



Lesson plan

Learning objectives

Children will be able to:

- Understand the Underwear Rule and Talk PANTS
- Name body parts and know which parts should be private
- Know the difference between appropriate and inappropriate touch and understand that they have the right to say “no” to unwanted touch – even to a family member or someone they know or love
- Start thinking about who they trust and who they can ask for help

Resources

- A PowerPoint presentation
- Lesson plan
- Task 1: Pants templates
- Task 2: Body parts jigsaw puzzle
- Plenary: PANTS fill in the gaps



Running the lesson



Time required 60 minutes

Open the **Powerpoint presentation**

Slide 1: The Underwear Rule

(10 minutes)

1. Introduce the Underwear Rule to the class – anything that is covered by underwear is a private part of our body.
2. Show the Underwear Rule poster or image.
3. Show children the PANTS acrostic to explain the Underwear Rule. Use the PANTS posters or show our [web resources](#) on the whiteboard.
4. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase. Encourage them to say it out loud as a chant, if they are familiar with this learning method, and depending on their age. This might be harder for younger or lower ability students.

Slide 2: Design your own pants

(10 minutes)

1. Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring pencils, pens and paints.
2. **Task one:** working in pairs/small groups ask children to design and make their own pants using the **pants templates** or by designing their own pants shapes. Each pair can use one of the PANTS letters so that there are multiple complete versions of PANTS to display or use later in task two.
3. Display the pants in the classroom as part of the ongoing objective to reinforce the Underwear Rule.

Slide 3: Labelling parts of the body

(10 minutes)

1. **Task two:** create a large representation of the human body so that the children can help to label key body parts and identify what area is covered by pants (use the pants from task one for this).
Options include:
 - Use the **body parts puzzle**.
 - Have a teacher draw a body shape on the whiteboard (or a large piece of paper), or ask for a child to volunteer to do this.
2. Ask the children to help you label each part of the body. And use this activity to lead on to discussing the appropriate language we may use to describe parts of our body, as per the agreed list (see additional resources). Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is OK, which you will cover next.

Slide 4: Good' and 'bad' touch

(10 minutes)

1. As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch. Explain that touch can be good, bad or unwanted.
2. Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch/'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members.

Talk about why people might touch you:

- to show affection (hugs, kisses, cuddles)
- to keep you safe (holding your hand when you cross the road)
- if you're ill or hurt (doctors and nurses)

3. Then talk about touch which maybe doesn't feel good but is necessary:
 - grabbing you to stop you running into a busy road, or other danger
 - examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present)

Reinforce that if someone needs to break the Underwear Rule, they should explain why. Children can say no, and it should never be a secret.

4. Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example:

A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.

Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.

5. Finally – 'bad touch'. Again, this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust.

Slide 5: People you can trust

(10 minutes)

1. Lead a discussion and ask the children to think of different types of helpful people or professions. Explain that people who you can trust and who can help might be very different for different people and COULD include a parent, a sibling, a friend's parent, a teacher, a police officer etc.
2. **Task 3:** Pupils write a list of people they trust most. You should offer guidance on who this might be but make sure this does not include generalised statements of people who can definitely be trusted. Each child should create their own individual list. Encourage them to make it more personal. Ask them to think of people in their life who they feel they could confide in and trust.
3. Encourage the children to write their own list and keep it somewhere safe.

Slide 6: Plenary

(10 minutes)

1. Review and reinforce the PANTS acrostic. See if the children can remember it.

Working in small groups, give each group one letter from PANTS, and ask them to say it to the class. Ask the children to call out key words from PANTS, eg 'private', 'your body', 'no', 'secrets', 'help'. Encourage the children to use the pants they designed earlier to consolidate their understanding.

2. **Task 4 (Optional, for older pupils):** Complete the PANTS fill in the gaps. Give pupils a worksheet with the 5 letters of PANTS on it, and encourage them to write the sentences that complete the acrostic. This could be done individually or in groups.

