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The role of intimacy and pleasure

KS4 Year 10 Lesson 1

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Learning objective

- We are learning about the role of intimacy, readiness, and pleasure in consensual relationships

Learning outcomes

- I can recognise what enthusiastic consent looks and feels like
- I can assess the importance of readiness for intimacy as an individual and as a couple
- I can explain the role that communication and respect play in healthy relationships and consent

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Online posts



Read the two posts...

- Are the behaviours shared healthy or unhealthy?
- Is the advice provided appropriate or not?

Write your own reply, giving high quality advice.

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Intimacy post-its

Intimacy: a close, familiar, and often affectionate or loving personal relationship with another person or group.



Write on the post-it notes any signs, words and signals that a person might give, that they are/are not comfortable with physical intimacy.

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Enthusiastic consent

Look at the examples of intimacy and tick in the column you think each demonstrates:

Enthusiastic consent	May be consent but some checking-in needs to happen to make sure	Not authentic consent
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Communication skills

Choose one of the scenarios that you felt 'may be consent but needs to be checked'...

How could the person check consent in this situation, to ensure their partner was enthusiastically consenting in the moment?

How could the character assertively communicate their feelings and explain concerns they might have?

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Name three ways to check someone is happy with different types of intimacy.

Name two skills that people your age might practise to become better at communicating in healthy relationships.

Name one thing that the lesson has prompted you to reflect more deeply on or think differently about.

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Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

- **A Better Medway:** www.abettermedway.co.uk
- **Brook:** www.brook.org.uk 0808 802 1234
- **Childline:** www.childline.org.uk 0800 1111



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More activities



Traffic lights

Create 'traffic light' posters, with your own examples of situations where consent is enthusiastic and clearly communicated (green), consent is possible but uncertain and needs more communication to check (amber), and lack of consent (red).

Screwball!

Watch the film [Screwball](#) on TrueTube and identify key learning from this film about consent.



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