

How can the PANTS rules help us?

Age 9-11



Our class ground rules



- We will join in with the lesson, but we can ‘pass’
- We will listen to others and they will 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 learning about the importance of treating others respectfully, and how the PANTS rules can help.



We 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 confidence or share a secret
- Explain how to get help for themselves or a friend.

The Talk PANTS rules!



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- A** LWAYS REMEMBER YOUR BODY BELONGS TO YOU
- N** O MEANS NO
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The Talk PANTS rules!

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- A** LWAYS REMEMBER YOUR BODY BELONGS TO YOU
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- T** ALK ABOUT SECRETS THAT UPSET YOU
- S** PEAK UP, SOMEONE CAN HELP

Graffiti walls



Discuss with a partner:

How can the PANTS rules help us understand how to treat other people?

Add your ideas to the graffiti walls.



What's OK and what isn't?



Sort the different types of behaviour into 'respectful', 'disrespectful' or 'it depends'.

Respectful

Disrespectful

It depends

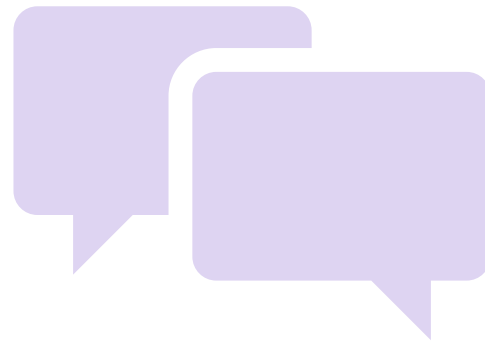
- How might disrespectful behaviour make someone feel?
- Why is it important to behave respectfully towards others?

Behaviour scenarios



Read the scenario with your group and then

- Which of the PANTS rules is the behaviour breaking?
- What could the character say or do?



Behaviour scenarios



1. Shakeel and Khadra are playing a game of tag with some of their classmates when one of them pulls Khadra's bra strap and it snaps onto her back. "Ouch!" Khadra shouts.

Behaviour scenarios



2. Gabriel is in a new maths group at school. In the session last week, a boy from the other class pinched him every time that no one else was looking, then laughed and told Gabriel not to say anything.

Behaviour scenarios



3. Erica is close to her friend Abbie and they often hug when they see each other at school. One of her classmates has said that they “love each other” and “are going out”. Now, other classmates are coming up to Erica, hugging her and saying “will you go out with me?”.

Behaviour scenarios



4. Jordan is getting changed for football when two other players in the year above run up behind him and pull down his shorts. They have started to do this every week, and wait inside the changing room until everyone else is gone.

Behaviour scenarios



“I didn’t mean to hurt their feelings, it was only a joke!”

How could someone respond to this?



Speaking up



Think about your group's scenario again.

Imagine that someone else is there, such as a friend or classmate.

What could **they** say or do?



Jordan



Jordan tells his friend George about 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.”

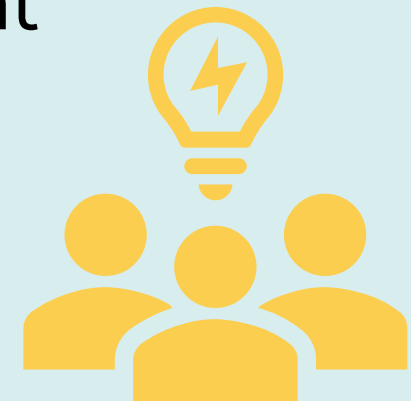
- What could George do?
- When is it right to break a confidence to tell a secret?

Feeling safe and respected



How do the young people in the scenarios want to feel when they are at school?

In your pair or group, suggest some new rules that could be added to PANTS when considering how to treat others respectfully and keep safe.



What has been learnt?



Look back at the graffiti walls from the beginning of the lesson.

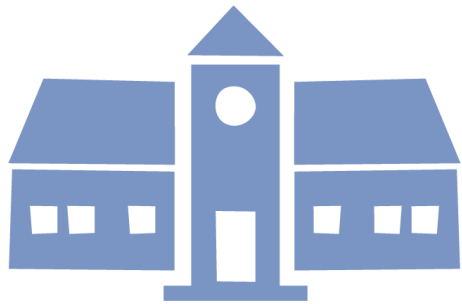
- Is there anything you would like to change?
- Is there anything you would like to add?



Help and support



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 Jordan, 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

What happens next?



Write a script between Jordan and George about what might happen next.

You could include:

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

