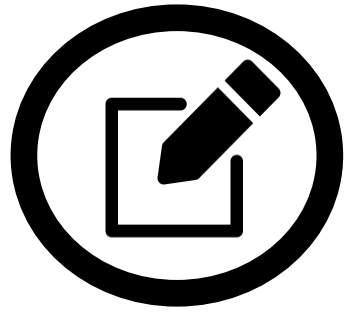




Title: Boundaries, privacy and consent

Do now task: (page 18)

1. What does the word '**consent**' mean to you?
2. How would you know if someone had consented to something?
3. How would you know if someone had **NOT** consented to something?





What are we learning today?



Lesson Objective: Today we are learning about personal boundaries, privacy and consent.

Learning Outcomes:

1. To **reflect** on our boundaries,
2. To **understand** what constitutes as consent,
3. To **develop** ways in which to be assertive about our boundaries.





PSHE ground rules



1. We join in and ask questions **if we want to**.
2. We make sure **everybody** feels listened to.
3. We keep the conversation **in the room**.
4. We make sure everybody feels ok - we **don't judge people or put people down**.
5. We use the **correct vocabulary** when possible. If we are unsure, we ask the teacher.
6. We know we can ask for **further help or advice** if we want to.



Safeguarding Team



Safeguarding means **keeping you safe** and acting to look after you if you are ever at risk. Safeguarding is the **most important job** we do in a school.



Mrs Peet



Mrs Walshe



Mrs Hinton



Mrs
Godfrey



Mrs Yates



Mrs
Stephenson



Miss
Douglas



Miss
Pattullo



Mrs Ford

If you are concerned about your **own safety or well being**, or the **safety and well being of someone else in school**, it is really important that you talk to any member of staff. That member of staff will explain your concerns confidentially to a member of the safeguarding team. You can also speak directly to the safeguarding team.



Word Rich Classroom



- **Consent** - giving someone permission to do something.
- **Personal space** - having enough distance between you and another person.
- **Privacy** - is the right to be left alone and the right to have control over your own personal information.



Privacy



- **Privacy** - is the right to be left alone and the right to have control over your own personal information.
- We all have the right to have our privacy respected.
- For example, you should be able to trust that your friends will not access your phone without your permission.



Privacy



Privacy - is the right to be left alone and the right to have control over your own personal information.

Page 16: Write down five examples of things that someone might want to keep private.



Case study



Page 16: Last week, Zoya and Aisha had been making fun videos at the park. In one Aisha does a silly impression of a celebrity. Both girls are laughing in the video.

Aisha asks Zoya to keep the videos between themselves. She likes to keep her life private.

However Zoya decides to share these videos online, she gets lots of likes and comments. People keep asking Aisha to do the impression again. Aisha is feeling upset.



Aisha



Zoya



What should Aisha do?



Speak to Zoya?	Laugh it off?	Report it to the website?
Unfollow / block Zoya?	Speak to her family?	Speak to someone in school?



Aisha

Task: page 16 Give Aisha some advice about what she should do next.



Respecting boundaries



Personal space: having enough distance between you and another person.

Discuss: What does it mean when people say someone is 'getting too close'?



Teacher feedback



Discuss: What does it mean when people say someone is 'getting too close'?

- Sitting too near you.
- Hugging you when you do not want to be hugged.
- Touching you when you do not want them to.
- Anything that makes you feel uncomfortable.

<https://www.yout-ube.com/watch?v=sgJ24hknbHs>



What should Nicky do?



John

Nicky and John are on the same football team. In a recent training session John started to comment on Nicky's arms saying they are too small.



Nicky

John kept reaching out to poke Nicky's arms and encouraging others to do the same. Nicky felt very self-conscious and uncomfortable but John continued.



Teacher feedback



John

Nicky could explain to John and the others that he feels uncomfortable and would like John to stop.



Nicky

Nicky could also report it to a trusted adult.



Word Rich Classroom



Page 17: As you discuss consent as a class, make notes around each box. For example, you might add 'permission' to the side of the synonyms box.

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?



Teacher Feedback



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

<https://www.yout-ube.com/watch?v=LO3i1EJE6DI>



Teacher Feedback



- You don't have to do anything that you don't want to do.
- 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 can change – people change their minds and this is ok.



Receiving consent



How do you know if someone wants to be hugged?

Ask them! It is important to respect their answer.

If they say 'yes'

You can hug them!

If they say 'no'

Don't hug them.

If they have said 'yes' before

You should still ask and check. This is true for any interaction.



Components for consent



Page 17: Which five of these are components of consent?

Essential	Assumed	Pressured
Retractable	Given freely	Forced
Active	Silent	Blackmailed
Reluctant	Comfortable	Unconscious



Teacher feedback

Which five of these are components of consent?

Essential	
Retractable	Given freely
Active	
	Comfortable



Giving consent



Don't forget you can say "no" if you want to.

Page 17: As a class, create a list of ways in which you can say no to someone. Write your list down.



Not now,
thank you



Giving consent



If you feel uncomfortable in a situation you can withdraw your consent

True

False

You can say 'no' at any point and that is your right. Be clear about the boundaries you are setting to other people.



Where to get help



Further information on this topic can be found here:

- ☐ If you, or anyone you know needs support in this area, speak to a **trusted** adult. In school, this includes any school staff member.
- ☐ You can also get support from Childline at **0800 1111** (Help for anyone under 19 with issues)



Class debate



“Your parents are responsible for giving consent on your behalf until you are an adult.”

You can use your mini whiteboards to jot down your ideas first!

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

An alternate way of looking at this is...

I sort of agree, however....

In my view...

I would challenge what... said because ...



Next lesson



Next lesson we will complete an assessment on the topics of identity and respect that we have learned so far.

Assessments in PSHE are simply designed to check how well you have understood the topic and to help your teachers spot if there's anything we might need to recap. They are not tests you need to revise for, and they are not something to worry about! You will have 2 a year.