

NSPCC

Consent

Talk Relationships

EVERY CHILDHOOD IS WORTH FIGHTING FOR

PSHE Association
Quality Assured
Resource

PSHE
Association

Consent

Learning objective:

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

Learning outcomes:

- 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.

Baseline assessment – What is consent?



Write 'consent' in the middle of your page, and divide the page into these 4 sections, adding your ideas:

Synonyms

What other words are related or have a similar meaning?

Examples

When might someone need to ask for consent?

Consent

Context

Where have you heard the word used before?

Behaviour

How might someone know that someone is giving their consent?

Understanding consent

Creating a definition of consent:

Using your synonyms section to help you, work with a partner to create a definition



Our class definition:

Understanding consent

Consent is agreement which is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement

How similar is this to our class definition?

What do the words 'willingly' and 'freely' mean in this definition?

How can we know if consent is willingly and freely given?

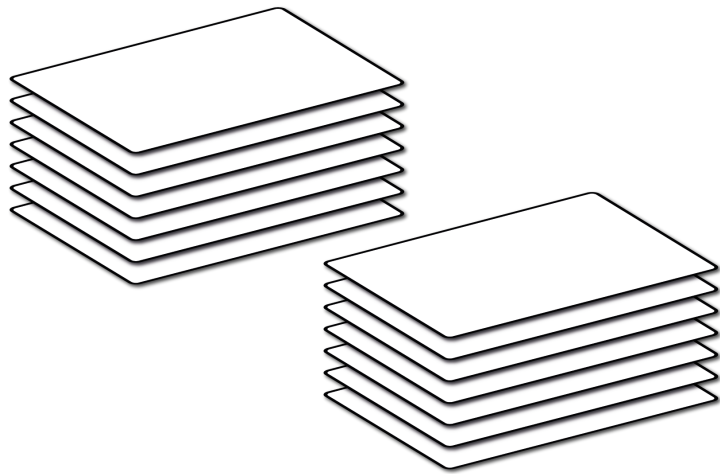
What does it mean for someone to have capacity to give their agreement?

Why is someone unable to give consent if they are threatened or afraid?

Card sort

Read through the cards and sort them into two piles:

**Consent
given**



**Consent not given
or withdrawn**



This includes:

When someone would need to clarify if consent is given.

When someone is communicating that they are not giving consent.

When someone withdraws consent.

Card sort - answers

Consent given



Enthusiastically and clearly saying yes is a verbal sign that consent is given. *If someone says yes, but seems uncomfortable, unsure or upset then this is not consent.*

Someone giving positive feedback about an activity as they engage in it can be a way to explain that consent is still being given, as consent is an ongoing process.

Someone giving positive non-verbal signs like smiling, nodding or moving closer can be signs that they are giving, or continuing to give, consent.

Consent not given or withdrawn



Physical responses such as arousal do not mean the person is giving consent, as these are involuntary.

Someone shaking their head or moving away are clear actions that show they don't give consent.

Someone saying no is a clear verbal sign they don't give consent.

Someone saying they've changed their mind is a clear verbal sign they have withdrawn their consent.

Someone having given consent in the past is not a sign that they give consent at any other time.

Someone not saying anything does not mean that they give consent.

Someone who is asleep cannot give consent as they are not conscious and therefore do not have capacity to consent.

Message logs

After reading the message logs, answer the following questions. Use the handout to help think about where the characters could go for support.

Who is responsible for ensuring consent is given in the story?

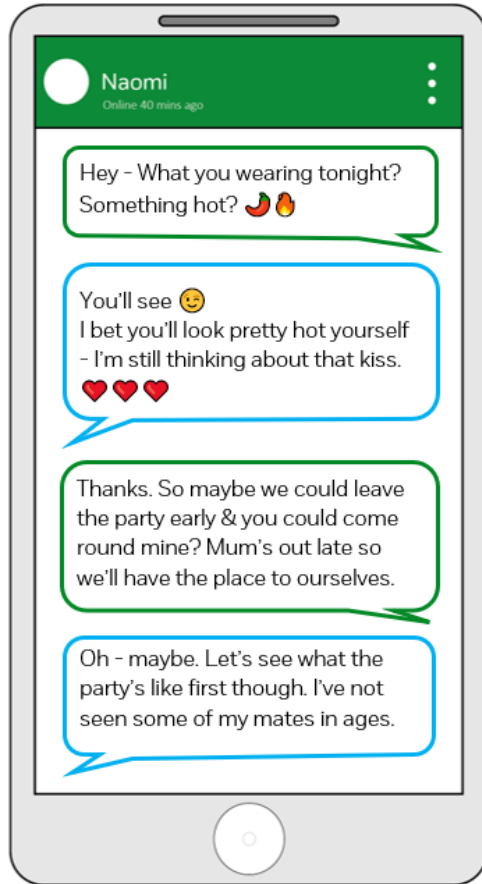
If Naomi had given her consent to kissing Zach before, does this consent apply to other intimate behaviours?

If Naomi had given her consent to have sex in the past, does this affect her decision about Zach this time?

Would it make a difference if either character were a different gender?

Where might the characters go to for support?

Message logs



Now redraft Zach and Naomi's message log to demonstrate a positive example of decisions about consent being respected.

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.



Endpoint assessment



Re-visit your original ideas about consent. Use a different coloured pen to add in what you have learnt or to make any changes.

Synonyms

What other words are related or have a similar meaning?

Examples

When might someone need to ask for consent?

Consent

Context

Where have you heard the word used before?

Behaviour

How might someone know that someone is giving their consent?

Signposting support

If you need support or advice, or have concerns, seek help:



In school

- Teacher
- Tutor
- Head of Year



At home

- Parents or carers
- Other family members



Childline

If you need support or advice, or have concerns, seek help:

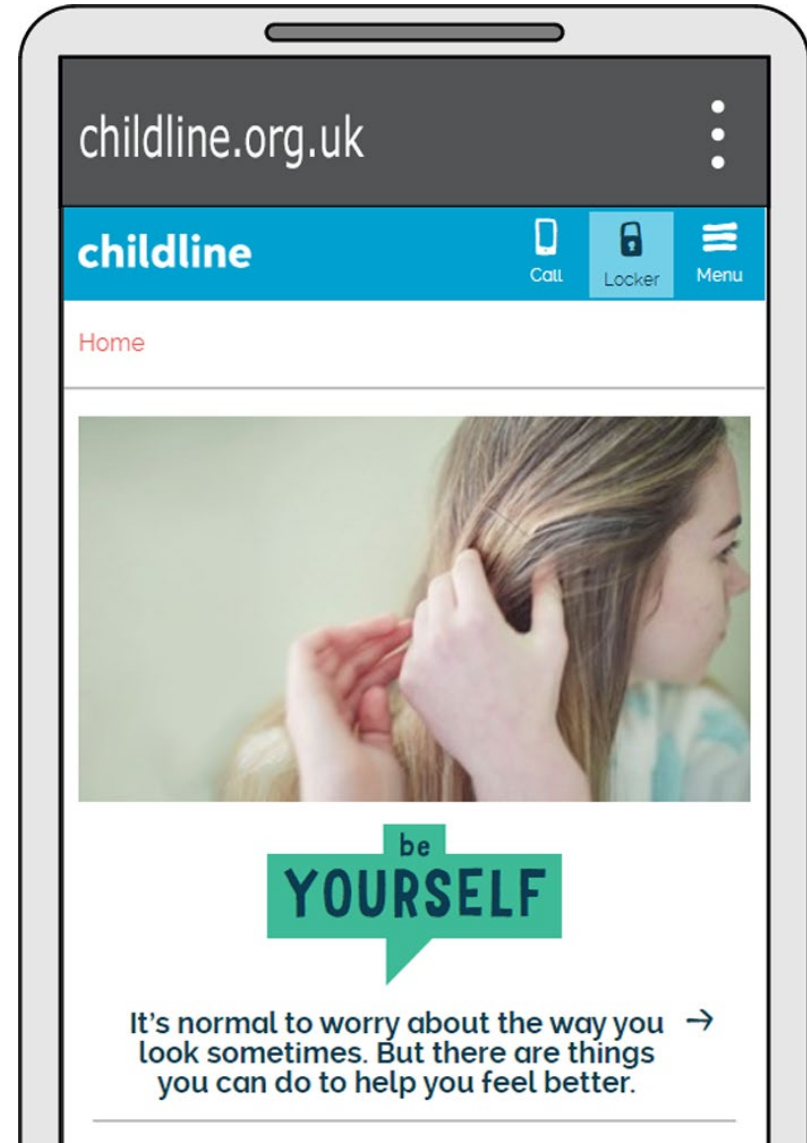


childline.org.uk



0800 1111

Childline is a free 24/7 service for children and young people.



Rape Crisis

If you need support or advice, or have concerns, seek help:

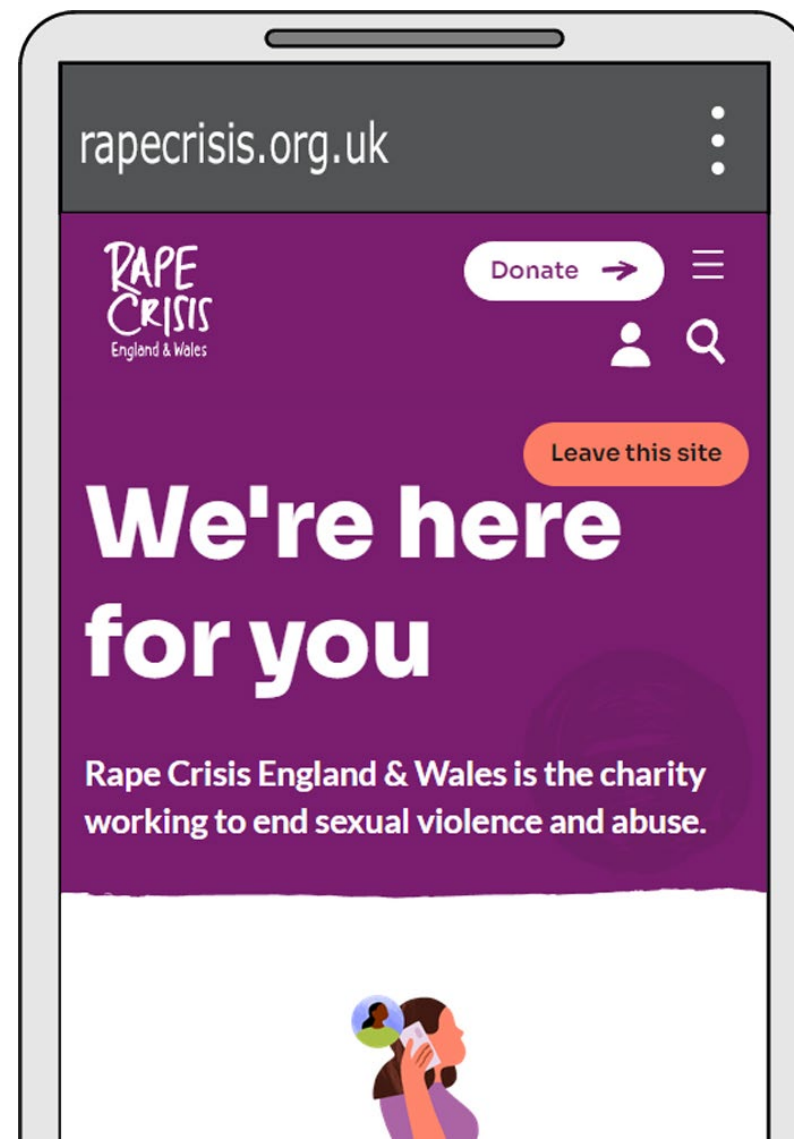


rapecrisis.org.uk



0808 802 9999

Provide support to those affected by sexual violence.



Victim Support

If you need support or advice, or have concerns, seek help:

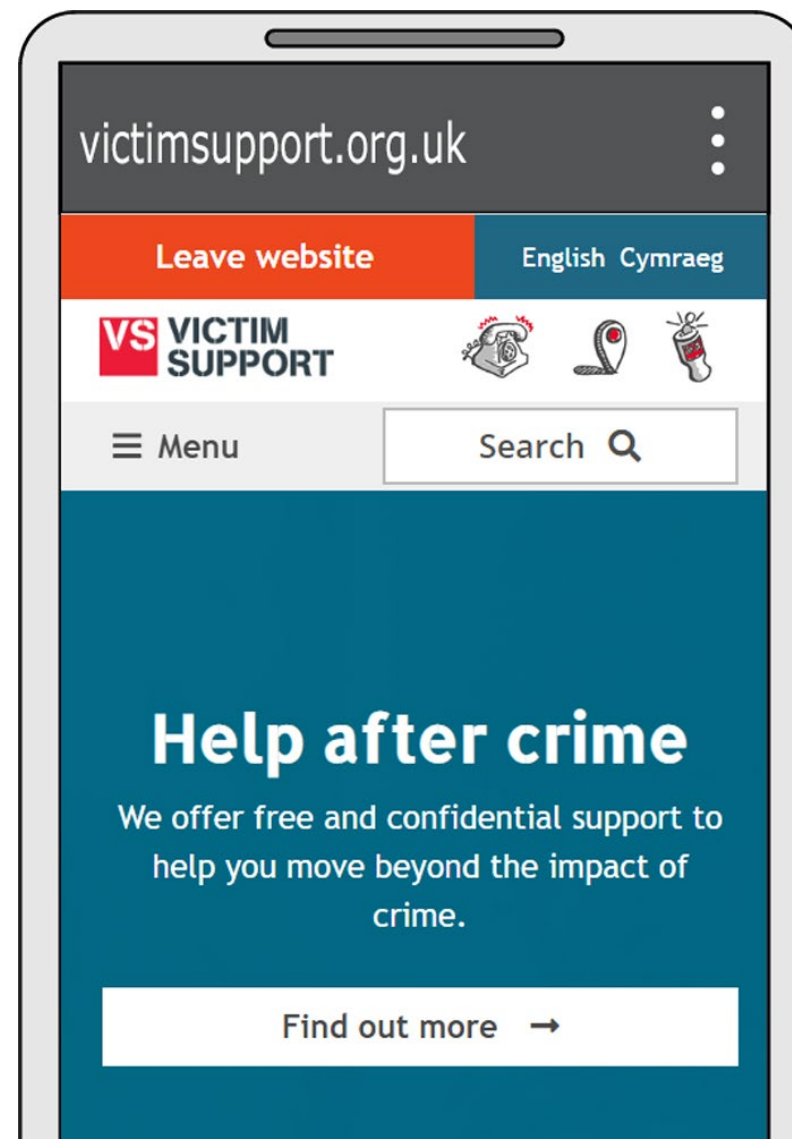


**Victimsupport
.org.uk**



0800 168 911

Support people affected by crime and traumatic incidents.



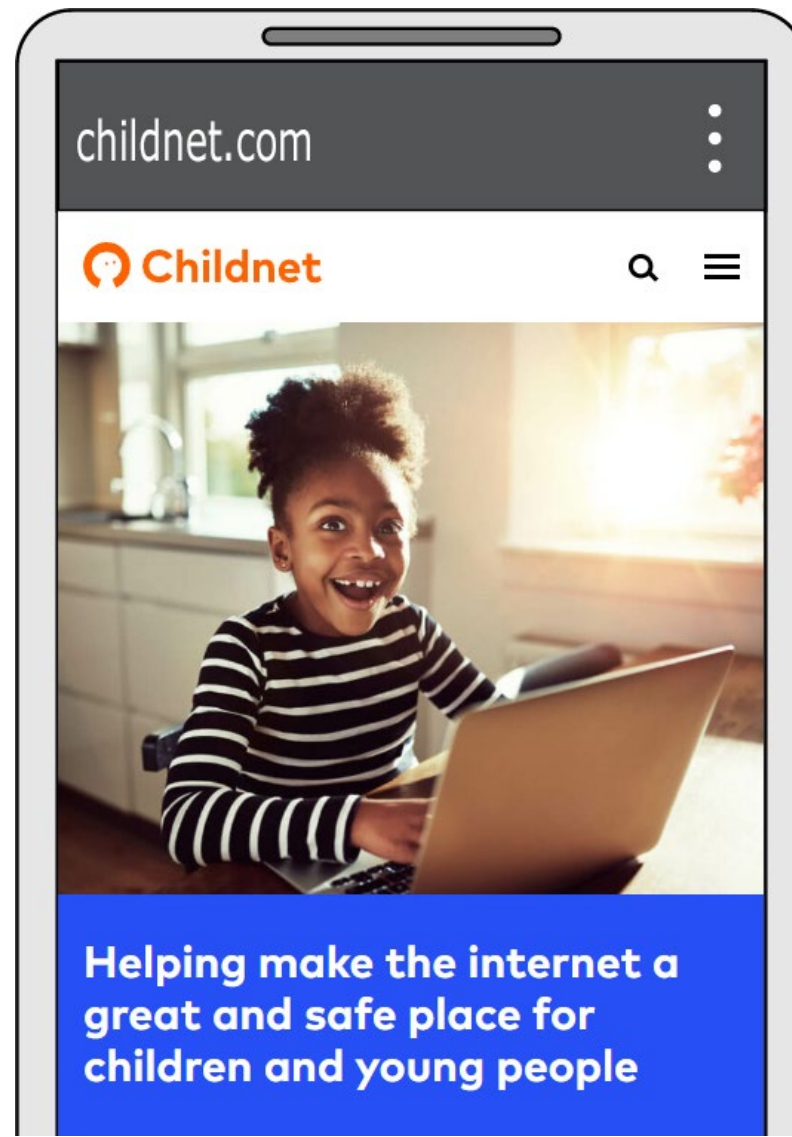
Childnet

If you need support or advice, or have concerns, seek help:



Childnet.com

Provide advice for young people on where to go to get help.



Extension activity

Write a top tips list or script for an educational video explaining the features of respectful relationships to young people.

The top tips list or script should include:

- guidance for young people about what consent is
- who is responsible for ensuring consent is given willingly and freely
- how people might demonstrate their decision to give or not give consent



Questions?

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Photography by Tom Hull. The children and adults pictured are models.
Photography includes real-life NSPCC practitioners, Hayley Davies and Reena Uddin. J20211217.