



Title: Consent: What is consent? (V2)

Level: SECOND

Code: 2.10.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a	<ul style="list-style-type: none"> • Describes the concept of consent.

Learning Intentions

- Children understand the concept of consent.
- Children understand the concept of bodily autonomy.
- Children acknowledge personal space and boundaries.
- Children know that all forms of abuse are wrong.
- Children learn help-seeking behaviours.

Success criteria

- I can describe what consent means to me.
- I know that I, and others, can use words, body language and facial expression to communicate what they like and don't like.
- I explain the idea of personal space.
- I can explain that my body is *my* body.
- I can name an adult/adults I go to if I have a worry.

Resources to support this activity

- PowerPoint slides
- Props for the 'pass the thing' game
- Boss of My Body song <https://youtu.be/zAALZxa6NCw> (2 minutes 33)

NOTE: In **2.10 Consent** children are introduced to the concept of consent, this is defined as asking and receiving (or not) a person's permission to do something. Through games and situations which children explore they will be learning to ask for consent/permission and that they can say 'no' to a request made to them. The first session introduces the idea of consent as it relates to their body, this is developed further in the second activity. The learning about consent at this Level is not be confused with the idea of 'sexual consent' which young people explore in secondary school activities, rather this early work on consent is about promoting self-confidence, respect for others and protection from harm. Children can also explore feeling yes/feeling no as part of activities in **2.9 Protecting Me**. It does not matter which order the children do the activities on **Consent** and **Protecting Me** but it is worth spacing them some way apart or in different years so that learning is reinforced rather than repeated too soon.

Activity

1. As the children will be playing some games in this session start in the circle, having cleared the room as much as you can for a bit of moving around. Share the slide that has the word: **Consent** Acknowledge that this might be a new word. Explain that the children will be finding out more about it today. Put up the next slide with the definition.

Consent means asking someone's permission to do something. If they say yes they have given their consent. If they say no, they have not given consent. If a person is not sure, or does not say 'yes' then this is not consent.

2. Explain that you will be playing a couple of games to help everyone think about consent.

Pass the thing. Sitting in a circle introduce 2 objects (a ball, a watering can.... anything, perhaps the odder the better). Explain that the children are to pass the objects around the circle, but they must ask if the next person wants the object. So, if they have the ball they turn to their neighbour and say: *Would you like the ball?* The neighbour can say *Yes, I would like the ball, thank you.* If they say this, they take the ball and turn to the next neighbour and repeat. But they can also say *No, I don't want the ball.* Then the person with the ball has to turn in the other direction and ask that person. (explain that you will keep an eye out, if the second person says no you will rescue the ball and take it to another part of the circle). Get both objects going around the circle at the same time. Roll play the question/response and check understanding. Keep going for as long as it's fun – there might be chaos when the items meet. Stop and start as necessary.

Would you like a cup of tea? This game requires moving around. Half the group are to be people who have a (imaginary) teapot and a tea cup in their hands. They go around the room offering a person they meet a cup of tea. "Would you like a cup of tea?". If the person says yes, they then give them the cup, check if they need milk or sugar and make/pour them the cup of tea. If the person says 'No, thank you, I don't want a cup of tea' then they must just smile and move on. Encourage the children to be quite expressive and dramatic as they offer, make the tea or as they say yes or no – so encourage a very enthusiastic yes or no. (Role play before you start and really exaggerate a couple of responses as tea-maker and tea-drinker).

3. Bring the children back together. Recap that the games were about asking somebody if they want something – then they can say yes or no. Stress that it is important to listen to what someone says. Ask the children: **Apart from what someone says, how else can you tell if they want something or not? What does someone say with their face or their body if they mean no (even if they don't say it)?** Affirm that this is asking for and giving or not giving consent.
4. Ask the children for their own examples: **When do you ask someone for consent to do something?** As an example you might ask what do you do if you need to go to the toilet in school? Or ask, when do you ask your parents their permission or consent if you can do or have something? (Examples could be to invite a friend for a sleepover. Or to stay up later to watch something on TV). In the examples use any examples where consent/permission is not clear or changes.
5. Explain that you have some examples (on the slides) of when people might ask for consent from someone else – the children are to decide if this person has given their consent or not. (For

example 3, the point is to explain that when a person is unsure or doesn't clearly say 'yes', then this is not consent).

- A. Maria has forgotten to bring her colour pencils to school. She asks her friend Martha if she can borrow her blue pencil. Martha says "Yes, of course you can". **Can Maria borrow the pencil? Has Martha given her consent?**
 - B. Aadya is in the dining hall having lunch. She forgot to pick up a spoon and can see that Dimitri has one. Aadya says "Can I have that spoon?" and Dimitri says "No, I need it". **Can Aadya take the spoon? Did Dimitri give his consent?**
 - C. Michael has a packet of crisps. His friend Leah says "Can I have one?" Michael doesn't look happy, he says "Well...." **Can Leah take a crisp? Has Michael given his consent?**
6. Discuss and clarify as necessary – taking time to make sure everyone is following – children can explain to each other where necessary. Explain that here are other examples, *but this time something changes*. Share the examples on the next 2 slides, after reactions to the second slide the point to make is that Sophie had consent the first time, *but not the second*, that just because somebody says yes one time, you still need to ask another time.
- D. Sophie's big brother Max comes home with a pizza. He says "Would you like a piece?" Sophie takes a piece of pizza. **Did Sophie have her brother's consent?**
 - E. The next day, Max comes home with another pizza. He doesn't say anything and leaves it on the kitchen table and goes to his room for something. Sophie takes a bit of pizza. **Did she have her brothers consent?**
7. **Consent examples: What can these children do?** Explain that you will now share some situations with the children where children are trying to work out the best thing to do. They are difficult situations and the children need to work out if they want to give their consent or not, and also how to do that. Ask the children to work with a shoulder partner, share the 'dilemmas' one at a time, encourage discussion then feedback. To end each scenario discussion, make sure the children are clear about *what the child wants to do* and *what best way to do it/achieve the outcome that they want*. (If children are keen, ask them to role play being each child, thinking about what they could say and how).
- F. Robbie's auntie and uncle are visiting. They are leaving soon and his Mum says "Robbie, go give Auntie Rose and Uncle Derek a kiss goodbye". Robbie really doesn't want to kiss them goodbye. **What can Robbie say or do?**
 - G. Peter has a new friend at school. His friend has asked him to come for a sleepover, but Peter doesn't want to. His friend keeps asking. **What can Peter say or do?**
 - H. Andrew likes Misha, they are friends. Andrew would like Misha to be his girlfriend. He wants to hold her hand as they walk home. **What can Andrew say or do?**
 - I. Misha likes Andrew, they are friends. Andrew asked Misha if he could hold her hand when they were walking home. Misha just wants to be Andrews friend, not a girlfriend. She doesn't want to hold his hand. **What can Misha say or do?**

8. To finish, emphasise that a lot of the activities today have been about looking after ourselves and understanding that we can say yes, or no, or not be sure about something that a person asks us to do. Also, if someone says no, or isn't sure, they have not given their consent.
9. Tell the children that in the next lesson/activity they will be thinking about what consent means when it comes to our bodies, because we are all the boss of our own bodies. Say you have a song to share – it's called **Boss of My Body** <https://youtu.be/zAALZxa6NCw> (2 minutes 33) Watch the video and get some initial thoughts but don't go into too much detail/conversation. Maybe watch it again and encourage some dancing/singing along. Explain that the conversation is to be continued....

Additional ideas

- **Boss of My Body** is part of a TV show that now airs on Amazon Prime UK called **Ruby's Studio: The Safety Show**
- A book for children is also available called **Miles is the Boss of His Body** featuring a 6 year old character: <https://www.rubystudio.com/products/miles-is-the-boss-of-his-body>

Connecting with home

The text below could be used to communicate with home about these activities.

In two activities the children are learning about consent, we say that consent means when we ask for and receive (or not) a person's permission to do something. Through games and imagining situations children will build their skills and confidence to be able to say both yes and no. They will learn to recognise situations where they feel nervous or worried, we will help them to trust what we will call their 'belly voice', that feeling of nervousness or worry if someone asks them to do something they do not want to do. We are learning about consent now because we want the children to grow in self-confidence, respect for others and be protected from harm. We will be using these two short films, one is Consent for Kids and the other is a great song called Boss of My Body (which you can also buy/download)

Boss of My Body <https://youtu.be/zAALZxa6NCw> (2 minutes 33)

Consent for kids <https://www.youtube.com/watch?v=h3nhM9UJjc> (duration 2 minutes 42)

As always, if you have any questions about our work on any topic just do get in touch.

Further learning activities are available that connect to this RSHP curriculum content

- 2.10.2 Consent: My body is mine

Practitioner Notes