

Teacher's slide

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: <ul style="list-style-type: none">• Define consent as something that is freely given by someone with the capacity to make that decision• Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues• State where a victim of sexual violence could go for support and why there are barriers to this support for some people• Respond appropriately to a partner not giving consent for sexual activity
Main student tasks	<ol style="list-style-type: none">1. Identify the signs that someone is giving or not giving consent2. Identify whether the scenes provided are consensual or not using the definition of consent3. List where victims of sexual violence can find support4. Identify appropriate responses to someone not giving consent
Keywords	Consent, sex, sexual violence, sexual pressure

Teacher preparation

Provide	Lined paper, exercise books or laptops to work on.
Familiarise yourself	Unifrog's Know-how library tool (Student side>Know-how library). Students can use this for independent research after the lesson.

Know-how library

Know-how library	Open the 'student side' of your Unifrog account and click these links: 'An introduction to consent' 'Understanding sexual consent' Students can also search for these guides using the Know-how library tool.
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Tracking progress on Unifrog

Add as an Interaction	Click Advanced view>Sort by school leaving year>[filter for specific students]>+interaction.
Track on Charts	Click Usage charts>Customise and filter> 'Know-how library: Favouriting over time'.
Tracking individual students	Advanced view>Sort by>Library profiles in Favourites

Benchmarks and standards

PSHE Association	Safe relationships, Consent
CASEL 5	Relationship skills, Responsible decision-making
ISCA	PS:A1.5, PS:A1.6, PS:A1.7, PS:A2.1, PS:A2.6, PS:C1.3, PS:C1.4
Skills	Responsibility, Caring, Communication, Principles / ethical judgement

Teacher's slide – guidance on teaching about consent

This lesson covers issues which may be difficult for some students. This slide gives a brief guide for teachers for handling these topics sensitively.

Always work on the assumption that at least one student in the class has been affected by the issues discussed (either personally or through experience with a family member or friend). An NSPCC study found that an estimated 1 in 20 young people aged 11 to 17 in the UK have experienced sexual abuse, with over a third of all police-recorded sexual offences being against children (2021).

The World Health Organization estimate that one in three women and one in six men will experience sexual violence in their life. In all countries, sexual violence is underreported. Developing the ability to communicate and recognise consent in relationships of all types informs students' behaviour later in life. It could decrease the rate at which people resort to unhealthy behaviours or sexual violence. Equally, it might increase the likelihood of them recognising sexual violence, seeking support, or challenging stigma later in life. There is great potential and responsibility in supporting students finding ways of setting boundaries that keep them safe, communicating peacefully, and respecting others.

Sexual violence can happen to anyone. All types of sexual violence are unacceptable and against UK law, no matter someone's gender or sexuality.

Be aware of and challenge victim-blaming and stigmatising language in class. Phrases like 'she was asking for it' or 'no can mean yes' contribute to the false idea that the victim is at fault rather than the perpetrator who chooses to hurt others. This reinforces self-blame, anxiety, and fear that victims cannot come forward to the police or to seek support. If comments like this come up in your lessons, ask students to consider the impact of their words. Try to do so in a non-judgemental way (we all have internalised stigma that we need to combat) and focus on explaining how these phrases could be harmful.

In the lesson, always put the emphasis on seeking help and support. The information and activities in this lesson are intended to be practical; they are aimed at giving students the language, information, and confidence to seek support, as needed, for themselves or others.

Talk to your school or college's mental health, wellbeing, pastoral, or safeguarding lead before delivering the lesson. This will flag to them that there may be students in your class seeking further help for sex and sexual violence related issues after your lesson. They should also provide you with support and guidance for covering sensitive issues.

Use ground rules for classroom discussions. This will help keep the discussion respectful. An example of a ground rule might be to remain honest and open, but to not directly discuss your own personal experiences or the private lives of others (i.e. leave out names and identifying descriptions from examples).

Encourage students to contribute, but allow them the right to pass on a question or activity. Students might feel uncomfortable discussing certain issues, so never force anyone to share or contribute.

Teacher's slide – FAQs

Students may have additional questions after completing this lesson. This page is intended to give you answers to questions that aren't covered in the main lesson.

What do I do if I have experienced sexual violence? There is no right or wrong way for you to feel. You might have lots of different thoughts and emotions, and these might change over time. However you feel, try to remember what happened wasn't your fault. It is okay to be unsure about what you want to do next. As a first step, you might want to spend time somewhere that feels safe, see if someone you trust can be with you, or talk to someone about what happened. If you don't feel like speaking to a trusted family member, friend, or teacher/counselor, you can reach out to a charity or helpline (a handful are listed at the end of this resource). Depending on your location, there will be a different method to report the violence to the authorities. In the UK, you can contact the police by calling 999 in emergencies, or 101 for non-emergency contact.

What if it's hard to tell if someone wants to have sex or not? You are responsible for making sure you seek clear and enthusiastic consent for a sexual act from the other person. Ambiguity or a lack of a verbal 'no' does not equal consent. There should be no uncertainty or confusion about whether someone is consenting or not, and if you are unsure, take this as a no.

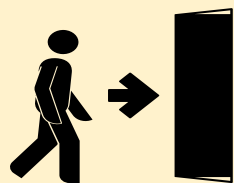
What if we're drunk or high when we have sex? If someone is really drunk or really high from alcohol or drugs, they cannot legally consent to sex in the UK. This is because they are no longer able to make a free choice due to the way alcohol and drugs affect our ability to think clearly. Each partner is responsible for getting clear, enthusiastic consent from the other before and during any sort of sexual activity. Being drunk or high makes us worse at noticing how others are feeling and whether they are making free decisions. It is never an excuse to cross someone's boundaries. We are all still responsible for the things we do when we are drunk or high.

Do women need to be persuaded to have sex? This is a gendered myth that undermines a woman's ability to choose to what she wants to have happen and not happen to her body. No partner should 'be persuaded' or have pressure put on them to consent to a sexual activity. If someone says 'no' to a sexual activity, that is not a signal to question their decision or interpret it as a 'yes'.

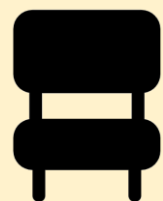
Do men always want to be having sex? This is a gendered myth that puts pressure on men to have sex in order to be 'manly' or worthwhile. A man might also feel like there will be repercussions if he chooses not to have sex due to this myth. This pressure removes his ability to consent freely and choose what he would like to have happen to his body. No partner, regardless of their sexuality or gender, should be put under pressure to consent to a sexual activity.

Isn't it easier to just ask someone directly: do you want to have sex? It might be! Gaining clear verbal consent is a great idea. But, it's important to remember that it isn't always this simple. For example, even if someone says 'yes' they need to have the freedom, choice, and capability to have reached this decision, and they need to be at or above the legal age of consent (in the UK it's 16). Someone might say 'yes' but they might feel pressured and coerced, so their yes wouldn't be consent.

Start of the Lesson Expectations



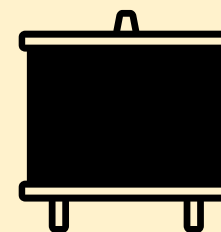
**Arrive on
time and
ready to
learn**



**Sit in your
prepared
seating
plan**



**Have the
correct
equipment
to move
learning on**



**Check the
board for
connecting
learning
activity**

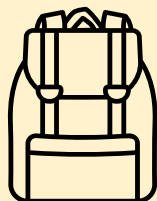


**Be prepared to
think hard
straight away**

End of the Lesson Expectations



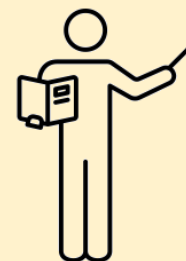
**Carefully
note any
homework
set**



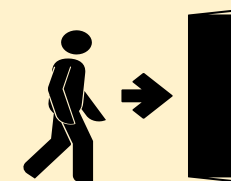
**Pack away
when you
are
instructed**



**Accept
responsibility to
have correct
uniform and
lanyard on**



**Wait for your
teacher to
dismiss you**



**Exit
respectfully**

Learning Objectives:

- Define consent as something that is freely given by someone with the capacity to make that decision.
- Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues.
- State where a victim of sexual violence could go for support and why there are barriers to this support for some people.



Year 9 Personal Development



Keywords:

- Consent
- Sex
- Sexual Violence
- Sexual Pressure

SYMBOL

Learning Objectives:

- Define consent as something that is freely given by someone with the capacity to make that decision.
- Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues.
- State where a victim of sexual violence could go for support and why there are barriers to this support for some people.



Topics We Are Covering This Half Term

Intimate Relationships

1. Consent

2. Practicing Safe-Sex

3. Overcoming Conflict

4. Changing Relationships

5. Sex, Relationships and Media

6. Understanding Pornography

Keywords:

- Consent
- Sex
- Sexual Violence
- Sexual Pressure

SYMBOL

Ashby School Personal Development Working Together Agreement

IT IS OK TO:

- Ask questions.
- Get things wrong and make mistakes.
- Laugh (but not at other people).
- Have fun.

IT IS NOT OK TO:

- Put others down.
- Laugh at other people.
- Ask the teacher or others personal questions.
- Judge or make assumptions about anyone.
- Talk about other students.



By accepting responsibility for these rules and treating others with respect the classroom remains a safe space for everyone.



Learning Objectives:

- Define consent as something that is freely given by someone with the capacity to make that decision.
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- State where a victim of sexual violence could go for support and why there are barriers to this support for some people.



Consent

Year 9 Personal Development



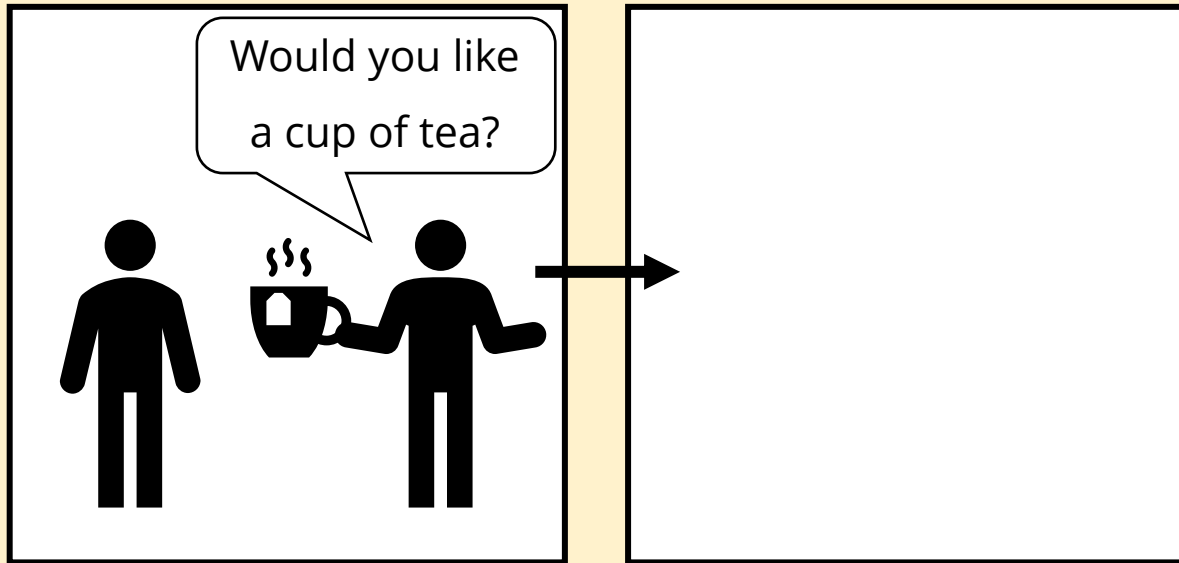
Keywords:

- Consent
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SYMBOL

Comic strip (10 mins)

Draw the next box in the comic strip. Show the stick person **consenting** to the offer of a cup of tea.



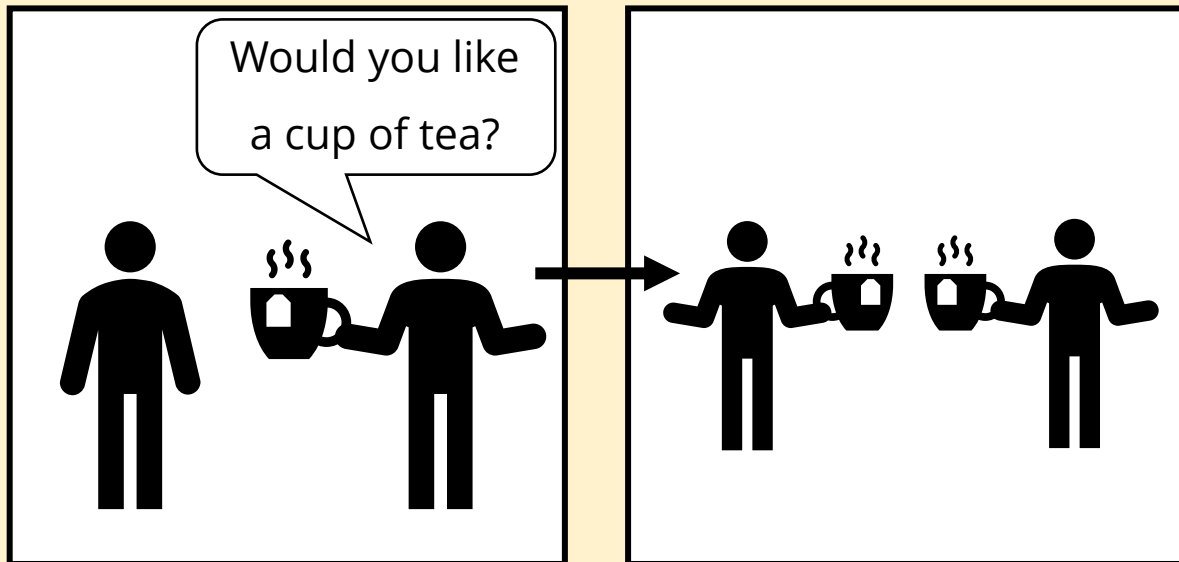
- What do they **say**?
- What does their **body language** look like?

Add describing words if you can't draw it!

Finished early? **Draw another box** showing the stick person saying '**no**' to the offer.

Comic strip

Draw the next box in the comic strip. Show the stick person **consenting** to the offer of a cup of tea.



"Yes, please!"

Enthusiasm

Smile

Nods head

Thumbs up

Open body language

What does it look like when the stick person says 'no' to the offer?

Before we start...

In this lesson, we'll be learning about sexual consent and scenes showing it. This can bring up complicated feelings for some people.

- To discuss sensitive topics safely, we will:

Speak thoughtfully,
respectfully, and **non-
judgementally**

Allow others the **option
to 'pass'** if they do not
want to share

Be open and honest,
without directly
discussing our own or
others' private lives

Consent (5 mins)

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consent can be used in many day-to-day situations. **Can you think of any examples?**



Permission slip for
a field trip

Borrowing
someone's clothes



Posting a friend's
picture online



Planning a group
trip to the cinema

Hugging a new
friend



Asking to pet a dog
or cat

Consent

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consent is a legal requirement in sex. For sex to be consensual, **each person** involved needs to feel comfortable to decide what happens and when it happens.

It is **illegal** to have sex with someone without their freely given consent.

Consent can be **withdrawn at any time** during sex. You are free to change your mind at any point, and so is your partner. This decision should be respected.

In the UK, the legal age of consent is **16**. You're unable to consent to sex if you're under 16.

Consent or not? (30 mins)

You're now going to test your knowledge of consent! This knowledge will help you feel confident about talking openly about sex and setting your own boundaries in future.

1. **Read** the scenes on the slides coming up

2. **Decide** whether you think each scene is **consensual** or **not consensual**

3. **Write down why** you reached this decision, referring to the definition of consent

Consensual

Unsure

Not consensual

Consent or not?: #1

Remi wants to touch **Jo's** chest.

Remi: "Can I touch you here?"

Jo: "Yes – but be gentle"

Remi: "Does this feel good?"

Jo: "Hang on a second"

Jo changes position slightly and smiles.

Jo: "Okay, yes, now that feels good!"

Use the definition of consent to rate the scene

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consensual

Unsure

Not consensual

Consent or not?: #1

From what we know, this scene is **Consensual**

Remi wants to touch **Jo's** chest.

Remi: "Can I touch you here?"

Jo: "Yes - but be gentle"

Remi: "Does this feel good?"

Jo: "Hang on a second"

Jo changes position slightly and smiles.

Jo: "Okay, yes, now that feels good!"

- ✓ Remi takes responsibility for asking Jo if she would like to be touched before doing it.
- ✓ Remi follows up to ask if Jo is enjoying it.
- ✓ Jo is able to freely consent to being touched without pressure.
- ✓ Jo is able to withdraw her consent, in this case to move position.
- ✓ Jo is enthusiastic.

Consent or not?: #2

Cam has been nervous about meeting **Ellie** and feels that he doesn't want to have sex.

Ellie starts kissing **Cam** and begins to touch him sexually.

Ellie: "You guys are always up for it, right?"

Cam is silent.

Cam feels like he has to carry on.

Use the definition of consent to rate the scene

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consensual

Unsure

Not consensual

Consent or not?: #2

This scene is **Not Consensual**

Cam has been nervous about meeting **Ellie** and feels that he doesn't want to have sex.

Ellie starts kissing **Cam** and begins to touch him sexually.

Ellie: "You guys are always up for it, right?"

Cam is silent.

Cam feels like he has to carry on.

- Ellie doesn't ask for Cam's consent before kissing or touching him.
- Ellie assumes Cam is 'up for it' and ready for sex because he is a man.
- Cam is silent. Silence is not consent.
- Cam feels pressured to continue with sexual activity because of the incorrect stereotype that men always want sex.

Consent or not?: #3

Jamie and **Charlie** have been going out for six months and often have sex.

Jamie and **Charlie** are both drunk. **Charlie** is slurring her words and struggling to sit up.

Jamie: "What do you want? Shall we have sex?"

Jamie can't understand **Charlie's** reply and starts to touch her sexually.

Use the definition of consent to rate the scene

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consensual

Unsure

Not consensual

Consent or not?: #3

This scene is **Not Consensual**

Jamie and **Charlie** have been going out for six months and often have sex.

Jamie and **Charlie** are both drunk. **Charlie** is slurring her words and struggling to sit up.

Jamie: "What do you want? Shall we have sex?"

Jamie can't understand **Charlie's** reply and starts to touch her sexually.

- If someone is really drunk or really high from alcohol or drugs, they cannot legally consent to sex.
- Jamie is responsible for getting clear, enthusiastic consent from Charlie. Jamie being drunk is not an excuse for sexual violence.
- Having sex in the past does not mean that Jamie can assume Charlie wants to have sex now.

Consent or not?: #4

Amy and **Liam** have agreed to use condoms when they have sex.

Amy and **Liam** are both excited to have sex.

Liam enjoys sex more when he is not wearing a condom.

Liam takes off the condom part way through having sex without telling **Amy**.

Use the definition of consent to rate the scene

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consensual

Unsure

Not consensual

Consent or not?: #4

This scene is **Not Consensual**

Amy and **Liam** have agreed to use condoms when they have sex.

Amy and **Liam** are both excited to have sex.

Liam enjoys sex more when he is not wearing a condom.

Liam takes off the condom part way through having sex without telling **Amy**.

- Liam removes the condom without Amy's consent during penetrative sex. This is rape under UK law.
- Liam has broken the trust of Amy by breaking the agreement they made.
- Amy has not had the chance to decide whether or not this change is okay for her.
- Liam puts them at risk of STIs and unwanted pregnancy.

Consent or not?: #5

Jay is 18 and **Izzy** is 15. They have been together for over a year.

Izzy and **Jay** agree that they both want to have sex.

Jay: "Are you sure you're ready?"

Izzy: "Yes - we've been together for so long and I really want to!"

Use the definition of consent to rate the scene

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consensual

Unsure

Not consensual

Consent or not?: #5

This scene is **Not Consensual**

Jay is 18 and **Izzy** is 15. They have been together for over a year.

Izzy and **Jay** agree that they both want to have sex.

Jay: "Are you sure you're ready?"

Izzy: "Yes - we've been together for so long and I really want to!"

- In the UK, someone has to be 16 to be able to legally consent to sexual activity. This is regardless of their sexuality or gender.
- It is illegal for Jay to have sex with Izzy because she is under 16.
- Laws are in place to protect children from harm as they're growing up and don't fully understand what having sex means to them.

Consent or not?: #6

Kai wants to try something new during sex with **Avi**.

Kai: "Can you try moving like this?"

Avi moves closer and smiles.

Avi: "Sure... how does that feel?"

Kai: "So good – can you go faster?"

Avi nods.

Use the definition of consent to rate the scene

When you consent to something happening, it means:

1. You are freely choosing for it to happen because you want it to
2. You're able to make the decision for yourself

Consensual

Unsure

Not consensual

Consent or not?: #6

From what we know, this scene is

Consensual

Kai wants to try something new during sex with **Avi**.

Kai: "Can you try moving like this?"

Avi moves closer and smiles.

Avi: "Sure... how does that feel?"

Kai: "So good – can you go faster?"

Avi nods.

- ✓ Kai is direct about what he wants. His question allows Avi to decide whether or not to do the sexual activity.
- ✓ Avi follows up to ask Kai if it feels good.
- ✓ Both Avi and Kai show they are enthusiastic. In this scene, Avi also shows this through body language.

Sexual violence (10 mins)

Any sexual activity which you **don't consent to** is a form of **sexual violence**. Including:

- Any type of sexual touch that you don't want
- Sexual comments, like catcalling
- Sending someone unwanted sexual messages or pictures
- Taking or sharing sexual pictures of someone without their consent

All types of sexual violence are unacceptable and against the law, no matter someone's gender or sexuality. Sexual violence can have a serious impact on someone's wellbeing.



Sexual violence

When someone experiences sexual violence, there is no 'right' or 'normal' way to feel.

Feelings will be **different for everyone**, and they will **change over time**. They might include a mixture of shame, self-blame, fear, or anxiety.

It is important to know that victims of sexual violence can get support **if they want**.

Who could a victim seek support from? *List as many ideas as you can think of.*



Sexual violence

Why might someone find it difficult to reach out for support when they're a victim of sexual violence?

Negative past encounters seeking support

Stigma and shame

Incorrect gender-based stereotypes

Worry that they won't be believed

Learning about sexual violence can bring up all sorts of feelings. Remember to ask for support after this lesson if you need it.

How can we respond to someone saying “no”? (5 mins)

Imagine your partner has said “no” to having sex. This might have been said verbally, through body language, or a mixture of both.

- **Write down** the letters of the ways you could respond in a good way.

A. Keep asking in the hopes your partner will eventually say “yes”

B. Accept their choice and respect their boundary

C. Express anger and shout

D. Feel disappointed

E. Thank them for being honest and saying “no”

F. Ask if there is anything you can do to make your partner feel more comfortable

How can we respond to someone saying “no”?

Respect a partner’s decision on what happens to their body. Making them feel safe and welcome to do this at any time will make them feel comfortable.

If your partner is ready, you might want to ask them whether there is anything they would prefer to do. This might not involve sex.

A. Keep asking in the hopes your partner will eventually say “yes”

B. Accept their choice and respect their boundary

C. Express anger and shout

D. Feel disappointed

E. Thank them for being honest and saying “no”

F. Ask if there is anything you can do to make your partner feel more comfortable

How can we respond to someone saying “no”?

It’s okay to **feel** disappointment when a partner says “no”. But respecting their boundaries and not pressuring them is the right thing to do. The “no” does not reflect badly on anyone. The way you accept their decision will reflect on you though.

A. Keep asking in the hopes your partner will eventually say “yes”

B. Accept their choice and respect their boundary

C. Express anger and shout

D. Feel disappointed

E. Thank them for being honest and saying “no”

F. Ask if there is anything you can do to make your partner feel more comfortable

How can we respond to someone saying “no”?

Do not put pressure on a partner to have sex. It is **not free choice or consent** if someone agrees to sex because they’re worried what will happen if they don’t. Respect their boundary and make sure they feel safe to set this boundary in future.

A. Keep asking in the hopes your partner will eventually say “yes”

B. Accept their choice and respect their boundary

C. Express anger and shout

D. Feel disappointed

E. Thank them for being honest and saying “no”

F. Ask if there is anything you can do to make your partner feel more comfortable

Organisations that help with consent and sexual abuse

Searching 'sexual violence' or 'consent' in your internet browser will bring up helpful resources and guide you with the first step in finding support.

- **Rape Crisis** (support for girls who have survived sexual violence) • **Respond** (support for survivors of sexual violence with a learning disability) - rapecrisis.org.uk and rapecrisisscotland.org.uk - respond.org.uk
- **NSPCC** (National Society for the Prevention of Cruelty to Children) - nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse
- **Suzy Lamplugh Trust** (support for those experiencing stalking) - suzylamplugh.org
- **Survivors UK** (support for men, boys, and non-binary survivors of sexual violence) - survivorsuk.org
- **RCNE** (Rape Crisis Network Europe) - rcne.com
- **RAINN** (Rape, Abuse, and Incest National Network in USA) - rainn.org
- **Galop** (support for LGBT+ people who have experienced sexual violence) - galop.org.uk
- **Child Helpline International** - childhelplineinternational.org

Learning Objectives:

- Define consent as something that is freely given by someone with the capacity to make that decision.
- Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues.
- State where a victim of sexual violence could go for support and why there are barriers to this support for some people.



Your next lesson is on...

Intimate Relationships

1. Consent
2. Practicing Safe-Sex
3. Overcoming Conflict
4. Changing Relationships
5. Sex, Relationships and Media
6. Understanding Pornography

Keywords:

- Consent
- Sex
- Sexual Violence
- Sexual Pressure

SYMBOL

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Self-Reflection Sentence Starters

I have learnt...

My knowledge has improved by...

This is linked to the 3Rs because...

This is linked to the British Values because...

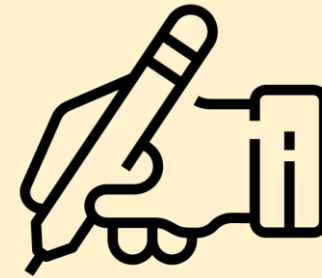
I realized that...

I learned that I...

I would like to learn more about...

I was inspired by...

I discovered that...



Keywords:

- Consent
- Sex
- Sexual
Violence
- Sexual
Pressure

SYMBOL

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At Ashby School there are plenty of staff here to help you, these include:

Your **Form Tutor**.

Your **Year Team Leader(s)** & **Assistant Year Team Leader(s)**.

Your **Subject Teachers**.

Other Professionals (including medical officer, well-being officer, school counsellor, safeguarding team & SEND team).



Keywords:

- Consent
- Sex
- Sexual Violence
- Sexual Pressure

Do not suffer in silence!

SYMBOL

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What British Values Have We Addressed Today?

Democracy

**Individual
Liberty**

**Rule of
Law**

**Mutual
Respect**

Tolerance

Keywords:

- Consent
- Sex
- Sexual
Violence
- Sexual
Pressure

SYMBOL