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## Introduction to consent

KS3 Year 7 Lesson 5

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### Learning objective

- ✓ We are learning about what consent means, both legally and ethically, and what it looks like in practice



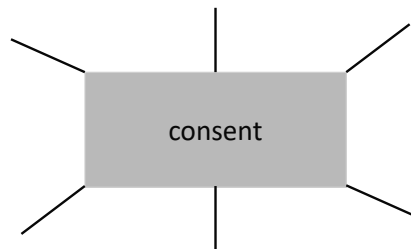
### Learning outcomes

- ✓ I can explain what consent means, both legally and ethically, and why it is so important
- ✓ I can describe how to recognize when a person is consenting and when they are not
- ✓ I can explain how consent is sought, given, and not given in a healthy relationship
- ✓ I can describe or demonstrate what to say and do to seek the consent of another person

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## Consent mind-map

Work on your own mind-map, adding any ideas to show what you know and believe about consent and any questions you have about consent.



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## What is consent?

'Consent is agreement by **choice** made by someone with the **freedom** and **capacity** to consent.'

the choice must be made without pressure

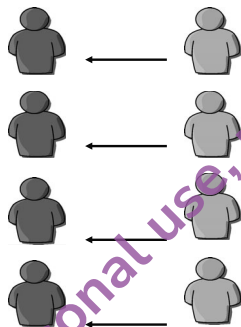


the person must be able to make the choice, e.g. be old enough, and in a clear state of mind

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## Parallel lines – activity

1. Form two lines facing each other – about 3 metres apart
2. When the people in one line hear “go”, they will slowly take small steps forward
3. As they step, they will ask the person opposite them, “Can I take another step?”
4. The facing person should stay “stop” once they feel uncomfortable with how close the person opposite is
5. The person opposite **must** stop when requested and remain in that position



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## Parallel lines – discuss

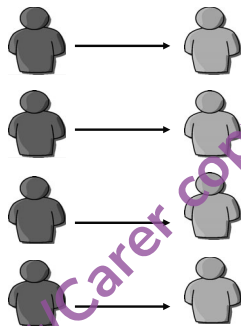
1. Where does the responsibility for stopping lie between the two people?
2. Why do you think people asked the other person to stop at different distances away?
3. How did it feel to be able to say ‘stop’ and have that respected?
4. How would it have felt if the opposite person had kept taking a step forward after being asked to stop?



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## Parallel lines – swap

1. Swap over (so the person who was standing still is now the person approaching and vice versa).
2. Repeat the activity, but this time the person standing still should communicate non-verbally, using body language and facial expressions.
3. The person approaching should watch very carefully and if they are in doubt about what the other person wants, they should **stop approaching**.



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## Parallel lines – discuss

1. Have we stopped in similar places to last time?
2. Was it easier or harder to communicate when to stop using non-verbal cues?
3. Was it easier or harder to know when the other person wanted you to stop using non-verbal cues?



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## Non-verbal cues – part 1

The class is going to be divided into two halves – half 1 and half 2.  
On your post-it notes think of as many examples as you can of:

### Half 1

How people might behave when they are happy with what someone is suggesting or doing

### Half 2

How people might behave when they don't like (or no longer like) what someone is doing or suggesting

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## Non-verbal cues – part 2

Now, swap over and re-organise the other group's post-it notes under these three headings:



How people show with their words...

How people show with their facial expressions...

How people show with their body language...

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

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## A consent conversation

Imagine you overheard this conversation between two young people, both aged 15.

We really love each other. We want to have sex and we both feel ready, but I'd rather wait until we're both 16.

If they asked their friend for advice, what do you think the friend should say?  
Why?

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## What is consent?

Complete the following sentence starters:

Consent means...

Consent is important because...

Ways to check if consent is being given or not given include...

Ways to ask for consent include...

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## Demonstrating progress



Look back at your response to the scenarios from Lesson 1: Puberty.

Can you add to your response in a different colour? Consider...

What have you learnt about puberty or relationships?

Is there anything new you want to add?

Have any of your initial ideas changed?

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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

Visit:

A Better Medway: [www.abettermedway.co.uk](http://www.abettermedway.co.uk)

- Brook: [www.brook.org.uk](http://www.brook.org.uk) 0808 802 1234
- Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111



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## More activities

### The age of consent

Prepare for a discussion about the age of consent and whether it should be raised, lowered or maintained at 16.

You could research the age of consent in other countries, why the age of consent is set at 16 in the UK, and explore the history relating to the age of consent in this country.

#### Websites you could use for research:

[www.bbc.co.uk/bitesize/guides/z99whyc/revision/2](http://www.bbc.co.uk/bitesize/guides/z99whyc/revision/2)

[www.lawstuff.org.uk/police-and-law/age-of-consent](http://www.lawstuff.org.uk/police-and-law/age-of-consent)

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