

Slide 1: PANTS (3 minutes)

Introduce the topic and explain that this is content often delivered in primary schools, although this may not have been the case due to lockdown. You may wish to ask for a show of hands about who has previously covered this topic.

Slide 2: Introduce PANTS acronym (8 minutes)

Talk through the acronym with your class and then watch the Pantosaurus video twice through. You are likely to have this song in your head for the rest of the day!

Slide 3: Design your PANTS (15 minutes)

Challenge pupils to design their own pair of pants that teach about the rules of PANTS and could be used in primary schools to teach younger pupils about what is and isn't appropriate. This can be done on iPads.

Slide 4: 'Good' and 'bad' touch (10 minutes)

As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch. Explain that touch can be good, bad or unwanted. 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).

Then talk about touch which maybe doesn't feel good but is necessary such as:

- 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 any of the rules of PANTS they should explain why. Children can say no and should never be forced to keep secrets that make them feel worried or uncomfortable. 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.

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)

Lead a discussion and ask the children to think of different types of helpful people. 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.

Task: Trust list 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.

Slide 6: Plenary

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.