

PSHE Year 3 (Autumn 2 and revisited in Summer 2 during RSE) Consent

Prior Learning: In Year 2 children learnt about respecting privacy and what permission and seeking permission means.

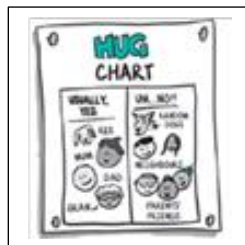
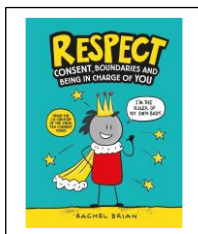
We cover consent within the 'Relationships' concept' of PSHE Education in every year group. The key learning — about respecting the rights of others, communication, negotiation and considering the freedom and capacity of others to make choices — is crucial in a range of situations young people will encounter throughout their lives. Consent education plays an essential part in preventing and addressing harassment and relationship abuse. Learning about consent will be revisited during RSE sessions.

What is consent?

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

1. TWAL: To understand what we mean be boundaries

What do the children understand boundaries to be? Explore hug situations- when this might be right and when not. Children should choose a social greeting they feel comfortable receiving from adults in school/peers. Discuss ways to deal with a situation you are uncomfortable in. Note useful phrases in speech bubbles to support this. Role play scenarios, such as Aunt Gladys wanting a kiss, but the children say...'How about...' 'Let's' try...' 'I don't like it when' Safety situation sorting: Children should discuss with a group or partner whether the situation is one when we must have bodily contact for safety or not



- Share different groups' sorting. Do they all agree?
- How can we tell if it is a safety situation?
- Children discuss ways they can have their say in the situations under MUST DO for safety.



- It's okay to have different boundaries to others.
- What you're comfortable with one day can be different the next day and this is O.K
- You can and should have your say in a situation you feel uncomfortable in.
- Consent means to agree to something.

2. TWAL: To explore what we mean by 'gut feelings' and how important it is to

listen to them.

Discuss the expression 'gut feeling'. What do children understand this to mean?



When do they get a 'gut feeling'? Discussion and sorting of given scenarios.

Discuss further scenarios of when something doesn't feel right 'not O.K' and what to do in these scenarios. Where to get help. Discuss trusted adults/ trusted friends and who they might be. Create posters to show that when situations are not O.K when they need to tell a trusted friend or helpful adult who they may be.



- If your gut decides that someone's attention gives you a bad feeling it's ok to say no to their attention
- If a person doesn't respect your boundaries or pressures, you to change your mind it's important to tell a trusted friend or adult
- Other ways to get help (for example child line, police)

Words we will know!

