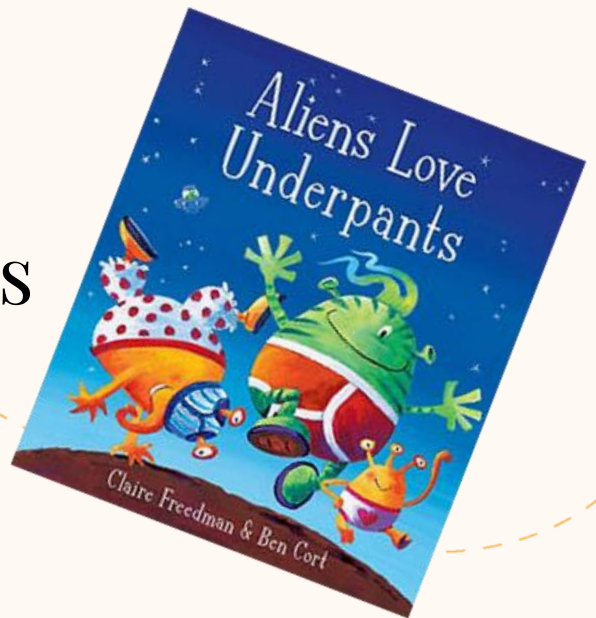


Aliens Love Underpants

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Illustrated by Ben Cort



Aliens love underpants is a fun story about cheeky aliens who keep stealing underpants, that is also a great way to open-up conversations about keeping pants private.

5 Objectives

This document contains lesson plans for the following 5 objectives.:

Lesson 1:

I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls.

Lesson 2:

I can tell you why pants are private.

Lesson 3:

I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable.

Lesson 4:

I can tell you what I can do if I feel unsafe in variety of situations.

Lesson 5:

I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.

Lesson 6:

Reflection and Evaluation.

Tags:

Privates, pants, bodies, appropriate, physical contact, body safety

Sensitive Content in This Story

While the story itself is a rhyming poem about aliens who love underpants, a deeper message about the importance of keeping privates private is present. Teachers should be mindful that some children may make disclosures that could raise safeguarding concerns. It is important to stress that some people may need to see inside underpants (e.g. doctors if you're having a problem with your privates) but in most situations what's inside should be kept private.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Being Safe (s):

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 **(Lesson 5)**

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. **(Lesson 2, 4)**

How to recognise and report feelings of being unsafe or feeling bad about any adult. **(Lesson 3, 4)**

How to ask for advice or help for themselves or others, and to keep trying until they are heard. **(Lesson 2, 3, 4)**

How to report concerns or abuse, and the vocabulary and confidence needed to do so **(Lesson 3, 4)**

Ourselves Growing and Changing (n):

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) **(Lesson 1)**

Further Skill Coverage:

All **Settle** activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

All **Training** activities cover: 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.

Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Vocabulary:	Retrieval:	Inference:
Talk about what words mean and learn new vocabulary in order to understand what has been read. Discuss and clarify the meaning of words, linking new meanings to known vocabulary.	Check the text makes sense Retell familiar stories in the correct sequence Explain what has happened so far. Answer basic retrieval questions.	Make (some) inferences. Make a plausible prediction about what might happen next.

SMSC and British Values

Through this unit, children will explore themes within the following Social, Moral, Spiritual and Cultural and British Values areas:



Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story



R **Read:** Read the story and discuss the following guided reading questions as a class.



Y **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

- Don't Hug Doug by Carrie Finison and Daniel Wiseman
- My Body sends a Signal by Natalie Maguire
- Yes! No! by Megan Madison

This guide for parents could be helpful if you have any children in your class who need more support with body safety:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

