

Lesson five: Consent

Ages 12-14

+ Lesson overview

This is the fifth of six lessons, focusing on empowering and supporting young people as they develop relationships. This lesson focuses on issues relating to consent within relationships and equips students with the knowledge and skills to recognise unhealthy behaviour and speak up if they have concerns about a relationship.

Learning objective

To learn about the importance of consent in relationships and how decisions about consent can be communicated.

Learning outcomes

Young people will be able to:

- Identify ways to verbally or non-verbally communicate giving, not giving, and withdrawing consent
- Explain that everyone has the right to freely give or not give consent and their decision must be respected
- Explain that it is the legal and moral responsibility of the person seeking consent to ensure consent has been given, and that seeking consent is an ongoing process

Resources

- Box or envelope for questions
- Resource 1: *Card sort* (1 per pair)
- Resource 2: *Zach's message logs* (1 per pair)
- Resource 2a: *Zach's Missing messages* (1 per pair as required)
- Resource 3: *Support services handout* (1 per person)

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objectives and outcomes, and revisit ground rules.	5 mins
Baseline assessment	Give synonyms and examples of consent, behaviours that indicate whether consent is being given, and contexts in which they have heard the term.	10 mins
Understanding consent	Generate a class definition and compare this to a given definition.	10 mins
Card sort	Sort examples of behaviours to demonstrate whether they think consent is given or not.	10 mins
Message logs	Read a message log and assess who has responsibility for ensuring consent has been given, how they might do so and where the characters could access support.	15 mins
Reflection and endpoint assessment	The class revisit their baseline assessment from the start of the lesson to demonstrate progress.	5 mins
Signpost support	Remind young people how to access further advice, guidance and support about relationships.	5 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

Consent can be a challenging topic to address with young people and may raise concerns and questions for you as a teacher, or for the young people in your class. If you would like further support or information, the PSHE Association has more detailed guidance on this topic, which can be found on its website:

www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key

Keywords

Consent, freedom, capacity, rights, responsibility, respect

Baseline assessment

➤ Introduction – 5 mins

Negotiate or revisit ground rules for the lesson and explain that the class can put questions in the anonymous question box, either anonymously, or with their name on, if they would like to have a follow-up conversation.

Introduce the learning objectives and outcomes. Explain that today's lesson will focus on consent.

➤ Baseline assessment activity – 10 mins

Ask the class to divide an A4 page into four sections and to write the word consent in the centre of their page. They should then add ideas to the four different sections of their page around the word, using the headings on Slide 3.

Ask for some initial feedback after the activity has been completed and collate key ideas on the board. This will help to inform your teaching throughout the lesson and can highlight misconceptions and gaps in knowledge as well as any prior learning.

The class should keep their responses safe until the end of the lesson and not add anything to them during the feedback discussion.

Core activities

➤ Understanding consent – 10 mins

Ask the class to create a definition of the word 'consent' by working with a partner and using their synonyms section of the page. Ask the class to feedback their ideas and create a class definition of the word 'consent' to be displayed on the board.

Show the definition of consent on Slide 5 and ask the class to respond to the key questions on the slide to develop their understanding of the concept.

Key learning:

- Consent should be given willingly and freely, so a person has not given consent if they are pressured, coerced, or manipulated into having sex.
- Someone has to have capacity to give consent, this means they need to have the ability to decide and communicate this decision. If someone is drunk and someone takes advantage of this, then they have not gained their consent. Similarly, someone who is not conscious (i.e. sleeping) cannot give consent.
- The age of consent in the UK is 16 years. This is intended to protect young people from abuse or exploitation, and is not intended to prosecute young people under the age of 16 who engage in mutually consenting sexual activity. Someone under the age of 13 cannot legally give consent in any circumstances.

➤ Card sort – 10 mins

Hand pairs Resource 1: Card sort and ask them to sort the cards into two piles:

- Examples that show consent being given
- Examples that do not show consent being given (including when someone would need to clarify if consent is given, when someone is communicating that they are not giving consent, or when someone withdraws consent)

Once the class have completed the card sort, use Slide 7 to support feedback. Emphasise that in any situation involving any doubt or lack of clarity, the person seeking consent is legally and morally responsible for ensuring that they have the other person's consent. Clear communication is needed between couples to check in with one another throughout romantic or intimate encounters. Ensure that the class understand that people under 13 are not able to legally give consent.

Challenge: Add any further examples they can think of to each of the piles.

➤ Message logs - 15 mins

Hand out Resource 2: *Message logs* and Resource 3: *Support services handout*.

Ask pairs to read Zach's messages to Naomi and Kyle, then answer the key questions on Slide 8. They should demonstrate how the character experiencing pressure could seek help, using Resource 3: *Support services handout* for ideas. It may help young people to keep Resource 3: *Support services handout* after the lesson.

The class should then:

1. Rewrite the message logs between Zach and Naomi demonstrating a positive example of how consent could be sought and the decision to not give consent respected.
2. Imagine that Naomi had given an enthusiastic response and consented in a message to having sex, then describe how Zach could check whether Naomi still gave her consent in person.

Key learning:

- It is the responsibility of the person seeking consent to ensure that consent is given willingly and freely and that the person consenting has the capacity to do so. If Naomi is under 13, she is not able to legally give consent.
- Consent to one action, or consent given in the past, does not mean that consent has been given for all actions both at the time and in the future. For example, consenting to kissing does not equate to consenting to having sex; and consenting to having sex in the past does not mean that this consent applies to having sex at other times. Seeking consent is an ongoing process; someone can check in with their partner by asking if something is OK or if they change what they are doing. They should continue to check if something is still OK over time or if their partner's response changes. For example, if someone starts to seem unenthusiastic or worried, it is their partner's duty to stop what is happening and check how the other person is feeling.
- The gender of the characters does not change the way that consent applies to the situation. It is always the responsibility of the person seeking consent to ensure that consent is given, regardless of gender. This also applies in the same way to partners who are the same gender as it would do partners who are different genders.

Support: When the class complete the second part of the activity and redraft the messages between Zach and Naomi, give young people needing support Resource 2a: *Message log – Zach's missing messages* and ask them to fill in the missing messages to show an example of consent being requested and the decision to not give consent being respected.

Plenary/assessment for end of learning

➤ Reflection and endpoint assessment – 5 mins

Ask the class to return to their baseline assessment.

In a different colour pen, they should indicate any new learning or make any changes needed to their responses.

➤ Signposting support – 5 mins

Encourage the class to take away Resource 3: Support services handout. If students require advice on what they have discussed in the lesson or have concerns, remind them of the support at home and in school (such as tutors and head of year.).

- Childline [0800 1111](tel:08001111) www.childline.org.uk
- Childnet www.childnet.com/young-people
- Rape Crisis 0808 802 9999 www.rapecrisis.org.uk
- Victim Support 0808 16 89 111 www.victimsupport.org.uk

Extension activity

➤ Extension

Ask young people to write a top tips list or script for an educational video explaining the features of respectful relationships to young people around their age. They should include guidance for young people about what consent is, who is responsible for ensuring consent is given willingly and freely, and how people might demonstrate their decision to give or not give consent.