

PSHE Year 5 (Autumn 2 and revisited in Summer 2 during RSE) Consent (PSHE Association KS2 lesson 1 & 2)

Prior Learning: In Year 4 children learnt about boundaries, consent, power, and what healthy and unhealthy relationships look like.

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 learn about giving and asking for permission (consent).

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. Pupils review short scenarios to decide when permission needs to be asked for. Pupils create a consent storyboard demonstrating how people can ask for, give and not give permission. Pupils think/pair/share in response to different 'what if' scenarios to deepen their understanding of consent. Remind pupils of sources of support and who they could speak to if concerned about consent / permission seeking.



- A person's decision must always be respected, even if it makes us feel frustrated or upset.
- It is okay to change our minds.
- It is important to respect other people and asking for permission is one way to do this. Do 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.

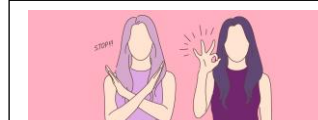


2. TWAL: To learn more about personal boundaries

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. Pupils respond to a statement from a character about personal space. In parallel lines, pupils practise recognising and affirming personal boundaries. Pupils think about appropriate boundaries for families, friends, and the wider community. Consider more character scenarios where children give advice. Pupils list sources of support if anyone is concerned about personal boundaries – reinforce with further suggestions.



- 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.
- Boundaries can be different for different people or in different relationships
- It is important to respect everyone's personal boundaries and be able to voice what your own are
- Where to get help if needed



Words we will know!

