

Let's recall! Pick a number from 1-5. Answer the question that coincides with that number. Tell your peer, then prepare to share.

1. What is an effective way for someone to develop **resilience** during difficult times?
2. What kind of person might be a '**trusted person**' for someone struggling with their mental health?
3. What is the best way to react to **conflict** in a relationship, for example friendship misunderstanding and fallout?
4. What is one of your **core values** and why is it so important to you?
5. Should we relax our **relationship rights** for someone if we really love them? Why/why not?



- Today we are learning:
 - about consent - what it means and what it should look like in practice.
- We will be able to:
 - explain what consent means, both legally and ethically, and why it is so important
 - identify signs of when someone is consenting and when they are not
 - describe how consent is sought, given and not given in a healthy relationship
 - give reasons why most young people do not have sex until after they have passed the age of consent.

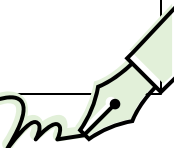
This is a topic linked to **sex**, but consent applies to a wide range of situations. Can you think of a few moments this week where you gave someone **permission** for something – where you '*consented*'?

So... *what is it?*

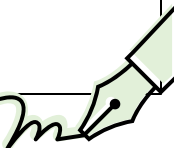
Consider the definition below – what could go in the missing spaces?

Write your guesses in your booklet and prepare to edit!

'A person consents if they _____ by
_____, and have the _____ and
_____ to make that _____.'



'A person consents if they agree
by choice , and have the freedom
and capacity to make that choice .'



We are going to explore **personal boundaries** now.

We will form 2 equal lines on either side of the room, making sure we are opposite one person. They don't need to be a close friend.

One line is Line 1. The other line is Line 2.

When the teacher says **Go**, Line 1 will begin to approach their Line 2 partner.

- Before each step you need to ask your partner *“Can I take another step?”*
- Line 2 must say *‘Stop!’* when they start to feel uncomfortable
- Line 1 must stop when asked to, and only continue if invited to.

1. Where does the responsibility for stopping lie between the two people? Why?

In the law in relation to sexual consent, it is always the person seeking consent who is responsible.

2. Why do you think people asked the other person to stop at different distances away?

3. If you say 'continue' once, does that mean the other person never needs to stop? Are we allowed to change our minds about consent?

4. How would it have felt if the opposite person had kept taking a step forward even when you asked them to stop?

You have the **right** to give *and withdraw* consent.

You have the **right** to change your mind.

There are no exceptions.

We are now going to talk about the 4 Zones of Personal Space (*personal, public, social, intimate*) and watch a video relating to them.

After the video, we will answer these questions -

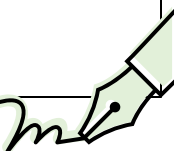
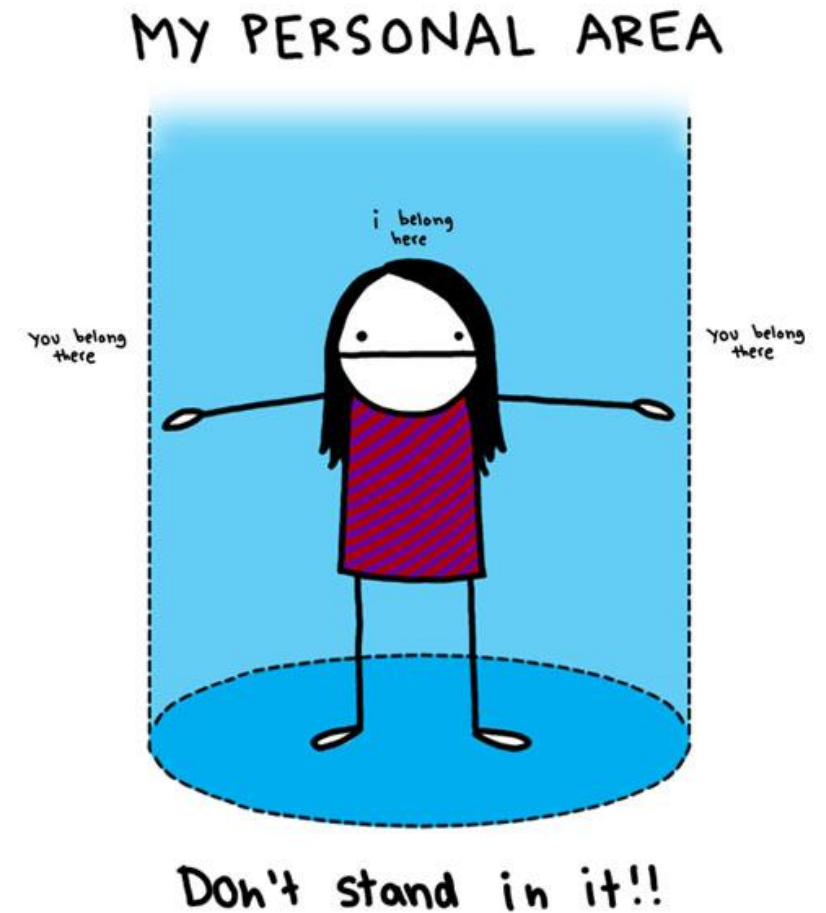
1. How could you describe the 4 zones of personal space?
2. How did people in the video react to the presenter?
3. How could consent be sought in these situations?



1. How could you describe the 4 zones of personal space?

2. How did people in the video react to the presenter? Why?

3. How could consent be sought in these situations?



THINK-PAIR-SHARE: **Non-verbal communication**

1. What is meant by the term “non-verbal communication?”
2. In the scenarios we looked at today, what examples of non-verbal communication did we see?

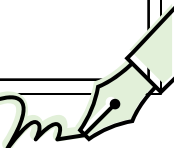


5 minutes - In your booklets you have a grid of responses.

Using two colours, categorise the statements/actions into two categories:

- **Clear signs of consent**
- **Not clear signs of consent or signs of non-consent**

I want to do this	I don't want to do this	Direct eye contact	No
I'm ready	Avoiding touch	I thought I wanted to, but I'm not sure	I feel good about this
I don't feel good about this	Nodding	Laughter and/or smiling	I don't know
Not actively taking part	I'm sure	Shaking head	Avoiding eye contact
This is the right thing to do	Comfortable and relaxed	This is the wrong thing to do	Yes



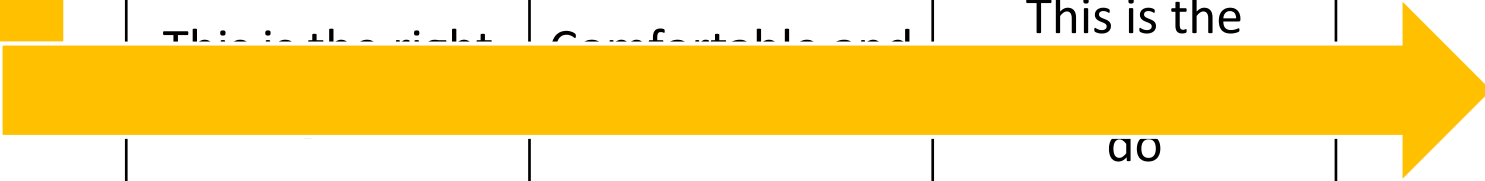
In your booklets you have a grid of responses.

Using two colours, categorise the statements/actions into two categories:

- **Clear signs of consent**
- **Not clear signs of consent or signs of non-consent**

Which of these is the BEST example of CLEAR consent?

I want to do this	I don't want to do this	Direct eye contact	No
I'm ready	Avoiding touch	I thought I wanted to, but I'm not sure	I feel good about this
I don't feel good about this	Nodding	Laughter and/or smiling	I don't know
Not actively taking part	I'm sure	Shaking head	Avoiding eye contact
This is the right	Comfortable and	This is the	Yes
		go	



HOWEVER... someone might say **yes** because they feel pressurised, but their body language will show that they are not actually giving consent.

- If someone says **YES** but they are **under pressure**, is it still consent?
- If someone wasn't sure whether the other person was giving their consent, **how could they check?**

If someone says YES but they are **under pressure**, is it consent?

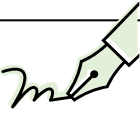
No. Think about your definition - the person would not have the 'freedom and capacity' to consent.

If someone wasn't sure whether the other person was giving their consent, how could they check?

'Are you happy with this?' 'Are you sure?', and to stop immediately if the answer is not 'yes'. The absence of a 'no' is NOT the same as a 'yes'!

They should also remember that sometimes people change their minds or may consent to one thing but not something else; this means that seeking consent should not be seen as a 'one-off' process but rather a **continuing** process.

The UK Age of Consent is 16



*We both really want to start having sex.
We've been together for ages!
We really love each other.
It's no one's business! -15y/o*

TURN & TALK

1. If they asked their friend for advice, what do you think the friend should say? Why?
2. What might be the consequences of following or failing to follow that advice?

The Crown Prosecution Service **might not** prosecute two 15-year-olds engaging in sexual activity if it is consensual, agreed and there is no abuse or exploitation **but it still remains a criminal offence.**

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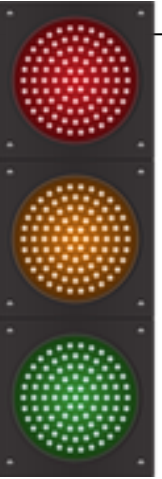
TURN & TALK

1. Now imagine that one of the two was aged 21 and the other 15. Does this make a difference? If so, why?

This is a criminal offence and would likely be considered exploitative or abusive.

‘Not saying no’ is **not** consent.

- **Keep checking** for consent.
- Consent can **change**.
- **Responsibility** for ensuring consent has been given lies with the person seeking consent, both ethically and in law.
- It is not consent if the other person does not have the **capacity** to consent (e.g. not old enough, impaired judgement due to alcohol etc.), or is being **manipulated, exploited or coerced (pressured)**.



Do you need support?

Friday, 12 June 2026

If you want to talk to someone about today's lesson:



Designated Safeguarding Lead (DSL)

Mrs A Kopsidas



Mrs K Stokes,

Mrs E Constantine & Mrs Watts



- Tutor or Head of Year
- Wellbeing ambassador or DSL
- Childline
0800 1111
Online chat available at www.childline.org.uk
- Relate Relationships Advice
0300 100 1234
Online chat available at www.relate.org.uk
- Brook
0808 802 1234
Website www.askbrook.org.uk