

# Year 5 – Autumn Term

## Safe relationships:

### Physical contact and feeling safe

In this unit of work, pupils learn...

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

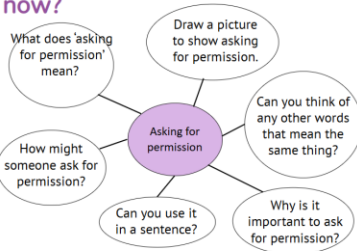
### Lesson 1 (7.1.26)

#### Baseline Assessment:

##### Where are we now?

What do you think asking for permission means?

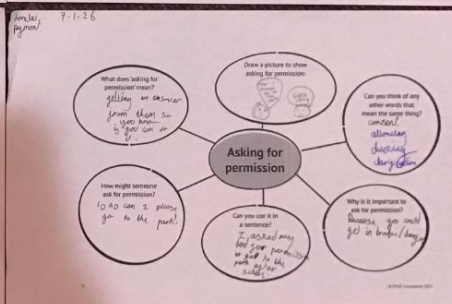
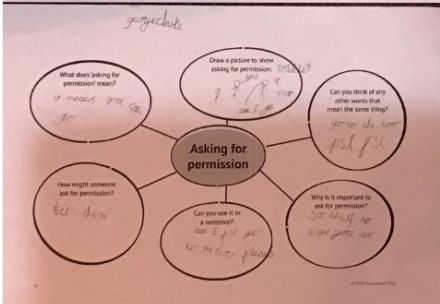
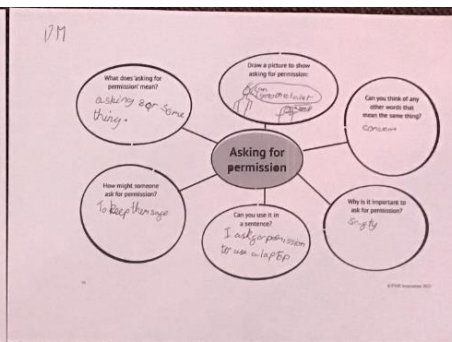
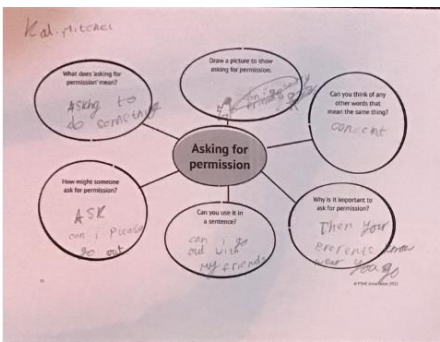
Complete the word map with your thoughts and ideas.

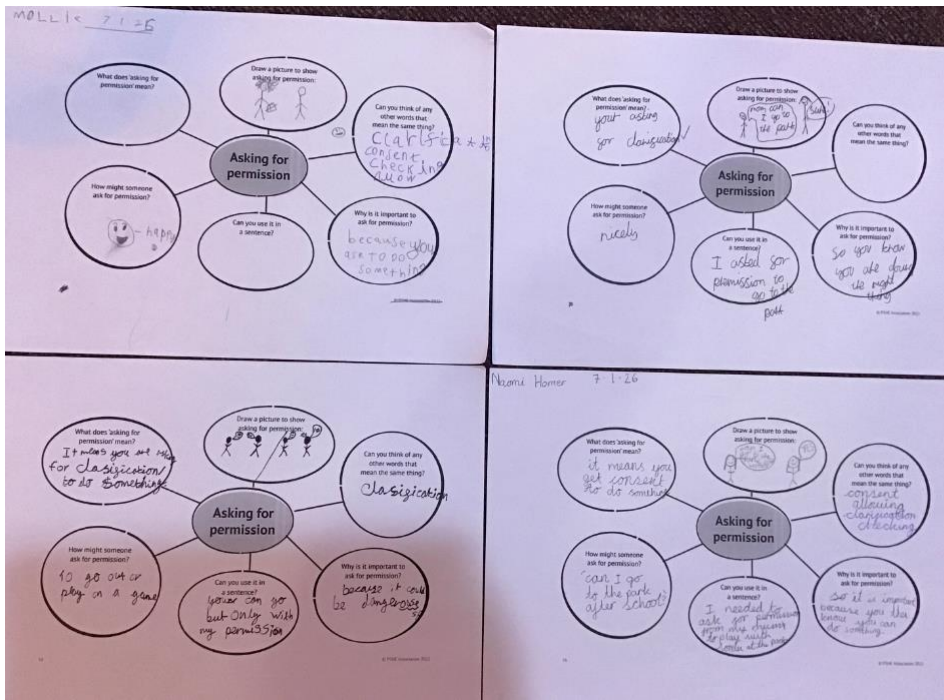


To learn about giving and asking for permission.

##### We will be able to:

- identify situations where permission needs to be asked for.
- give examples of how to ask for, give, or not give permission.
- explain why asking for permission is important in different situations.





## Paired Activity

	Ask permission	Not sure / In doubt	Don't need permission
Naomi wants to have a sleepover at her friend's house.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anna wants to play with her games.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marcus wants to play his brother's computer games.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rodrigue wants to read a book in the book corner at quiet reading time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Genevieve wants to play skipping with Hafsa and Mary at lunchtime.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Martin wants to bug someone in his class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Joe wants to borrow their friend's dress to wear at a party.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
John is playing in his garden and wants to go on the swing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alice takes a photo of Mike. He wants to share it with other friends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Marcus wants to play his brother's computer games.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rodrigue wants to read a book in the book corner at quiet reading time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Alice takes a photo of Mike. He wants to share it with other friends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

We read the different scenarios on the sheet.

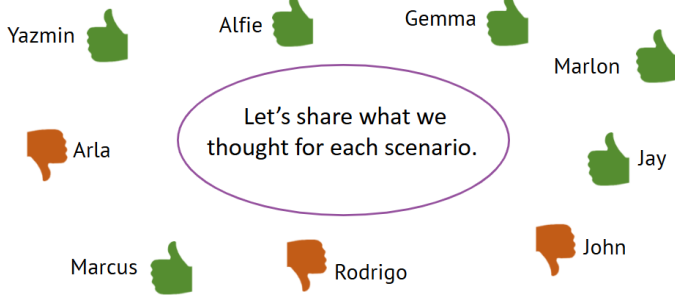
*Do you think the person needs to ask permission, doesn't need to ask permission, or are you not sure?*

*"I think a lot of the time, it depends on the situation you are in"*

*"It is best to ask or check with someone if you are not sure"*

# Answers

## When should we ask?



We then looked at some different scenarios and considered what needed to be said or done. We completed some storyboards, considering the different outcomes.

## What if?

Sally wants to borrow Adam's phone and asks if she can use it.



What might happen if:

- Adam said no, but Sally took it anyway?
- Adam said 'yes' at first, but then changed his mind and said 'no'?
- Why is it important to ask for permission?

“Sally needs to give it straight back to Adam as he did not give her permission”  
 “Adam needs to be clear with Sally – some people might not understand if they have been given permission for something”  
 “Being clear is really important”  
 “Asking for permission is checking something is okay”

“I have to ask for permission to go to the park, so my mum knows where I am”  
 “If someone doesn't give permission, you must respect that”

TEACHING ABOUT CONSENT | KS2 | LESSON 1 | RESOURCE 3A: STORYBOARD CARDS

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Marlon wants to play his brother's computer game.

Marlon asks: "can I play?"

Marlon's brother says: "oh yes, sure go ahead."

Marlon's brother says: "oh yes, sure go ahead."

Marlon's brother says: "oh yes, sure go ahead."

Marlon's brother says: "oh yes, sure go ahead."

Marlon: Thank you.

Marlon: Starts to play Football instead.

Marlon wants to play his brother's computer game.

Marlon asks: "Do you mind if I can play?"

Marlon's brother says: "Sure, here's a controller."

Marlon's brother says: "No, I don't want you to play on my own."

Marlon's brother says: "oh yes, sure go ahead."

Marlon's brother says: "oh yes, sure go ahead."

Marlon: Yay, this game is really fun.

Marlon: goes outside and plays a different game.

Marlon wants to play his brother's computer game.

Marlon asks: "LET ME PLAY YOUR PS4/VIDEO."

Marlon's brother says: "oh yes, sure go ahead."

Marlon's brother says: "oh yes, sure go ahead."

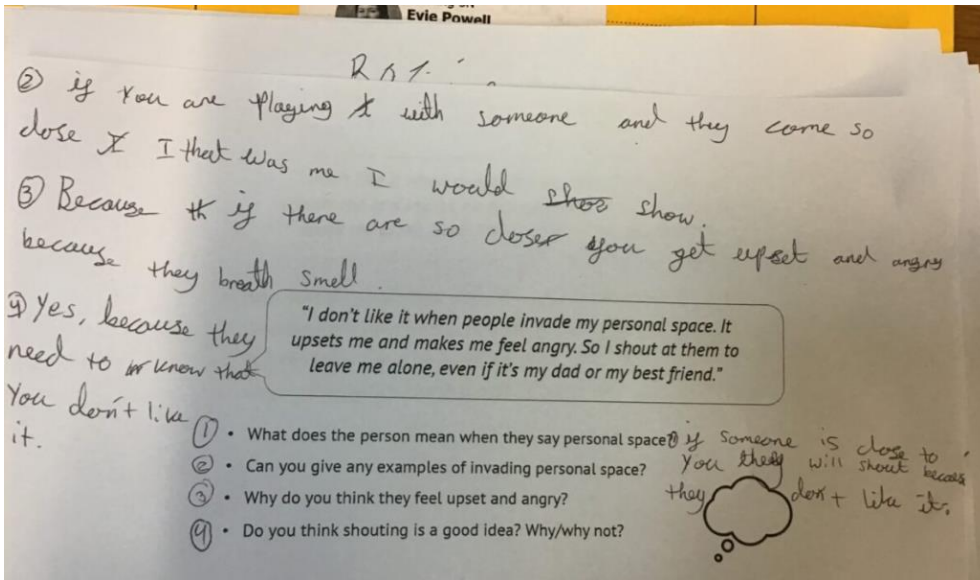
Marlon's brother says: "oh yes, sure go ahead."

Marlon's brother says: "oh yes, sure go ahead."

Marlon: All permission has been given.

Marlon: Feels ill and goes to bed.





## Parallel Lines – Game



Ask pupils to form two lines facing each other about three metres apart.

Explain to them they are going to take part in an exercise that will help them think about personal space.

Give the following instructions:

- When I say “go”, the people in one of the lines [indicate which] will slowly take small steps forward, asking the person opposite them “can I take another step?” before each step.
- The facing person should say “stop” once they feel uncomfortable with how close the other person has got to them.
- The person opposite **must** stop when requested and remain in that position.

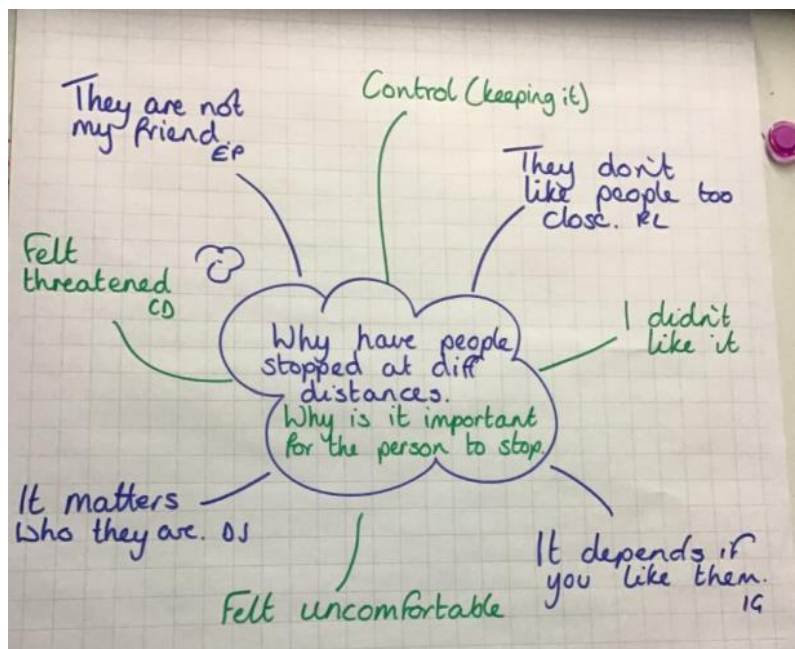
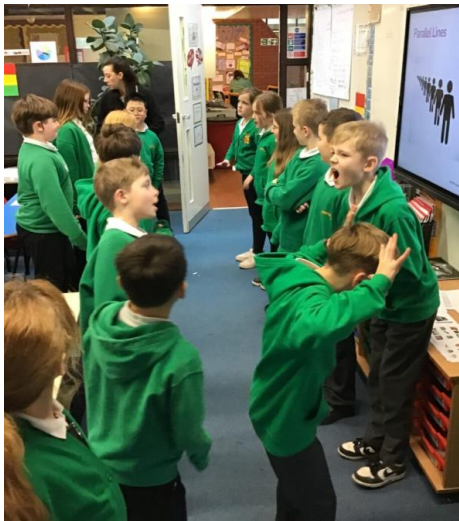
Continue until everyone on the opposite line has said ‘stop’. It is likely that pupils will have asked each other to stop at different points.

“Some people don’t like it when others get too close” (RL)

“We all have different boundaries which is why we stopped at different points” (HS)

“I didn’t want to get too close” (AEH)

“Being too close can make people feel uncomfortable”

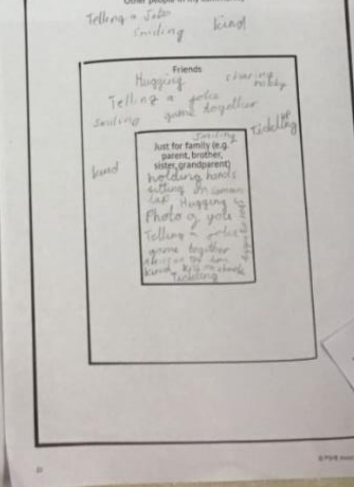
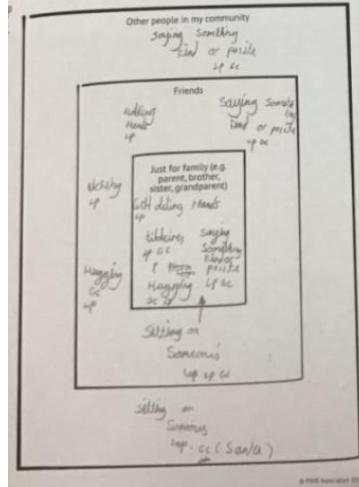
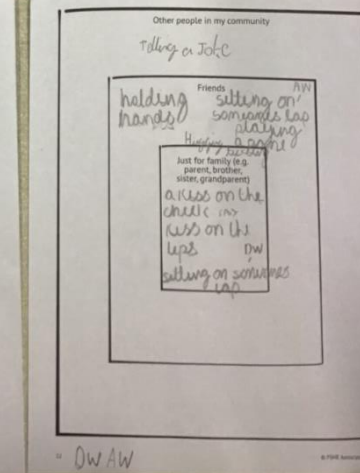
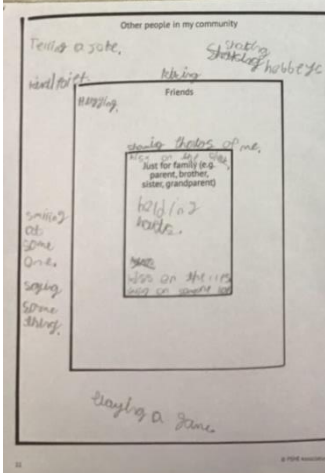
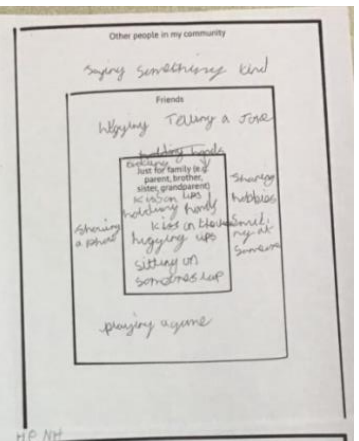
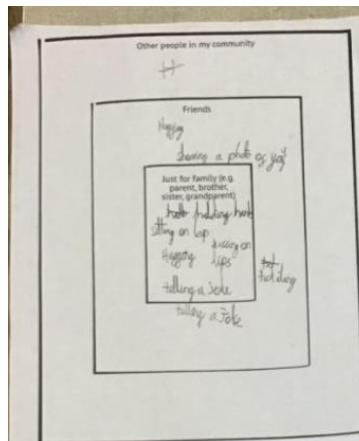
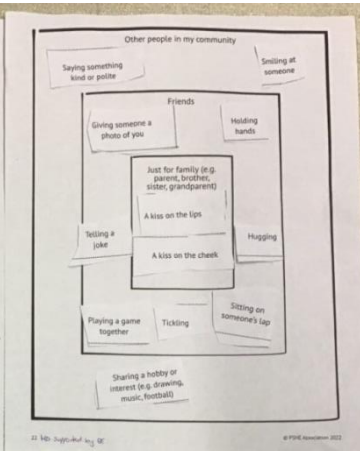
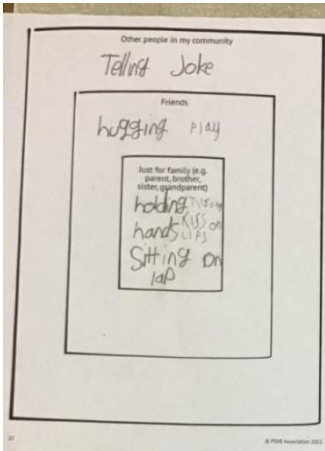
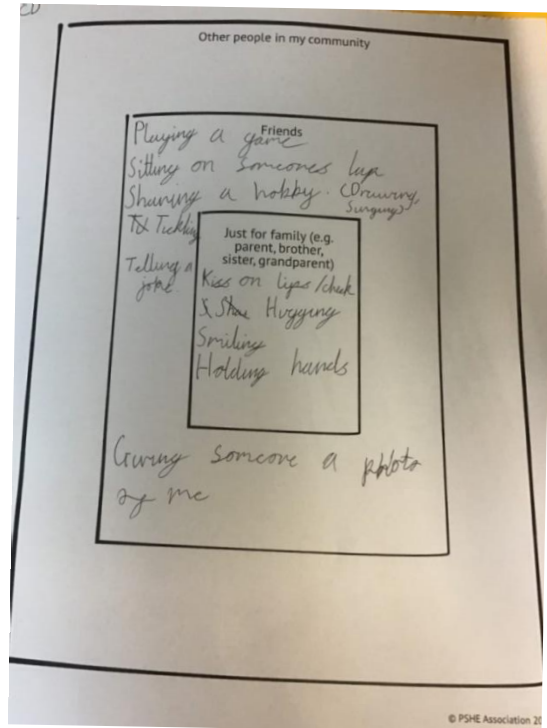
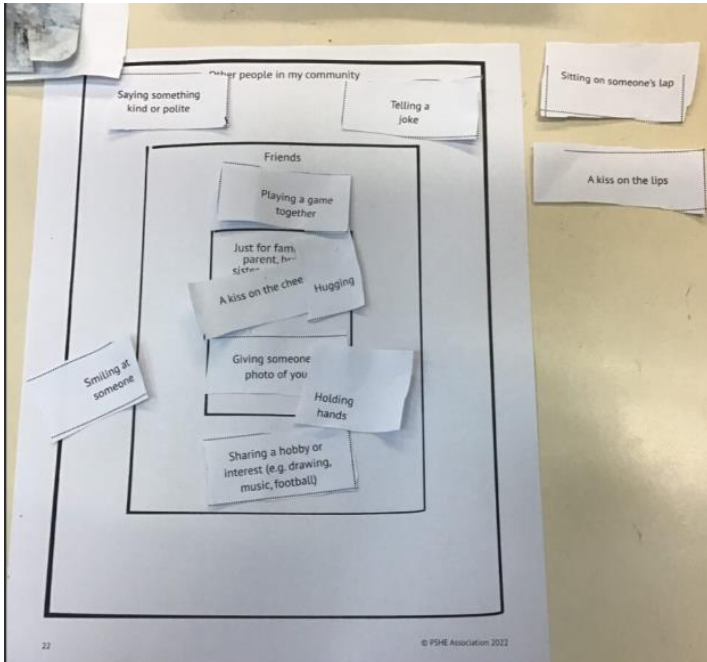


### Exploring boundaries – Paired Activity

We all have boundaries depending on how well we know someone.

We have different boundaries for what is safe or comfortable for us to do with our family, with our friends or with other people we know.

In pairs, we looked at a range of activities. We had to decide which are just for families, which are okay for friends, and which are okay for people in the community.



## Group Activity

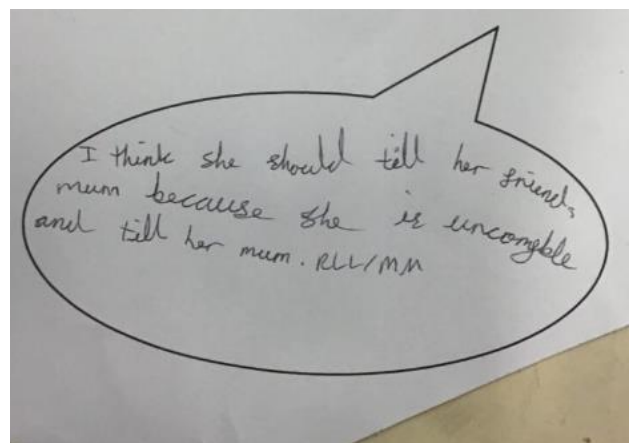
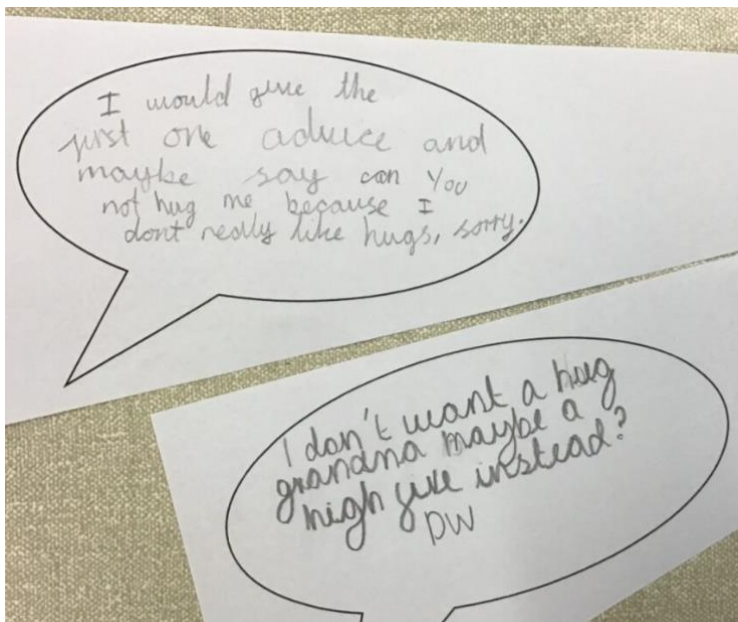
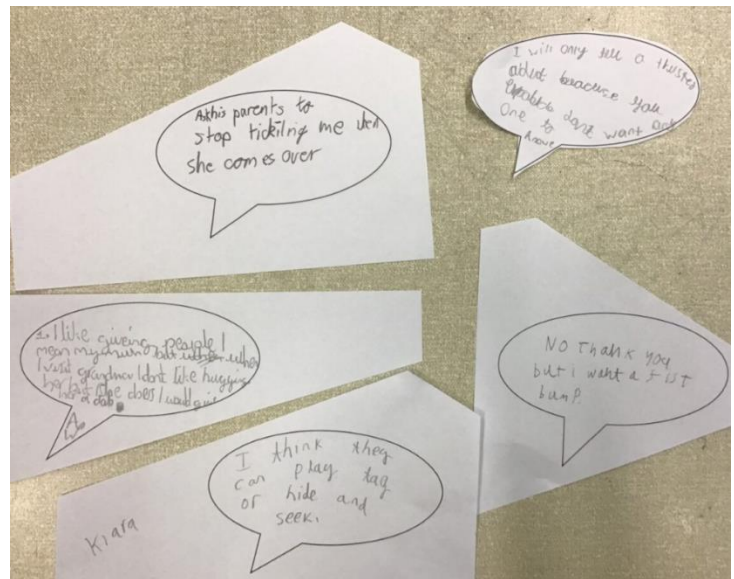
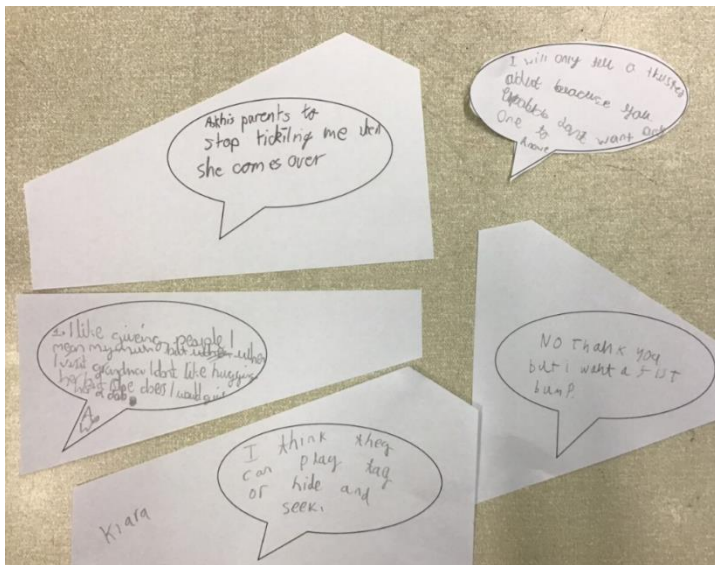
### Talking heads

Let's look at the scenarios.

With your partner, discuss the sort of advice you might give each person.

Think about:

- Personal boundaries and why they are important.
- How to respectfully ask for, give, and not give permission.
- Who they could talk to for help if they needed to.



We wrote advice for the people in each scenario and thought about what each person might say or who they might talk to.

We discussed how important it is to share or tell someone if someone's lack of personal space is making you feel uncomfortable.