

Ground rules

- No personal stories required
- Respect everyone's views
- Use correct language
- You can “pass” at any time
- Speak to a trusted adult if something worries you

Don't forget the post-box is there if you want to ask questions but want to do it anonymously.

TITLE – MY BODY, MY RIGHTS & CONSENT

DATE:



In today's lesson we will:

- **Explain** that their body belongs to them and that they have the right to feel **safe, respected and listened to**
- **Describe** what consent means and why it matters in everyday situations
- **Identify** appropriate and inappropriate behaviours
- **Recognise** when boundaries are not being respected and know what to do



TODAY'S
BIG
QUESTION

Should you ever have to do something with your body that makes you feel uncomfortable?



Do you agree or
disagree

Stand up = agree
Sit down = disagree

There are no trick
questions — this is
about thinking and
discussing
respectfully.

CLICK TO REVEAL #1

CLICK TO REVEAL #2

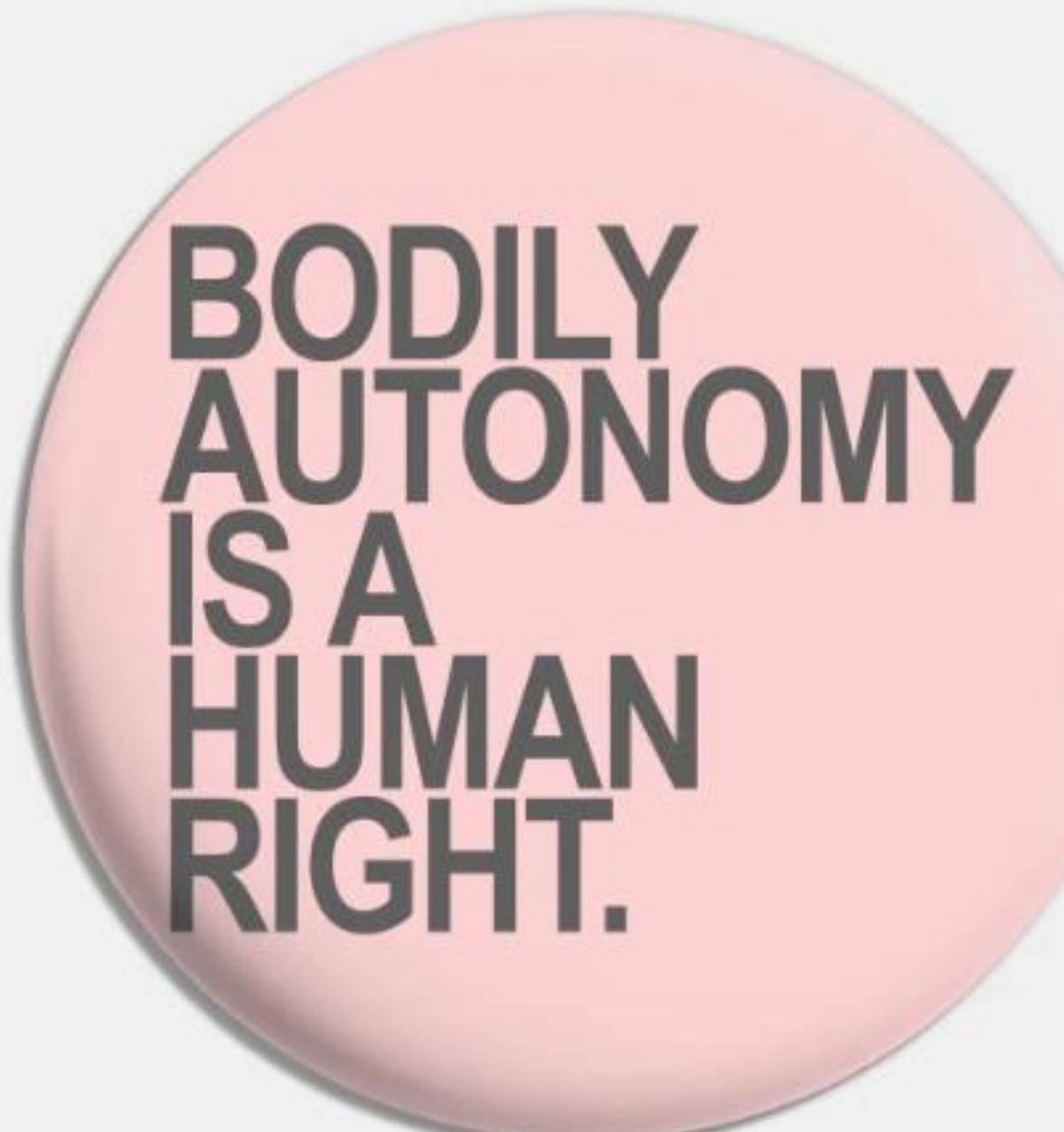
CLICK TO REVEAL #3

CLICK TO REVEAL #4

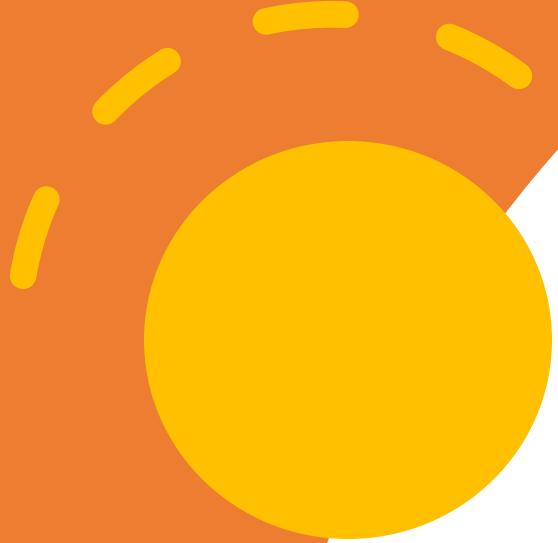


My body, my rights

- Your body belongs to **you**
- You have the right to:
 - Feel safe
 - Say **yes or no**
 - Change your mind
 - Be listened to
 - Be respected



**BODILY
AUTONOMY
IS A
HUMAN
RIGHT.**



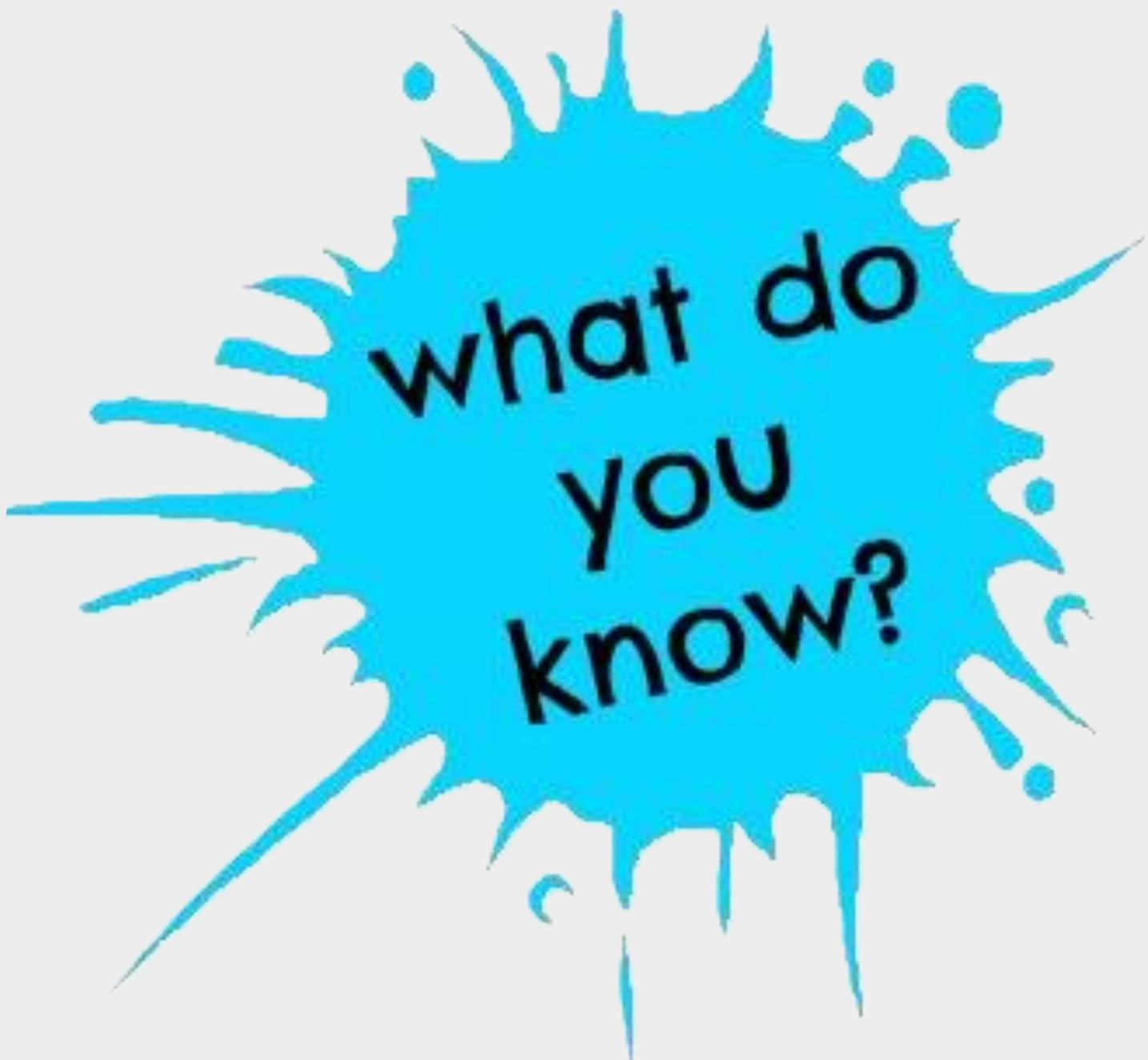
Team definition: What is consent?

In a small group write down a definition of CONSENT on your mini whiteboard

Can you give an everyday example of consent

KS3 Knowledge Check: Consent

- What do you remember about consent from year 7?
- Can you complete the multiple choice questions on page ****



Boundaries & Behaviour Sort

- Looking at the different scenarios can you decide which ones are:
 -  **Appropriate**
 -  **Inappropriate**
 -  **Needs consent / depends**

For example:

Someone keeps poking you even after you say “stop”

Would you say this is appropriate, inappropriate or it depends?

What If Boundaries Aren't Respected?

My Boundary

"I have the right to..."

"My body belongs to me"

My Actions

- Say no / stop
- Move away
- Block or mute online
- Get help

Warning Signs

- How might I feel? (e.g. uncomfortable, worried, pressured)
- What might someone do? (e.g. not listening, pushing limits)

My Support Network

- Trusted adult
- Teacher / tutor
- Pastoral team
- Friend

Design a “Boundary Shield” that shows how you can protect yourself if someone does not respect your boundaries.

This is so you can have a plan of what you can do or say if you are ever in a situation, you find uncomfortable.



Complete your EXIT
TICKET questions on
page

These link to the key
knowledge you need
to know for this block
of work