



**Title: Privacy**  
**Part 2: Private and PANTS rule**

**Level: FIRST**

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
I am learning what I can do to look after my body and who can help me. HWB1-48a I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 1-49a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 1-45b	<ul style="list-style-type: none"> <li>• Explains about own and others’ needs for privacy.</li> <li>• Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.</li> <li>• Identifies who to talk to if worried or concerned.</li> </ul>

The learning intentions and success criteria are met with delivery of both parts of this topic.

**Learning Intentions**

- Children learn the concept of bodily autonomy – that their body is *their* body.
- Children learn that parts of their body are private.
- Children learn that other children/people also have the right to privacy.
- Children learn help-seeking behaviours.

**Success Criteria**

- I can explain that parts of my body are private and that this applies to others too.
- I can explain that my body belongs to me.
- I can say who I would go to if I have a question or worry.

**Resources to support this activity.**

- PowerPoint Slides
- My body belongs to me animated film (4 minutes 16 seconds) <https://youtu.be/a-5mdt9YN6I>
- NCPCC Let’s Talk Pants information and film available here: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- Paper, pens and scissors to make pants.

*Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

**NOTE:** The NSPCC resource *Let's Talk Pants* is a successful approach to teach children about privacy, private parts and to seek help from a trusted adult if they ever have any concerns. The song is a great hit with children, be prepared to listen to it and hear it sung with great enthusiasm. Some children may have heard of the PANTS rule and seen or heard the Pantosaurus song – that's okay, encourage them to help others learn it too. One aspect of this activity is to remind children to speak to a trusted adult if they have a question or a worry. Of course, you will want to encourage children to speak to a parent or carer, but it is also important to encourage them to think of other trusted adults, including you. This idea of finding and seeking help from a trusted adult is also covered in other activities at First and Second Level. The NSPCC PANTS site also has additional material for working with children with learning disabilities, autism and who are deaf – links at the end of this outline.

### Activity

1. Review what the children have been talking about so far – about their bodies, things that make them special and unique, things that they like about how their bodies look and what they can do, that their bodies belong to them. Explain that today you will be talking about some important things about how every child can keep safe.
2. Introduce the slide: **What does private mean? When something is private it belongs to you.** A child may mention their 'private parts' acknowledge this with yes or tell the children that there are parts of their body that are private. *Use the next 2 slides:*

**Your private parts are the parts of your body that people don't see.** Your private parts are covered by your pants. For a boy, your private parts are your penis and testicles and bottom. For a girl, your private parts are your vulva and your bottom.

(Pause to ensure children remember these words from prior learning – if it is helpful, ask them what other words they do know and remind them its okay to say them to you, then gently reinforce *the words we use in school are...*) the next 2 slides explain that there may be circumstances in which an adult looks at or helps the child with their private parts

Your parent or carer may ask you about your private parts or see them, to help you learn or keep clean or if you are not well.

When you are with your parent or carer a doctor or nurse might ask to see your private parts. No-one else should ask to see or touch your private parts.

3. **My body belongs to Me:** Clarify understanding or take any questions. Explain that you have a short film to share, about a boy who has to tell because someone touches his private parts. Watch My body belongs to me animated film (4 minutes 16 seconds. *You may want to stop at 2 minutes 10 seconds at the end of the story or watch to the end and hear the additional stressing of key things to remember, check what suits your children but do watch this film in advance*) <https://youtu.be/a-5mdt9YN6I>
4. After viewing reinforce that the boy did the right thing by talking to his parents. And it was great that he also remembered that his teacher is someone he can also talk to if he has a worry. Ask the children to think for a moment about who they might speak to if they had a worry? Pause, than remind the children that sometimes an adult can be busy or maybe isn't listening properly. So, can they think to themselves of a second person they could go to? End with a reminder again that you are there to talk to.

5. **P.A.N.T.S:** Explain to the children that they are going to learn how to use the word PANTS to help them be safe. To explain what each letter stands for, use the whiteboard to show the children the PANTS acrostic <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>. Scroll across each animated letter one by one, reading out and checking understanding.
6. **My PANTS!** Have the children draw and design their own PANTS, they can use whatever designs or the letters PANTS if they want to. Share a possible line drawing of your own to show what you might expect from their drawings, emphasise that they are to design their own pants and that they will cut them out and make a display of pants. Once completed, bring the children back together to share their drawings. Did anybody use the letters PANTS? Go over the PANTS acrostic again.
7. **Pantosaurus Song:** Tell the children that there is a song that they can learn that will help remind them about being safe. Show them Pantosaurus and watch the song together, encourage some singing along and dancing <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> (N.B. The children might want to watch it a couple of times!)

### Additional ideas

- The *Let's Talk PANTS* NSPCC site has more information and resources to support you to extend your use of the PANTS approach.
- Have a sing-a-long using the song over the next few days, perhaps at the end of the each day.
- BSL video for keeping children safe available from NSPCC, scroll down here: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- Get the PANTS guides and resources that are right for you. There are a range of guides, videos and other resources for parents and carers, including guides for people with a disability and guides for children with autism: [PANTS guides and resources | NSPCC](#)
- Having used the animation *My body belongs to me* by Jill Starishevsky: the book is available for purchase for class or school libraries. For 3- to 10-year-olds, it tells the story of a child who is touched by an uncle's friend and tells a parent. The book uses little text, easy rhyme, and pictures.

### Connecting with home

Information for parents and carers is suggested in activity *My body belongs to me*.

After displaying their PANTS drawings for a few days in class, the children could then take them home.

### Further learning activities are available that connect to this RSHP curriculum content.

- My body belongs to me.

## Practitioner Notes

