

# 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



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 and Boundaries

ASSESSMENT  
FOR LEARNING

## BASELINE CONFIDENCE CHECKER

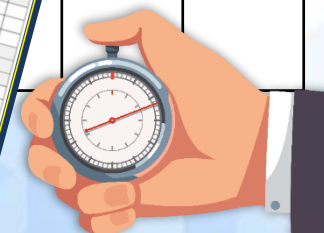


BEFORE THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Knowledge, Skills & Actions	1	2	3	4	5	6	7	8	9	10
I understand what consent is, and when it is given										
I can explain why boundaries, including personal space, are important										
I can respond to people and situations in an assertive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



Complete a baseline assessment of where you think you are at for this lesson

(Discuss or complete sheet)



2 Minutes

I'm not confident at all on this topic

A little confident

Confident

Very confident

I am super confident on this topic

# CONSENT

## Context

In 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.

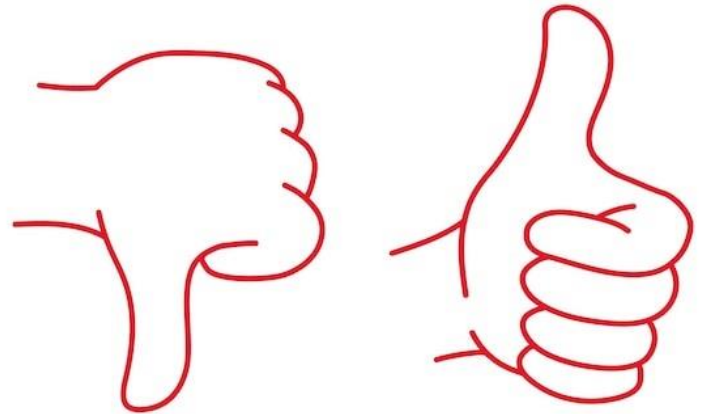
Consent must be sought, and is rooted in mutual respect, empathy, and dignity for another person.

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 it's 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

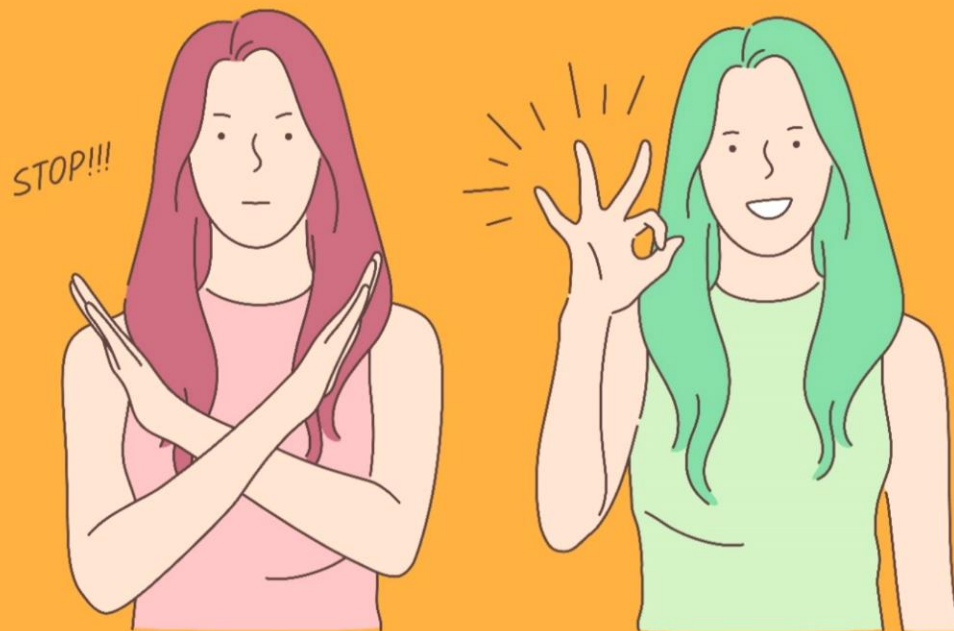
**Identity**

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 it important to ask someone for their consent?
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 children’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?**










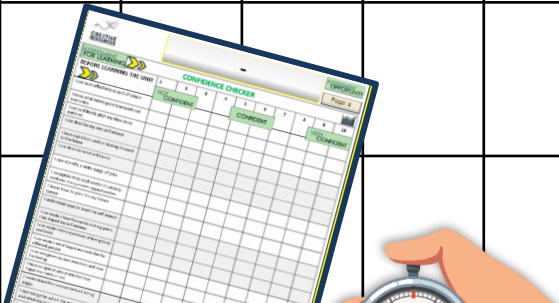
# REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT  
FOR LEARNING

## CONFIDENCE CHECKER



AFTER THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT						
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Complete the confidence checker of where you think you are at for this lesson

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3 Minutes

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# HOMEWORK SUGGESTION



## Homework Explained

Imagine that you could go back in time, and set a boundary in a situation from your past. What would you say or do to make yourself feel safer or more comfortable? Write a paragraph about how you would set that boundary.

### DUE DATE

It must be submitted by..

Hand / Google  
Classroom







# 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







# REFER TO MINDFULNESS POWERPOINT

