



My Body, My RULES

Session Length	15 mins
Introduction	<p>This session introduces children to the idea of bodily privacy (including the NSPCC PANTS message that 'privates are privates') and the importance of talking to their 'special people' if anything troubles them. This is all underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.</p> <p>As with all EYFS sessions, the sessions themselves are fairly short with the expectation that the Extended Activities will be utilised to extend and consolidate learning.</p>
Learning Objectives	<p>Children will learn:</p> <ul style="list-style-type: none">• To know they are entitled to bodily privacy• That they can and should be open with 'special people' they trust if anything troubles them• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest
Success Criteria	<p>Children will:</p> <ul style="list-style-type: none">• Engage with the story and answer questions• Contribute to discussions about how to stay safe
Virtues to be developed	<ul style="list-style-type: none">• Respectful• Grateful• Honest
Resource Materials	<ul style="list-style-type: none">• Teacher Notes (this document)• Online Presentation
Preparation Notes	<ul style="list-style-type: none">• If breaking off into small groups for Slide 17, brief key workers on the discussion questions and desired outcomes ahead of time.

Introduction: What makes you feel safe around other people?

Slide 1-2

Build on children’s knowledge from the last session about being ‘safe’ to consider safety in another way:

Ask: What makes you feel safe around other people?

Allow children to discuss in pairs before collecting responses.

Summarise that:

- We feel safe **when we know who people are** – that’s why staff in school wear badges/lanyards and visitors have to sign in at Reception.
- We feel safe **when people demonstrate qualities of a good friend**, e.g. loving, caring, listening, helping, etc.
- We feel safe **when we have boundaries**, e.g. knowing what we can and can’t do, where we can and can’t go, etc.
- We feel safe in our relationships **when we know what kind of behaviour to expect** from certain people, so that if anything different happens we know it’s not OK
 - For example, hugs with Mum and Dad are fine, but you wouldn’t expect a stranger to hug you.

Teaching: Bodily Privacy

Slide 3

Explain to children that:

- **There are some behaviours that are unacceptable**, like running in the corridors in school, or fighting, punching and kicking etc.
- **We can feel safe because we know our boundaries** – ‘no running in the corridors’ is a rule we’re all familiar with, as is ‘no fighting’.
- There’s another boundary we need to be aware of, and that boundary is about our bodies (click to reveal): **Privates are PRIVATE!**

Discuss with children what this means, that **they should keep their private parts covered up by their underwear**, unless a parent or doctor asks permission and explains why.

Extension.

Reinforce this message when children go to the toilet or at any opportune

moments when children might behave inappropriately as regards their private areas.

Extension.

Learn and sing the NSPCC [Pantosaurus song](#) and further discuss the PANTS rules:

- Privates are Private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

Story: Freddy Teddy Feels Worried

Slide 4 – 16

Explain that when things go wrong with friendships or relationships, or when someone doesn't treat us well, **we can sometimes become worried.**

Click through the slides to read the story about a time when Freddy Teddy felt worried.

Slide 17

Ask the following discussion questions:

- What does your body feel like when you're worried?
- How did Freddy Teddy's behaviour change when he was worried?
- What made Freddy Teddy feel better? How?

Group work: Special People

Slide 18

In small groups, invite children to share their answers to these questions:

- What worries might we have?
- Who are our special people?

Encourage children to be specific about who their special people are. Remind them that special people are not just who they talk to when times are tough, but usually they are the first people they go to with good news too!

Plenary and Prayer

Slide 19

Explain that Freddy Teddy has written a song to help him remember that **when he is worried, he needs to tell his special people** and remember that **God is always looking after him.**

Sing together the following to the tune of 'Twinkle Twinkle Little Star':

**When I'm worried, feeling sad,
Help me to remember that:
God is with me every day
and He knows my every way!
Tell my Mum or tell my Dad,
Tell someone why I am sad!**

Slide 20

Finish with a final prayer:

**Dear God,
Thank you for caring about me and keeping me safe.
Help me to understand what's safe and what's not.
Help me remember to tell an adult if ever I feel worried or upset.
Amen**