

# Year Four

## Lesson 5

Lesson length: 60 minutes

### Unit title: Understanding and appreciating positive relationships

Lesson title: Secrets and surprises

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#### Learning Objectives

To know that the body gives physical signals when in danger

To understand that it is important to think about the risks in situations and what will keep them safe

To understand that there are different types of touch that people like and dislike

To know that a person has the right to personal space

#### Suggested Activities

**Activity** Discuss the learning objectives and ask for examples of the ways people touch each other.

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?

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.

#### Activity Body Safety

Further the discussion by asking the pupils

- Which parts of the body are deemed as 'private parts'?
- Is there a way that we can communicate this with others easily?

(Show the pupils a picture of swimwear/pants and highlight that these items are an easy way to cover their private parts)

Refer back to earlier activity of good and bad (wanted and unwanted) touches .

As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch.

Move the discussion on to talk about positive and negative feelings linked to 'good' touch/'bad' touch.

How might good/ bad touches make a person feel? Explore emotions. 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
- 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. <https://youtu.be/h3nhM9UIJjc> Consent

**Activity** Make a PANTS acrostic poster message.

#### Debrief

- **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

#### Relationships and Health Education

#### Learning Outcomes

#### Mental wellbeing

- 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

#### Being safe

- 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

#### 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	Unsafe
Appropriate touch	Inappropriate touch
Danger	Harm
Decision	Consent

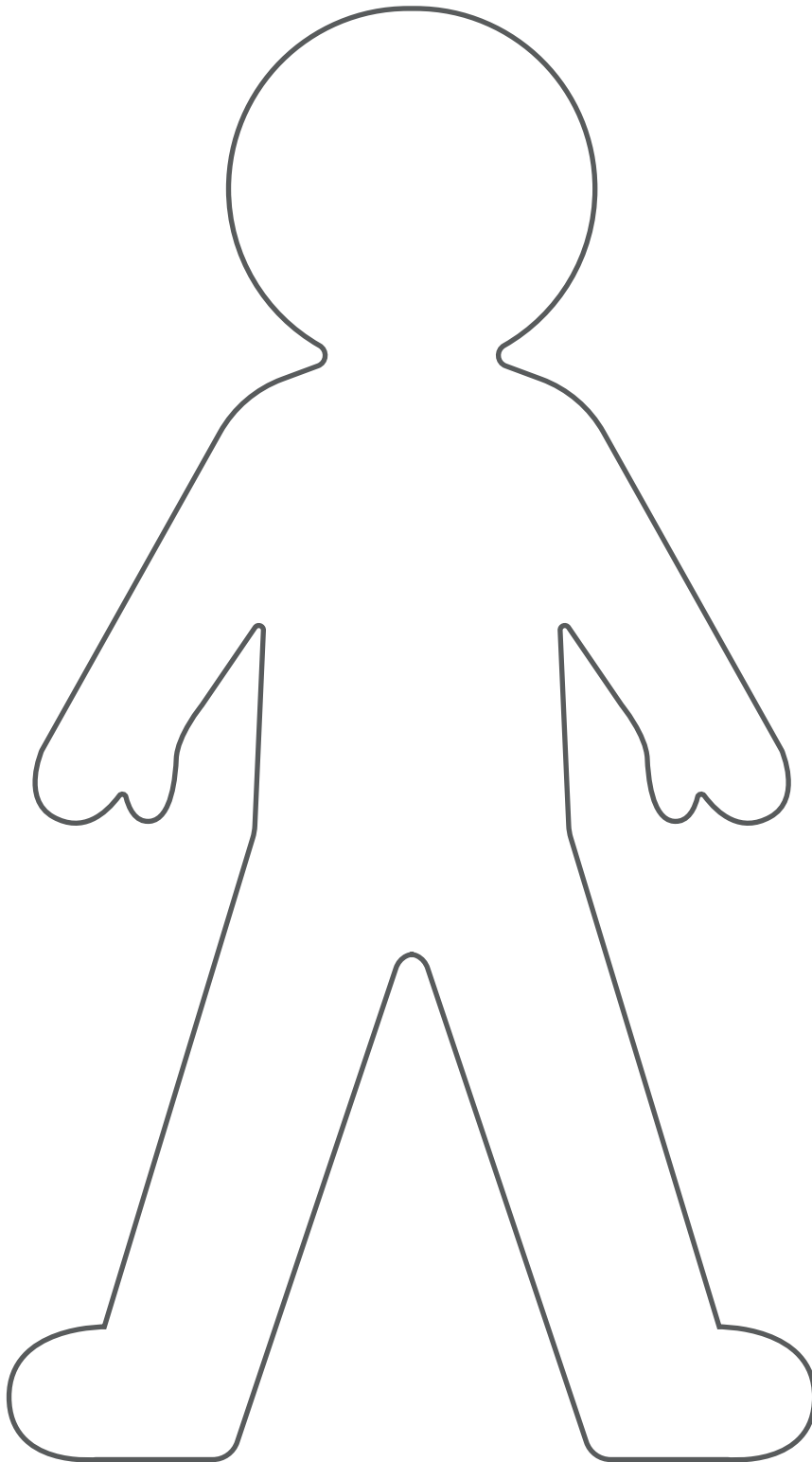
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## Body Outline

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Example acrostic poem from NSPCC

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### THE PANTS RULES

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**P**RIVATE ARE PRIVATE

**A**LWAYS REMEMBER YOUR  
BODY BELONGS TO YOU

**N**O MEANS NO

**T**ALK ABOUT SECRETS  
THAT UPSET YOU

**S**PEAK UP, SOMEONE  
CAN HELP