

Ground Rules

2 minutes

- Listen to and respect each other
- One person speaking at a time
- Openness but no personal stories
- No such thing as a silly question
- During discussions we have the right to pass
- We won't laugh at, judge, or make assumptions about anyone else in the group

Learning Objective

We are learning about:

- How consent can be communicated and how the law relates to this.

Intended Learning Outcomes

We will be able to:

- Explain what sexual consent is.
- Identify when consent has been given, not given or withdrawn.
- Identify when a person may need to seek support.

Resources Required

- Box for anonymous questions.

Optional:

- FPA consent pack. <https://www.fpa.org.uk/product/consent-pack/> Please enter 'youbeforetwo' at check out to get your 5% discount!

Keywords

Consent	Relationships
Communication	Seeking Help

Introduction

5 minutes

Discuss objectives and outcomes, agree ground rules

Baseline Assessment

5 minutes

Response to a character “I’ve heard a lot of stuff about consent recently but I don’t really get it? What does it mean? How do you know if someone’s consenting?”

Students should do this on their own to begin with and write down their responses, to be discussed at the end of the lesson.

Core Activity 1

15 minutes

Play the [‘Sex Script-Consent’](#) video.

Attempt the quiz. Questions and answers below.

What does sexual consent mean?

Consent means agreeing to do something. When it comes to sex, this means someone agreeing to take part in sexual activity. The Sexual Offences Act 2003 states that a person has consented if ‘he or she agrees by choice and has the freedom and capacity to make that choice.’ Any sort of sexual contact without consent is illegal whatever the age of the people involved.

What is the law in this country?

Any sort of non-consensual sexual contact is illegal. However, while the legal age of consent in England is 16, the law is there to protect young people, who might be being abused or taken advantage of by someone older, not to punish people of the same age who both consent to having sex.

There are special laws to protect someone under 13. Any sexual activity with someone under 13 is illegal and viewed as rape or sexual assault.

It’s also illegal for an adult in a position of trust like a coach or teacher to have sex with a young person under 18.

There is no legal defence in saying they ‘thought the person was older.’

Does the law about consent change depending on sexual orientation or whether someone is in a relationship?

No, the principle is the same regardless of sexuality or whether someone is in a relationship, even if a person is married the principle of consent still applies in the same way.

What does it mean if someone doesn’t give their consent to an act but another person does it anyway?

This would be an act of sexual assault if someone physically, emotionally or psychologically harms or attempts to harm the person. For example, if someone manipulated, forced or coerced another person to take part in or witness a sexual act, or if someone inserted a body part into a person’s vagina or anus without consent. If someone did this to a person’s vagina, anus or mouth with a penis, this would be legally defined as rape. It is never acceptable for someone to carry out a sexual act with another person, or make them witness a sexual act, without their consent. It is always the responsibility of the person seeking consent to ensure it’s given.

What is the most important thing someone should do if someone tells them that their consent has not been sought or that their decision has not been respected?

Listen to them and believe them. If someone has experienced sexual assault then a friend or trusted person could support them by encouraging them to talk to a teacher or trusted adult.

Is it breaking the law if someone under 16 seeks help about pregnancy, abortion, STIs or any other sexual health worries?

If someone seeks help from a doctor, nurse or someone else in a sexual health clinic about having sex or thinking about having sex before 16, they won’t get in to trouble. Information will only be passed on if the doctor, nurse or other sexual health professional thinks the person, or someone else, is in danger. For example, if they’re worried that the person is being treated abusively or is being taken advantage of.

Core Activity 2

15 minutes

Ask students to write the number of each scenario onto a post it note and organise the scenarios below into the categories “consent given” “not given” or “withdrawn”.

1. Anya is kissing her partner and they ask Anya if she wants to have sex, she smiles and says “yes” she does want to. Anya seems happy about the decision.
2. Finn and his partner are having sex, but Finn wonders if the condom is interfering with how sex feels. He asks his partner if he can take the condom off and his partner reminds them that they said they’d use one until they both got an STI check. They agree to continue having sex with the condom on.
3. Briar has been seeing their boyfriend for a while, they’ve been making out and their boyfriend starts trying to put his hand in their trousers, Briar pulls back and looks unsure.
4. Lochlan and Haylie are married, while they’re cuddling Haylie says she’s feeling a bit ill and doesn’t want to have sex today.
5. After a really great date, Cam goes to their partner’s home. They’d talked about having sex afterwards and Cam had really felt up to it, but now they’re not sure. They say so to their partner and suggest doing something else for a bit.

Teacher guidance on scenarios:

Once students have completed this, ask them to suggest ways that a person might demonstrate, verbally or non-verbally that they give, do not give, or want to withdraw their consent by writing these on post-it notes and adding them to class lists on the board.

- 1 - Consent given, emphasise the enthusiastic yes and the verbal and non-verbal aspects.
- 2 - Consent has been given to continue having sex, but not to removing the condom - this can be an opportunity to mention the law around stealthing, depending on the needs of the students, adapting the level of information and tone accordingly. The definition of stealthing: The removal of a condom without consent, which is illegal and is rape under UK law.
- 3 - Consent not given - consenting to one thing does not mean consenting to everything. Emphasise the non-verbal nature of this.
- 4 - Consent not given - emphasise that marriage or relationship status does not mean that consent is automatically given.
- 5 - Consent withdrawn - emphasise that consent seeking is an active and ongoing process, people can change their mind and this needs to be respected.

****Remind students here that it is the responsibility of the person seeking consent to ensure it’s given****

Core Activity 3

10 minutes

Ask students to create a story board or comic strip showing a positive example of someone asking for consent. Explain that they can show an example in which someone does give their consent or a situation in which they do not, but that they should show these decisions being respected.

Ask students to include specific considerations of the verbal and non-verbal signs someone might give if they were giving or not giving consent.

Option for students who require further support: Ask students to take one of the situations from core activity 2 and to storyboard this, showing a respectful and positive outcome.

Endpoint Activities

10 minutes

Revisit the character statement from the baseline activity. Make any changes or add any new learning in a different colour.

Congratulations you have finished the 5 lesson programme: 'The Fundamentals!'

As per the teacher guidance for teaching 'The Fundamentals' (five one hour lessons), this lesson on consent is the final one in our suggested lesson flow.

If the students have completed all five lessons then please encourage them to fill out the 'final assessment' table in the download pack you were sent, or to just complete the part of the table relevant to them.

Sources of support:

Teacher use:

Worried about a possible sexual assault:

<https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault>

<https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/support-for-victims-of-rape-and-sexual-assault>

Student use and also found on the student factsheet:

Worried about a possible sexual assault:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/rape-sexual-assault>

Worried about shared Images or contact online?

<https://www.ceop.police.uk/Safety-Centre>

<https://www.childline.org.uk>

Want to report a post/image or have it removed?

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online>

DO NOT FORGET TO GIVE EACH STUDENT THE FACTSHEET THAT ACCOMPANIES THIS LESSON (these are with the lesson plan downloads).