

Consent and the Law



LEARNING OUTCOMES

Knowledge, Skills & Actions

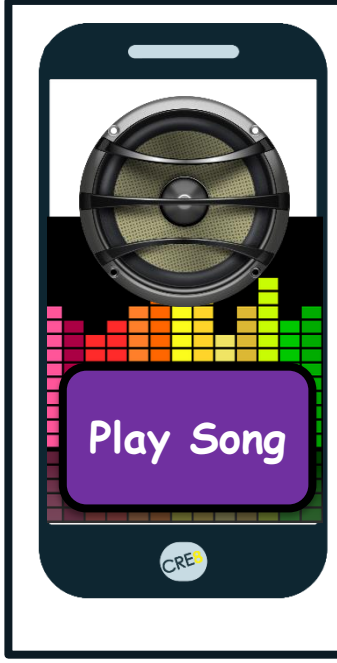
To know the legal definition of consent and the law surrounding it

To understand the practicalities of consent and the importance of it

To understand the consequences of sexual activity with no consent

New Vocabulary

Consent, sexual assault, rape, capacity, willingness, exploitation, legality



3 Minutes



STARTER ACTIVITY

YUNGBLUD - Polygraph Eyes: What is the themes behind this song? What messages does this song/ music video try to put across?
How could it be improved?
What other words could be exchanged for consent?

CREATIVE CURRICULUM

EFFECTIVE GROUND RULES

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

You don't have to say things about yourself if you don't want to (**You have the right to pass**)

It's OK to get things wrong

Enjoy the lesson, Challenge your perceptions and **understand how to seek further advice and support**

PSHE

Be open and honest but **no personal comments** – Discussions will be about 'general situations'

PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS

SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART

Use the agreed appropriate Language (**Avoid slang terms**)

Don't show the fact you are embarrassed through silliness

CREATIVE CURRICULUM

EFFECTIVE GROUND RULES

Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings

There are **no stupid questions**. A question box for anonymous Questions

Have a **non-judgemental approach**. No put downs and challenge the opinion not the person

Conversations stay in the room unless it is a **safeguarding issue**



Consent and the law



ASSESSMENT FOR LEARNING

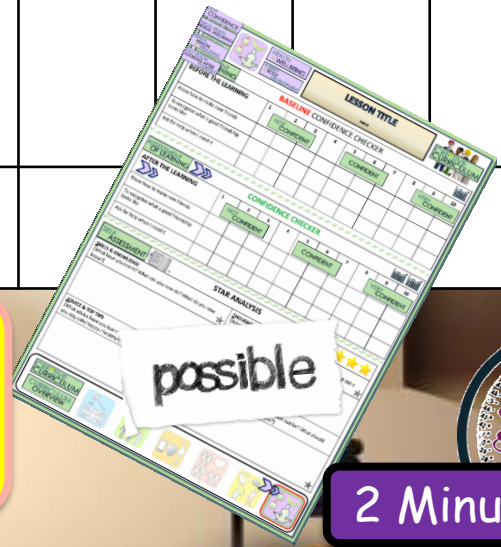
BASELINE CONFIDENCE CHECKER



BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
		NOT CONFIDENT				CONFIDENT			VERY CONFIDENT	
I understand the requirements for consent										
I know the law in relation to consent, sexual assault and rape										
I understand the vital importance of consent										



Complete a baseline assessment of where you think you are at for this lesson
(Discussion or complete sheet)



2 Minutes



	I'm not confident at all		I'm getting more confidence		Confident		Very confident		Super confident
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Consent and the Law



What thinking is needed? next steps? Where are we now

What is wrong? Is it safe? can it be done?

THINKING

JUDGEMENT

Checking Consent! Oxford City Council

Task: Pick one or two colours and answer all the related questions



What facts do I know? What else do I need to know? What do I want to know?

How do I feel about this? What don't I like about this? What do I like about this?

Can something be done? New ideas? What are the solutions/suggestions?

INFORMATION

FEELINGS

CREATIVITY



4 Minutes

THINKING
HATS

Core aims for young people for relationships and sex education in secondary schools

INFORMED
DECISIONS
CHOICE
RIGHT DECISIONS
NO PRESSURE

- ✓ Respect and understanding of **consent**
 - ✓ **Understanding** of anatomy, physiology, dysfunction, fertility and sexual response
 - ✓ Ability to maintain safety (legally, physically and emotionally)
 - ✓ Understand how to build, maintain and **negotiate healthy relationships**
 - ✓ Openness to exploring sexuality, gaining knowledge and asking for help as part of life-long learning
 - ✓ **Celebrate sexuality**, pleasure and the joy of sexual relationships
 - ✓ Understand own values/beliefs and how they impact on decision-making and behaviour
 - ✓ Ability to comprehend, establish and **respect boundaries**
 - ✓ Developing personal skills
 - ✓ **Build resilience** to be able to manage any unwanted outcomes
 - ✓ Having an awareness of the diversity of sexual behaviour throughout the lifespan
 - ✓ Understanding of varying gender roles in cultures and societies
 - ✓ Appreciation of the diversity of sexual orientation and gender identities
 - ✓ Applying **critical analysis** to media representations
 - ✓ Developing a **positive attitude** to own concept of self
- Recommended by the Association and others

WHAT IS AND IS NOT CONSENT?

What do you think counts as someone giving consent and when do you think something does not count as consent?



NOT SURE



The age of **consent** to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

It is an offence for anyone to have any sexual activity with a person under the age of 16. (if both are under 16 this will be a matter of public interest to decide if a prosecution will be sought)

It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust

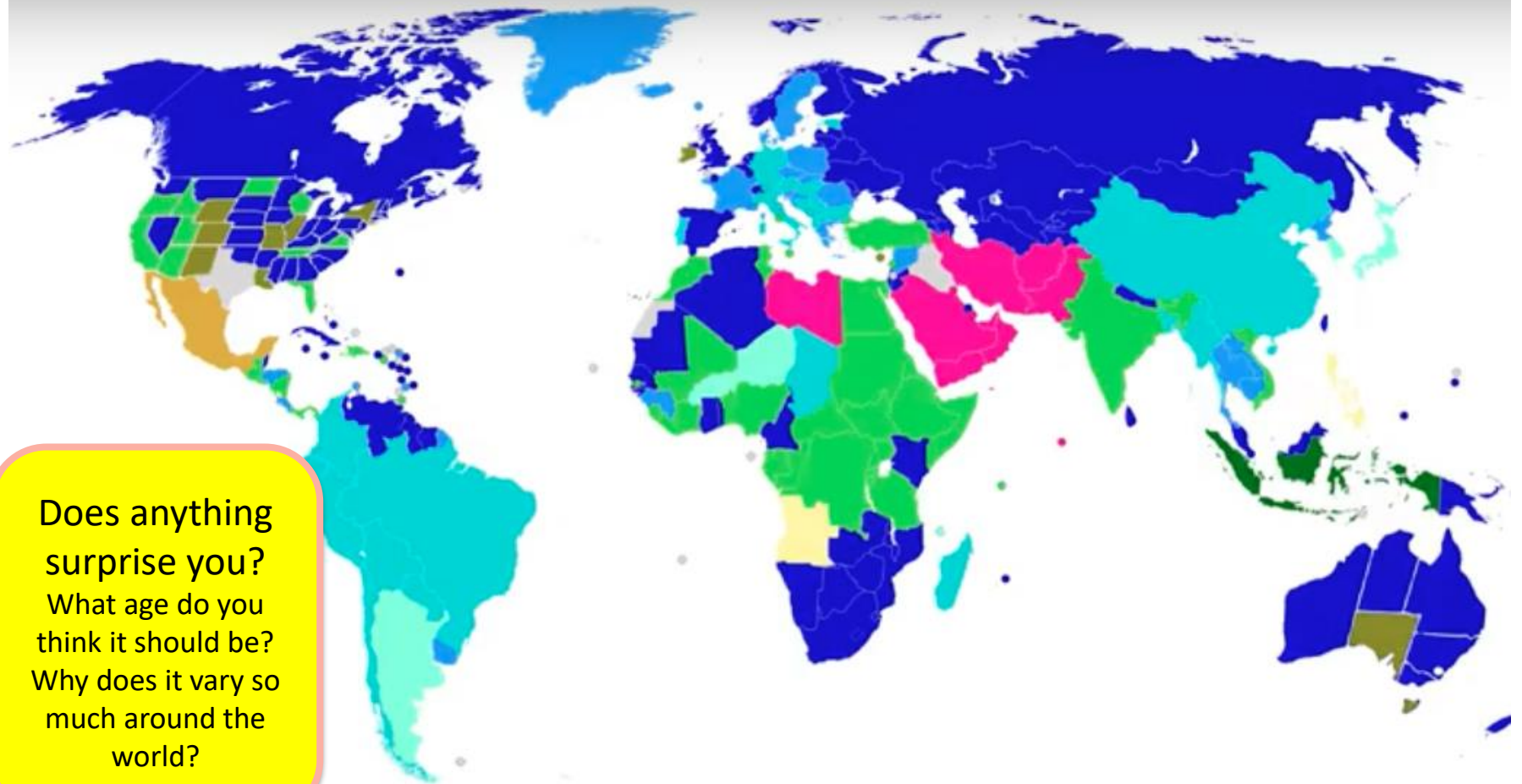
EXTRACTS FROM

- ***Home Office, Children and Families: Safer from Sexual Crime –***
- ***The Sexual Offences Act 2003, London: Home Office Communications Directorate, 2004.***

Did you know?

The Criminal Law Amendment Act 1185 increased the age of consent in England from 13 to 16

Age of Consent for heterosexual sex around the world



Does anything surprise you?
What age do you think it should be?
Why does it vary so much around the world?

Age of consent for heterosexual sex by country: – 12, – 13, – 14, – 15, – 16, – 17
 – 18, – 19, – varies by state/province/region/territory, – must be married. – no data available.



6 Minutes



You don't have to do anything that you don't want to do. If you're being pressured to do something you're not comfortable with, that's called coercion, even if it's someone you trust.

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

Ethical sexual practices based on respect, equality and freedom are crucial - especially if we want to work to prevent sexual violence. Consent must be sought and is rooted in mutual respect, empathy and dignity for another person.



Task

Explain how each image links to the topic of this lesson



Listen to your Selfie



Play video



What thinking is needed? next steps? Where are we now

What is wrong? Is it safe? can it be done?

THINKING

JUDGEMENT

Saying Yes or No: What Is Consent?

Task: Pick one or two colours and answer all the related questions



What facts do I know? What else do I need to know? What do I want to know?

INFORMATION



How do I feel about this? What don't I like about this? What do I like about this?

FEELINGS



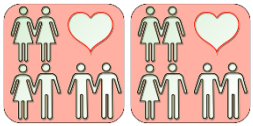
Can something be done? New ideas? What are the solutions/ suggestions?

CREATIVITY

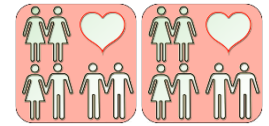


8 Minutes

THINKING
HATS



QUIZ!



WHICH FIVE OF THESE ARE COMPONENTS OF CONSENT?

A Essential

E Assumed

I Pressured

B Retractable

F Given Freely

J Forced

C Active

G Silent

K Blackmailed

D Reluctant

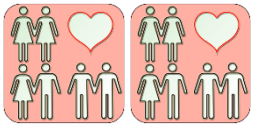
H Comfortable

L Unconscious

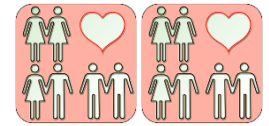
YES

YES













YES



ANSWERS



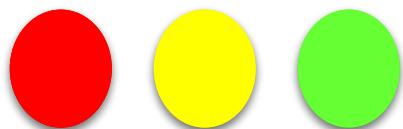
WHICH FIVE OF THESE ARE COMPONENTS OF CONSENT?

- | | | |
|--|---|---|
| A Essential  | E Assumed  | I Pressured  |
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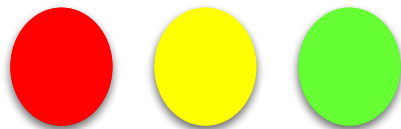


HAS CONSENT BEEN GIVEN IN EACH SCENARIO?

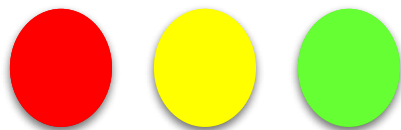
If a person says yes and means it, has consent been given?



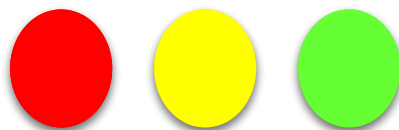
If a person says yes after feeling pressured, has consent been given?



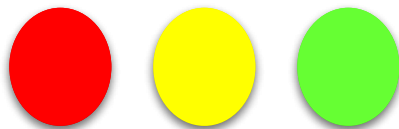
If a person is 17, has consent been given?



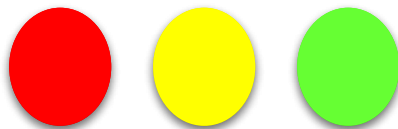
If a person shrugs, has consent been given?



If a person is silent, has consent been given?



If a person is in love and says yes, has consent been given?



Three Parts to Consent

1) A person willingly agrees to have sex or engage in sexual activity.

2) A person is capable to make their own decision to have sex or engage in sexual activity.

3) A person is free to make their own decisions to have sex or engage in sexual activity

TASK

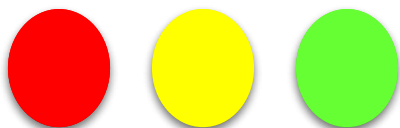
Green (Safe): Consent has been given (remember it can be withdrawn at any moment)

Amber (Unsafe) I'm not sure if consent has been given

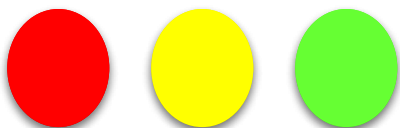
Red (Completely unsafe) Consent has definitely not been given

HAS CONSENT BEEN GIVEN IN EACH SCENARIO?

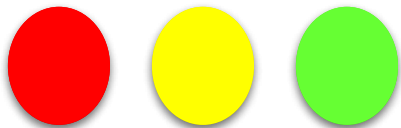
If a person says nothing, has consent been given?



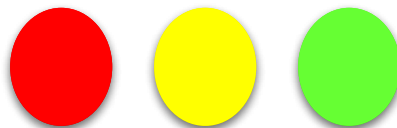
If a person is high on drugs, has consent been given?



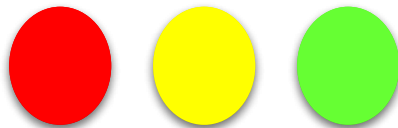
If a person is 15, has consent been given?



If someone is married and says nothing, has consent been given



If a person is drunk and says yes, has consent been given?



Three Parts to Consent

1) A person willingly agrees to have sex or engage in sexual activity.

2) A person is capable to make their own decision to have sex or engage in sexual activity.

3) A person is free to make their own decisions to have sex or engage in sexual activity

TASK

Green (Safe): Consent has been given (remember it can be withdrawn at any moment)

Amber (Unsafe) I'm not sure if consent has been given

Red (Completely unsafe) Consent has definitely not been given

Rape

KEY ASPECTS OF THE LAW

Unlawful sexual intercourse or any other sexual penetration of the vagina, anus, or mouth of another person, with or without force, by a sex organ, other body part, or foreign object, without the consent of the victim.' (Legislation.gov)

' Someone consents to **vaginal, anal or oral** penetration only if s/he agrees **by choice** to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. **Consent can be withdrawn** at any time during sexual activity and each time activity occurs.'

(Section 74 Sexual Offences act 2003) NHS

THE LAW
EXPLAINED



Sexual Assault and the law



1

CRE⁸

Someone touched me or forced me to touch them, and I don't know what to do about it.

- Jon

2

CRE⁸

Someone showed me pornographic material, and it made me uncomfortable. I don't know what to do about it. - Sarah

Task

What advice would you give Jon and Sarah?

Sexual abuse:
When someone does something sexual to another person without their consent

THIS IS WRONG AND AGAINST THE LAW!

Sexual abuse has nothing to do with sexual orientation

Sexual abuse is never the victim's fault

It is more common than people think and you are not alone

Always tell a trusted adult or seek specialist support



“It should always be the boys responsibility to ask for consent”

Talking points

- I think that ...
- I don't think... is right because...
- My opinion is...
- I would argue the same because...
- I disagree with... because
- Building on what
- An alternate way of looking at this is...
- I sort of agree, however....
- In my view...
- I would challenge what... said because ...

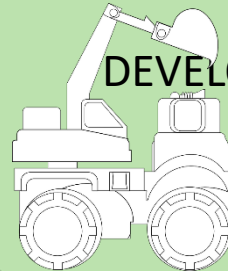
AGREE



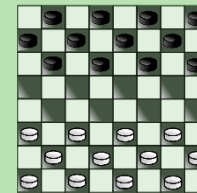
DISAGREE



DEVELOP

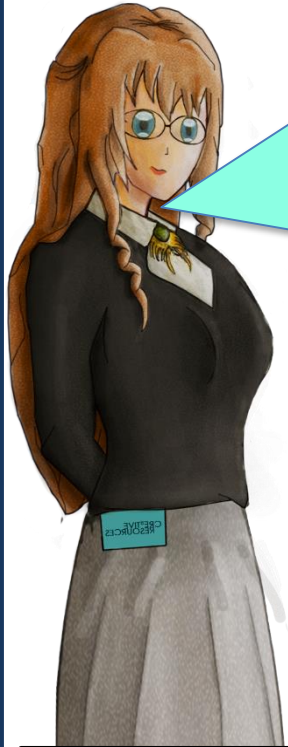
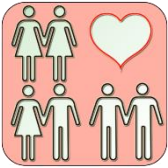


CHALLENGE



ALTERNATE IDEA





**“Someone under 16
can consent to sex
even though this is
against the law”**

Talking points

- I think that ...
- I don't think... is right because...
- My opinion is...
- I would argue the same because...
- I disagree with... because
- Building on what ...
- An alternate way of looking at this is...
- I sort of agree, however...
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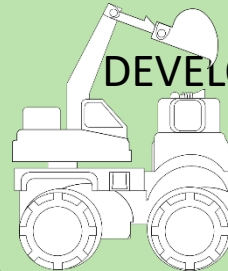
AGREE



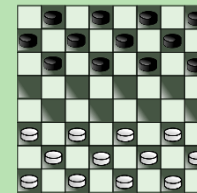
DISAGREE



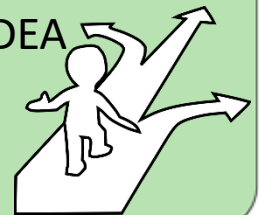
DEVELOP



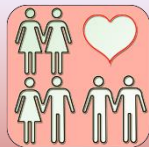
CHALLENGE



ALTERNATE
IDEA



LEARNING OUTCOMES



STOP!

Let us review our learning outcomes for this lesson
Knowledge, Skills & Actions

PAIR &
 SHARE

ASSESSMENT FOR LEARNING

Confidence Checker



AFTER THE LEARNING	1	2	3	4	5	6	7	8	9	10	
		NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
I understand the requirements for consent											
I know the law in relation to consent, sexual assault and rape											
I understand the vital importance of consent											



Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes

- I'm not confident at all
- I'm getting more confidence
- Confident
- Very confident
- Super confident

IMPORTANT INFORMATION

SEEKING SUPPORT

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

IMPORTANT INFORMATION



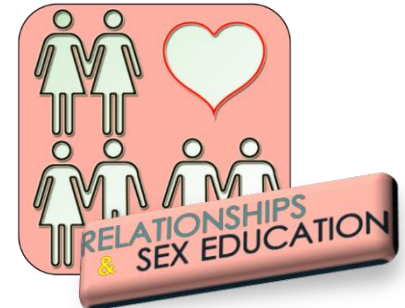
FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR, TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!

SUBMIT ANNONYMOUS QUESTION TO <https://riseabove.org.uk/wall/>
VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

-
-
-
-



2 Minutes

SIGNPOSTING SUPPORT

HELP & SUPPORT SERVICES

FURTHER INFORMATION



REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged was...

Today I have tried to...

Next lesson I would like to..

Before I would have done... Now I will ...

Before I would have said ... but now I will say...

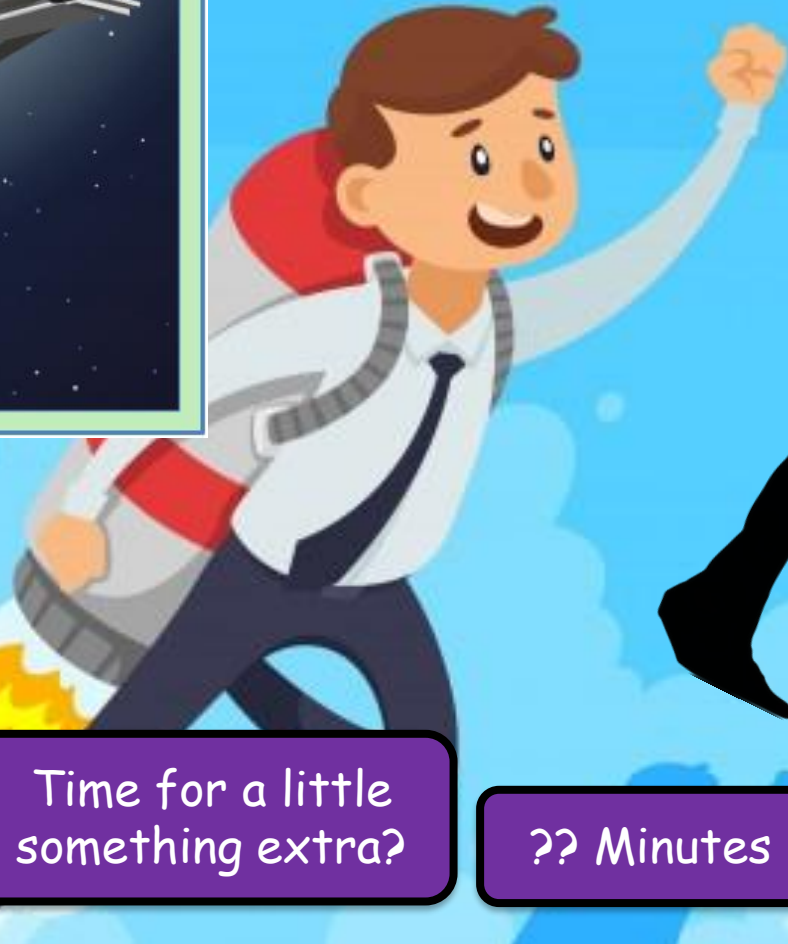
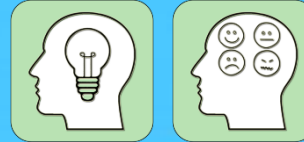
A problem I overcame today was...

2 Minutes



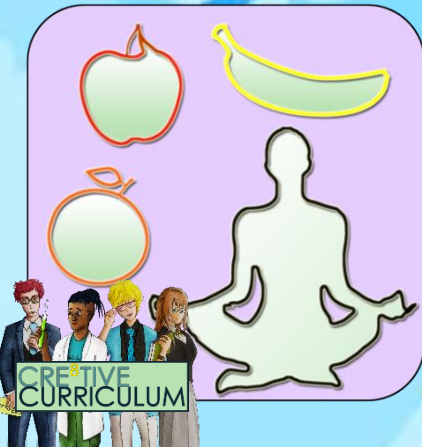
REFER TO MINDFULNESS

➤➤➤ POWERPOINT



Time for a little something extra?

?? Minutes



CREATIVE CURRICULUM