



**Title: Consent**  
**Part 2: My body is mine**

**Level: SECOND**

**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"> <li>Describes the concept of consent.</li> </ul>

**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**

1. PowerPoint slides
2. **Consent for kids** <https://www.youtube.com/watch?v=h3nhM9UIJjc> (duration 2 minutes 42)
3. **Boss of My Body** <https://youtu.be/zAALZxa6NCw> (2 minutes 33)

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

**NOTE:** This second activity sees the children consider the concept of consent further. Games and situations are used as ways to explore consent and bodily autonomy.

## Activity

1. Recap/remind the children about the previous activity. Do the children remember the song Boss of My Body? Explain that they watched the song because it reminds us that our bodies belong to us. This is important also because we are learning about consent – and consent means (share the slide as a reminder):

**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 today the children will be thinking about their bodies and about consent. This is important because their body belongs to them. Here is a cartoon that explains this. Watch **Consent for kids** <https://www.youtube.com/watch?v=h3nhM9Uljc> (duration 2 minutes 42) check understanding, take any questions and clarify as necessary. The film uses the term ‘body autonomy’, after the film either use the slide and talk about what this means.

**Body autonomy** means your body is your body. It belongs to you. You are the boss of your body.

3. **The shake/hi-five/hug game.** Explain that this game is about **practicing consent**. It comes from something the children have just seen in the cartoon. Say the title and explain like this (role play/act out as you go with a couple of volunteer children, again it’s good to exaggerate the greetings a wee bit).
  - Every child is in team 1 or team 2 (stickers with 1 or 2 on might be helpful). The idea is everyone walks round the room and when the buzzer/bell (play a sound) goes we stop beside a person in the other team and say hello to the person we are next to.
  - The person in team 1 gets to ask how the other person wants to say hello, they can ask “Would you like to shake hands, or hi-five or would you like a hug?”
  - The person in team 2 gets to pick. They can also say “None of these thanks, I’ll just say hello”.
  - One further rule... Also, the person in team 1 gets to decide what they want to offer as a ‘hello’. So, they might just say, “Would you like to shake hands or hi-five?”.

Take any questions to clarify, go through the instructions again. Get children into teams and give it a go.

4. After a while ask: *How is it going? Are you able to give or not give consent? Is it easy or hard to say yes or no to what the person asks?* Swap teams around and have team 2 children make the offer of hand shake, hi-five or hug. Remind them they *both* have choices.
5. **Listening to our belly voice.** (As teacher if you would rather you can call this ‘gut instinct’ or another term just change the PowerPoint slide) Get back together in a circle around the whiteboard. Review the game and how it felt to make a choice about whether to give a handshake, a hi-five or a hug. Ask: **Did anyone feel a bit nervous or worried about what to ask or what to answer?** Any reasons they can think why? (The children will perhaps say they didn’t want to be rude, or they didn’t want to hurt someone’s feelings... accept all).

6. Explain to the children that sometimes things make us feel weird, or scared, or yucky and we don't know why – that it's like when we get a feeling that something isn't right, or we are confused, but maybe we can't quite put it into words. Some people say this is our gut instinct, or even that we have a 'belly voice' (you can make a facial expression and rub your belly as part of this explanation) that is telling us that something isn't okay. Explain that it's really important to listen to these feelings. Say that you have some examples of this, lets hear about these children and talk about their situation. (On slides):
  - A. Ava was playing outside. A boy she knows said "Come here, there's something I want to show you on my phone". The other boys were looking at his phone and laughing. Ava said "No thanks, I don't want to see it" and kept playing with her friend. **Did Ava do the right thing? What else could Ava do?**
  - B. Joe was playing at his friend's house and there was a party going on, there were lots of adults. One of the grown-ups said to Joe "Come and sit here with me" but Joe didn't want to. In his tummy he was feeling nervous about the man. So, he said "No, I'm going out to play" and he left. **Did Joe do the right thing? What else could Joe do?**
  - C. Emma was at the local shop on her own. Some older girls were there too. They were really friendly and said: "Come with us. There's a party at our house and we've got cigarettes and vodka. It'll be fun". Emma wasn't sure what to do. She wanted to go. At first, she said "Yes". But then she said: "No thanks. I've just remembered my Gran said to come right home". **Did Emma do the right thing? What else could Emma do?**
7. While not asking for specific examples, as a whole class ask: **Do you ever get that feeling in your tummy or body that makes you feel something isn't right?** With the 'yes' responses that come emphasise that we should always trust our feelings and our belly voice and get to a place where we are safe or speak to an adult who we trust. Ask the children to take a moment and think: **Who do you go to if you have a worry or a question?** Some children may want to say who. Remind them they can come to you. (If you have worked previously on the My 5 trusted adult activity revisit it).
8. Acknowledge all the contributions. End with sharing the consent/definition slide again. Then have a screening of **Consent for Kids** or **Boss of My Body** – or both.

#### Additional ideas

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

#### Connecting with home

Text is provided in activity *What is consent?*

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

- Consent: What is consent?

#### Practitioner Notes