

KS1



## Teaching about consent

# Lesson Plans & Resources

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# LESSON 1: ASKING FOR PERMISSION

This is the first in a series of lessons for primary aged children about the topic of consent.

In key stage 1, this single lesson provides the first opportunity to discuss asking for permission, and when this is needed in relationships with classmates and other peers.

Neither this, nor any other lesson, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. It is helpful for this lesson to be taught within the context of wider learning about friendships and respectful relationships.

## Learning Objectives

To learn what it means to ask for permission

## Learning Outcomes

Pupils will be able to:

- say why they should ask other people for permission in different situations, including when touching someone else
- use simple phrases to ask for, give or not give permission

## Resources Required

- Box or envelope for anonymous questions
- Flipchart paper and pens
- [Resource 1: Permission scenarios](#)  
1 per pair
- [Resource 2: What next?](#)  
1 per pupil
- [Resource 3: Learning summary](#)  
1 per pupil

## Lesson Summary

Activity	Description	Timing
1. Baseline assessment	To assess initial understanding, introduce pupils to a scenario and encourage them to suggest how the character might ask for permission.	10 mins
2. Introduction	Introduce learning objectives, outcomes, and class ground rules. Pupils list when they need to ask for permission in their daily lives.	10 mins
3. How do we ask?	In pairs, pupils rehearse different ways to ask for permission.	10 mins
4. Permission scenarios	Pupils explore different scenarios where children need to give or ask for permission, and discuss how to respond in each case.	15 mins
5. Endpoint assessment	Pupils complete a learning summary card to demonstrate their understanding of permission seeking.	10 mins
6. Signpost support	Remind pupils of who can help them with respectful relationships, including permission seeking and giving.	5 mins

## Climate For Learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication, and handling questions effectively.

## Key Words

Permission, asking, sharing, giving, yes, no



## BASELINE

### 1. BASELINE ASSESSMENT ACTIVITY



Explain to the class that today they will be thinking about when and how to use 'yes' and 'no'? Using **PowerPoint slide 10-11**, introduce pupils to a character, Charlie. Charlie really likes his brother's backpack with the Galaxy pattern on it, and he wants to use it for school instead of his own book-bag.

#### **Ask pupils to discuss in pairs:**

- What words could Charlie say, or what could he do that lets his brother know that he wants to borrow the backpack?

List pupils' ideas on the whiteboard and ask the class to vote on which idea they think is the best way for Charlie to ask for/show that he wants to use the backpack.

#### **Then ask pupils to discuss:**

- What word/s does Charlie need to hear that show that he has permission to use the backpack? e.g. 'Yes', 'You can borrow it', 'Of course', 'I don't mind', 'That's okay'.
- What word/s might Charlie hear that show that he does not have permission to use the backpack? e.g. 'No', 'You can't borrow it', 'It's not yours', 'Not today', 'I don't want you to'.

As this is a baseline assessment, the ideas shared in this activity will give you an indication of how familiar the children are with the concept of permission asking and giving, any misconceptions they may have and what they still need to learn.

### 2. INTRODUCTION



Remind pupils of the ground rules for PSHE lessons, including any that are especially important for this lesson, such as listening to others and taking turns to answer.

Introduce the learning objectives and outcomes and explain that today's lesson will be all about how we can ask for permission for things, and when we might want to give or not give someone permission.

Explain to pupils that asking for permission / asking if we are allowed to do something is a part of everyday life, and something we all do lots of times a day.

Working in pairs, ask pupils to think of any times in their day when they need to ask permission for something. This might be from a teacher, a parent, or a friend, at school or at home. Once pairs have discussed this, encourage pupils to share their ideas with the class.

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*Pupil responses might include:*

*Asking to borrow classroom equipment, asking to go to the toilet in lessons, asking to join in with a friend's game, asking to get down from the dinner table, asking if they can watch TV, asking to borrow a toy/book from a sibling, asking to go to a friend's house to play, etc.*

## CORE ACTIVITIES

### 3. HOW DO WE ASK?



Next, ask them to think about how the way we ask can sometimes mean that we get different answers. Working with your teaching assistant or using a puppet, act out different ways of asking to borrow something, for example:

- Smiling face, polite voice, "Please could I borrow your pencil?"
- Angry face, shouty voice "Give me that pencil now!"
- Sulky face, whiny voice "I want that pencil."

**Ask pupils to identify which is the better way to ask for something. Why do they think this is?**

Next, encourage pairs to practise asking to borrow something from each other. Explain to the pairs that it is okay to say either 'yes' or 'no', so long as they do so politely. Children should all have an opportunity to both ask permission and to give/not give permission. If time allows, ask for volunteers to role model polite asking and permission giving/not giving before the next activity.

### Challenge

Ask pupils how it feels when the answer is 'yes' – see how many feeling words they can think of. Ask them what it feels like when the answer is 'no'.

### 4. PERMISSION SCENARIOS



Explain to children that sometimes when people ask our permission, we can say yes, but sometimes we might want to say no.

Give pupils **Resource 1: Permission scenarios** or display them on the PowerPoint (slides 14-20) and read them as a class. For each scenario, ask the children what they think the character should do next.

**Resource 2: What next?** is provided to give pupils different options to discuss, as well as the option to add their own suggestion – these could also be displayed on the PowerPoint slide.

Help pupils to recognise that whether someone wants to give permission or not, they should try to do so in a polite way. It is okay to say no (for example, it would be okay for Halima to not want to share her special toy) so long as it is done in a kind, polite way. Ask pupils to work in pairs to come up with as many ways as possible to say 'no' clearly and politely.

*Pupils might suggest: "No thank you", "I don't want to do that", "Let's do something different", "Please don't do that", "I don't like that".*

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### Ask the class:

- *What is different about Kyle and Sonya's scenario? If pupils don't identify it, point out that in this scenario, Kyle has not asked permission before holding Sonya's hand / trying to hug her.*
- *Why should Kyle ask permission before he holds Sonya's hand? Collect as many reasons as possible from the class, which should include: it's up to her if she wants to hold hands, it's polite, it's the right thing to do, Sonya doesn't like holding hands, it's her body, she might not know Kyle very well.*

**NB** Ensure pupils are clear at the end of the activity that it is okay to say 'no' when they want to or if they're not sure whether they should/want to say 'yes'.

#### Support

Ask pupils to just focus on one of the three scenarios. They could talk with a peer or teaching assistant about a time they had to give someone permission for something.

#### Challenge

Ask pupils to think about why it can sometimes be difficult to say 'no', even when we want to. They might want to focus on Halima's situation as an example to discuss.

## PLENARY / ASSESSMENT FOR AND OF LEARNING

### 5. ENDPOINT ASSESSMENT



Hand students a card from **Resource 3: Learning summaries** and ask them to complete each of the three sentences to summarise their learning. Collect these cards in at the end of the lesson to help gauge how much pupils have learnt and understood about permission seeking. These could be used to form a classroom display about respectful relationships.

### 6. SIGNPOSTING SUPPORT



Remind pupils of sources of support at home and school by asking them who they could talk to if someone didn't ask their permission or didn't listen to what they had said.

#### Ensure sources of support identified include:

- In school - class teacher, support assistants, playtime / midday supervisors and other relevant staff.
- At home - trusted adults e.g. parents, older siblings, community leaders, club leaders etc.

## EXTENSION ACTIVITY

Ask pupils to choose one of the three scenarios and working in pairs, to role play asking for permission and what the character might say in response. Ensure that pupils find a positive resolution to the situation where characters treat each other respectfully, regardless of whether the character says 'yes' or 'no'.

**NB** When using role play with children, ensure they have an opportunity to step out of role (for example by shaking their body/limbs to 'shake off' the character) and that no child is asked to act out negative behaviours.



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Halima has a very special teddy that her granny gave her. Halima's friend, Lily, who doesn't have her own special teddy, asks if she can borrow the teddy and take it home.

Kim wants to use the classroom scissors but Tai is cutting with them right now. Kim asks if she can use the scissors when Tai is finished.



Kyle likes to hold hands in the playground. Sonya doesn't like holding hands with anyone. When Kyle tries to hold Sonya's hand she pulls it away.

**What could Halima do next?**

- ☐ Say “Yes”, and let Lily borrow her special teddy
- ☐ Say “No, I don’t want to lend it to you, I’m sorry.”
- ☐ Snatch the toy back and shout “Don’t touch it. It’s not yours!”
- ☐ Something else?

**What could Tai do next?**

- ☐ Give Kim the scissors now
- ☐ Say “Yes, when I’ve finished.”
- ☐ Shout “No! Get your own scissors. I need these all day.”
- ☐ Something else?

**What could Kyle do next?**

- ☐ Keep holding her hand
- ☐ Ask to hold her hand and wait for Sonya to say yes or no
- ☐ Feel sad and run away
- ☐ Something else?





I have to ask permission when \_\_\_\_\_

\_\_\_\_\_



To ask permission, I can say \_\_\_\_\_

\_\_\_\_\_



If I want to give permission, I can say \_\_\_\_\_

\_\_\_\_\_



If I don't want to give permission, I can say \_\_\_\_\_

\_\_\_\_\_



I have to ask permission when \_\_\_\_\_

\_\_\_\_\_



To ask permission, I can say \_\_\_\_\_

\_\_\_\_\_



If I want to give permission, I can say \_\_\_\_\_

\_\_\_\_\_



If I don't want to give permission, I can say \_\_\_\_\_

\_\_\_\_\_