

# Good or bad touches?

Year: Y1

## Subjects and Issues

◆ Body parts ◆ Feelings ◆ Safeguarding ◆ Trust ◆ Consent ◆ Rights  
◆ Relationships education ◆ Privacy ◆ Keeping safe ◆ Relationships  
◆ Emotions ◆ Inappropriate touch

To cover this lesson's Learning Opportunity (*to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond - including who to tell and how to tell them*) we recommend that you use the NSPCC materials: **The Underwear Rule - resources for schools and teachers.**

These free resources for the Underwear Rule include:

1. A lesson plan - everything you need for an hour-long lesson to teach children about the Underwear Rule and help keep them safe
2. Teacher guidance - how to use the resources when teaching children the Underwear Rule, a template letter to parents and what to do if you suspect abuse.
3. IWB slide presentation - to help teach the Underwear Rule in a memorable way.

To help you find this resource quickly and easily, we've put a link to it in our Resources needed area.

Just click on the link to view the lesson plan and related resources.

## Learning Outcomes

Children will be able to:

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;

- Start thinking about who they trust and who they can ask for help.

## Resources needed

[Click here for NSPCC Underwear Rule resources](#)

## DfE Relationships Education and Health Education statutory requirements

- **Relationships Education** **Families and people who care for me** 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- **Relationships Education** **Respectful relationships** 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
- **Relationships Education** **Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- **Relationships Education** **Being safe** 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- **Relationships Education** **Being safe** 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- **Relationships Education** **Being safe** 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- **Relationships Education** **Being safe** 8. Where to get advice e.g. family, school and/or other sources.

## PSHE Association Learning Opportunities

- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
- R16. About how to respond if physical contact makes them feel uncomfortable or unsafe.
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought.
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping

trying until they are heard.