

Building confidence

Age 7-9



TALK

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S

AND HELP KEEP CHILDREN SAFE

NSPCC

PSHE Association
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Our class ground rules



- We will join in with the lesson, but we can 'pass'
- We will listen to others and will they listen to us
- We will use vocabulary that we learn in our lessons
- If we don't know the words to use, we will ask our teacher
- We won't share stories about ourselves, our friends or our family
- We can ask our teacher lots of questions, but not personal questions about their life

We are revisiting the PANTS rules, and building confidence to seek help



We will be able to...

- Explain the Talk PANTS rules and that children's bodies belong to them
- Identify examples of appropriate and inappropriate touch
- Recognise that no means no and different ways to express this
- Demonstrate ways to tell an adult and seek support if feeling uncomfortable

The Talk PANTS rules:

P RIVATES
ARE PRIVATE

A LWAYS REMEMBER YOUR
BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS
THAT UPSET YOU

S PEAK UP, SOMEONE
CAN HELP



AND HELP KEEP
CHILDREN SAFE



Think – pair – share



Always remember your body belongs to you

What does this PANTS rule mean?



Different types of touch:

Draw lines on your sheet to match the different types of touch with the examples.

Friendly or loving touch

Care touch

Personal space touch

Inappropriate touch

Accidental touch

Hurtful touch

Answers:

Friendly or loving touch



A hug from a friend or safe adult

Care touch



Someone changes a baby's nappy, or cleans a cut on a child's knee

Accidental touch



A child runs into another child when playing a game

Personal space touch



Someone sits or stands very close to another person

Hurtful touch



Someone is hurt by being pushed/bitten/kicked/hit

Inappropriate touch



Someone grabs or touches another person's private parts.



Safe and unsafe touch



Safe touch

Unsafe touch

Friendly or loving touch

Care touch

Accidental touch

Inappropriate touch

Personal space touch

Hurtful touch

How does it feel?



Choose an example of 'safe' and 'unsafe' touch, what might someone feel about this type of touch?

Feelings for safe touch

Feelings for unsafe touch

Ways to respond



In your group, read the scenario and then discuss:

- How might the character feel?
- What might they say and do?

Ali's friends are playing chase in the playground, he wants to play too but the game has become rough. Ali's friend Tia tells him he should stop worrying and join in, but Ali doesn't want to be pushed or bumped into.

There is a family party at Merve's house. Her aunt, whom Merve has only met once and doesn't know very well, comes over to give her a hug and a kiss. Everyone else is hugging each other and Merve doesn't want to make a fuss.

Josie is playing a game on her tablet. Someone messages her on the app and asks her to play a game of 'secret photos' with them online. Josie isn't sure what it means.

Dan is at his friend Ajay's house for a sleepover. At bedtime, Ajay's Dad comes into Dan's room and touches Dan whilst he is getting changed. Ajay's Dad tells him it's OK and there is no need to tell anyone. The next morning Dan feels strange, and has a sick feeling in his tummy.

What happened next? Dan's scenario



When I got home, I told Mum about the weird feelings I was having. She asked me about the sleepover and I told her about what happened whilst I was getting changed. She said I had done the right thing by telling her, that it wasn't my fault and that no one should touch anyone without permission. She told me she was going to speak to someone who would be able to help, and that made me feel better.

The right to say 'no' and tell someone



Josie is playing a game on her tablet. Someone messages her on the app and asks her to play a game of 'secret photos' with them online. Josie isn't sure what it means.

Josie wants to tell her dad about the message. Dad is very busy and she doesn't know what to say...

- What could Josie say?
- Practise your ideas with a partner.



What have you learnt?



Think about the discussion from the beginning of the lesson about the PANTS rule (Always remember your body belongs to you).

Is there anything you would like to change?

Is there anything you would like to add?



Speak up, someone can help



Think of safe adults, inside and outside of school, that you could talk to if you had any worries about anything in the lesson, or, like Josie, if you had something you needed to tell a safe adult about.



In school

Teacher
Support Assistant

At home

Parent or carer
Safe adult



Childline

0800 1111

www.childline.org.uk/kids



Which PANTS rules are the most useful?

Go back to the scenarios from the lesson.

Which PANTS rules are the most useful for each of the characters to remember?