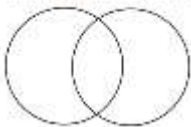



<b>Date</b>	12/6/23	<b>Objectives</b>	5c that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
<b>Theme</b>	Personal Boundaries		5d how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

	Song	Overview / Learning Activities	Reflection	Resources / Links
Whole School (Mon)	SfES Now that summer has come	<p>Revisit prior knowledge of rights of the child (Spring week 1 - Rules for Living) - what rights can children remember? Focus on Article 16: <i>I have the right to keep some things private</i>. Ask what the word 'private' means. Definitions might include: things we don't tell other people, things we wouldn't do if there are lots of other people around, things we do at home. Explain that the opposite of this can be called 'public' i.e. things which other people can see, hear or know about.</p> <p>Imagine a continuum line across the hall - private on one side, public on the other. Say some examples of things/activities and ask the children (a group at a time) to stand somewhere along the continuum line whether they think it is private or public. Examples could include: <i>Your name; Sleeping; Talking about what happened at the weekend; Having a bath/shower; Going to the toilet; The date of your birthday; Your password for the computer; The name of your favourite cuddly toy; Getting dressed; Having a cuddle with your grown up at home</i>. Discuss why the private things are private: for example we don't want lots of people to see certain parts of our bodies (our 'privates'), rules or laws which would make something private, it keeps us safe, we might be a bit embarrassed and not want others to know, makes things special if not everyone knows. Stress that we have the right to decide what we share with people and this will be different for different people. Focusing on the body, explain that the public parts of your body are e.g. your face/head, hands and feet which can be seen by other people. The private parts of your body are the parts of your body covered by your swimsuit - breasts, vagina/vulva, penis, testicles, bottom. Your mouth is also a private zone, which means only you get to choose what goes in your mouth.</p>	<p>Reflect again on Article 16: <i>I have the right to keep some things private</i>. Do children think this is an important right to have? Is anything stopping them from exercising this right? Explain that we will be drawing Network hands in our class assembly so that we know who are the adults that we trust and can talk to.</p>	<p>'Private' powerpoint</p> <p>PRIVATE / PUBLIC signs on either side of the hall.</p>
Y3&4 (Tues)		<p><b>Planning taken from NSPCC PANTS</b></p> <p>Ask for a few volunteers from each House to design and colour a pair of 'House Pants'. While this is going on, draw a large jelly-baby body shape on a large piece of paper and ask children to help you label the key body parts, identifying what area is covered by pants (use the 'House pants' for this). (<i>Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina/vulva</i>). 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 e.g. at the doctors.</p> <p><b>Slide 2:</b> Show children the PANTS acrostic to explain the main messages. 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. Watch the song with Pantosaurus: <a href="https://youtu.be/-lL07JOGU5o">https://youtu.be/-lL07JOGU5o</a>.</p> <p><b>Slide 4:</b> Explain that touch can be good, bad or unwanted. Discuss the 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. 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 (<b>slide 5</b>).</p>	<p><b>Slide 6:</b> See if the children can remember the PANTS acrostic. Split the children into 5 sections, 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'.</p>	<p>NSPCC PANTS planning and resources</p> <p>NSPCC PANTS powerpoint</p> <p>Pants templates</p> <p>Colouring pens and pencils</p> <p>Large sheet of paper with jelly-baby body outline</p>

Whole School (Wed)	SfES Now that summer has come	<p>Ask children how they best like to greet their grown up when they are picked up from school/Night Owls. Make a list of these ideas on one half of the whiteboard e.g. hug, wave, smile, high 5, kiss, saying hello. Does your grown-up do something to greet you e.g. ask you how your day was, ruffle your hair, hold your hand, put their arm around your shoulders? How does this make you feel?</p> <p>Together, make a list on the other half of the whiteboard of the types of people the children have a good relationship with e.g. friends, sisters/brothers/cousins, parents/carers, teachers, cub/brownies leader, sports coach, music teacher, faith leader, shopkeeper, neighbour. Would you greet all these people in the same way? Explain that different types of touch are comfortable and acceptable between people depending on their relationship.</p> <p>Show personal space 'bubbles' using different sized hoops (use Skeleton George!). The smallest hoop is the personal space bubble; next size up is kiss, cuddle and squeeze; then hug; high five; wave; stranger. Go through each bubble and ask children to reflect on who they would let into that bubble. (Slides 1-3)</p> <p>If time, go through some 'touch' scenarios and think about how the characters may act (slides 4-6):</p> <ul style="list-style-type: none"><li>When Zac sees his Grandma she kisses him on the lips and he doesn't like it.</li><li>Joseph's parents were out last night and Niamh (who is 16) came to look after him. A little while after Joseph went to bed Niamh came into his room and sat on his bed. Joseph felt a bit scared and he pretended to be asleep.</li><li>Jess was at the park with one of her friends. They walked home together and Jess's friend left her at the end of her road. There she bumped into Aidan who lives next door and is older than Jess. Aidan tried to hold Jess's hand and put his arm around her but she didn't want him to.</li></ul>	Remind children that we will be drawing Network hands in our class assembly so that we know who are the adults that we trust and can talk to.	'Touch' powerpoint  4 different sized hoops
Y5&6 (Thurs)		<p>To introduce the assembly, ask children to share their favourite way to greet their friend - perhaps it's a wave, smile, fist bump, high 5, salute, nod, gentle punch on the arm. Give out the 'types of touch' cards to some children and ask them to sort into a large Venn diagram at the front of the hall:</p> <p>Worked/bad touch      Unworked/good touch</p>  <p>Encourage discussion on the reasons why it might be hard to decide where to put some touches, as it depends on factors like <u>who</u> is doing it, <u>how</u> they're doing it, <u>when</u> they're doing it and <u>where</u> they're doing it. (e.g. a punch can be friendly and playful if done gently to a friend at an appropriate time, but not if it's done to hurt; a kiss can be very loving if done by someone you're happy being kissed by; a friendly pat might be comforting and reassuring, but not if done hard or in the wrong place or by someone you are uncomfortable with). Also discuss that children may differ in their opinions, because each of us is individual and have individual wants, needs, preferences and feelings of comfort.</p> <p>Reinforce that you are the 'boss of your body' and can decide how someone touches you, where they touch you and when they touch you. Explain that sometimes we can be hurt or harmed by people we know and that it makes it harder to tell someone. Remember though that we can always tell a trusted adult.</p>	Remind children that we will be drawing Network hands in our class assembly so that we know who are the adults that we trust and can talk to.	Venn diagram  Types of touch cards
Class Assembly	<p><b>My Network:</b> To be done on plain paper or using one of the templates for children to either keep at home or keep in tray in school. Use Powerpoint 'My Network' to introduce.</p> <ol style="list-style-type: none"><li>Discuss networks of people as being like a trusting net around us that look after us, care for us and want us to be happy and safe.</li><li>Children draw round their own hand onto plain paper / use one of the templates.</li></ol>  <ol style="list-style-type: none"><li>In each digit write <b>at least one adult at home</b> and <b>at least one adult at school</b> who they can talk to / ask for help. Other digits can have other adults that they have contact with that they trust and could talk to e.g. sports coach, Brownies leader, piano teacher, swimming instructor, religious leader.</li><li>On the palm, write their 'palm pals' e.g. pet, teddy bear, diary, God, Mind Mate, favourite breathing techniques or calming strategy.</li><li>On the wrist write SOS numbers: Childline 0800 1111, 999</li><li>Write at the bottom:<ul style="list-style-type: none"><li>People who support me will:<ul style="list-style-type: none"><li>☺ Listen to me</li><li>☺ Believe me</li><li>☺ Do something to help me</li></ul></li></ul></li><li>Using slides 2 and 3, discuss and share ideas about <b>when</b> and <b>how</b> to tell adults in school how we feel and ask for help.</li></ol> <p><b>Slide 4:</b> Emphasise that they have the right to be listened to, be believed and be helped. If they tell an adult or ask for help and don't feel better or safer then they have the right and should keep on telling / asking until they do feel better. Children could also tell/ask a different adult, and <b>keep on</b> telling!</p>	Network hand templates		