| **SRE / Personal Safety and Hygiene****for Foundation Phase** | | | **Year: Foundation phase – (suggested Year 1 / 2)**  **Term:** | | **Time:**  **Lesson 1 of 4** |
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| **LEARNING OBJECTIVES** | **LEARNING & TEACHING**  **SUGGESTED ACTIVITIES** | **RESOURCES & MATERIALS** | | **FP AREA OF LEARNING** | **FP SKILLS / RANGE** |
| **Lesson 1: Talk PANTS**   * To understand the NSPCC PANTS rules * To name body parts and know which parts should be private   **Teacher’s note:** You may want to consider splitting the 2 parts of this lesson into 2 separate sessions. | Prior to this session, consider if your pupils would understand the concept of keeping things ‘private’. If necessary, explore this idea with them using examples they relate to e.g. keeping passwords private. Write what they think ‘private’ means on the whiteboard e.g. ‘just for you’, ‘keep it to yourself’.  **NSPCC PANTS rules**  Circle time - Introduce lesson on the PANTS Rules, Show the Talk Pants Poster or put the presentation on the whiteboard.  Show the Children the PANTS acrostic to explain the main message. You can use the poster or the online web resource on a whiteboard. One sentence at a time explain what each letter stands for, check that each phrase is understood.  Optional - Show the short cartoon film ‘Pantosaurus’ which can help to explain the topic.  (Continued overleaf…) | NSPCC PANTS resources for teachers:  - PowerPoint presentation – Slides 1-4,  - PANTS acrostic,  - Pants template and body parts puzzle.  All found on SRE toolkit USB or,  <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>  - ‘Pantosaurus’ film: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>  - Arts materials – pens, paints, stickers etc. | | Personal and Social Development, Well-being and Cultural Diversity  Knowledge and Under-standing of the World | Personal Development –  Become independent in their personal hygiene needs and to be *more aware of personal safety*  Myself and other living things –  *Learn the names and uses of the main external parts of the human body* |
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|  | Using the NSPCC resource ‘Design your own pants’ template and a variety of arts materials, ask the children to work in pairs or small groups and design their own pants. Suggestion – each pair could have one of PANTS letters on the front so the word ‘PANTS’ can be spelt out. (Completed pants can be displayed in the classroom to reinforce the PANTS rule).  **Naming the body parts and what should be private -**  Labelling parts of the body – complete a body parts puzzle. Create a large representation of the human body or use the Body Floor Mat so that the children can help to label key body parts and identify which area is covered by pants (you could use the pants from the last task for this).  (Continued overleaf…) | Large sheet of paper, pens, or whiteboard.  A large Body Floor Mat is also available to borrow from the Healthy Schools team. This can be used with the body part pictures and labels. | |  |  |
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|  | Ask the children to help label each part of the body, and discuss that girls and boys have many parts of the body that are the same, but some are different. Use this activity to lead onto discussing the appropriate language we may use to describe parts of our body. Accept familiar terms, however highlight the proper scientific words for the following body parts:   * **Penis, Vagina, Testicles**   Introduce this vocabulary in measured terms when explaining the pants region is private and shouldn’t be touched by other people. Discuss how in special circumstances touching is okay, for example if your parents take you to the doctor. This will be discussed more in the next lesson.  **Recap** – Review what the children have learnt – Ask the children if they can remember any of the PANTS rules (go through them). Remind the children that they have been learning about the first letter –‘P – Privates are private’. Ask if anyone can remember the proper names for boys’ and girls’ private parts. | Teacher’s Note: if a pupil asks about nipples and why girls cover them but boys don’t, a simple explanation is as girls get older they develop into breasts, which should be kept private.  NSPCC PANTS acrostic | |  |  |