-19.

Use slides 13-19 to display the questions 1-4:

1. In the story, who cares for Pantosaurus and keeps him safe? a. *Dinodad and his teacher*
2. Dinodad says *'They're your pants, and it's _____ _____ '.* Which words are missing? *b. your body*
3. What does Pantosaurus say if someone asks to see or touch underneath his pants? *C. a big loud no!*
4. Who should Pantosaurus tell if someone asks to see or touch him underneath his pants? *He should tell a safe adult*

Talk through children's answers and correct any misconceptions.

Challenge: An alternative is available (Resource 1: *Knowledge quiz*) which does not provide multiple choice answers.

Sorting out secrets and surprises – slides 20-21 — 10 mins

Discuss getting happy surprises – like a surprise visit or a gift like Pantosaurus' new pants – and explain that surprises are usually happy events that are meant to be discovered. Ask children 'how does Pantosaurus feel about getting his surprise new pants? *Happy about getting new pants.*

Tell children that Pantosaurus is also surprised when he gets soggy pants. How does he feel about this surprise? *Not so happy about getting soggy pants.*

Secrets are different from surprises, and are usually meant to keep something hidden or when someone has done something that they think is wrong. If children are told to keep quiet about something that upsets or worries them, they don't have to keep this secret, and can always tell a safe adult, just like Pantosaurus does.

Using Resource 2: Secrets or happy surprises? and working in pairs with whiteboards, children identify which events are happy surprises, upsetting secrets or any that they are unsure of. Reveal answers on slides 20 and 21.

Challenge: Describe what feelings someone might have, including in their body (e.g. butterflies in their tummy, feeling lightheaded, sweaty palms) when something worries or upsets them. Children could share their ideas with the class.

Choosing one of the three secrets scenarios (Flo and Mia, Rami and Lex, Pantosaurus and Steggy), each pair makes one suggestion for what the character could do. Choose some pairs to share their ideas, drawing out the key learning that children can always talk about any secrets that upset or worry them.

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Support: Frame children's thinking with the following questions: Is this a happy surprise or a secret? Put 'don't know' if you are unsure. What should the character do in each situation? Who could they tell to help them?

Talking about touch – slides 22-23 — 15 mins

When Pantosaurus feels upset, he likes to have a hug from Dinodad to help him feel better. Ask the class: How might the hug make Pantosaurus feel?
Children might say: calm, safe, warm, nice, comfortable.

Explain that sometimes, safe adults touch children as a way of caring for them, like Dinodad's hug. These are safe touches – touches that are wanted, and are sometimes necessary, for example to keep someone clean, like washing a child in the bath. Explain that sometimes other people might try to touch children and sometimes that can feel nice/comfortable like holding hands with a friend, but sometimes it can feel not nice/uncomfortable like holding hands with someone unknown.

Show slide 19. Writing in books or on whiteboards (or use optional Resource 3: Touches if a card-sort activity would suit your class) ask children to classify the touches into three different groups, by identifying which they think are: safe/comfortable touches, those that are not safe/uncomfortable touches, and any they are not sure about or where 'it depends'.

Take some feedback. Children may identify:

- *Safe/comfortable touch: high-five, hug, kiss, stroke, sit on lap*
- *Not safe / uncomfortable: bite, kick, hit, pull, push, pat on the bum*
- *Not sure/It depends: children might put a range of cards in this pile, including: tickle (as some might not like the feel of this). They may also include holding hands, hug, stroke, sit on lap and kiss depending on who these are with and whether they are wanted - this can help start conversations about consent and the importance of asking or checking if someone wants to be touched. 'Pat on the bottom' may also be included in 'it depends' and provides another opportunity for reminding children that bottoms are private and should not be touched by other people.*

Remind children of the Talk PANTS rule: *Always remember your body belongs to you*, and to use this rule if someone is trying to touch them. They can say 'no' or ask them to stop.

Next, using 'Grandma', 'family friend' and 'teenager you met at the park', choose a selection of the touch examples from slide 20 and ask the children to pick their chosen response from 'that's ok', 'I'm not sure' and 'No'. For example: Grandma + hug = that's ok. A teenager you meet at the park + sit on lap = No.

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Powerful Pants Postcard - slide 24 — 10 mins

Using slide 21 and Resource 4: *Powerful pants postcard*, ask children to write a postcard telling someone what they should do if someone asks to see or touch what's under their pants. Children could address their postcards to Pantosaurus from the scenario used in Resource 2: *Secrets or happy surprises.*

Support: Guide children to include some of the Talk PANTS rules in their answer.

Reflection and endpoint assessment – slide 25 — 5 mins

To support children to reflect on their learning, ask them to respond verbally or in writing to the following sentence starters (displayed on slide 22):

- One thing I know now that I didn't know before is...
- Some things I will remember to say or do are...
- Some things I feel more confident in are...

Signposting support – slide 26 — 5 mins

Remind children that if they need support, to talk to their safe adults at home, for example parents, carers or other safe adults who help look after them. They can also talk to safe adults in school, such as teachers, learning support assistants, or playtime and midday supervisors.

Explain they can also find help and support from Childline by phoning 0800 1111 to speak to someone.

Extension Activity

Imagine that Dinodad is very busy cooking dinner. Pantosaurus really needs to talk to his dad, but can't seem to get his attention. What are some of the things that Pantosaurus could do to get Dinodad to listen to him? Talk through your ideas with a partner and/or draw a comic strip or short story to show what happens.

Children might suggest: *Pantosaurus talks loudly; he uses assertive/bossy words; he starts to cry; he writes Dinodad a note.*

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