



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, Boundaries, Peer
Pressure, Individual Choice,
Capacity to Consent,
Assertive



STARTER ACTIVITY

3 Minutes

Think about a time when you were asked to
do something that you didn't want to.

How did you feel?

What do you say when you don't want to do something?



GROUND RULES



Be open and honest
No Personal Comments
Discussions must be about
'general situations'



You don't have to say
things about yourself if
you don't want to

It's OK to be embarrassed
by a topic but don't show
that you are embarrassed
through silliness



Be Respectful

Listen & don't interrupt others
Only 1 person talking at a time
Use the agreed appropriate
Language (Avoid slang terms)



Don't Make Assumptions
about people's values,
attitudes, behaviours, life
experiences or feelings

PSHE CLASSROOM RULES

DEALING WITH SENSITIVE TOPICS

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

There are **no stupid questions**
It's OK to get things wrong



Be Non-Judgemental
No put-downs. Challenge
the opinion, not the
person

Conversations on sensitive
topics stay in the
classroom unless it is a
safeguarding issue

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

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

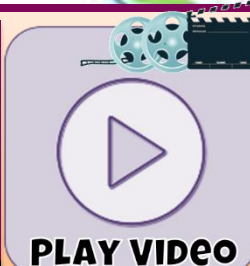
How do you know if consent has been given?

Task

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

Consent for
kids

3 Minutes



Consent

You don't have to do anything that makes you feel uncomfortable.

If you're being pressured to do something you're not comfortable with, that's called coercion, even if it's someone you trust.

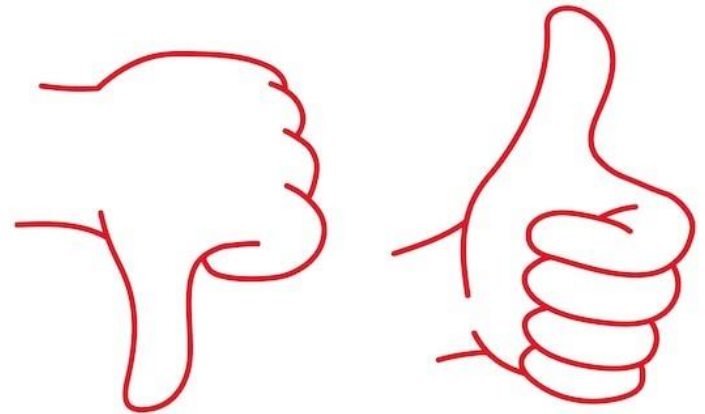
Consent must be sought and is rooted in mutual respect, empathy and dignity for another person.

It is essential to understand consent because it helps us respect each other's boundaries and make sure everyone is comfortable and safe.

It is important to remember that consent should be given freely and without any pressure. It is okay to say no if you don't feel comfortable doing something, and it is important to listen to others when they say no as well.

Remember, consent is about respecting each other's choices and feelings!

For example, when we play games with our friends, we always ask if they want to join in. This is an example of getting consent because we are making sure our friends want to play with us.



Did you know?

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



Peer Pressure



How To Handle Peer Pressure

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



2 Minutes



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

INFORMATION



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

FEELINGS



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

CREATIVITY



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

THINKING



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

JUDGEMENT

SORTING ACTIVITY

Match the key word with its correct meaning

Individual Choice

A choice made without manipulation, exploitation or duress.

A

Freely

A moral standard of behaviour accepted by society.

B

Values

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

C

**Capacity to
Consent**

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

D

Identity

Is the individual capable of understanding what is happening?

E

EXTENSION

Which of these are key elements of consent?



Task

Discuss with a partner or as a class.

1. Why is asking someone for their consent important?
2. How would you feel if someone did something you didn't agree to?





Setting Boundaries



Setting Healthy Boundaries

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



4 Minutes



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

INFORMATION



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

FEELINGS



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

CREATIVITY



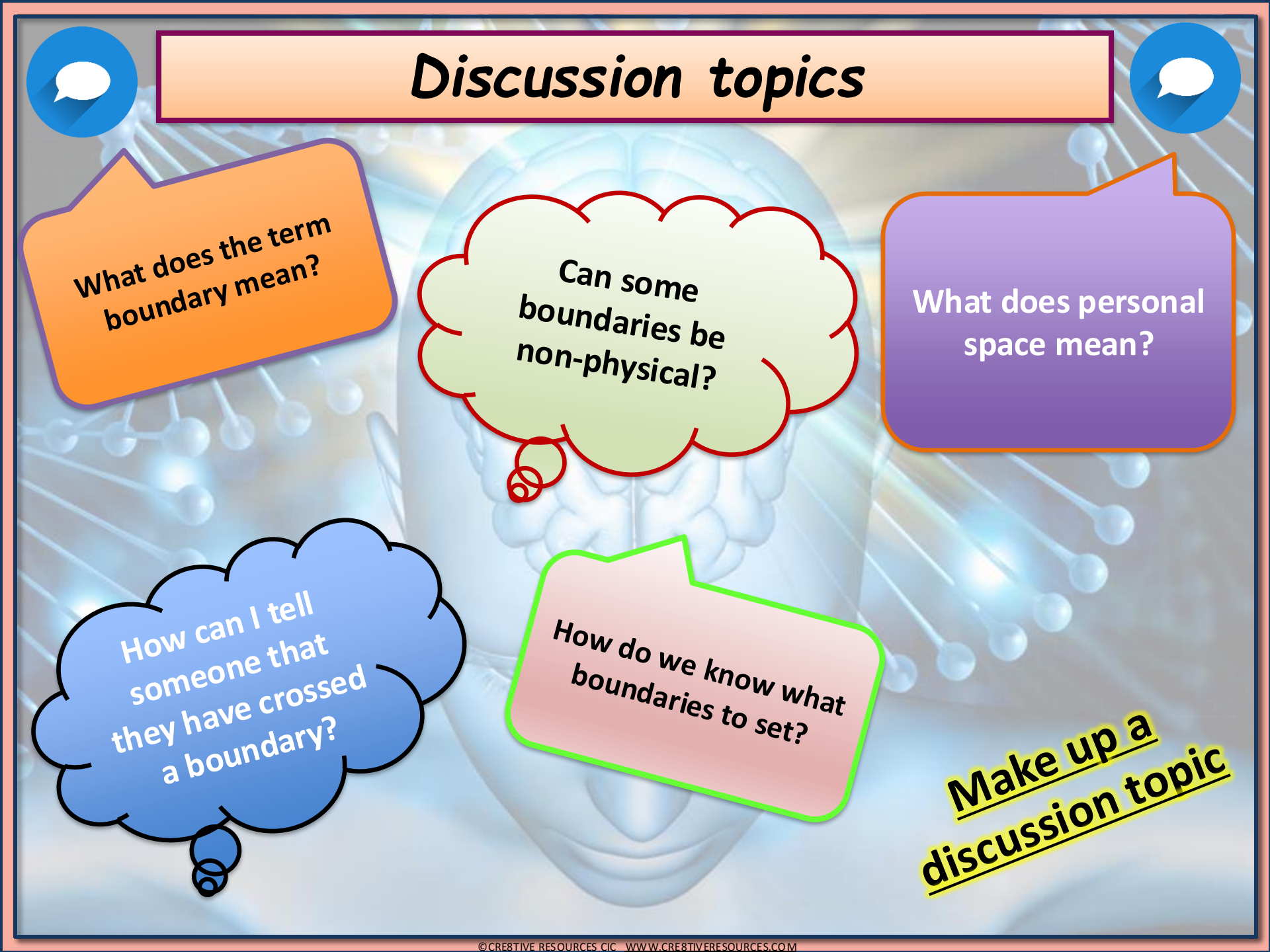
What thinking is needed? Next steps? Where are we now?

THINKING



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

JUDGEMENT



Discussion topics



What does the term
boundary mean?

Can some
boundaries be
non-physical?

What does personal
space mean?

How can I tell
someone that
they have crossed
a boundary?

How do we know what
boundaries to set?

**Make up a
discussion topic**

Boundaries

Setting boundaries is an important skill that everyone should learn, no matter how old they are.

Boundaries are like invisible lines that we draw around ourselves to protect our feelings, our space, and our bodies.

Just like how we might have a fence around our house to keep people out, setting boundaries helps us keep people from crossing lines that make us feel uncomfortable or unsafe.

Remember, setting boundaries is all about taking care of yourself and making sure that you feel safe and comfortable in any situation.

It's important to understand that setting boundaries is not about being mean or rude to others. It's about communicating your needs in a respectful and assertive way.

By setting boundaries, you are showing others that you value yourself and your well-being.

For example, if you don't want someone to touch you or invade your personal space, it's important to let them know and ask them to give you some space.



Did you know?

If someone tells you that they don't want to do something or that they don't like something, it's important to listen and respect their boundaries, just as you would want them to respect yours.

HOW COULD YOU SAY NO TO CIGARETTES?

Top Tips

Sound serious and strong

Give clear reasons

Walk away afterwards

Stay calm and certain

Be assertive not aggressive

Use 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

What could you say in these situations?

ROUND 1 (CLICK TO REVEAL)

ROUND 2 (CLICK TO REVEAL)

ROUND 3 (CLICK TO REVEAL)

ROUND 4 (CLICK TO REVEAL)

FINAL ROUND (CLICK TO REVEAL)

No
Means
No

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

What Do You Think?



“Most parents always respect their teenager’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... said. I think...
An alternate way of looking at this is...
I sort of agree, however....
I would challenge what.. said because ...

Do you agree or disagree? Why?

Can you add to the statement?

Do you have a question about the statement?

Would you like to challenge what is being said?

Do you have an alternative idea?





REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT
FOR LEARNING

CONFIDENCE CHECKER



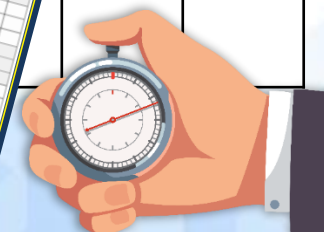
AFTER THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT						
Knowledge, Skills & Actions	1		2	3		4	5		6	7		8	9		10
I understand what consent is and when it is given															
I can explain why boundaries including personal space are important															
I can respond to people and situations in an assertive manner															





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
on this topic


A little
confident


Confident


Very
confident


I am super
confident on
this topic



IMPORTANT INFORMATION



2 Minutes



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

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW.
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ☐ <https://positivepsychology.com/great-self-care-setting-healthy-boundaries/> - More tips of setting healthy boundaries
- ☐ <https://psychcentral.com/lib/10-way-to-build-and-preserve-better-boundaries> - 10 Ways to Build and Preserve Better Boundaries
- ☐ <https://learning.nspcc.org.uk/child-protection-system/children-the-law> - Children and the law

RELATIONSHIPS
& SEX EDUCATION

SEEKING SUPPORT

REFLECTION PLENARY



A problem I overcame today was...

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

**The key words for this lesson
were...**

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

Today I have tried to...

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

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

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

Next lesson I would like to...

**A question I would like to ask
is...**

**I would like to learn more
about...**

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

**I now know I can supported
others by...**

**One thing I didn't realise was...
this will help me to...**

2 Minutes

