

Laurel Lane Primary School Consent Curriculum

At **Laurel Lane Primary School**, we believe that every child has the right to feel safe, respected and heard. Developing an understanding of consent, personal boundaries, bodily autonomy and respectful relationships is a fundamental part of our safeguarding provision and wider personal development curriculum. This progression framework sets out how knowledge, understanding and skills relating to consent are developed from Pre-School through to Year 6, ensuring learning is age-appropriate and builds progressively over time.

Our PSHE and RSE curriculum, delivered through **Kapow Primary**, provides regular opportunities for children to learn about relationships, personal safety, boundaries, respect, privacy, equality and healthy communication. These themes are carefully woven throughout the curriculum and revisited across different units of work. However, whilst consent is interwoven throughout Kapow's curriculum, we recognise that it is important to provide **additional discrete, explicit consent sessions** throughout the academic year.

This approach has been developed in response to our understanding of the needs of our school community. We continue to encounter incidents where children do not fully respect one another's personal space, physical boundaries, belongings, choices or right to say "no". Whilst these behaviours are often developmentally appropriate and provide valuable learning opportunities, they highlight the importance of directly teaching children about consent, respect and boundaries. Through regular, explicit sessions, pupils are given the language, confidence and understanding to communicate their own boundaries, recognise the boundaries of others and respond appropriately when those boundaries are not respected.

The rationale for this work is firmly rooted in our safeguarding responsibilities. **Keeping Children Safe in Education (KCSIE)** makes clear that schools should create a culture of safeguarding in which children are taught about healthy relationships, respectful behaviour, boundaries and personal safety. Similarly, the statutory **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance** requires schools to teach pupils about respectful relationships, personal boundaries, privacy, consent, staying safe and seeking help when needed. Our consent curriculum strengthens these statutory requirements by ensuring that these concepts are revisited, practised and embedded throughout a child's journey at Laurel Lane.

The purpose of this framework is to ensure a consistent whole-school approach to teaching consent through both the Kapow curriculum and our half-termly consent sessions. Through this work, pupils are supported to understand that:

- Their body belongs to them.
- They have the right to say "no" or "stop".
- Other people have the same rights.
- Consent should be sought and respected.
- Consent applies to physical contact, personal space, belongings, photographs, information sharing and online interactions.
- Respectful relationships are built upon communication, empathy and mutual respect.
- Everyone has a responsibility to challenge behaviour that makes others feel unsafe or uncomfortable.

This framework also supports our wider work around behaviour, equality, anti-bullying, online safety and safeguarding. By embedding these principles from the earliest years onwards, we aim to create a culture in which respect, kindness, inclusion and safety are understood, practised and valued by all members of our school community.

Key Guidance Documents

This framework has been informed by:

- **Keeping Children Safe in Education (KCSIE)**, which emphasises the importance of creating a strong safeguarding culture and teaching children about healthy relationships, boundaries, respect and personal safety.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance**, which requires schools to teach respectful relationships, consent, privacy, personal boundaries and how to seek support.
- **Education for a Connected World Framework**, which supports the teaching of online consent, privacy, personal information and healthy digital behaviours.

- **Working Together to Safeguard Children**, which promotes a preventative approach to safeguarding through education and early intervention.
- **The Equality Act 2010**, supporting the development of respectful, inclusive behaviours and positive relationships within diverse communities.

By linking statutory guidance with both the Kapow curriculum and explicit consent teaching, Laurel Lane ensures that children develop the knowledge, skills and understanding needed to keep themselves and others safe, both now and in the future.

Whole-School Consent Progression Framework (Pre-School to Year 6)

Year Group	Consent Outcome	Key Vocabulary	Kapow Links
Pre-School (2-3)	Begin to communicate likes and dislikes. Understand "stop". Use kind and gentle hands. Recognise trusted adults who help keep them safe.	My body, stop, no, yes, help, safe, kind, gentle, happy, sad	
Nursery (3-4)	Understand that their body belongs to them. Begin to recognise personal space. Express when they feel uncomfortable. Understand that others have feelings.	Body, safe, unsafe, stop, help, space, choice	
Reception (4-5)	Ask before touching others. Understand that people can say yes, no or stop. Recognise when someone is uncomfortable. Respect others' choices.	Choice, feelings, permission, respect, comfortable, uncomfortable	
Year 1	Ask permission before physical contact. Respect personal space. Understand that everyone can say no.	Personal space, permission, respect, choice, boundaries	Family and Relationships; Safety and the Changing Body

Year 2	Understand personal boundaries. Recognise when boundaries are crossed. Respect others' feelings and choices.	Boundary, consent, personal space, respect, private	Family and Relationships; Safety and the Changing Body
Year 3	Understand consent within friendships. Recognise peer pressure. Develop assertive communication skills.	Consent, pressure, permission, respect, choice	Family and Relationships; Safety and the Changing Body
Year 4	Understand bodily autonomy. Recognise that people can change their minds. Apply consent to photographs and information sharing.	Bodily autonomy, privacy, permission, consent	Family and Relationships; Safety and the Changing Body
Year 5	Distinguish consent from pressure. Understand manipulation. Respect privacy online and offline.	Manipulation, influence, privacy, pressure, consent	Family and Relationships; Safety and the Changing Body; Puberty
Year 6	Understand that consent can be withdrawn. Recognise coercion and unhealthy behaviour. Apply consent principles in online and offline relationships.	Coercion, mutual respect, responsibility, communication, consent	Family and Relationships; Safety and the Changing Body; Puberty and Reproduction

Progression Overview

Area	Pre-School	Nursery	Reception	KS1	Lower KS2	Upper KS2
Body Awareness	My body	My body belongs to me	My choices matter	My body belongs to me	Bodily autonomy	Consent can be withdrawn
Personal Space	Kind hands	Understanding space	Asking permission	Respecting space	Understanding boundaries	Managing complex boundaries

Voice & Choice	Stop	Expressing likes/dislikes	Yes, No, Stop	Making choices	Assertiveness	Challenging pressure and coercion
Relationships	Playing kindly	Friendship beginnings	Respecting friends	Respecting others	Healthy friendships	Healthy relationships
Digital Consent	N/A	N/A	N/A	Ask before sharing	Photos and privacy	Online consent and digital behaviour
Safeguarding	Adults help me	Trusted adults	Seeking help	Reporting worries	Seeking support	Advocacy and reporting concerns

End of Year 6 Expected Outcome

By the end of primary school, pupils should be able to:

- Explain that everyone has a right to bodily autonomy.
- Understand that consent must be freely given.
- Explain that consent can be withdrawn at any time.
- Respect other people's boundaries, choices and personal space.
- Recognise pressure, manipulation and coercion.
- Apply consent principles to friendships, relationships and online interactions.
- Seek help when boundaries are crossed.
- Promote respectful, safe and inclusive behaviour within the school community.