



Title: Consent and Boudaries

DATE:

Ready to Learn Reminders

- Sit in the seating plan.
- Take your coat/hat/scarf off.
- Get equipment out (including green pen).
- Write title, date, subheading and underline – keep your book beautiful!
- Complete DNA in silence.

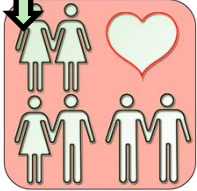


Do Now Activity

Retrieval Practice



Starter



Consent and Boundaries



LEARNING OUTCOMES

Knowledge, Skills & Actions

To understand what constitutes consent and why consent should always be respected

To evaluate why personal space and boundaries are important when growing up

To understand how to deal with situations in an assertive way



New Vocabulary

consent, self esteem, boundaries, praise, essential, comfortable, retractable, active, peer pressure



STARTER ACTIVITY

Think about a time when you did something well and were praised for it.

How did you feel?

What do you say when someone praises you?

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

PSHE

EFFECTIVE GROUND RULES

CREATIVE CURRICULUM

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

Be open and honest but **no personal comments** – Discussions will be about **'general situations'**

Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS

There are **no stupid questions**. A question box for anonymous Questions

It's OK to get things wrong

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

Conversations stay in the room unless it is a **safeguarding issue**



Consent and Boundaries



ASSESSMENT FOR LEARNING

BASELINE CONFIDENCE CHECKER



BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
		NOT CONFIDENT				CONFIDENT			VERY CONFIDENT	
I can explain why personal space is important										
I understand what consent is and when it is given										
I can respond to people and situations in an assertive manner										



Complete a baseline assessment of where you think you are at for this lesson
(Discussion or complete sheet)



2 Minutes



I'm not confident at all



I'm getting more confidence



Confident



Very confident



Super confident

CONSENT

Context

What situations have you heard the word consent used?

Synonyms

What other words could you use instead of consent?

Examples

When do you have to ask for consent?

Behaviours

How do you know if consent has been given?

Task

Split white board into four sections and complete.
Come up with your own definition of what consent is



Consent



You don't have to do anything that you don't want to do. If you're being pressured to do something you're not comfortable with, that's called coercion, even if it's someone you trust.

YES

Consent is an agreement which is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement.

Ethical sexual practices based on respect, equality and freedom are crucial - especially if we want to work to prevent sexual violence. Consent must be sought and is rooted in mutual respect, empathy and dignity for another person.

Consent and Peer Pressure



I got a friend video....

Task: Pick one or two colours and answer all the related questions

What thinking is needed? next steps? Where are we now

What is wrong? Is it safe? can it be done?

THINKING

JUDGEMENT



What facts do I know? What else do I need to know? What do I want to know?

How do I feel about this? What don't I like about this? What do I like about this?

Can something be done? New ideas? What are the solutions/suggestions?



INFORMATION

FEELINGS

CREATIVITY

2 Minutes

THINKING
HATS

SORTING ACTIVITY

Match the key word with its correct meaning

Individual Choice

Freely

Values

Capacity to consent

Identity

Is the individual capable of understanding what is happening?

A moral standard of behaviour accepted by society.

A choice made without manipulation, exploitation or duress

A deliberate and active choice made by an individual. The individual has ownership and agency all the time.

Characteristics that determine what or who a person is. (e.g. Social class, heritage or gender.)

A

B

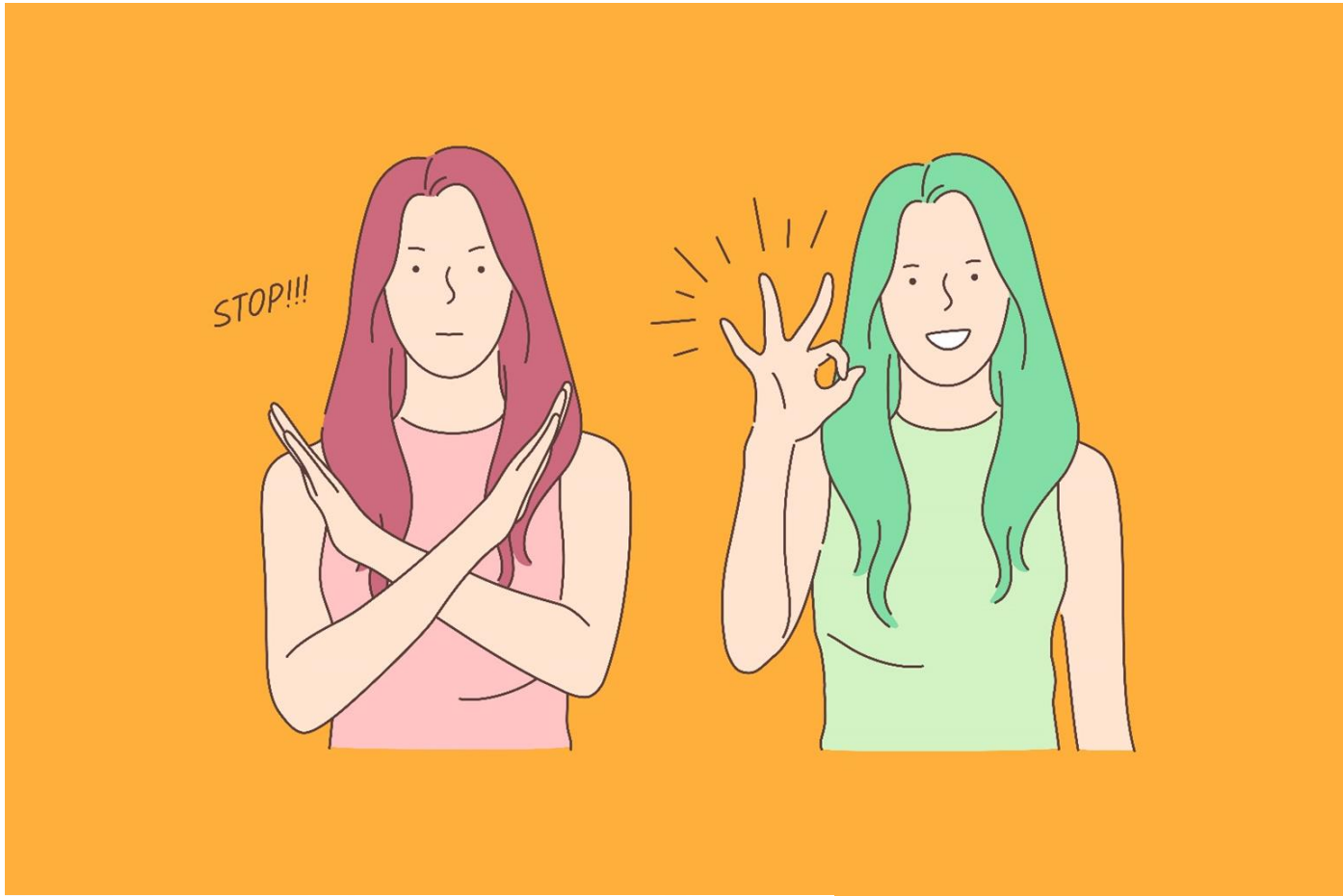
C

D

E

EXTENSION: Which of these above are key elements of consent?





Why is asking someone for their consent important?

How would you feel if someone did something you didn't agree to?

Vimeo – Consent for Kids



Saying Yes or No: What Is Consent?

Task: Pick one or two colours and answer all the related questions

What thinking is needed? next steps? Where are we now

What is wrong? Is it safe? can it be done?

THINKING

JUDGEMENT



What facts do I know? What else do I need to know? What do I want to know?

How do I feel about this? What don't I like about this? What do I like about this?

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INFORMATION

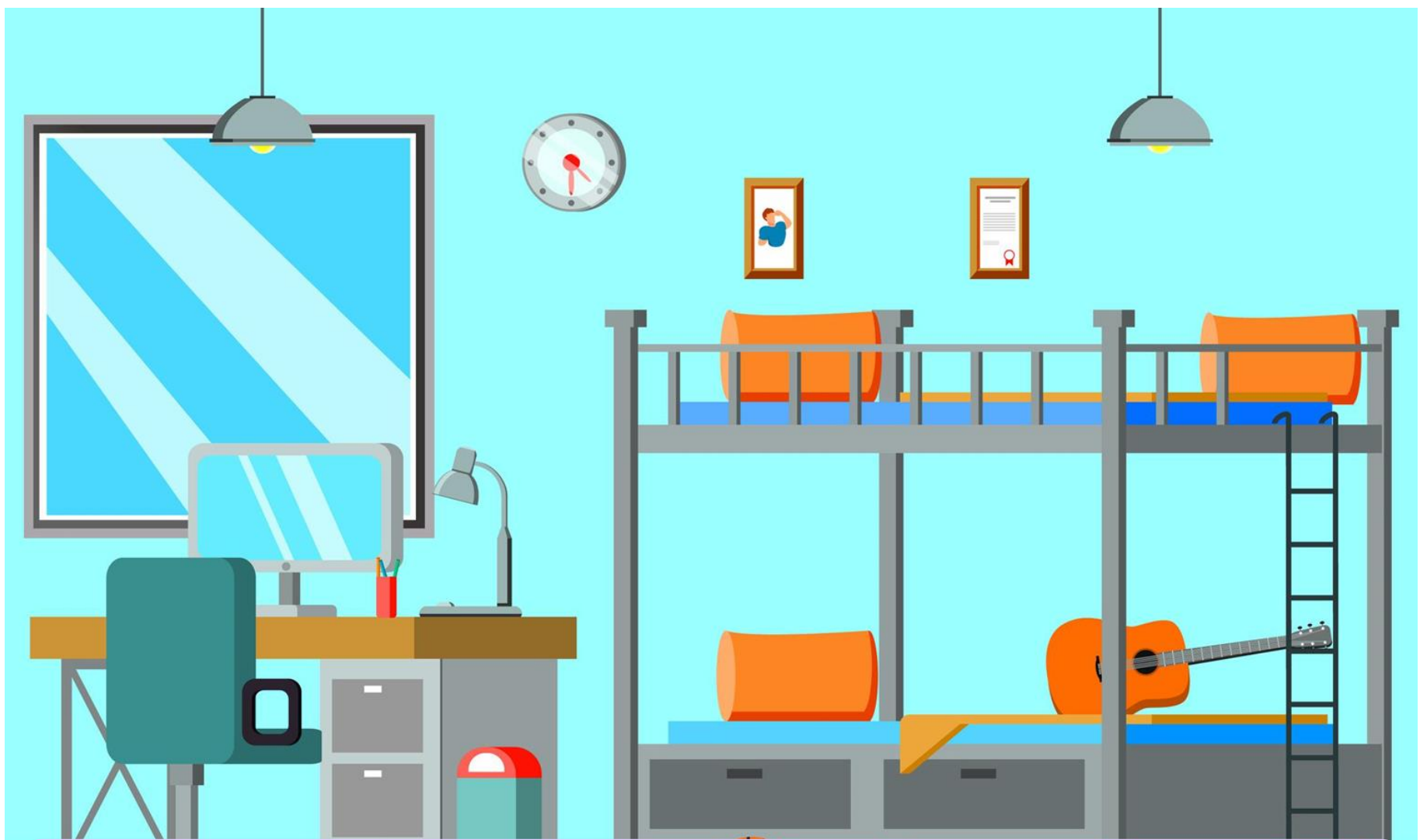
FEELINGS

CREATIVITY



3 Minutes

THINKING
HATS



Discussion
task

What does the term boundary mean?
Can some boundaries be non-physical?
What does personal space mean?

HOW COULD YOU SAY NO TO CIGARETTES?

Top Tips

Serious and strong
Reasons
Walk away
afterwards
Calm and certain
Assertive not
aggressive
Definite body
language



UDEAL strategy to being assertive

- ✓ **U**se a reasonable voice
- ✓ **D**escribe the problem
- ✓ **E**xpress how you feel
- ✓ **A**sk for a specific change
- ✓ **L**ist the improvements



Task

What could you say in these situations?

- A) A friend offers you some alcohol
- B) Someone wants to hold your hand and you don't want to
- C) A stranger wants to buy you something or offer you a lift
- D) Your parents are pressuring you to join an after school club
- E) Your partner wants to move your relationship on to the next level and you feel uncomfortable

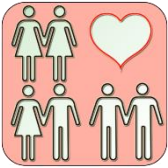
UDEAL strategy to being assertive

- ✓ **U** Use a reasonable voice
- ✓ **D** Describe the problem
- ✓ **E** Express how you feel
- ✓ **A** Ask for a specific change
- ✓ **L** List the improvements

STOP SMOKING!

World No Tobacco Day





“Most parents always respect their children’s personal space and only intervene when needed”

Talking points

- I think that ...
- I don’t think... is right because...
- My opinion is...
- I would argue the same because...
- I disagree with... because
- Building on what
- An alternate way of looking at this is...
- I sort of agree, however....
- In my view...
- I would challenge what... said because ...

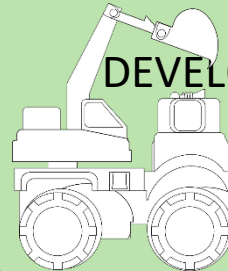
AGREE



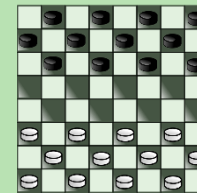
DISAGREE



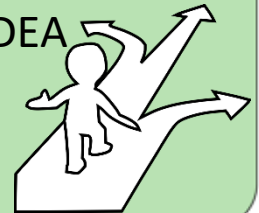
DEVELOP



CHALLENGE



ALTERNATE IDEA



LEARNING OUTCOMES



STOP!






Let us review our learning outcomes for this lesson
Knowledge, Skills & Actions

PAIR & SHARE

ASSESSMENT FOR LEARNING

Confidence Checker



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Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes



	I'm not confident at all		I'm getting more confidence		Confident		Very confident		Super confident
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IMPORTANT INFORMATION

SEEKING SUPPORT

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

IMPORTANT INFORMATION

FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR, TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!

SUBMIT ANNONYMOUS QUESTION TO <https://riseabove.org.uk/wall/>
VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

-
-
-
-



2 Minutes

SIGNPOSTING SUPPORT

HELP & SUPPORT SERVICES

FURTHER INFORMATION



REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged

Today I have tried to...

Next lesson I would like to..

Before I would have done... Now I will ...

Before I would have said ... but now I will say...

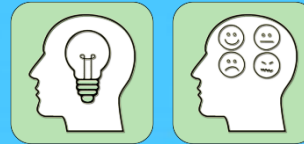
A problem I overcame today was...

2 Minutes



REFER TO MINDFULNESS

▶▶▶ POWERPOINT



Time for a little something extra?

?? Minutes

