



Lealands
High School

Relationships and Sex Education programme

YEAR 10 LESSON 1: STAYING SAFE AND THE CAPACITY FOR CONSENT



Do Now: On whiteboards:

Write down 5 things that you remember from last year's lessons in RSE

YEAR 10 LESSON 1:

STAYING SAFE

Learning outcomes:

I can...

- justify my views around expectations in relationships
- explain the issues around the sharing sexual images and pornography
- explain how and why it is wrong to assume someone is giving consent
- state the legal definitions of freedom and capacity to consent, and describe the ethical considerations
- explain that for someone to try to make another person more vulnerable or to mislead that person to make them trust them is wrong, and can be a very serious crime

YOUR VIEWS

Task:

- Do you agree or disagree with these statements?
- Do you think everyone will have similar views to you?



Did anyone change their mind after discussion? If so, why?

Everyone's different so we may have different views on what is acceptable and what is not is, but there are potentially legal as well as moral and social consequences which it is important to consider.

WHAT IS CONSENT?

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



MIND MAP

Step 1:

On the Task sheet, write any ideas you can think of around the mind map:

What would stop a person being able to give their consent?



Step 2:

Now circle any suggestions that are to do with a person having a **lack of freedom**

Step 3:

Now put a cross next to any ideas that are to do with a person not having the **capacity to consent**

ALCOHOL AND THE ABILITY TO CONSENT

Imagine you overheard the following conversation:

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...

REFLECTION QUESTIONS

- What do you think has happened?
- What do you think the characters were thinking and feeling?
- What do you think Alex is thinking and feeling?
- What are you thinking and feeling about this scenario?
- Who is responsible for what happened to Alex?

Stand up if you automatically thought Alex was female

Sit down again if you think any of the characters could be male or female

If you're still standing, can you explain reasons for your view?

ALCOHOL AND THE ABILITY TO CONSENT

A person can say yes to sex and mean it when they are drunk	True or False
It is important to only have sex if a person is able to clearly say yes or no.	True or False
These people should tell somebody if they think Alex may be upset.	True or False

ALCOHOL AND THE ABILITY TO CONSENT

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It is important to only have sex if a person is able to clearly say yes or no.	True or False
These people should tell somebody if they think Alex may be upset.	True or False

KEY POINTS TO REMEMBER

- 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 is not actively consenting, 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.



Watch this video to ensure you understand

CONSENT SCENARIOS

Discuss each scenario and the related questions
Fill in your table

Case Study	What should the victim do now?	Has a crime been committed? If so, what crime has been committed?	How do you know?
Hannah went to a job interview and nailed it. Her new boss seemed really pleased to have her on board. As she left the interview room he said, 'see you Monday, sweetcheeks' and slapped her bum.			
Gaz worked in a café. The same three teen girls came in and asked for him nearly every day. They would say to his manager, 'is that fit one here?' Then when Gaz looked over they would giggle and run away, shyly.			
Tia was desperate to break into the modelling industry. An agent said he could get her a big contract, and to come to dinner to talk about it. Tia remembers arriving, ordering a drink and that's about it. She woke up the next day on a sofa she didn't recognise, with her shirt buttoned up wrong.			
Erica had recently transitioned. Most of her friends were very supportive but some people at Uni treated her like she was a joke. When she went to a club some men shouted 'Oi Jack, give us a feel of your new lady tackle!' Then they followed her around making she-male jokes and laughing.			
Tony was walking home after a night at the pub. He was suddenly knocked to the ground by two men, robbed and raped. He was mortified and cannot bring himself to tell anyone.			

- *Has the person given their consent?*
- *Why / why not?*
- *What are the possible consequences for each character?*
- *What should each character do next?*

SIGNPOSTING

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



- Tutor, PSM or Head of Year
- 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
- Rape Crisis
 - 0800 458 28 18
 - Support for people who have been sexually assaulted
 - Website www.rapecrisis.org.uk