

KS2



## Teaching about consent

# Lesson Plans & Resources

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# LESSON 1: GIVING AND SEEKING PERMISSION

This is the first of three lessons for key stage 2 pupils about the topic of consent. Building on the key stage 1 lesson, it teaches the importance of asking for permission in different contexts, and how to ask for, give or not give permission respectfully.

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 about giving and asking for permission (consent).

## Learning Outcomes

Pupils will be able to:

- identify situations where permission needs to be asked for
- give examples of how to ask for, give, or not give permission
- explain why asking for permission is important in different situations

## Resources Required

- Box or envelope for anonymous questions
- [Resource 1: Word map 1 per pupil](#)
- [Resource 2: Permission situations](#) 1 per pupil
- [Resource 3: Storyboard template](#) 1 per pupil
- [Resource 3a: Storyboard cards](#) 1 per pupil if support required

## Lesson Summary

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules.	2 min
2. Baseline assessment	Pupils complete a word map, demonstrating their current understanding related to 'asking for permission'.	10 mins
3. When should we ask?	Pupils review short scenarios to decide when permission needs to be asked for.	10 mins
4. Consent storyboard	Pupils create a consent storyboard demonstrating how people can ask for, give and not give permission.	20 mins
5. What if?	Pupils think/pair/share in response to different 'what if' scenarios to deepen their understanding of consent.	10 mins
6. Endpoint assessment	Pupils revisit the word map, adding to or amending responses to demonstrate their progress.	5 mins
7. Signpost support	Remind pupils of sources of support and who they could speak to if concerned about consent / permission seeking.	3 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, consent, yes, no, maybe



## BASELINE

### 1. 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 focus on how and why people ask for permission, and when and how someone might want to give or not give permission in different situations.

### 2. BASELINE ASSESSMENT ACTIVITY



Working individually, ask pupils to complete **Resource 1: Word map**, to demonstrate their current understanding of the key term 'asking for permission'. If your school has taught the KS1 lesson previously, refer back to that to generate ideas. Remind pupils that if they are not sure about the answer to a question, it is okay for them to take a guess, or to leave it blank at this stage. As pupils are working, circulate around the room and take note of their current knowledge, beliefs, misconceptions, or gaps in knowledge, to inform future teaching of this topic.

Invite some brief feedback, and, if pupils have not identified it in the 'other words that mean the same thing' section of the word map, introduce the term 'consent', explaining that this is a word we use to mean asking for and giving, or not giving, permission.

Ask pupils to set aside Resource 1 as they will be revisiting it at the end of the lesson.

## CORE ACTIVITIES

### 3. WHEN SHOULD WE ASK?



Now ask pupils to work in pairs and give them **Resource 2: Permission situations**. They should tick to show whether they think the person in the scenario needs to ask permission, or not, or if they are not sure/it depends. Two blank rows have been left at the end of the table for pupils to create their own examples; one which requires the person to ask permission, and another which doesn't.

**Take some brief feedback and check understanding by going through the answers:**

*Need to ask permission: Yazmin, Marcus, Gemma, Marlon, Jay, Alfie*

*Don't need to ask permission: Arla, Rodrigo, John*

*Not sure/it depends: Pupils may have identified Marcus or Gemma in this category, as if they regularly play computer games or skipping, they may feel it is not as necessary to ask permission in these cases.*

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### Support

Pupils could just complete the tick sheet and need not suggest their own scenarios. Or pupils could work on fewer scenarios, for example just looking at Yazmin, Arla, Marcus, Rodrigo and Gemma. They could discuss each situation with a peer or teaching assistant before making a decision.

### Challenge

For each case where the character needs to 'ask permission', identify who they would need to ask permission from (in some scenarios, there may be more than one person).

## 4. CONSENT STORYBOARD



Ask pupils to select one of the situations from the previous activity, or one they have created, where the character needs to ask permission. Ask them to work in pairs to create a storyboard that shows:

- The situation (e.g. what the character wants / needs to ask for)
- The asking (e.g. how they ask permission)
- What would happen if the person they asked said 'yes'
- What would happen if the person they asked said 'no'

**Resource 3: Storyboard template** can be used to help pupils create the two alternative outcomes.

Encourage pupils to make sure they include:

- Ways to ask for permission
- Different ways to respond (e.g. how to give or not give permission)
- Respecting the person's decision

### Support

**Resource 3a: Storyboard cards** have been provided for pupils to select from and add to the storyboard.

### Challenge

Ask pupils to include multiple ways the character might ask for permission – would any ways of asking affect the outcome?

## 5. WHAT IF?



Now divide the class in two and, still working in their pairs, present them with a new scenario using **PowerPoint slide 15** "Sally wants to borrow Adam's mobile phone, and asks if she can use it." Ask pupils to think quietly by themselves, then discuss as a pair, then share their ideas with the class, for the following questions:

- What might happen if Adam said no, but Sally took it anyway?
- What might happen if Adam said 'yes' at first, but then changed his mind and said 'no'?
- Why is it important to ask for permission?

**As pairs share their ideas, ensure the following key learning is emphasised:**

- *A person's decision must always be respected, even if it makes us feel frustrated or upset. Unless someone clearly says 'yes', then it is not okay to ignore them, carry on anyway, or try to persuade*

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them. Anyone who does this might get into serious trouble.

- *It is okay to change our minds. Maybe Adam didn't know what Sally wanted to use the phone for, or he didn't think Sally was using it carefully, or he got worried his parents would be cross. Whatever Adam's reason, the phone belongs to him, and Sally should give it back straight away.*
- *It is important to respect other people and asking for permission is one way to do this. Different people like different things and are happy doing different things, so it is important to find out what other people want/like and not assume something is okay. Checking in with people is one way to be a good friend and shows we know our actions have consequences and that we care how other people feel.*

## PLENARY / ASSESSMENT FOR AND OF LEARNING

### 6. REFLECTING ON TODAY'S LEARNING AND ENDPOINT ASSESSMENT



Ask pupils to revisit **Resource 1: Word map**, and using a different colour pen, add anything new they have learnt from today's lesson. They may also wish to edit or amend their initial ideas.

Collect in these word maps as a demonstration of pupil progress through the lesson, and to inform future planning for this topic.

### 7. 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.*
- *For older key stage 2 pupils, Childline is also available for information and advice by phone (0800 1111) and online: [www.childline.org.uk](http://www.childline.org.uk).*

## EXTENSION ACTIVITY

Ask pupils to keep a log of when they need to ask permission during a day/week. They should include:

- How often do they need to ask permission? Is it more or less than they had thought?
- Who do they need to ask permission from?
- What do they need to ask permission for?
- What words do they use to ask permission and what words do they usually hear in response?

## LESSON 2: PERSONAL BOUNDARIES

This is the second of three lessons for key stage 2 pupils about the topic of consent. This lesson focuses on personal boundaries and how these might be different for different people. Pupils learn how to respect the boundaries of others, enforce their own boundaries, and seek help if they have been made to feel uncomfortable. 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 about personal boundaries

### Resources Required

- Box or envelope for anonymous questions
- [Resource 1: First thoughts](#) 1 per pair
- [Resource 2: Boundary cards](#) 1 per group
- [Resource 3: Boundaries grid](#) 1 per group
- [Resource 4: Talking heads](#) 1 per pair

### Learning Outcomes

Pupils will be able to:

- explain what is meant by 'personal space' and 'personal boundaries' and why these are important
- describe how boundaries might be different for different people or in different relationships, e.g. with friends, family, at school or online
- identify what might make someone feel uncomfortable and what they could do, or who they could go to for help and support

### Lesson Summary

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules	5 min
2. Baseline assessment	Pupils respond to a statement from a character about personal space.	10 mins
3. Parallel lines	In parallel lines, pupils practise recognising and affirming personal boundaries.	10 mins
4. Exploring boundaries	Pupils organise cards onto a grid, thinking about appropriate boundaries for families, friends, and the wider community.	15 mins
5. Giving advice	Pupils choose a character and give advice about their personal boundary situation.	10 mins
6. Endpoint assessment	Pupils revisit the baseline activity and make amendments in a different colour pen, demonstrating their learning.	5 mins
7. Signpost support	Ask pupils to list sources of support if concerned about personal boundaries – reinforce with suggestions.	5 mins

## Climate For Learning

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

## Key Words

Personal space, personal boundaries, permission, respect



## **BASELINE**

### 1. INTRODUCTION



Introduce the learning objectives and outcomes and negotiate or reinforce ground rules, highlighting any that are particularly pertinent for this lesson, such as listening respectfully to others and not sharing personal stories. Explain that this lesson will look at personal boundaries, and why it is important to respect them.

### 2. BASELINE ASSESSMENT ACTIVITY



Working in pairs, hand pupils **Resource 1: First thoughts** and ask them to write down their ideas about this statement, based on the questions in each corner of the page:

- What does the person mean when they say “personal space”?
- Can you give any examples of invading personal space?
- Why do you think they feel upset and angry?
- Do you think shouting is a good idea? Why/why not?

Walk around the room as pupils are discussing and answering questions, making note of the things they say. This will give you an idea of their current understanding, learning from the previous lesson and any misconceptions or areas of focus for this lesson.

When the activity is complete, tell pupils to put the sheet aside, as they will return to it at the end of the lesson.

## **CORE ACTIVITIES**

### 3. PARALLEL LINES



Ask pupils to form two lines facing each other about three metres apart. Explain to them they are going to take part in an exercise that will help them think about personal space.

**Give the following instructions:**

- When I say “go”, the people in one of the lines [indicate which] will slowly take small steps forward, asking the person opposite them “can I take another step?” before each step.
- The facing person should say “stop” once they feel uncomfortable with how close the other person has got to them.
- The person opposite must stop when requested and remain in that position.

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Continue until everyone on the opposite line has said 'stop'. It is likely that pupils will have asked each other to stop at different points. Repeat the activity, swapping over the person who approaches and the person who stands still, so each person in the pair has an opportunity to practise saying 'stop'.

Where pupils have asked each other to stop is likely to be different for different people, and from the first time the activity happened. While standing in their lines, ask pupils:

1. Why do you think people have stopped at different distances away?
2. Why was it so important for the person to stop when they were asked?

**Feedback should include the following key learning:**

1. *Everyone has different personal space/personal boundary requirements. It also might depend on the relationship between the pairs - friends might get closer than people who don't know each other so well.*
2. *We must respect other people's boundaries/personal space, it would upset them if the person didn't listen, it's about asking permission (from previous learning).*

#### 4. EXPLORING BOUNDARIES



Explain to pupils that the last activity has just shown us how people have different personal boundaries. We also have different boundaries based on how well we know people, for example we have different boundaries for what is safe or comfortable for us to do with our family, with our friends or with other people we know.

Working in small groups, hand pupils **Resource 2: Boundary cards** and **Resource 3: Boundaries grid** and ask them to organise the cards onto the grid. Which of these activities do they feel are just for families, which are okay for friends, and which are okay for other people in the community? Are there any that belong off the page completely (i.e. not okay for anyone)?

Ask groups to share their ideas and compare with different groups for similarities and differences.

*Key learning: Although pupils may have identified some activities as being applicable to all categories, and some may disagree about where cards fit (e.g. some may be willing to hug friends, others may not), there are some activities that are more intimate and likely to only be suitable within a family, as long as the people involved give permission, (a kiss on the lips, sitting on someone's lap) and others that are appropriate for friends but not other people (a kiss on the cheek, tickling, giving a photo, hugging).*

*It is important to acknowledge that if any kind of touch – from anyone, even family members and close friends – makes someone feel uncomfortable or worried, they should tell a trusted adult about it.*

#### Support

Give pupils fewer cards to sort, e.g. six cards, aiming for a spread of cards that belong in different categories.

#### Challenge

Ask pupils to also consider which cards would be appropriate with a friend online, and which would not (pupils could indicate this by writing a tick or cross on the cards or reordering the cards into two piles after the original task is complete).



## 5. TALKING HEADS

Now, working in pairs, or continuing in their small groups, hand pupils **Resource 4: Talking heads** and read through the four scenarios as a class.

Ask pupils to choose one character and give them advice about what they could do. Encourage them to think about:

- Personal boundaries and why they are important
- How to respectfully ask for, give and not give permission (from lesson 1)
- Who they could talk to for help if they need to.

### Support

Choose one character to model for the class first, taking ideas from the class and writing them on the whiteboard, or suggesting ideas, before asking pupils to work on their own character.

### Challenge

Encourage pupils to give advice to two different characters and discuss any similarities or differences in their problem. Alternatively, direct pupils towards the fourth (online) scenario to develop thinking from the previous challenge activity.

## PLENARY / ASSESSMENT FOR AND OF LEARNING

## 6. REFLECTING ON TODAY'S LEARNING AND ENDPOINT ASSESSMENT

Ask pupils to revisit **Resource 1: First thoughts** and add their new learning in a different coloured pen; this might be new information or ideas they can add as a result of today's lesson, or changes they want to make to their initial ideas.

Collect these sheets in and use as a record to demonstrate pupils' progress

## 7. SIGNPOSTING SUPPORT

Remind pupils of sources of support at home and school by asking them who they could talk to if someone didn't respect their personal boundaries. Remind pupils that they should tell a trusted adult if any contact from anyone, however close they are to that person, makes them uncomfortable or worried.

### 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.*
- *For older key stage 2 pupils, Childline is also available for information and advice by phone (0800 1111) and online: [www.childline.org.uk](http://www.childline.org.uk).*

## EXTENSION ACTIVITY

### Raising awareness

Ask pupils to make an awareness raising campaign about personal boundaries and why they are important. They could come up with a catchy song, poster or leaflet that lets other pupils in school know about how to respect each other's personal space/boundaries.

## LESSON 3: APPROPRIATE & INAPPROPRIATE TOUCH

This is the last of three lessons for key stage 2 pupils about the topic of consent. This lesson focuses on appropriate and inappropriate touch and who to tell if physical contact feels unsafe or uncomfortable. Pupils learn how to identify the difference between appropriate and inappropriate touch and strategies for responding to unwanted physical contact.

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 safe, respectful relationships. This lesson will be supported by prior learning about private parts of the body, such as referring to the NSPCC PANTS campaign.



### Learning Objectives

To learn about appropriate and inappropriate touch

### Learning Outcomes

Pupils will be able to:

- identify differences between appropriate and inappropriate touch
- explain strategies for responding to unwanted physical contact
- identify who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable, or worried

### Resources Required

- Box or envelope for anonymous questions
- Flipchart paper and pens
- [Resource 1: Touch card sort](#) 1 per pair
- [Resource 2: Figure outline](#) 1 per group of 4 pupils
- [Resource 3: Carly's story](#) 1 per pupil

### Climate For Learning

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



### Key Words

Appropriate, inappropriate, touch, permission, personal boundaries, feelings



## Lesson Summary

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules.	5 min
2. Reconnecting activity	Pupils draw images or create freeze frames to demonstrate understanding of concepts related to consent.	5 mins
3. Types of touch	Pupils sort cards with types of touch to demonstrate differences between appropriate and inappropriate touch.	10 mins
4. What does it feel like?	Pupils suggest how someone feels physically and emotionally when touch is appropriate or inappropriate.	10 mins
5. Responding to touch	As a class, read a scenario and discuss how the character might respond to the inappropriate touch they experience.	10 mins
6. Getting help	Pupils reflect on how the character could get help and what might support her to do so.	10 mins
7. Signpost support	Reiterate messages from previous activity and signpost additional sources of support.	5 mins
8. Endpoint assessment	Pupils complete sentence starters demonstrating what they have learnt and questions they still have about the topic. NB: ensure these questions are responded to in a following lesson	5 mins



## BASELINE

### 1. INTRODUCTION



Introduce the learning objectives and outcomes and negotiate or reinforce ground rules. Explain that this lesson will be looking at appropriate and inappropriate touch, how to respond to touch that makes someone feel unsafe or uncomfortable, and who to talk to for help.

### 2. RECONNECTING ACTIVITY



Ask pupils to draw an image on a post-it note or create a freeze frame that represents one of the following terms from the previous lessons:

- Asking for consent
- Giving consent (permission)
- Not giving consent (permission)
- Personal space / boundaries

Post-it notes should be stuck on the board at the front of the class, or freeze frames performed at the front of the room. Encourage other pupils to guess which term has been represented.



### 3. TYPES OF TOUCH



Explain to pupils that there are lots of different ways that people can touch each other, and some of these are appropriate (i.e. safe, comfortable, gentle) but some are inappropriate (i.e. unsafe, uncomfortable, hurtful). Working in pairs, hand pupils **Resource 1: Touch card** sort and ask them to arrange the cards into three different piles; Appropriate touch / Inappropriate touch / It depends (or not sure).

**Take some feedback, summarising the following key learning:**

- *Appropriate touch is likely to include: hugging/cuddling, holding hands, rubbing back or arms, high-five, linking arms, dancing together, playing tag.*
- *Inappropriate touch is likely to include: biting, kicking, pinching, grabbing bottom, pulling hair.*
- *Remind pupils of previous learning from lesson 1 and 2, that appropriate touch might be different for different people based on their personal boundaries or how well we know someone, and that we still need to ask or check for someone's consent before touching them. For this reason, some of the examples (especially hugging/cuddling, holding hands, rubbing back or arms) could be categorised as 'It depends' as they would only be appropriate if both people gave permission and were happy to hug/hold hands etc.*

#### Support

Provide pupils with a reduced number of cards to sort (e.g. 6 or 9).

#### Challenge

Ask pupils to suggest other examples of touch on the blank cards and add them to the piles.

### 4. WHAT DOES IT FEEL LIKE?



Explain to pupils that it can sometimes be difficult to tell the difference between inappropriate and appropriate touch, but a good way to tell is how the touch makes someone feel.

Join pairs together to make small groups, then ask pupils to choose one of the inappropriate touch cards. Ask them to imagine someone has just been touched in this way. Ask them to label **Resource 2: Figure outline** with how the person might feel. Ask them to think about what it might feel like on the outside (e.g. how their body feels) and what it might feel like on the inside (e.g. feelings and emotions).

**If pupils need it, prompt with sentences such as:**

- In their tummy, they might feel...
- Their skin/arm/leg might feel... (e.g. for kicking, punching, pinching, biting)
- The palms of their hands might feel...
- Their head might feel...
- Inside, they might be feeling...

Now ask pupils to repeat the activity, thinking about someone getting a cuddle from someone who loves and cares for them (e.g. a parent/carer, close friend, sibling, grandparent). Using a different coloured pen, ask pupils to write down feelings the person might have now.

**Ask the class: What differences do they notice about how appropriate and inappropriate touches make people feel?**

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Take some feedback, ensuring pupils recognise that appropriate touch like a cuddle from someone who cares about them, is likely to make people feel happy, loved, safe, comforted. It might also feel soft and gentle on their skin, and warm being close to someone else's body. Alternatively, inappropriate touch might hurt someone, or make them feel worried, sad or uncomfortable. It might make someone feel a bit sick or funny in their stomach. If someone feels like that, they should ask the person to stop if they can, and tell an adult they trust (like a parent or teacher) about it as soon as possible.

## 5. RESPONDING TO TOUCH



Hand pupils **Resource 3: Carly's story** and read through as a class. Ask them to identify the appropriate and inappropriate touches Carly experiences, and how they make her feel.

Next, explain to pupils that Carly had experienced two types of inappropriate touch in this story, one from her younger brother (biting, pinching) and one from the boy at school (who smacked her bottom).

### Ask the class:

- Are there any differences between the inappropriate touches Carly experiences from her little brother and the boy at school?
- How might Carly respond when her little brother bites or pinches her?
- How might Carly respond when the boy at school smacks her bottom?
- How might you expect other adults in the situation to respond (e.g. parent, teacher, midday supervisor)?

Take feedback and generate a class list of ways to respond to inappropriate touch, making sure to include: asking the person to stop, telling a teacher, parent or trusted adult, moving away from the person, reminding the person of their rights, etc. It will also be valuable to discuss responses that might be less effective, such as: shouting, crying, retaliating, etc.

### Support

Ask pupils to focus on highlighting the behaviours and feelings experienced. Working with a T/A, pupils could discuss what Carly could do at the end of her story.

### Challenge

Ask pupils; in the story it says "She hoped no one had seen" – why do you think she might have hoped no one saw? How might it have helped if someone else had seen?

## 6. GETTING HELP



Ask pupils to imagine that Carly wants to talk to a teacher about what happened to her in the lunch hall, but she is feeling embarrassed and nervous. **First, ask pupils why they think Carly might be feeling this way?**

Pupils might suggest: she's embarrassed describing what happened, she's worried how the teacher will react, she doesn't want to get the boy in trouble, she is worried the teacher won't believe her, she is worried the boy will deny it/blame her.

Explain that while Carly might have some of these worries, it is still important she tells someone.

**Ask pupils what might help or support Carly to talk to the teacher?**

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*Pupils might suggest: telling a friend first, asking a friend to go with her, telling a teacher soon before she changes her mind, writing it down instead of saying it, asking to speak to the teacher privately, telling her parent first and asking them to help her tell the teacher.*

Next, ask pupils to suggest how Carly might start the conversation with her teacher. **Explain that just knowing the first words to say can help someone feel able to talk about what happened.**

*Pupils might suggest: 'Can I talk to you about something?' 'Can I tell you about what happened in the lunch hall?' 'I need your help with something...' 'There's something I need to tell you...' 'I want to report an incident...' 'I feel very upset about what happened today...'*

Remind pupils that teachers will always be available to listen and want to know if anything has made them feel uncomfortable or unsafe in school.

## PLENARY / ASSESSMENT FOR AND OF LEARNING

### 7. SIGNPOSTING SUPPORT



Remind pupils that there are lots of sources of support – people at home and at school that they could speak to if they have experienced any physical contact that has made them feel worried, unsafe, or uncomfortable, including:

**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.*
- *For older key stage 2 pupils, Childline is also available for information and advice by phone (0800 1111) and online: [www.childline.org.uk](http://www.childline.org.uk).*

### 8. REFLECTING ON THE LEARNING AND ENDPOINT ASSESSMENT



Ask pupils to complete the following three sentences, either in their exercise books or on postcards to hand in at the end of the lesson:

1. Something I learnt today was...
2. This lesson made me realise...
3. One question I have about today's lesson is...

Review pupils' answers to gauge what has been learnt and progress pupils have made. Build in time to review and answer pupils' questions about appropriate and inappropriate touch in a following PSHE education lesson.



## EXTENSION ACTIVITY

Ask pupils to look again at the types of touch cards. Focusing on the cards where they selected 'it depends', ask them to describe two scenarios; one where the type of touch would be acceptable, and another where it would be unacceptable. Encourage pupils to use their learning from previous lessons, about boundaries and asking for consent, to decide what might make the touch appropriate or inappropriate in different contexts.

Pupils could also generate some advice about 'what to do' for the inappropriate scenario.



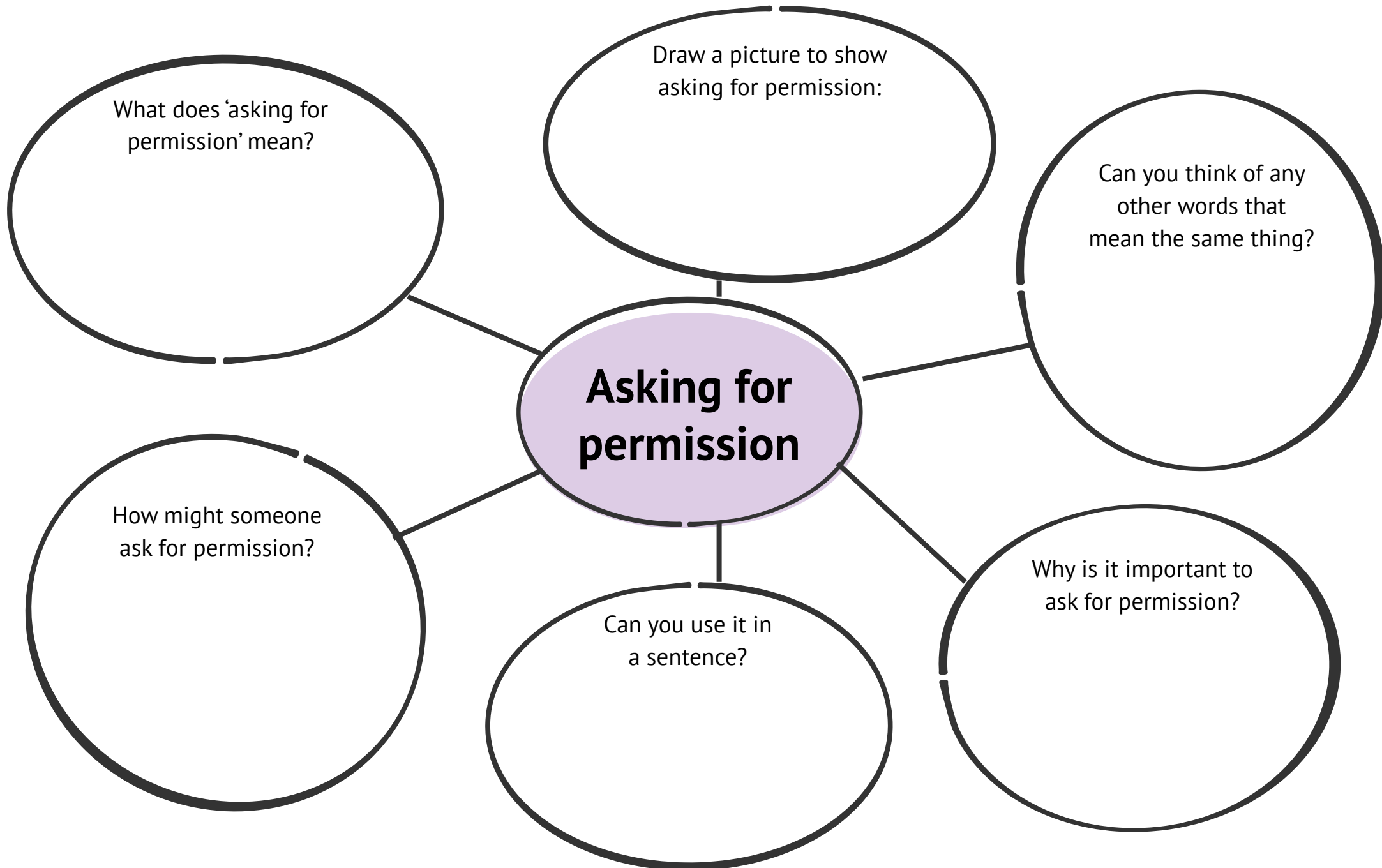
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## Teaching about consent

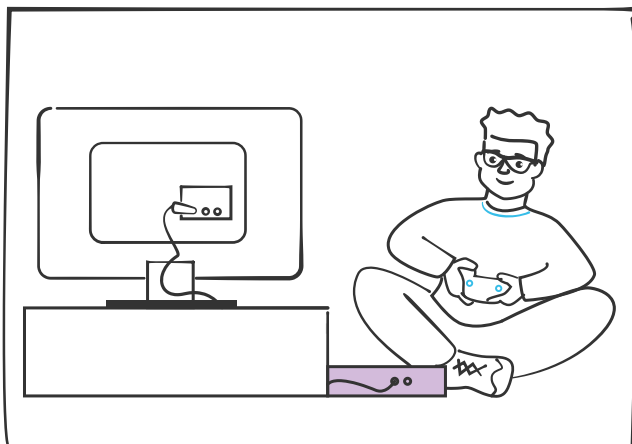
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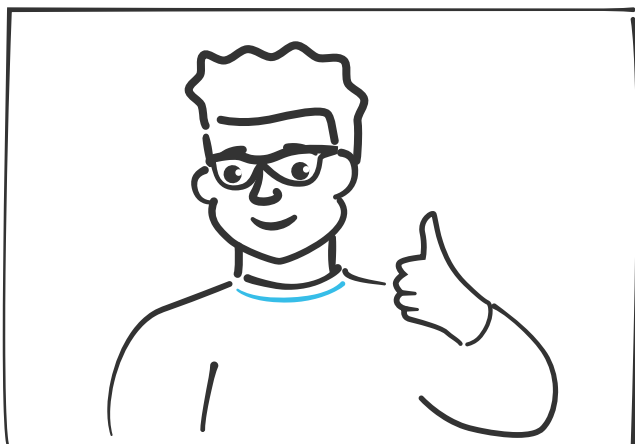
	<b>Ask permission</b>	<b>Not sure / it depends</b>	<b>Don't need permission</b>
Yazmin wants to have a sleepover at her friend's house.			
Arla wants to play with her jigsaws.			
Marcus wants to play his brother's computer games.			
Rodrigo wants to read a book in the book corner at quiet reading time.			
Gemma wants to play skipping with Hafsa and Mary at lunchtime.			
Marlon wants to hug someone in his class.			
Jay wants to borrow their friend's dress to wear at a party.			
John is playing in his garden and wants to go on the swing.			
Alfie takes a photo of Mike. He wants to share it with their other friends.			

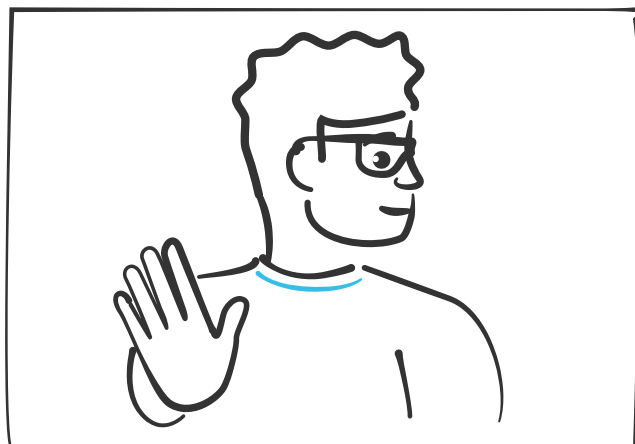
Marlon wants to play his brother's computer game.



Marlon asks: "\_\_\_\_\_"



Marlon's brother says "\_\_\_\_\_"



Marlon's brother says "\_\_\_\_\_"



Marlon \_\_\_\_\_



Marlon \_\_\_\_\_

What does this person mean by  
'personal space'?


Can you give any examples of  
'invading personal space'?

"I don't like it when people invade  
my personal space. It upsets me and  
makes me feel angry. So I shout at  
them to leave me alone, even if it's  
my dad or my best friend."


Why do you think this person feels  
angry and upset?

Do you think shouting is the best way to  
deal with the situation? Why/why not?

Holding hands	Sitting on someone's lap	Hugging
Giving someone a photo of you	Telling a joke	Playing a game together
A kiss on the lips	Sharing a hobby or interest (e.g. drawing, music, football)	Smiling at someone
Saying something kind or polite	A kiss on the cheek	Tickling



Holding hands	Sitting on someone's lap	Hugging
Giving someone a photo of you	Telling a joke	Playing a game together
A kiss on the lips	Sharing a hobby or interest (e.g. drawing, music, football)	Smiling at someone
Saying something kind or polite	A kiss on the cheek	Tickling



Other people in my community

Friends

Just for family (e.g.  
parent, brother,  
sister, grandparent)



I hate giving anyone a hug, except my mum. And I only hug her before I go to bed. Every time we go to visit my grandma, she wants to give me a hug when I leave. I love her and I'll miss her when we go home, but I really don't want to hug. How can I tell her without upsetting her?


I love playing games with my friends at school like kiss chase, or stroking each other's back with our fingertips. But the other day my friend told me she doesn't like games where someone touches her. Now what can we play?




Last time I went to have a sleepover at my friend's house, her older brother came to play with us. He kept tickling me, even after I asked him to stop. And even though I was laughing I hated it. Now I'm worried about staying at her house again and thinking about it makes me feel nervous. What should I do?

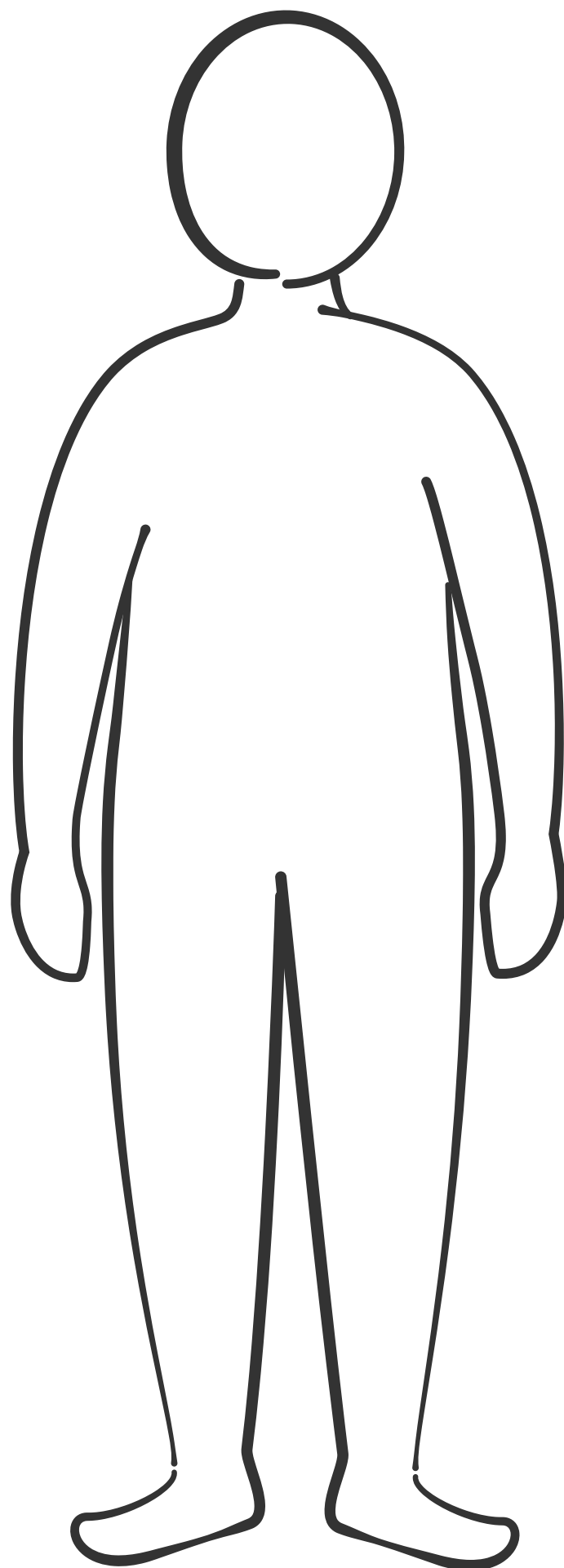
I met a friend playing an online game. He has been asking me lots of questions to get to know me and we've been chatting for a while now. He knows about what school I go to, my hobbies, my family, where I live, my favourite music and TV shows. When I told my sister she said lots of that information was private. But I've only told him, so that's okay, isn't it?



Biting	Hugging or cuddling	Kicking	Rubbing back or arms
Holding hands	Pinching	High-five	Grabbing or touching bottom
Pulling hair	Linking arms	Dancing together	Playing tag
			

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Carly likes playing in the playground with all her friends. She loves to play tag with other children in her class, and she sometimes holds hands or plays hair-plaiting with her best friend, Luca. It makes her feel happy when they play together and she finds playing with each other's hair really relaxing!



Carly's little brother sometimes bites or pinches her when they play at home. This makes Carly feel angry. It really hurts her but Dad says she has to be kind to her little brother because he's only a baby and doesn't understand.



Carly was sitting in the lunch hall today, and wasn't with Luca like usual, so a boy from another class sat next to her. He sat really close and started poking her and pulling weird faces. When she stood up to leave, he smacked her bottom. It made Carly feel scared, embarrassed and uncomfortable. She got a horrible sick feeling in her tummy and her cheeks were red and hot. She hoped no one had seen and didn't know what to do next.