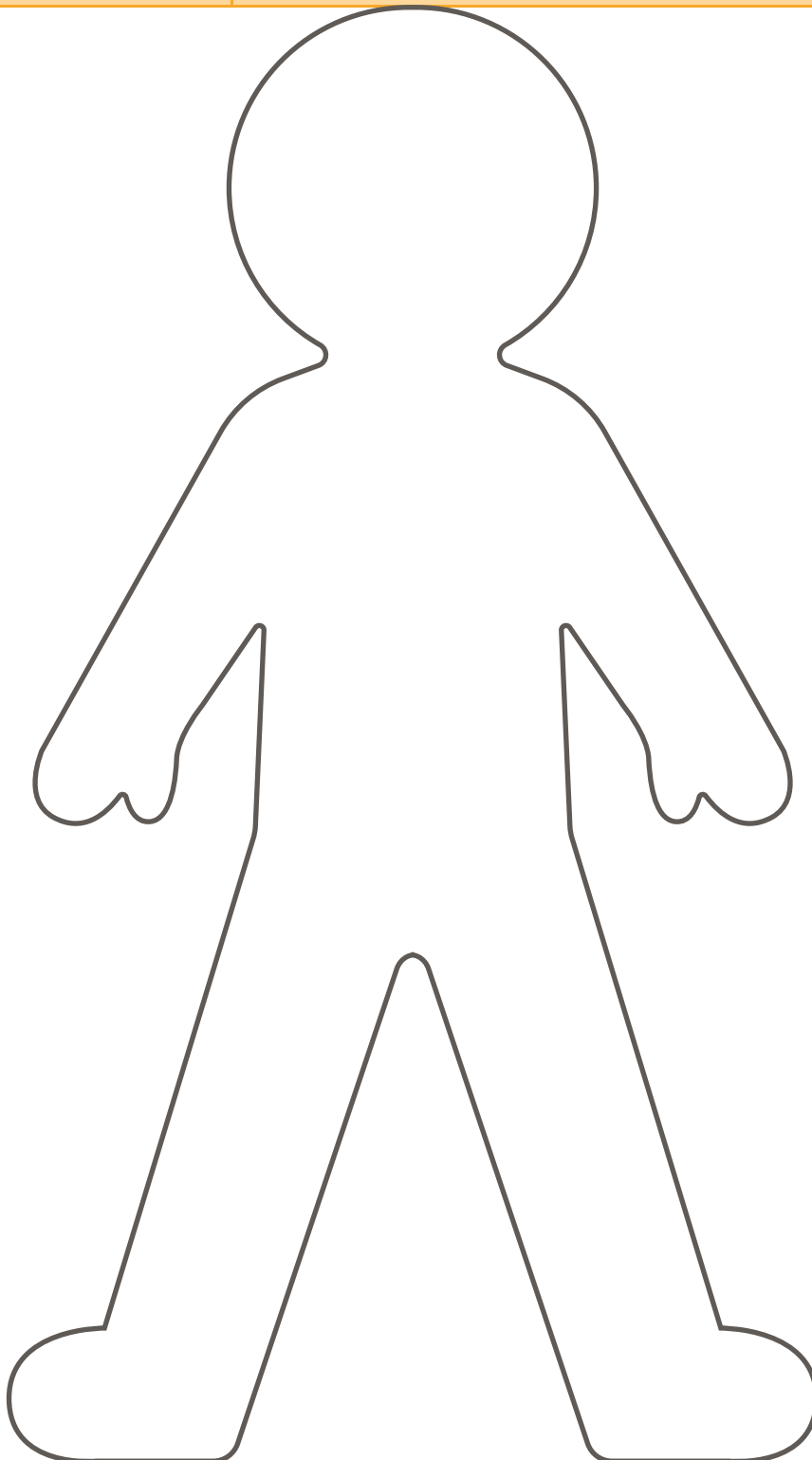


<p>Year Four</p> <p>Lesson 5</p> <p>Lesson length: 60 minutes</p>	<p>Unit title: Understanding and Year appreciating positive relationships</p> <p>4</p> <p>Lesson title: Secrets and surprises</p>
<p>Learning Objectives</p> <p>To know that the body gives physical signals when in danger</p> <p>To understand that it is important to think about the risks in situations and what will keep them safe</p> <p>To understand that there are different types of touch that people like and dislike</p> <p>To know that a person has the right to personal space</p>	<p>Suggested Activities</p> <p>Activity Discuss the learning objectives and ask for examples of the ways people touch each other.</p> <p>In pairs ask the pupils to think of as many different types of touch e.g. hug kisses, scratches, pushes. Record them on the board. Ask whether it makes a difference as to who is touching them and why? i.e. Do you like to be hugged by everyone or certain people?</p> <p>Discuss which touches are liked and disliked. Emphasise that everyone is different, and it is important to know what each of them likes and dislikes. Everyone has the right to say what is ok and what is not ok for them.</p> <p>Activity Body Safety</p> <p>Further the discussion by asking the pupils</p> <ul style="list-style-type: none"> • Which parts of the body are deemed as ‘private parts’ • Is there a way that we can communicate this with others easily? <p>(Show the pupils a picture of swimwear/pants and highlight that these items are an easy way to cover their private parts)</p> <p>Refer back to earlier activity of good and bad (wanted and unwanted) touches .</p>
<p>Relationships and Health Education</p> <p>Learning Outcomes</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate <p>Being safe</p> <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so 	<p>As a class discuss the difference between appropriate/‘good’ touch, and inappropriate/‘bad’ touch.</p> <p>Move the discussion on to talk about positive and negative feelings linked to ‘good’ touch/‘bad’ touch.</p> <p>How might good/ bad touches make a person feel? Explore emotions. Talk about why people might touch you:</p> <ul style="list-style-type: none"> • 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). <p>Then talk about touch which maybe doesn’t feel good but is necessary such as:</p> <ul style="list-style-type: none"> • 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 • highlight that others should not touch or be asking to look at private parts of the body unless it is a trusted adult and you are ill/ or need help and have asked for help. <p>https://youtu.be/h3nhM9UIjc Consent Activity Make a PANTS acrostic poster message.</p> <ul style="list-style-type: none"> • the above video mentions sexual abuse briefly. Staff should not go into detail if asked what this is. They should refer to the pants rule and unwanted touch. <p>Debrief</p> <ul style="list-style-type: none"> • Stop: Consider is someone being hurt / or made to feel unsafe or insecure including yourself? • Will someone be in danger or harm? • Ask pupils to think of examples. • Make a decision- Identify a trusted adult you can speak to if unsure- if your body warning signs are alert- Tell someone (even if it is an adult who has told you to keep a secret) • Action- Tell someone you trust

Unicef Articles Article: 3,4,5,11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 31, 32, 33, 34, 35, 36, 37	Resources NSPCC PANTS acrostic poem – see below Consent https://youtu.be/h3nhM9UIJjc Body outline diagram	Key vocabulary Safe Appropriate touch Harm Decision Unsafe Inappropriate touch Danger Consent
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Year Four Lesson 5 Lesson length: 60 minutes	Body Outline	Year 4
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Year Four

Lesson 5

Lesson length: 60 minutes

Example acrostic poem from NSPCC

Year **4**

The **PANTS** rules

PRIVATE ARE PRIVATE

ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP