



Understanding Consent: Lesson Guidance

Introduction and Context

Teaching and learning about giving and gaining consent are vital to keeping children and young people safe. Within the new [Department for Education's Relationships and Health Education 2025](#) document, understanding consent continues to be a statutory requirement of the Personal, Social, Health and Economic (PSHE) primary curriculum. The document provides a set of End of Primary statements incorporating the understanding, skills, strategies, values and knowledge children need by the end of Year 6 to prepare them for their transition to secondary school and to, ultimately, support them to stay safe and healthy, nurture positive healthy relationships and be prepared for adult life and work.

Gloucestershire Healthy Living and Learning ([GHLL](#)), in collaboration with both Aardman and Gloucestershire's Office of the Police and Crime Commissioner, developed this teaching resource for Key Stage 2 children which builds on earlier learning about consent in Key Stage 1. It assumes further learning around Healthy Relationships, within a broad PSHE curriculum, covering topics such as:

- respect
- trust
- keeping safe
- correct body part names
- equality
- empathy
- trusted adult



It is an age-appropriate resource which can be delivered in one session, or across a series of sessions. The key messages of the session/s should be frequently reinforced and revisited, ensuring they are embedded in the practice of schools and other settings in which children and young people live and work together.

Definition of Consent

The law defines consent as an agreement, by choice, made by someone with the freedom and capacity to consent. Under the law, it is the person seeking consent who is responsible for ensuring these conditions are met. Understanding consent is an essential part of understanding healthy relationships. Whatever the gender, race, sexuality, faith or learning needs of a person, if you are planning on doing something with or to someone else, you need to gain their consent.

Safe Learning Environment

When delivering the content of this resource, it should be ensured that a safe learning environment is established by following the Ground Rules which are normally applied within the setting, and which should include:

We will:

- all have a voice and the chance to be listened to
- have the right to pass
- always be respectful
- comment on what is said, not on who says it



- not ask personal questions
- not judge others
- use the correct term for body parts
- keep things shared within the group (unless it is a safeguarding concern – see disclosures)
- know where to go for further advice and support

It is good practice to have a question box/ask it basket in the classroom, which is accessible to children beyond the period of the lesson, for them to post any questions they may want answered. Children can post anonymously or be invited to write their names on the questions if they would like a teacher/TA to speak to them privately.

Disclosures

The sensitive nature of this work may lead to disclosures being made. Children cannot be promised confidentiality. If a disclosure is made and there is a fear the child or young person may be at risk, the information must be shared with the Designated Safeguarding Lead (DSL) and the setting's safeguarding policy must be followed.

Before the Lesson

It is recommended that the short animation [Tea](#) be watched by the adult delivering this resource prior to the session. It delivers clear and concise messages around sexual consent, which children and young people will go on to learn about in their secondary curriculum. The learning which takes place through the delivery of this KS2 resource will provide the foundation blocks for this subsequent learning about sexual consent, and the Tea animation will help to clarify for practitioners the key messages around the giving and seeking of consent.

Assessing Understanding and Learning

Included in this resource is a set of questions for the children to respond to (on a scale of 0-10) before and after the session/s. This will enable the teacher to assess the level of understanding of consent prior to delivery of the resource and can further inform the focus of the teaching. By asking the same questions again once the material has been delivered, the teacher can measure the impact of the learning on the pupils' understanding of consent, attitudes around consent and skills in employing strategies to give, deny or withdraw consent.

Further Resources and Support

The school's Relationships Policy and PSHE Policy: these will include guidance on creating safe spaces, setting ground rules and managing tricky questions

[Relationships Education, Relationships and Sex Education and Health Education guidance](#) :DfE 2025
[NSPCC KS1 PANTS lesson](#)

[PSHE Association](#): guidance around teaching consent (free) and lesson plans (members only)

[GHLL's Keeping Myself Safe](#): primary resource (free to Gloucestershire schools)

[Childline](#)