



# Y9 RELATIONSHIPS

## ALL ABOUT CONSENT

### LESSON OVERVIEW

This lesson explores consent by encouraging students to consider how to seek, give, withhold and withdraw consent, through language, tone of voice and body language. They then look at scenarios to decide if consent is being given or rejected, before watching and discussing a video showing an example of consent in the online world. Finally, they use what they have learned to write an article advising teens on everything they need to know about consent.

#### WHAT YOU'LL NEED

- Puberty – All About Consent PowerPoint Presentation
- Is It Consent? Activity Sheet (one per person)
- Healthy & Unhealthy Relationships In Teenage Relationships Video: [bit.ly/2HGv1Jr](https://bit.ly/2HGv1Jr)
- Healthy Relationships With Others Video: [bit.ly/2TFnWec](https://bit.ly/2TFnWec)
- Relationships & Consent Q&A with Jade Billington Video: [bit.ly/32iC3uO](https://bit.ly/32iC3uO)
- Consent: 5 Things You Need To Know Activity Sheet (one per person)

#### OBJECTIVE

To understand what consent means, develop strategies around consent and know how to be safe online.

#### OUTCOMES

- Know the law around consent and how to seek, give, not give and withdraw consent.
- Understand that no one but yourself can decide when you are ready for intimacy.
- Be able to recognise risky situations online and have strategies to deal with them.

#### DELIVERY

The activities in this lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more lessons, with flexibility to extend or cut discussion as needed.

Activity 4 is intended as an extension activity.

#### INTERACTIVE LESSON

This lesson is available in Nearpod, meaning your students can interact with the lesson and activities from their own devices. If you would like to learn more about this fun and simple delivery format, or try it out, visit: [nationalschoolpartnership.com/initiatives/about-you-resources](https://nationalschoolpartnership.com/initiatives/about-you-resources)

#### INCLUSIVITY

The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context, for example, by altering pronouns or terminology to that which is favoured by your school or institution.

We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need, and to help promote healthy conversation between all young people and all genders.

# LESSON PLAN

## Setting the tone

SLIDES 2 & 3



### SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with students.



### SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, SENSITIVITY, EMPATHY, LISTEN, UNDERSTAND, SPEAK.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Consent and sexual relationships

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of the session, can be addressed in a future session.

## Starter

SLIDES 4 & 5



### SLIDE 5: NO MEANS NO!

Ask students how many ways they can think of to say 'no' in one minute.

Have the class share their ideas and discuss.



## Activity 1

SLIDES 6 - 12

### WHAT IS CONSENT?

*In this part of the lesson, students learn what consent means, what the law says, and the four main actions that can be taken around consent. They look at examples of language and facial expressions.*



### SLIDE 7: DEFINING CONSENT

Ask students to define consent, then ask for several students to share their definitions. Reveal the legal definition and ask students what they think it means to 'agree by choice' and to have 'the freedom and capacity' to choose.

Some may ask why the definition uses 'he' rather than 'she' or 'they'. You could explain that 'he' in legal terms applies to a person of any gender. Ask students what situations could affect their 'freedom and capacity' to choose? You can find out more about the 'freedom and capacity' to consent here: [www.cps.gov.uk/sites/default/files/documents/publications/what\\_is\\_consent\\_v2.pdf](http://www.cps.gov.uk/sites/default/files/documents/publications/what_is_consent_v2.pdf)

# LESSON PLAN



## SLIDES 8 AND 9: USING CONSENT

Explain that there are four actions a person can take around consent:

- SEEK
- GIVE
- WITHHOLD
- WITHDRAW

In pairs, students take it in turns to ask for consent around an object they have in their possession. Can they get them to give consent, or persuade them to change their mind?

You could model an example by asking a student for consent to use their pen and discussing how they could give, withhold or withdraw it.

Use **slide 9** to review and ask how it felt when they were being persuaded to change their minds. Would it be ok to do this when asking for sexual consent?



## SLIDES 10 AND 11: CONSENT AND BODY LANGUAGE

Students look at the ambiguous phrases and try saying them with their partners in different ways. What do they mean?

Use the mini script on **slide 11** to show how meaning can be changed by tone, facial expression and body language. You could ask students to show their roleplay to the class and talk about whether they think consent was given depending on the way each person looks and acts.



## SLIDE 12: CONSENT - HOW TO BE SURE

Use **slide 12** to explain that consent needs to be explicitly given. If there is any ambiguity, then it means no.



## Activity 2

SLIDES 13 - 19

IS IT CONSENT?  
ACTIVITY SHEET

HEALTHY &  
UNHEALTHY  
BEHAVIOURS  
IN TEENAGE  
RELATIONSHIPS  
VIDEO

## RECOGNISING CONSENT

*In this section, students look at a range of examples of interactions between young people. They need to decide whether consent has been given or not.*



## SLIDES 14 TO 17: IS IT CONSENT?

Look at three scenarios on **slides 14 to 17** to see whether consent is being given and discuss as a class.



## SLIDE 18: IS IT CONSENT? ACTIVITY SHEET

Students complete the rest using the **Is It Consent? Activity Sheet**. Review answers together as a class. You can find out more about the 'freedom and capacity' to consent here: [www.cps.gov.uk/sites/default/files/documents/publications/what\\_is\\_consent\\_v2.pdf](http://www.cps.gov.uk/sites/default/files/documents/publications/what_is_consent_v2.pdf).

**Extension:** ask students whether there is anyone who doesn't have the freedom or capacity to consent in the examples?

# LESSON PLAN



## SLIDE 19: GIVING ADVICE ON CONSENT

In pairs, ask students to choose one of the scenarios where consent is not being given and think about what advice they would give. They can share with the class if they would like to. You could show them the **Healthy & Unhealthy Behaviours In Teenage Relationships Video** for more information.



## Activity 3

SLIDES 20 - 24

HEALTHY  
RELATIONSHIP  
WITH OTHERS  
VIDEO

RELATIONSHIPS  
& CONSENT Q&A  
VIDEO

## CONSENT AND ONLINE SAFETY

Students watch the **Healthy Relationship With Others Video** to explore how consent on social media can have serious effects on young people and consider how they can get help if needed.



## SLIDE 21: LEWIS AND JADA'S STORY

Play the video that shows a young couple's issue around consent. In this story, Lewis shares an intimate picture of Jada that quickly spreads around the internet. Pause at 2.00 minutes (when indicated by the titles) for discussion.



## SLIDE 22: WHAT SHOULD THEY DO?

Use the questions to prompt class discussion. Watch the end of the video to find out how things turned out for Jada and Lewis.



## SLIDE 23: GETTING HELP

Signpost where students can go to get help if they are experiencing cyberbullying or online abuse of any kind, or have any worries around consent.



## SLIDE 24: RELATIONSHIPS & CONSENT

Watch the **video where Jade Billington** answers young people's questions around relationships and consent.



## Activity 4

SLIDES 25 & 26

CONSENT: 5  
THINGS YOU  
NEED TO KNOW  
ACTIVITY SHEET

## CONSENT – 5 THINGS YOU NEED TO KNOW

Students use their knowledge to advise others about consent by writing an article for a blog.



## SLIDE 26: CONSENT: 5 THINGS YOU NEED TO KNOW

Students use the **Consent: 5 Things You Need To Know Activity Sheet** to write their article.

First, review the criteria on **slide 25** with students. You may wish to model examples of how to write the article on the board if needed.

## Reflection

SLIDES 27 & 28



## SLIDE 28: REFLECTION

Recap on what students have learnt by asking them to complete these sentences:

- "To ask for consent, you can..."
- "To give consent, you can..."
- "To withdraw consent, you can..."
- "To withhold consent, you can..."

Remind students about the anonymous question box where they can post questions to be answered in another session.

## CURRICULUM LINKS

### Curriculum links: England

#### RSE

##### Being safe

Pupils should know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

Pupils should know how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

##### Internet safety and harms

Pupils should know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

##### Intimate and sexual relationships, including sexual health

Pupils should know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

#### PSHE

**R20.** To manage the influence of drugs and alcohol on decision-making within relationships and social situations.

**R24.** That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.

**R25.** About the law relating to sexual consent.

**R26.** How to seek, give, not give and withdraw consent (in all contexts, including online).

**R27.** That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.

**R28.** To gauge readiness for sexual intimacy.

**R29.** The impact of sharing sexual images of others without consent.

**R30.** How to manage any request or pressure to share an image of themselves or others, and how to get help.

## CURRICULUM LINKS

<b>Curriculum links: Wales</b>	<p><b>PERSONAL AND SOCIAL EDUCATION – KS3</b> <b>Health and emotional well-being</b> Learners should be given opportunities to display a responsible attitude towards keeping the mind and body safe and healthy.</p> <p>Learners should be helped to understand <b>how to use alcohol responsibly and the risks of binge drinking</b>.</p> <p>Learners should be helped to understand the law relating to aspects of sexual behaviour and the benefits of</p> <p><b>SEXUAL AND RELATIONSHIP EDUCATION – KS3</b> Schools should ensure that learners:</p> <ul style="list-style-type: none"><li>• know to talk to a trusted adult about any feelings that trouble them.</li><li>• have access to relevant helpline numbers, websites and organisations.</li></ul> <p>Secondary schools should address equally the emotional, physical and social aspects of SRE as well as provide meaningful opportunities for discussion about feelings, relationships and values.</p> <p>Learners should be helped to understand the importance of stable, secure and loving relationships, develop a responsible attitude to sexual relationships, as well as understand the laws relating to sexual behaviour.</p> <p>Learners should also understand the links with other risk-taking behaviours, including the potential risks of online social networking.</p>
<b>Curriculum links: Scotland</b>	<p><b>HEALTH AND WELLBEING</b> <b>Relationships, sexual health, and parenthood</b></p> <p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health. (HWB 4-41b)</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. (HWB 4-45a)</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. (HWB 4-45b)</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. (HWB 4-46c)</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. (HWB 4-48a)</p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour. (HWB 4-49a)</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. (HWB 4-49b)</p>

## CURRICULUM LINKS

### Curriculum links: Northern Ireland

#### PERSONAL DEVELOPMENT

##### Self-Awareness

Pupils should have opportunities to investigate the influences on a young person, for example - peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc..

##### Personal Health

Pupils should have opportunities to develop strategies to promote personal safety, for example - responding appropriately to different forms of bullying, abuse and physical violence.

Pupils should have opportunities to develop safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.

Pupils should have opportunities to investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse, for example, effects on behaviour, physical and mental health, life and work changes, etc.

##### Relationships

Pupils should have opportunities to explore the qualities of a loving, respectful relationship, for example - how choices within a relationship affect both physical and emotional development, friendships, etc.

Pupils should have opportunities to develop coping strategies to deal with challenging relationship scenarios, for example - sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc..

### Curriculum links: The Republic of Ireland

#### SPHE

##### Relationships and Sexuality Education

Peer pressure and other influences: To help the students to explore the role of peer pressure and other influences in the area of sexuality.

Managing relationships: To enable the students to develop skills for establishing and maintaining relationships at appropriate levels.

Making responsible decisions: To identify skills necessary for making decisions—consistent with personal values and within a moral framework—about behaviour in relationships.

Health and personal safety: To enable the students to identify practical steps for personal security.

##### Influences and decisions

Making decisions: To promote the development of skills for responsible decision-making.

##### Substance Use

Alcohol and its effects: To identify the implications of the use of alcohol for personal behaviour and responsibility, especially in the life of the young person.

##### Personal Safety

Feeling threatened: To raise awareness of the possible situations in which accidents occur and ways in which they may be avoided. To enable the students to explore the range of risks for young people: at home, in school, and in the wider community. To help the students to identify strategies for promoting security and safety, and sources of crisis support.