



Pants Power

Age 5-7

This is the third in a series of six lesson and activity plans for children aged 3-11 developed by the NSPCC on the importance of the Talk PANTS rules. This lesson, the first of two written for children aged 5-7, raises awareness of the Talk PANTS rules, as well as the naming of body parts and understanding adults' responsibility to care for children and keep them safe.

Learning objective

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

Learning outcomes

Children will be able to:

- recognise that adults care for children and help them to stay healthy and safe
- identify safe adults and how to ask for help if something is upsetting or worrying
- recognise that some parts of the body are private; and be able to name private parts
- rehearse and recall the PANTS rules

Resources required

- Box or envelope for questions
- Flipchart paper and pens, sticky tac
- Talk PANTS rules poster
- Pantosaurus and the Power of PANTS book (optional)
- Resource 1: Body parts (one per group, cut up)
- Resources 2: Body outline (one per group, printed on A3 paper)
- Resource 3: Safe adults (one per child, or children could write headings themselves directly into their book)



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Activity	Description	Timing (total: 60 mins)
Introduction	Introduce learning objective and outcomes and establish ground rules. Introduce Pantosaurus character, play the song video and introduce the Talk PANTS rules.	5 mins
Baseline assessment	Children identify what they already know about keeping safe around places, people and things.	10 mins
Labelling bodies	A labelling activity where children identify body parts, including genitalia, and explore why some parts of the body are private.	15 mins
We say no!	Children practise ways of saying No and apply to different scenarios. Children then identify people who they trust to keep them safe.	10 mins
Itchy Pants	Children learn that for health purposes there are some exceptions to the Talk PANTS rules.	10 mins
Reflection and endpoint assessment	Children recap the Talk PANTS rules and reflect on their learning.	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 1-4

5 mins

Introduce the learning objectives and outcomes. Agree or reinforce ground rules with the class. Draw attention to the question box and remind them they can submit questions during or after the lesson if they want to.

Explain that today's lesson will explore rules that can keep children safe, and includes a song that can help with remembering these rules. Introduce the PANTS Song using slide 4 or this link:

<https://www.youtube.com/watch?v=-IL07JOGU5o>.



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Baseline assessment activity – slide 5

10 mins

In pairs, ask children to discuss: What do children of our age have to be kept safe from? Slide 5.

Their responses may fall into categories such as **things**: scissors, fire, kettles; **places**: roads, cliff edge, water; **people**: bullies, older children/teenagers.

Categorise these differences on the board as children feedback, so that children can see the class's ideas. For example, create lists under those three headings. Children may also give responses to imaginary threats, such as: monsters or witches which can be put in a separate category (e.g. 'other').

Next, ask children to think about why these things, places or people might be unsafe. Ask:

- Do they hurt us? (e.g. scissors)
- Is it something that we might do that is unsafe? (e.g. cliff edge)
- Are there rules to help keep us safe? Select one example and briefly discuss rules for safety, for example when using scissors.

Finally, focus the discussion on the **people** category and identify people who children might have to be kept safe from, such as people whose words or behaviour might harm us. This might include people we love, those who say they love us and even our friends. For example, someone who leaves us out of a game, or who says hurtful things to us. Identify that as well as rules for keeping safe around things and places, there are also some rules to keep children safe around people.

Ask if they can think of any of these, and take responses, which may include: *hold your grown-up's hand; don't run off; keep close to your adult in busy places.*

Tell children that over the next two lessons they are going to learn some more rules that help children keep safe.

Labelling bodies – slides 6-7

15 mins

Explain that families often have names or nicknames for people and things, including nicknames for body parts, but it is important for us to learn and use the scientific words for these. Introduce key vocabulary on slide 6. Identify that the highlighted words are private parts of the body and some of them are genitals. Ensure children are clear that 'vulva' refers to external body parts (or part outside the body), whereas the 'vagina' is an internal part (or part inside the body).

Ask children, working in groups, to stick or annotate the labels to the private body parts, using Resource 1: *Body parts* and Resource 2: *Body outline*. Check for understanding against slide 7. Discuss any misconceptions whilst modelling the vocabulary and encouraging children to practise speaking the



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words aloud. Pupils can then identify where the remaining body parts, head, hand etc, are on the body outlines.

Ask children to draw pants onto the body outline covering where they think the private parts are. Next, they should add any other underwear that could be used to cover any other private parts. Expected responses are that some children will cover the genitals and bottom with pants, whilst some may cover the nipple area with a vest, tee-shirt or bra-top. Ask children why these body parts are called 'private parts' and find out what children understand private to be.

Explain that children's bodies, including their private parts, belong to them and that children can say 'no' to any part of their bodies being touched, especially their private parts. To support this, revisit the lyrics of the Talk PANTS song: 'What's in your pants belongs only to you; your pants cover up your private parts. What's in your pants belongs only to you...'

We say no! – slides 8-9

10 mins

Referring to the song, ask children what Pantosaurus says if someone asks to see his private parts (children are likely to say: "He says no!"). Practise lots of different ways of saying 'no', e.g.: speaking softly, making a stop sign with your hand, directly and loudly, whispering, like a robot, and as a class decide on the most effective way of saying 'no'. Using the questions/phrases on slide 8, encourage the children to practise saying no.

Explain the PANTS rules remind children that if someone asks to see their privates, that they should always tell someone that they trust. This is someone whose words and actions make them feel safe, someone that they like to talk to, someone who listens to them and is an adult. We call these people safe adults, and they can help us. Identify Pantosaurus' safe adults by asking:

- Who makes Pantosaurus feel safe? *Dad/Dinodad and his teacher*
- In the song, how does the safe adult make him and his friend feel safe? *Dad says well done for speaking out/gives a hug/makes everything ok*
- What does Pantosaurus tell them? *That someone asked to see under his pants*

Show slide 9 and using Resource 3: *Safe adults*, ask children to identify who their safe adults are at school and at home.



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Itchy Pants – slides 10-13

10 mins

Explain to children that sometimes adults need to see or touch a child's private parts. Show slide 10, and ask:

- Point out Pantosaurus at the beach, ask: What is Pantosaurus doing? *Playing in the sand, making sandcastles.*
- Then move to slide 11, read the first speech bubble and ask: What has happened? *He's got sand in his pants*
- What could Pantosaurus do? *Shake out the sand, ask for help.*
- Who could help him? *Daddy, Mummy, a safe adult.*
- Explain that he asks Daddy to help.
- Move to slide 12 and explain that when Daddy looks under Pantosaurus' pants he notices that his skin is red and sore. Ask: Is it ok that Daddy has seen under his pants? *Yes, because Daddy is his safe adult and needs to look under the pants to help him with the itch.*

Ensure that children know that there are some situations where safe adults might need to see under a child's pants and touch their private parts. Ask children to suggest examples.

Ideas might include: In the bath, helping someone to keep clean, changing a baby's nappy, helping someone to get dressed, getting changed at the swimming pool, if the child's vulva or penis feels sore/itchy.

- Finally tell children that Pantosaurus and Daddy need some help to make sure that Pantosaurus' skin gets better. Move to slide 13 and ask children to suggest who else might need to see under his pants in this situation. Illicit that sometimes a doctor or a nurse, or other health professional might need to see or touch someone's private parts. In situations like these, their safe adult should always be with them and explain what's happening.

Reflection and endpoint assessment – slides 14-15

5 mins

Recap the PANTS song and the PANTS rules. Using slide 15 return to Resource 3: *Safe adults* and ask children to complete sections 3 and 4, to demonstrate what they have learnt.

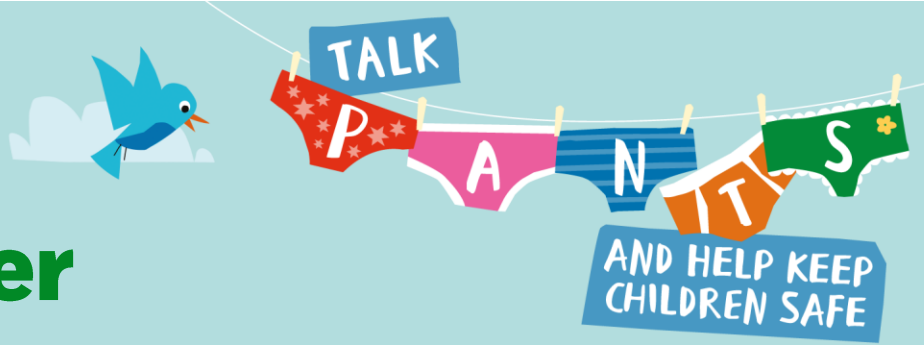
If time allows, read some or all of *Pantosaurus and the Power of PANTS* storybook.

Signposting support – slide 16

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.



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Extension Activity

What other rules are there that keep children safe on roads, at the swimming pool, and at the beach? Children work with a partner to identify and list different rules that keep children safe either on roads, at the swimming pool, or at the beach. Alternatively, children may use their own knowledge of the world around them to identify their choice of place, situation or people, including those they know and love, and which safety rules they can apply to their choice.