

# Learning plan for Reception Foundation Stage

## Age 4-5

This is the second in a series of six lesson and activity plans developed by the NSPCC on the importance of the Talk PANTS rules. This activity plan is written for children aged 4-5 in Reception classes or the first year of school. This plan introduces the NSPCC's Talk PANTS rules through a blend of child-led, and more formal teacher-led learning.

### Aims

To introduce children to the Talk PANTS rules and how they can be used to help keep children safe.

### Learning opportunities

Children have the opportunity to:

- recognise and repeat the Talk PANTS rules
- talk about some everyday rules that help to keep children safe
- demonstrate some strategies for seeking support
- apply the Talk PANTS rules to real-life scenarios.

### Resources Required

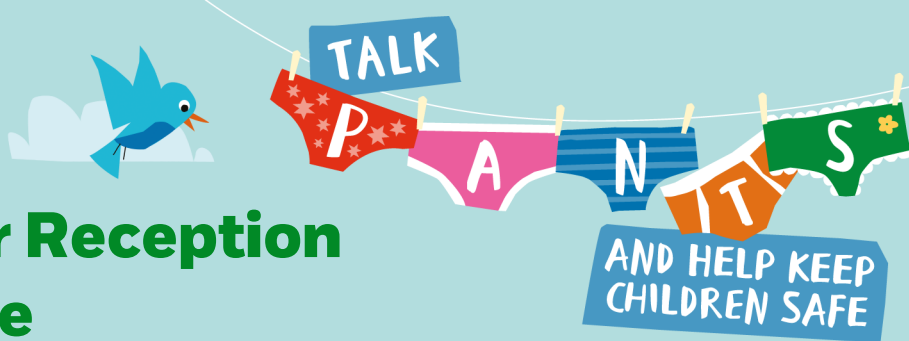
- Talk PANTS song video
- Talk PANTS poster
- Pantosaurus and the Power of PANTS story book (optional)
- A selection of underwear in the role-play area/home corner



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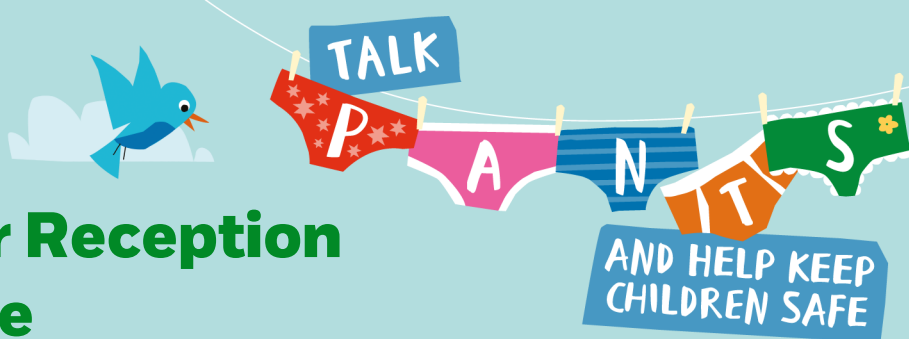
## Assessment

Prior to delivering the suggested activities below, it would be useful for you to observe and talk to children while they dress a doll or choose clothing for a doll to wear, which includes a selection of pants and other underwear.

Ask questions such as: I see you have chosen some pants/a vest, why? Why is doll wearing underwear? What does the underwear cover? Who can help doll to put their underwear on?

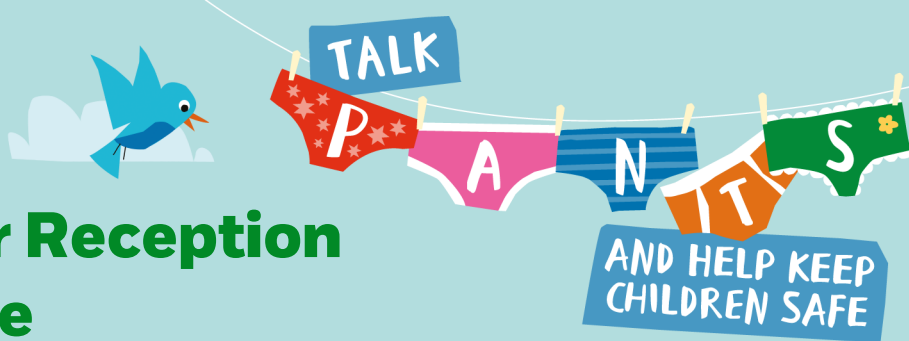
These observations and responses can give to an understanding of where the children are in making sense of wearing underwear for privacy, and can offer insights into their previous knowledge of the PANTS rules. This can support you to plan experiences and learning opportunities that embed the Talk PANTS messages.

Skills	Child-led learning activity suggestions
Communication Vocabulary building, Applying knowledge of the world Help seeking Building relationships Self-care	<p>Set up the role play area or home corner with a selection of dolls and resources that replicate a home environment. Observe children while they play and interact with the dolls. Look out for examples of children looking after or caring for the dolls. Where appropriate, pose questions such as:</p> <ul style="list-style-type: none"> <li>• Who looks after children?</li> <li>• Why do children need to be looked after?</li> <li>• Tell me some ways to look after children</li> <li>• Who changes a baby's nappy?</li> <li>• What could a child do if something was upsetting them?</li> </ul> <p>Look for responses that replicate, or give consideration to, any of the Talk PANTS rules.</p> <p>Highlight and praise examples of children following routines and rules around the school and classroom. in the toilet area, when getting changed and when respecting others' personal boundaries.</p> <p>For example: 'Well done X, you followed our rules for shutting the toilet door'. 'I've noticed that you practised our routine for getting changed. That's great.' 'I really like the way that you respected X's wishes and didn't hold their hand'.</p>



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	<p>During cooperative play sessions, support opportunities for children to practise asking for permission and giving permission.</p> <p>Examples of free-choice books that could be made available for children:</p> <p><i>Not Now Bernard</i>, David McKee  <i>Pantasaurus and the Power of PANTS</i>, Gerling and Galloway  <i>Pants/More Pants</i>, Nick Sharratt  <i>Alien/Monsters/Dinosaurs Love Underpants</i>, Claire Freedman  <i>The Queen's Knickers</i>, Nicolas Allen</p>
Skills	Child-led learning activity suggestions
<p>Communication</p> <p>Listening</p> <p>Recalling and applying knowledge</p> <p>Connecting learning</p> <p>Vocabulary building</p> <p>Understanding, Attention and listening</p> <p>Self-concept and self-efficacy</p> <p>Creating interest in books</p>	<p>Introduce the Talk PANTS song.</p> <p>Tell the children that they are going to hear and learn a song about PANTS. Play the Talk PANTS song while the children listen, then repeat the song and encourage children to move with the rhythm. Suggest that they could pretend to act like dinosaurs and move around the room as they continue to listen.</p> <p>Repeat the song often, so that the children become familiar and can sing-along. Once they are familiar with the words, the key messages can be developed. For example, using the call and response mode to embed learning, the children can respond as follows:</p> <p>Teacher: if some asks to see under your pants just tell them...  Children: NO!  Teacher: ...what's in your .....belongs only to you  Children: PANTS!  Teacher: ...your pants cover up your...  Children: private parts!  Teacher: ...tell someone you...  Children: trust and like to speak to!</p> <p>Referring to the song, ask children whom Pantosaurus tells: <i>his teacher and Daddy</i>. Discuss that these are adults who Pantosaurus trusts; they are his safe adults. We can recognise safe adults as being someone that we trust</p>



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and like to speak to. Show images of generic adults and encourage children to share their ideas about how they can recognise a safe adult, for example:

A safe adult is someone who:

- listens to us
- we like to talk to
- shows that they care about our safety
- shows that they care about our feelings
- we feel comfortable with
- can help us.

Highlight members of staff in school who are available to talk to and whose role it is to support children's welfare, and ask children to think about someone at home who fits with the above description.

These ideas could be made into a class display.

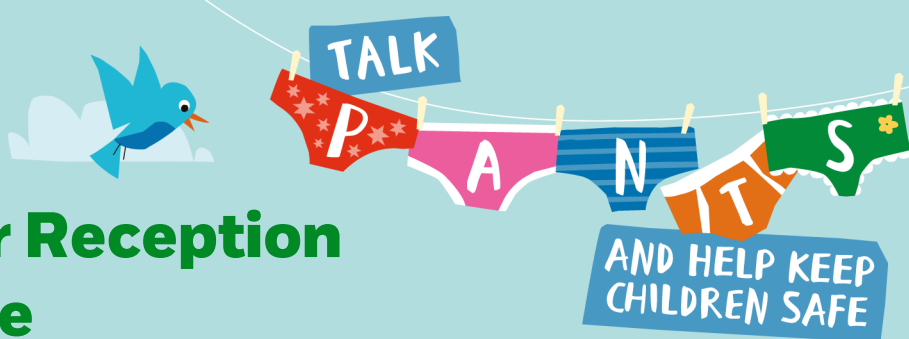
Introduce the Talk PANTS rules.

Once children are familiar with the song, introduce the Talk PANTS rules using the Talk PANTS poster, or slide 3. Say the rules aloud, asking children if they recognise any of the rules and encourage them to join in. Ask children if there is anything that they are unsure about, and discuss as necessary.

NB: Further learning around each of the PANTS rules is drawn out in the activities in section 3, below.

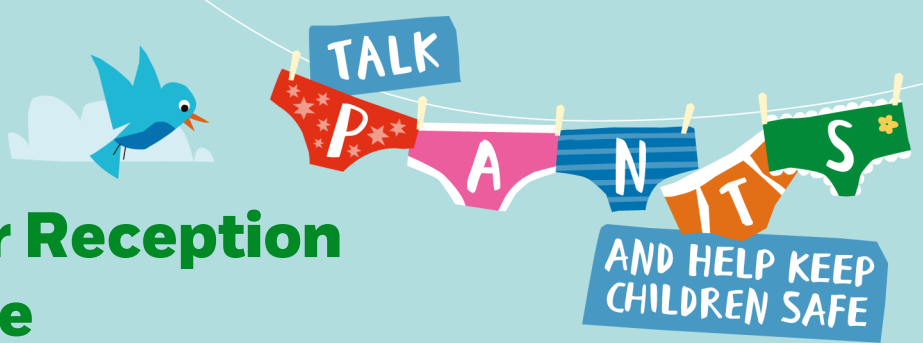
Throughout everyday classroom reading activities, draw attention to characters who:

- have some degree of autonomy
- are making their choices heard
- seek help from safe adults
- resolve upsets or conflicts by themselves or with the help of others.



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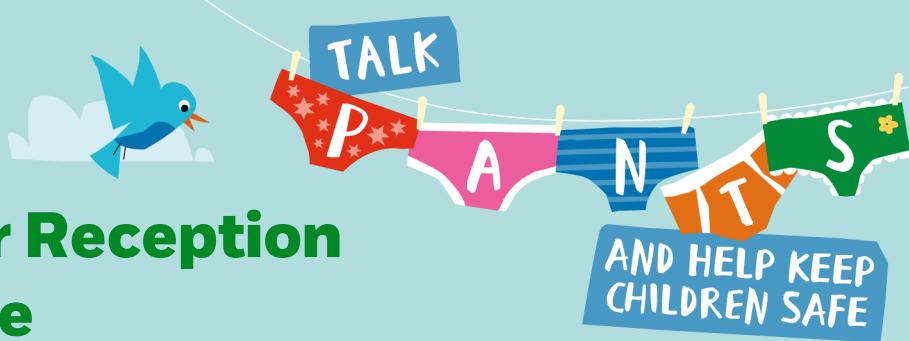
	<p>Highlight opportunities to talk about rules that keep children safe, e.g.:</p> <p>Road safety, safety around school, rules for keeping safe at home, rules for keeping safe at the seaside. This will reinforce and provide greater context for discussing the Talk PANTS rules with children.</p> <p>Give children a play bucket containing items such as pants, vests, swimwear, socks, pyjamas. Some items are specially for covering up private parts, whilst some are specifically for keeping warm. Talk about how and why we use each of them.</p> <p>Help children to recognise safe adults in school and at home, and how to seek help. Highlight and give praise when children use any of the Talk PANTS rules in any context.</p>
Talk Pants Rule	Scenarios to support embedding the Talk PANTS rules
<b>Privates are private</b>	<p><b>Privates are private:</b></p> <p>Pantosaurus likes to go to the swimming pool but doesn't like to wear the swimming clothes that Dinomummy makes him wear. They feel tight and itchy. Pantosaurus wants to take them off. "But you have to wear them," Dinomummy says.</p> <ul style="list-style-type: none"> <li>Why do you think that Pantosaurus has to wear them? <i>To keep warm/to cover his private parts</i></li> <li>What would happen if he didn't wear them? <i>People would see his private parts/he could get cold/someone might try to touch his private part</i></li> </ul> <p>Pantosaurus decides that it is a good idea for him to wear his swimming clothes as he knows his private parts are private, and happily puts them on.</p>
<b>Always remember your body belongs to you</b>	<p>Steggy likes to hold hands and touch his friend Pantosaurus. But Pantosaurus does not like to be touched.</p>



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	<ul style="list-style-type: none"> <li>Is there anything that Steggy could say or ask Pantosaurus about holding his hand? <i>Can I hold your hand? I'd like to hold your hand. Do you want to hold my hand?</i></li> </ul> <p>Pantosaurus doesn't want to be touched by Steggy.</p> <ul style="list-style-type: none"> <li>Is it alright for Pantosaurus to not want to be touched? <i>Yes/it's his choice because it's his body.</i></li> <li>What could Pantosaurus say to Steggy? <i>Pantosaurus can say 'no' because he knows that his body belongs to him.</i></li> </ul> <p>Practise lots of different ways of saying 'no' and decide which way is most effective (for example, loud, serious, joking, quiet, whispering, standing up, mumbled). Model these for the children and ask them to vote on the best way of saying 'no'.</p>
<b>No means No!</b>	<p>Steggy feels sad that Pantosaurus has said no, but knows that Pantosaurus' body belongs to Pantosaurus, and that because he said no, then that's the way it is. They decide to do something that doesn't involve holding hands, and find some puddles to jump in.</p> <ul style="list-style-type: none"> <li>What might happen if Steggy didn't listen to Pantosaurus and tried to hold his hand? <i>Pantosaurus will get upset/Pantosaurus will tell a safe adult/Steggy will get in trouble for not listening to Pantosaurus.</i></li> <li>What could Pantosaurus do if Steggy tried to hold his hand? <i>Say no/don't let him/tell a safe adult.</i></li> </ul>
<b>Talk about secrets that upset you.</b>	<p>Back at the swimming pool Dinomummy tells Pantosaurus and his little sister that they must keep their swimwear on.</p> <ul style="list-style-type: none"> <li>Why does Dinomummy say this? <i>To keep their privates covered/To keep them warm.</i></li> </ul> <p>Pantosaurus' sister likes to run around the changing room without any clothes or underwear on, and tells Pantosaurus to keep it a secret, which</p>





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	<p>upsets Pantosaurus. He knows they should do what Dinomummy tells them.</p> <ul style="list-style-type: none"> <li>What could Pantosaurus say to his sister when she asked him to keep a secret? <i>No/ I don't want to/ I'm going to tell Dinomummy.</i></li> </ul> <p>While Pantosaurus's mummy was busy at the locker, another Dino-grown up who was in the changing room saw what was going on and said to his sister: "Come here, I'll help you put your underwear on."</p> <p>Pantosaurus is not sure what to do, and begins to feel funny in his tummy. What do you think Pantosaurus should say to the other Dino-grownup? <i>No, we'll wait for our mummy to come.</i></p> <p>What do you think Pantosaurus could do? <i>Find his mummy and tell her.</i></p>
<b>Speak up, someone can help</b>	<p>Dinomummy is busy getting changed and it is very noisy. Pantosaurus is trying to get her attention, but she can't hear him.</p> <ul style="list-style-type: none"> <li>Are there any ways that Pantosaurus could try and get Dinomummy's attention? <i>Talk loudly/shout/tap her on the arm/start to cry/move closer to her.</i></li> <li>What words could he use so that she knows he has something important to say? <i>I need to speak to you/it's important/something has happened that upset me/I'm worried about something/listen to me mummy!</i></li> </ul> <p>Dinomummy listens to Pantosaurus and says "Well done for speaking out."</p> <p>How does telling Dinomummy help Panto and his sister? <i>Pantosaurus feels better because he isn't keeping something secret/ his sister understands that she must keep her underwear on and keep her private parts private.</i></p> <p>What advice would you give Pantosaurus's sister? <i>Follow the Talk PANTS rules / Don't keep secrets from your grown-up.</i></p>