



# Building confidence

## Age 7-9

This is the fifth 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 7 – 9 years and supports them to identify different types of touch, build their confidence in different ways to respond to unwanted touch, and know who to talk to if they need help or support.

### Learning objective

To revisit the PANTS rules, and build confidence in seeking help.

### Learning outcomes

Children 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 they feel worried or uncomfortable.

### Resources required

- Box or envelope for questions
- Resource 1. *Different types of touch* (1 per pair)
- Resource 2. *Feelings cards – support* (1 per child, pair or group requiring support)
- Resource 3. *Character scenarios* (1 per group)



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Activity	Description	Timing (total: 60 mins)
Introduction	Introduce the learning objective and outcomes and revisit ground rules.	5 mins
Baseline assessment	Children recap their prior learning from the age 5-7 lessons, by exploring the meaning of one of the PANTS rules.	5 mins
Different types of touch	Children match different types of touch with examples, before considering which are 'safe' and which are 'unsafe'.	10 mins
How does it feel?	Children suggest different feelings that might arise from different types of touch.	10 mins
Ways to respond	Children respond to character scenarios discussing how the characters might be feeling, and what they could say or do.	15 mins
The right to say no and tell someone	Children consider when and how someone could talk to a safe adult about something that has happened to them, and practise saying phrases in pairs.	5 mins
Endpoint assessment and support	Children add to their baseline assessment to demonstrate their new learning and then write a list of safe adults that they could talk to. Children are signposted to Childline.	10 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

Safe, unsafe, consent, belong, inappropriate, uncomfortable, accidental, children's rights, penis, vulva

## Introduction - slide 1-3

**5 mins**

Introduce the learning objective and outcomes and establish ground rules with the class. Draw attention to the question box and remind them they can submit questions during or after the lesson.

Explain that this lesson will explore different types of touch, including what is safe and unsafe, everyone's right to say 'no' when they don't want to be touched, and how to get help. Then, ask the children if they



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can recall any of the PANTS rules, or know what the letters stand for before going through them using slide 4. Once completed, tell children that the activities in this lesson will explore the PANTS rules in more depth.

## Baseline assessment activity – slides 4-10

5 mins

Using slide 10, share the following PANTS rule with the class:

*Always remember your body belongs to you.*

Ask them, what does this rule mean? Encourage them to think to themselves, discuss in a pair and then share their ideas.

Gather ideas and record them onto a whole class mind map using a flipchart or whiteboard.

Children might say: *someone's body is theirs and no one else's, other people shouldn't touch it without asking, it's OK to say no to being touched, even if it's a friendly touch like a hug or a kiss.* This will help you to gauge their existing knowledge, understanding and attitudes about understanding safe and unsafe touch, as well as any misconceptions and gaps in understanding.

## Different types of touch – slide 11-23

10 mins

In pairs, give children Resource 1: *Different types of touch* and ask them to draw lines to match the types of touch with the examples.

Take feedback from the class, using slide 12-23 to go through the answers. Then, ask children to consider which types of touch are 'safe' i.e. those that make someone feel cared for and important, and which are 'unsafe', those that hurt someone's body or feelings. Allow children some time to discuss in pairs and then take feedback using slides 12-23 to support.

Emphasise to children that even if a touch is 'safe', it could be unwanted by that person, and it's still OK to say 'no', for example, if someone doesn't want a hug at that time. In addition, highlight that for 'inappropriate touch' - if someone asks for *their* private parts to be touched, or asks to see or show private parts, that this is also unsafe and not OK.

## How does it feel? – slide 24-25

10 mins

Still in pairs, ask children to choose an example of 'safe' and 'unsafe' touch from the previous activity. Then, ask them to discuss the feelings that someone might experience from their example, and write their ideas on post-it notes.

*Children might suggest:*

- *friendly or loving touch – happy, comforted, loved*
- *care touch – reassured, comforted, safe, loved*



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- *accidental touch* – shocked, annoyed, hurt, embarrassed
- *personal space touch* – uncomfortable, anxious, awkward, defensive
- *hurtful touch* – shocked, scared, angry
- *inappropriate touch* – shocked, scared, embarrassed, flattered, confused, anxious, angry, sad, pressured.

On the flipchart or whiteboard, write the two headings – ‘safe’ and ‘unsafe’ touch and ask children to come up and add their post-it notes, putting them under the relevant heading.

Then, ask children to compare the feelings for safe and unsafe touch. Take feedback, ensuring children know that safe touches such as ‘friendly or loving touch’ usually make people feel good and can provide them with comfort. Highlight that this might be different for different people as it can often depend on how well we know someone (or other factors that make the touch more or less wanted). In addition, remind pupils that some people like touch such as hugs, but that others don’t like to be touched much, or even at all.

On the other hand, unsafe touch could hurt someone or make someone feel worried, embarrassed, confused or sad. Explain that for inappropriate touch, a mix of feelings could be experienced, such as feeling scared, but also embarrassed or even excited or flattered. Mixed up feelings can be a sign that something is wrong and the touch is not OK. This might also include feelings inside the body, or body sensations such as sweating, having butterflies in the stomach or a tingly hot feeling.

Ask children, what could someone do if they experience an unsafe or an unwanted touch? Tell them to stop and/or say they don’t like it, tell them ‘no’ and leave the situation, tell a safe trusted adult. This is an important point to remind children that if they do suffer abuse, it is never their fault.

**Support:** Pupils can use *Resource 2. Feelings cards – support* to help them identify the different feelings that someone might have for each type of touch.

### Ways to respond – slide 26-31

15 mins

Then, put children in small groups and give them a scenario from *Resource 3. Character scenarios*. These include some of the different types of touch from the previous activity, and explore setting boundaries and ways to respond.

Ask children to respond to the scenarios using the following questions:

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

*Children might suggest:*



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1. *Ali might feel: anxious/worried, pressured*

*Ali could say/do: "No, I don't want to as the game is too rough", negotiate with/talk to Tia and say "I'll join in if we have a rule about not hurting each other", or Ali doesn't need to join in the game at all and should speak to a safe adult at school.*

2. *Merve might feel: uncomfortable, awkward, embarrassed, pressured*

*Merve could say/do: "Is it OK if we shake hands instead?", Take a step back and say, "I don't want to hug thank you", tell a safe adult about how she is feeling. Merve can also talk to a safe adult to ask for support in the future.*

3. *Josie might feel: anxious/worried, scared, curious, pressured, embarrassed*

*Josie could say/do: tell a safe adult at home or at school about the message, ask an adult to block the person on the app, reply and say 'No, I don't want to play', not respond to any more messages.*

4. *Dan might feel: shocked, uncomfortable, anxious/worried, pressured, upset.*

*Dan could say/do: tell a safe adult at home or at school what happened and keep speaking out until someone helps.*

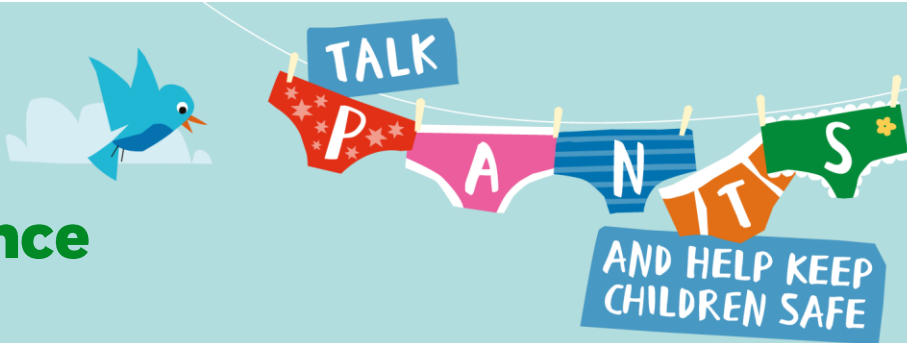
Take feedback for each scenario, ensuring that children have the opportunity to read and consider all the scenarios, using slides 27-30. Highlight that in many scenarios, the character could set a personal boundary with the other person. In scenario 1 and 2, Ali and Merve didn't want to join in with what others were doing, and so they might talk about their feelings with Tia and the aunt (having a rule for the game, offering a handshake instead). Merve didn't want a hug from her aunt but other family members might have felt OK about it, especially if they knew her aunt better.

For scenario 3, ensure children know that if someone sends an inappropriate message, a safe adult can help them to block the contact through the settings in the app, and could also report the account to the online platform or service.

For scenario 4, highlight to children that although Dan didn't feel uncomfortable at the time, he started to have strange feelings (sick in the tummy) the next day. Share the 'what happened next scenario' from Dan's point of view using slide 31:

*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 while 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.*

In addition, draw out that being asked to keep secrets by anyone, even if they know the person, is not OK and that they must tell a safe adult (except for 'happy surprises' that everyone will find out about later, such as a birthday party or presents). Even for 'happy surprises' there's always an adult that children can talk to, such as someone who isn't involved with the surprise.



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### The right to say no and tell someone – slide 32

5 mins

Highlight that for the scenarios above, children have the right to say ‘no’ and tell a safe adult, no matter who the other person is.

Explain to the class that Josie wants to tell her Dad about the message. Dad is very busy and Josie doesn’t know what to say. Ask children in pairs to discuss:

When could Josie tell Dad? *When she is sure Dad is listening; when there is a quiet or private space; ask Dad when is a good time to talk; say “Can I talk to you?”.*

What could Josie say? Ask children to come up with suggestions and then practise them together.

Take feedback from the class. *Suggestions might include:  
Dad, there is something important I need to talk to you about.  
Something bad has happened and I need to tell you about it.*

*Someone has messaged me and I don’t like what they have asked, can I tell you?*

**Challenge:** Children write a script for the conversation between Josie and her Dad. Ask pupils to discuss what Dad might say, for example, *“Thanks for telling me”, “You’re not in trouble, are you OK?”, “How are you feeling?”, “You did the right thing by telling me”, “I will talk to the school and make sure this is dealt with/doesn’t happen again”, “I can help you block the contact and report the account”.*

### Endpoint assessment and support – slide 33-35

10 mins

As a class, return to the mind map you created during the baseline assessment. Ask children to suggest any changes, or anything new they have learnt today, from what you wrote down at the start of the lesson. Add this new learning in a different coloured pen, to demonstrate the class’s progress.

Finally, show children the ‘S’ *Speak up, someone can help* from the PANTS rules using slide 35. Children then reflect on who they could talk to if they had any worries or had anything they needed to tell a safe adult. Children then write a list of safe adults inside or outside of school that they could speak to.

### Ensure children are aware of:

*In school - class teacher, teaching or learning support assistants, playtime / midday supervisors  
At home – parents and carers, or other safe adults*

Remind them that they can also find help and support from Childline ([childline.org.uk/kids](https://www.childline.org.uk/kids)) by phoning 0800 1111 to speak to someone.



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## Extension Activity – slide 35

Using Slide 35 to show the PANTS rules, children revisit the character scenarios and decide which rules are the most useful for each of the characters to remember in their situation.