

Week 1

# Year 9

## Consent



Learning Objectives; *to understand what consent means and why it is important*

*To recognise when someone is consenting and when they are not*

*To understand how consent is sought*

### **Task 1 – Starter**

‘Imagine an alien has arrived from another world. They have heard about something called “consent” but they have no idea what it means.’

In pairs discuss

‘How would you explain “consent” to the alien who knows absolutely nothing about it?’

# Year 9

## Consent



### Task

1. Stand in pairs at least arm distance away
2. On person steps forward, but has to ask each time if they can step forward. You should only step forward if your partner has said yes and need to stop once they have said stop
3. Stand still where you have said stop

Discuss the following

- Where does the responsibility for stopping lie between the two people?
- Why do you think people asked the other person to stop at different distances away?
- How did it feel to be able to say 'stop' and have that respected?
- How does it feel when people don't respect your boundaries?
- How would it have felt if the opposite person had kept taking a step forward even when you asked them to stop?

# Year 9

## Consent



### **Task**

Discuss

How can we communicate stop without saying it?

In pairs take the following roles

1. Talk about ways people behave when they are happy with something
2. Talk about the ways people behave when they don't like something

# Year 9

## Consent



### Task

If we weren't sure whether the other person was giving their consent, how could we check?

Think of two or three questions we could ask.

Possible verbal signs of consent	Possible verbal signs of non-consent
Yes I'm sure I'm excited I want to... I want to do this I feel good about this I'm ready This is the right thing to do	No I'm not sure Stop I don't want to do that Can you please not do that I thought I wanted to, but... I don't want to do this right now I'm not ready or not sure if I'm ready I don't want to do this anymore This is the wrong thing to do
Possible non-verbal signs of consent	Possible non-verbal signs of non-consent
Direct eye contact Nodding Looking comfortable and relaxed Laughter and/or smiling "Open" body language, (e.g. relaxed, loose and open arms and legs, relaxed facial expressions, turning towards someone) Actively taking part	Avoiding eye contact Pushing someone away Avoiding touch Shaking head Looking uncomfortable, tense, sad or fearful "Closed" body language, like tense, stiff or closed arms and legs, turning away from someone Not actively taking part

# Year 9

## Consent and the law



Learning Objectives; *to understand what consent means and why it is important*

*To recognise freedom of choice*

*To understand the legal age of consent*

### **Task 1 – Starter**

‘A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.’

Legal definition of consent

Discuss in pairs

Does this definition match your opinion of consent?

# Year 9

## Consent and the law



### Task

Have a class discussion about these three words and what they may mean in relation to consent

Freedom

Choice

Capacity

Imagine two young people aged 15 were talking to you.

# Year 9

## Consent and the law

*We both really want to start having sex.  
We've been together for over a year!  
We really love each other.  
It is no-one's business but ours what we do!*

### Task

1. Read the scenario
2. Discuss the following questions in pairs
  - If they asked their friend for advice, what do you think the friend should say? Why?
  - What might be the consequences of following or failing to follow that advice?
  - Does the sex, sexual orientation, gender identity or background of the two characters make a difference? Why?
  - Should the principles of what constitutes consent not always be the same?
  - Now imagine one of the two was 21 and the other 15. Does this make a difference? If so, why?





# Year 9

## Consent and the law

16 is the legal age of consent

What percentage of young people have sex under the legal age of consent?

25 - 30%



# Week 2

Year 9



# Avoiding Assumptions relating to consent

Learning Objectives; *to understand that consent should never be assumed*

*To know when someone is giving consent*

*To understand that it not my fault is someone assume my consent and does something you don't want them to do*

## **Task 1 – Starter**

Discuss what have you learnt already about consent?

Year 9



# Avoiding Assumptions relating to consent

## Task

As a class discuss the following statements - what is wrong with these situations and what might the person be feeling who they are being to?

*‘Why are you pulling away? You came out on a date with me. You must be ok kissing me!’*

*‘What’s wrong with you? You let me kiss you! You must want me to go further!’*

*‘You came upstairs with me. You must want to have sex!’*

*‘You wanted to last week – you must want to do it again.’*

# Year 9



## Avoiding Assumptions relating to consent

### Task

Discuss the following in pairs

Which gender do you assume saying these sentences?

Do we assumptions about gender roles?

Does it make a difference if who said them is a man or woman?

Should consent be the same in all situations?

*‘Why are you pulling away? You came out on a date with me. You must be ok kissing me!’*

*‘What’s wrong with you? You let me kiss you! You must want me to go further!’*

*‘You came upstairs with me. You must want to have sex!’*

*‘You wanted to last week – you must want to do it again.’*

## Suggestions for avoiding assuming someone else's consent:

1. Ask yourself whether the other person has actually given their consent, or whether you have just assumed or inferred that they have.
2. Listen to what they are saying to you, and think about the non-verbal signals/body language they are giving you.
3. Ask yourself whether they are actively consenting
4. Remember that consent can easily be assessed by asking 'Are you happy with this?', 'Are you sure?', and providing the option that 'If you don't want to, that's ok.'
5. Think carefully about how your actions might be interpreted and about how you interpret the actions of others – try to assume less and ask more to avoid incorrectly assuming someone else's consent.
6. Be careful not to make assumptions: consent to one activity is only consent to that activity, nothing else.
7. Try to have open and honest conversations with your partner about what they may or may not be willing to consent to before the situation arises, and tell them what you may or may not consent to.
8. Tell your partner if you are unsure and vocalise your lack of consent if you don't think your partner has understood this.
9. There should be no misunderstanding a plain and simple 'no'.

# Year 9

## The Right to withdraw consent



Learning Objectives; *to understand that we all have the right to withdraw consent*

*To know that people can change their mind*

*To understand that there are no excuses for ignoring people's right to change their minds*

### **Task 1 – Starter**

Discuss with the person next to you

When do you have the right to withdraw your consent?

# Year 9

## The Right to withdraw consent



### Task

Discuss the following

What is the responsibility of the person seeking consent in this scenario?

Does it matter at what point we decide to change our minds about doing something?

If someone has done something before does that automatically mean we should expect them to want to do it again?

Does the person who apologises in the scenario have anything to apologise for?

What do you think about the term 'leading someone on'?

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**'What do you mean 'stop'?'**

*'Please stop. I want you to stop.'*

**'But we just got started, it was great! You can't want to stop now!'**

*'I've changed my mind, I don't want to.'*

**'You have been leading me on!'**

*'No I haven't!'*

**'You can't change your mind now!'**

*'I can, I just don't want to do it.'*

**'But it's not like it is the first time, we've done it before!'**

*'I know, I just don't want to now.'*

**'What about me! You're not being fair!'**

*'I know, I'm sorry, but I really don't want to.'*

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# Year 9

## The Right to withdraw consent



Simple statements such as ‘No thank you’, ‘I don’t want to’, ‘I’ve changed my mind’, or ‘I need you to stop’ are more effective and harder to argue with than explanations and justifications such as ‘I can’t because ...’, which invites discussion and contradiction and should be avoided.

Week 3

# Year 9

## Capacity to Consent



Learning Objectives; *to understand that we cannot assume consent*

*To know that some people are more vulnerable than others*

*To understand that to mislead someone can be a serious offence*

### **Task 1 – Starter**

Discuss with the person next to you

What could stop a person from being able to give their consent or withdraw their consent from something they do not want to do?

# Year 9

## Capacity to Consent

‘Alex was really out of it last night!’ ‘So after you both left ... did you?’ ‘Did we what?’

‘You know ... did you?’

‘Yeah, yeah we did.’

‘I never thought Alex would do that!’

‘That’s what happens when you get drunk ...’

### Task

1. Read the scenario
2. Stand up if you think Alex is female
3. Discuss the following questions

What do you think the characters in the scenario are thinking and feeling?

What do you think Alex is thinking and feeling?

Is what happened acceptable?

What are you thinking?

What are you feeling?

4. What if the character in the scenario had been involved in getting Alex drunk, or had spiked Alex’s drink?



# Year 9

## Capacity to Consent



### ***Intoxication:***

Getting intoxicated to the point where one is unable to gauge another's consent is extremely unwise. Getting intoxicated to the point where one becomes vulnerable to exploitation or abuse is also extremely unwise. However, this in no way excuses someone who takes advantage of another's vulnerability for their own purposes. Getting someone drunk (or intoxicated using any substance) for the purpose of sex is illegal. Taking advantage of another's vulnerability, regardless of the cause, for the purpose of sex is also illegal.

### ***Lies and withheld information:***

Telling lies which lead to someone else engaging in sexual activity with you is manipulation, and can be a very serious criminal offence. While people may not always share everything about themselves with their partners, withholding information about something which one could reasonably expect would change the other's mind about engaging in a sexual activity is wrong and could be a serious criminal offence.

# Year 9

## Capacity to Consent



### Task

Imagine you are walking past  
this conversation

What would you say?

‘Alex was really out of it last night!’ ‘So  
after you both left ... did you?’ ‘Did we  
what?’

‘You know ... did you?’

‘Yeah, yeah we did.’

‘I never thought Alex would do that!’

‘That’s what happens when you get  
drunk ...’

# Year 9

## Capacity to Consent



### Task

Design a poster to put up in schools about consent and the law

It should include the following

- ☐ What the law says about consent
- ☐ Advice on how to give consent
- ☐ How some people might not give consent
- ☐ Who to speak to in school about consent
- ☐ Creative and eye catching
- ☐ Excellent SPAG

Week 4



# Year 9 - Inappropriate sexualised behaviour



Learning objectives;

To can explain what sexual bullying is

To explain and demonstrate techniques for challenging inappropriate sexual behaviour

To explain how to support others and yourself from sexual bullying

## **Task**

In pairs discuss what the definition is of sexual bullying

The NSPCC defines sexual bullying as:  
“Any bullying behaviour, whether physical or non-physical, that is based on a person’s sexuality or gender. It is when sexuality or gender is used as a weapon by any gender towards another person”

Write this down in your books

# Year 9 - Inappropriate sexualised behaviour



## Task

As a class discuss how far you agree with the following statements

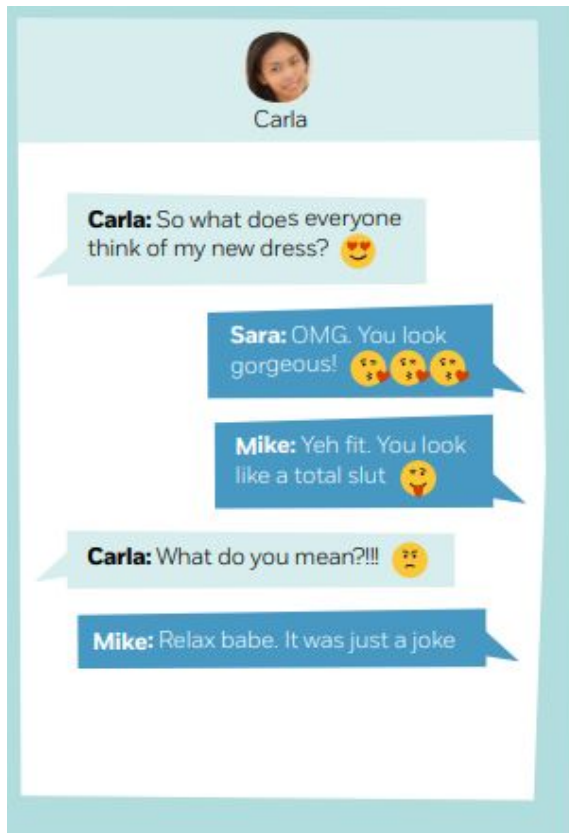
- “People who wear revealing clothes are really flirty and just asking for attention”
- It’s always nice to get attention, now matter what kind of attention or who it is from”
- “What adults describe as sexual bullying is just how teenagers flirt”
- “If someone spends time annoying or teasing you, it’s probably because they like you”

# Year 9 - Inappropriate sexualised behaviour

## Task

Read the online comments and discuss

- Why do you think each of the characters posted what they did?
- Do you think this is typical of the way people speak on social media?
- Does anything about the language make you feel uncomfortable?
- How would you advise Carla and George to respond? Why?



A screenshot of a social media post by a user named Carla. At the top is her profile picture and name. The post text says: "Carla: So what does everyone think of my new dress? 😊". Below the post are three comments in blue speech bubbles: "Sara: OMG. You look gorgeous! 🥰🥰🥰", "Mike: Yeh fit. You look like a total slut 😏", and "Carla: What do you mean?!?! 🙄". At the bottom is another comment in a blue speech bubble: "Mike: Relax babe. It was just a joke".

## Scenario 2

George has shared an article:



A screenshot of a social media post by a user named George. At the top is his profile picture and name. The post text is a URL: "www.poynter.org/wp-content/uploads/2012/05/nytimes.jpg". Below the post are three comments in blue speech bubbles: "Kris: Urgh. What's this mate?! Do you want people to think you're gay?", and "Melanie: I always knew you were a poof. Now we have proof."

# Year 9 - Inappropriate sexualised behaviour

## Task

1. Read through the scenarios
2. What advice would you give to each person?
3. Where could they go to receive more support?

Please help!



So, recently something weird has been happening to me at school. There's this girl who every time she sees me in the corridor tries to pinch or slap my bum. She's a really popular girl and whenever she does it my mates cheer and laugh. Most of them think she's doing it because she fancies me. But we never speak and the rest of the time she doesn't even seem to notice I exist. It makes me feel really uncomfortable and self-conscious. And I hate that everyone else just thinks it's funny. I tried to tell one of my friends it creeped me out but he just told me to man up and said I should enjoy it. Am I over-reacting? What should I do?

Thanks,

**Noah**

Who do I believe?

There's this boy in my class I really like and we've been flirting for a while now. He tells me all the time that he thinks I'm fit and in the lunch hall he wants me to sit on his lap. We make out sometimes but we're not officially boyfriend and girlfriend yet. He hangs out with quite a big group and all the girls he's friends with have started saying I am easy and that he's only interested in me because everyone knows I'm a slag. I feel like they're always giving me nasty looks and giggling behind my back. When I tried to talk to him about it, he laughed it off and said they were jealous. I really like him but I don't know who to believe?

In need of advice,

**Vestina**



# Year 9 - Inappropriate sexualised behaviour

Trusted organisations:

[childline.org.uk](https://childline.org.uk)

[nspcc.org.uk](https://nspcc.org.uk)

[youngstonewall.org.uk](https://youngstonewall.org.uk)

[youngminds.org.uk/find-help/feelings-and-symptoms/bullying](https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying)

[anti-bullyingalliance.org.uk](https://anti-bullyingalliance.org.uk)

[childnet.com/young-people](https://childnet.com/young-people)



**Week 5**

# Year 9 - Sexting



Learning objectives;

To understand the pressure on young people to send naked picture

To give advice to others to avoid sending a text

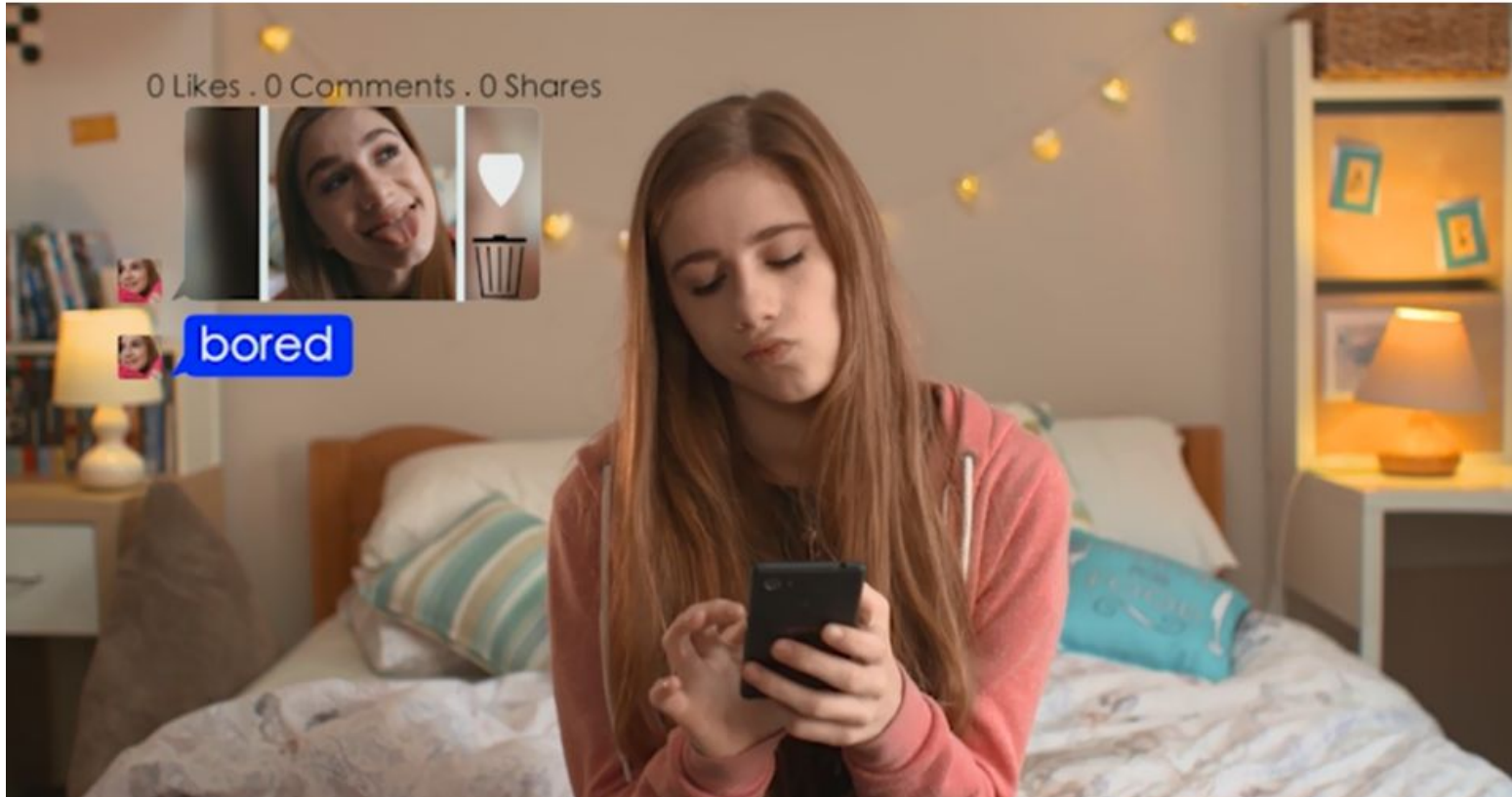
To understand the possible consequences of sending a sext, including legal consequences

## **Task**

In pairs discuss this statement.  
Do you agree or disagree and why

“Girls have a more negative experience online”

Watch “Just send it”



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ing/just-  
send-it](http://www.childnet.com/resources/pshetoolkit/sexting/just-send-it)



Is this story realistic? Could a similar situation happen in this school?

The title of this toolkit is 'Crossing the Line'. In this film, where do you think the line was crossed?

Why does Josh mention possible involvement from the police at the end of the film? Who do you think broke the law in this film?

## Peer pressure and consent

Abi was reluctant at first to send the image to Josh. What made her change her mind?

Why did Josh ask for the photo?  
Did he feel any pressure to have images like this?

Did Abi give consent for her photo to be shared around the school?  
In this situation, who is more at fault – Josh, Abi or Brandon?  
Anyone else?

Do you think Josh respected Abi?  
How can you tell if someone respects you?

## Peer pressure and consent

Some of the comments under Abi's photo are quite mean. None of them seem to portray Josh in a negative light. Do you think there are different standards between boys and girls: if a guys sends the picture around or if a girl does?

What do you think of the comment that Eve makes when she says, "Gotta keep your man happy"? Is this how girls can feel; that they must keep their boyfriends or friends happy?

Abi receives a naked picture of Josh first. What would happen if Abi decided to share this picture around to others?

# Taking action

Instead of sharing the naked photo, what could Abi have done to let Josh know that although she likes him, she doesn't want to send him a nude photo?

When she discovered the picture had been shared around, Abi didn't want to go to school. She eventually told her mum, but who else could she have spoken to about her situation?

What could the other characters have done to help Abi?



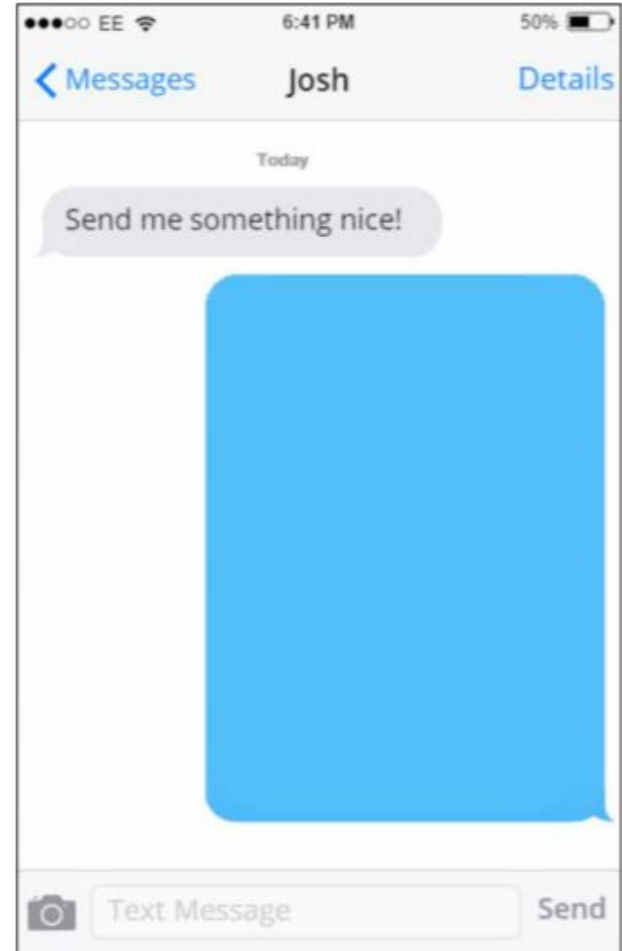
What do you think happens next in the film? What happens when Abi goes back to school? What happens when Abi meets Josh for the first time? Would Abi want to meet Josh again?



# Year 9 - Sexting

## Task

1. In pairs write in your books what you would have replied to Josh
2. Imagine she texts you asking for advice. What advice would you give?





# HVS Year 9 - Sexting

## Task

1. Summarise each law in 10 words or less



**The Malicious Communications Act 1988** is a British Act of Parliament that makes it illegal in England and Wales to, "send or distribute letters or other articles for the purpose of causing distress or anxiety." This also includes electronic communication.

**The Communications Act 2003** Section 127 (1) (a) relates to a message that is grossly offensive, or of an indecent, obscene or menacing character and should be used for indecent phone calls and emails.

**Protection from Harassment Act 2007** This Act covers any form of harassment that has occurred 'repeatedly'; in this instance, 'repeatedly' means on one or more occasions.



**The Computer Misuse Act 1990** says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law.

**The Protection of Children Act 1978** says that indecent images (naked pictures) of children under the age of 18 are illegal. It is illegal for anyone to take, have on their device, distribute and share sexually explicit or partially nude images of children. This also means that if children take pictures of themselves (naked selfies), this is against the law as they have generated an indecent image of a child.



**Section 33 of the Criminal Justice and Courts Act 2015** refers to the new offence dealing with Revenge Pornography. This is a law relating to images of adults (ie over 18s), making it illegal to share or make public sexually explicit images of someone else, without their consent, with the intent to cause distress.

# Year 9 - Sexting



Trusted organisations:

[childline.org.uk](https://www.childline.org.uk)

[nspcc.org.uk](https://www.nspcc.org.uk)

[youngstonewall.org.uk](https://www.youngstonewall.org.uk)

[youngminds.org.uk](https://www.youngminds.org.uk)

[anti-bullyingalliance.org.uk](https://www.anti-bullyingalliance.org.uk)

[childnet.com/young-people](https://www.childnet.com/young-people)

Week 6



# Year 9 Assessment - Consent

Learning objectives;

To identify consent and the law

To explain how consent can be withdrawn at any time

To understand sexting and its relation with the law



## **Task**

Write a story in the form of texting that explores a conversation you may have with a trusted friend discussing consent, inappropriate sexualised behaviour, the law and sexting. It should include the following

- The definition of consent
- The law and consent
- Assumptions people may have in relation to consent
- That consent can be withdrawn at any time
- To know what inappropriate sexualised behaviour is
- The law and sexting

# Marking Criteria

Criteria	Working towards....	Working at.....	Working above....
To define consent			
To understand the law in relation to consent			
To avoid assumptions in relation to consent			
To know that consent can be withdrawn at any time			
To know what inappropriate sexualised behaviour is			
To understand sexting and the law			
Peer assessment			
WWW -			
EBI -			
Teacher comment			