



How can the PANTS rules help us?

Age 9-11

This is the last of six lessons developed by the NSPCC for children aged 3-11 about the importance of the Talk PANTS rules. This lesson is designed for children aged 9 – 11 years and reinforces, revisits and extends children's learning from previous years. This lesson explores types of disrespectful behaviour, how to challenge this and where children can go to get help and support for themselves and others.

Learning objective

To learn about the importance of treating others respectfully, and how the PANTS rules can help.

Learning outcomes

Children will be able to:

- Recognise that other people's bodies belong to them and should be respected.
- Describe how to challenge language and behaviours that are unacceptable
- Identify when it is right to break a confidence or share a secret
- Explain how to get help for themselves or a friend.

Resources required

- Box or envelope for questions
- Flipchart paper – 5 sheets prepared with one of the PANTS rules written on each
- Resource 1. *Respectful and disrespectful behaviour card sort* (1 set per pair)
- Resource 2. *Behaviour scenarios* (1 scenario per group)
- Resource 3. *Say and do – support* (1 scenario per group)



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Activity	Description	Timing (total: 60 mins)
Introduction	Introduce the learning objective and outcomes and revisit ground rules.	2 mins
Baseline assessment	Children explore how the PANTS rules can help children to treat others respectfully.	5 mins
What's OK and what isn't	Children sort different types of behaviour into 'respectful', 'disrespectful' and 'it depends'.	10 mins
Behaviour scenarios	Children suggest how characters being treated disrespectfully might feel and what they could say or do in response.	15 mins
Speaking up	Children imagine a friend had witnessed the behaviour, and suggest ways in which they could respond, including when it's OK to tell a secret.	10 mins
Feeling safe and being respectful	Children consider how young people want to feel at school, and suggest some new rules and an acronym for these.	10 mins
Reflection and endpoint assessment	Children amend and add to their ideas in the baseline assessment to demonstrate their learning in this lesson.	5 mins
Signposting support	Children are reminded of who they can talk to if they have any concerns or questions about disrespectful or inappropriate behaviour.	3 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.

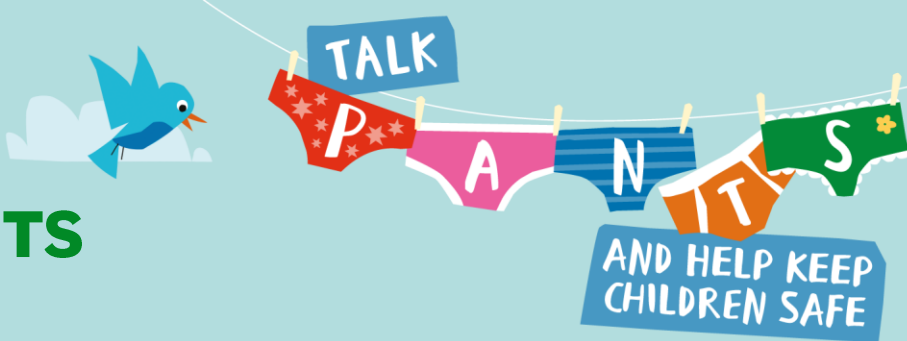
Key words

Respectful, disrespectful, challenge, secret, confidence, consent

Introduction - slides 1-8

2 mins

Introduce the learning objective and outcomes and establish ground rules with the class. Point out the question box and remind children they can put questions in the box at any point during the lesson, either anonymously, or with their name on if they would like to have a follow-up conversation.



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Explain to them that this lesson will explore respecting others and their bodies, recognising disrespectful behaviours and knowing when and how to get help, including managing breaking a confidence or telling a 'secret'. Then, briefly remind children of the PANTS rules using slides 4-9.

Baseline assessment activity – slide 9

5 mins

Before the lesson begins, set up five graffiti walls in different parts of the classroom by pinning up flipchart paper. Write the PANTS rules, each one on a different graffiti wall: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.

Ask the class: How can these rules help us understand how to treat other people?

Avoid steering children or giving them further input at this stage. Encourage them to discuss in pairs first, then come up and write their ideas on each 'graffiti wall'. Children should use the same colour pen to do this.

They might suggest:

P – body parts such as someone's vulva or penis are private; it's not OK/it's inappropriate to touch someone's private parts/penis or vulva; pants cover private parts.

A – other people's bodies belong to them; people aren't allowed to touch others' bodies without asking; someone needs to ask for consent before touching someone else, even if it's a friendly touch such as a hug; different people are comfortable with different levels/types of touch.

N – if someone says 'no', then they mean what they say; if someone says 'no', it's important to respect it; everyone has the right to say 'no'; if someone says 'no' they don't have to explain why.

T – no one should be asked to keep a secret about bodies or inappropriate touch; everyone has the right to talk about secrets that upset them; if someone tells you a secret about inappropriate touch then you should talk about it/tell someone; talking about secrets helps people feel better about the problem/situation.

S – help others to talk to a safe adult if they need to; talk to others about safe adults they could tell.

This will help you to gauge children's existing knowledge, understanding and attitudes about respecting others' bodies, as well as any misconceptions and gaps in understanding, to help you tailor the rest of the lesson.



How can the PANTS rules help us?

What is OK and what isn't? – slide 10

10 mins

In pairs, children consider different types of behaviours and sort them into 'respectful', 'disrespectful' and 'it depends' using Resource 1. *Respectful or disrespectful card sort.*

Take feedback, ensuring any 'it depends' responses are discussed, and highlighting that even though some behaviours are seen as respectful or 'nice', for example hugging someone, it is important to ask for the other person's consent (if they want to be hugged) before doing so, especially if you don't know them well. Remind children that some people don't like to be touched at all, so it is even more important to respect everyone's boundaries.

Ask the class:

- How might disrespectful behaviour make someone feel?
Ideas might include: Upset, annoyed, ashamed, angry, sad, embarrassed, lonely, scared
- Why is it important to behave respectfully towards others?
Ideas might include: It shows care for others, it makes people feel good, it helps to improve relationships, it makes others feel safe, it's good for wellbeing/self-esteem, it shows others how you would like to be treated, it creates a positive culture/atmosphere at school.

Challenge: Ask children to summarise 'respectful' and 'disrespectful' behaviour:

Behaviour is respectful when...

Behaviour is disrespectful when...

Encourage children to include how someone might feel for each.

Behaviour scenarios – slide 11-16

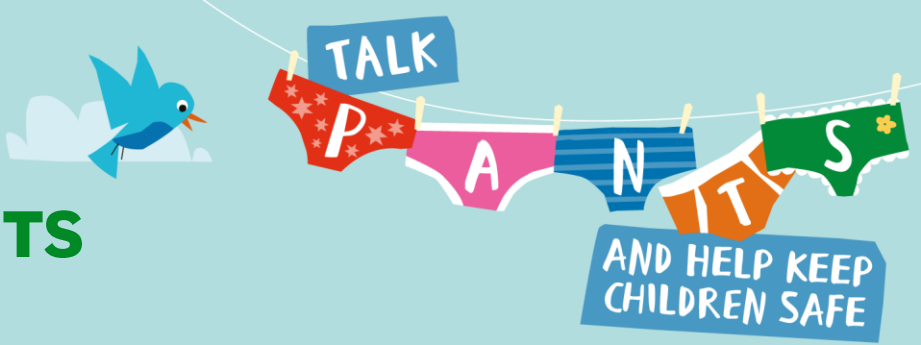
15 mins

In small groups, give out one of the scenarios from Resource 2. Behaviour scenarios to each group. Ask them to read the scenario and then respond to the following questions:

1. Which of the PANTS rules is the behaviour breaking?
2. What could the character say or do?

Take feedback from the groups, ensuring children have the opportunity to read all the scenarios using slides 11-15. Remind them of the PANTS rules if necessary.

For question 2, children might say: *Challenge or call out the behaviour by saying: "No", "Don't do that", "I don't like that". They could walk away or leave the situation; they could tell a safe adult in school; ask a friend to help report it; talk to a safe adult at home about what happened and how they are feeling.*



How can the PANTS rules help us?

Explain that in the case of scenario 4, where the two other players cause intentional harm repeatedly, Jordan is experiencing bullying and abusive behaviour towards him.

Then, ask children to respond to the statement on slide 16 from one of the characters who says: *“I didn’t mean to hurt their feelings, it was only a joke”*.

How could someone respond to this?

Answers might include: The other person isn’t taking it as a joke; it’s not funny to them; it’s making them feel ashamed/upset/scared; it’s a disrespectful way to behave towards others; a joke is only funny if both people are laughing; it’s important to show respect to others so that they respect you as well.

Support: Children respond to their scenario using Resource 3. *Say and do – support*, circling the ideas that they agree with and/or adding their own.

Speaking up – slides 17-18

10 mins

Ask children to consider their scenario again, and imagine that someone else is there, such as a friend or classmate and that they witness the behaviour. What could **they** say or do?

Ideas might include: Ignore it; get help from a safe adult in school; say “stop” or ‘call it out’; walk away or leave the situation; help their friend/classmate to leave the situation; reassure the friend/classmate who is experiencing the behaviour; Try to physically stop the behaviour.

Then, using slide 19, show children a follow-on from scenario 4:

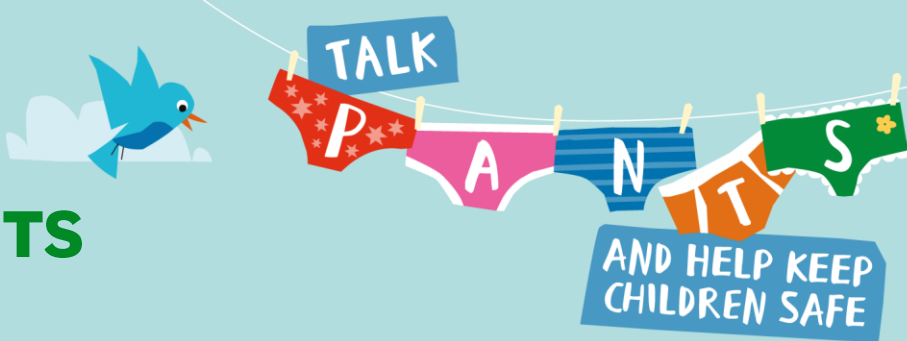
Jordan tells his friend George what is happening in the changing room, but says, “Don’t tell anyone, they’ll keep doing it or even hurt me if you do!”

What could George do?

Talk to Jordan about how he is feeling and encourage him to tell an adult; tell Jordan that he shouldn’t be asked to keep secrets like that; and that pulling down his shorts and embarrassing him is wrong; tell Jordan they will tell an adult for him and that it will help the behaviour stop.

When is it right to break a confidence or tell a secret? When someone is being physically or emotionally harmed; when someone tells you that they have been touched inappropriately (e.g., on their private parts – their bottom, penis or vulva).

Draw out with children that if they witness disrespectful, bullying or abusive behaviour the most important thing that they can do is report the incident and seek help from a safe adult such as a teacher/ member of staff or a parent. Explain that it might be unsafe to physically try to stop the behaviour or use violence themselves. However, when it is safe to do so, they can make it clear that the behaviour is disrespectful, stand up for their friend(s) or ask a friend/safe adult nearby to help them.



How can the PANTS rules help us?

Feeling safe and respected – slide 19

10 mins

Ask children how they think the young people in the scenarios want to feel when they are at school, instead of experiencing the difficult feelings that arise when someone behaves disrespectfully towards them. *For example, safe, happy, engaged, empowered, free.*

In pairs or small groups, ask children to suggest some new rules that could be added to PANTS when considering how to treat others respectfully and keep safe. Children could aim to suggest four or five and create a new acronym. For example:

Help your friends
Everyone deserves respect
Limit hurtful behaviour
Parents, teachers or friends will listen

Reflection and endpoint assessment – slide 20

5 mins

Revisit the graffiti walls about the PANTS rules in the baseline activity. Ask the class to reflect in pairs, and then share new ideas to add to the graffiti walls and change any existing ones if they think this is needed (for example, to address any misconceptions or inaccuracies from their previous ideas). For this, children should use a different colour pen.

This will help provide evidence of children's learning and assess their progress from the lesson.

Signposting support – slide 21

3 mins

Remind children that if they have any concerns, questions or they need to tell someone about disrespectful or abusive behaviour then it is important that they talk to a safe adult, in or out of school.

Highlight that they can also get help and support from Childline www.childline.org.uk/kids or by phoning 0800 1111 to speak to someone.

Extension Activity – slide 22

Ask children to write a script between Jordan and George about what might happen next. Children could include:

- How Jordan is feeling?
- Who Jordan and/or George could talk to?
- What else George could do to help Jordan?