

# Consent and the Law

## Knowledge, Skills & Actions

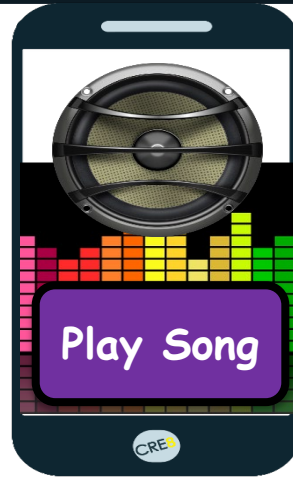
To know the legal definition of consent and the law surrounding it

To understand the practicalities of consent and the importance of it

To understand the consequences of sexual activity with no consent

## **New Vocabulary**

Consent, sexual assault, rape, capacity, willingness, exploitation, legality



“What is consent?”

3 Minutes

**Task 1: Listen to the song - YUNGBLUD - Polygraph Eyes**

**Task 2: Discuss in pairs the following questions:**  
what is the themes behind this song?  
What messages does this song/ music video try to put across?

**How could it be improved?**  
**What other words could be exchanged for consent?**

Go to the front section of your booklet and complete a base line assessment of how confident you feel about the topics below.

## ASSESSMENT FOR LEARNING



NOT  
CONFIDENT




CONFIDENT




VERY  
CONFIDENT



### BASELINE CONFIDENCE CHECKER

BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
I understand the requirements for consent										
I know the law in relation to consent, sexual assault and rape										
I understand the vital importance of consent										

2 Minutes

# Consent and the Law



Play video

## Checking Consent! Oxford City Council

**Task 1:** Watch the video

**Task 2:** Discuss in pairs the following:

What is the message of the video?

Is it effective?

Why do you think Oxford Council wanted to create it?

You have 3 minutes



# WHAT IS AND IS NOT CONSENT?

**What do you think counts as someone giving consent and when do you think something does not count as consent?**

Your partner  
is asleep

The other  
person has  
said yes

The other person is  
showing no signs of  
interest.

Your partner  
is drunk

The other  
person has  
said 'keep  
going'

The other person is  
encouraging you to  
go further

The other  
person has  
said no

**Task:** Use the examples on this slide to complete the tick and cross activity in your booklet. You have 7 minutes

**Stretch:** At the top of your page, write guidance for young people on how to ask consent.



You don't have to do anything that you don't want to do. If you're being pressured to do something you're not comfortable with, that's called coercion, even if it's someone you trust.

***Consent is an agreement which is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement.***

Ethical sexual practices based on respect, equality and freedom are crucial - especially if we want to work to prevent sexual violence. Consent must be sought and is rooted in mutual respect, empathy and dignity for another person.

**Task 1: Watch the video at the top of the slide.**

**Task 2: Copy out the legal definition of consent in your booklet  
You have 3 minutes.**

Task: read through the information. You have 3 minutes. n

The age of **consent** to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

It is an offence for anyone to have any sexual activity with a person under the age of 16. (if both are under 16 this will be a matter of public interest to decide if a prosecution will be sought)

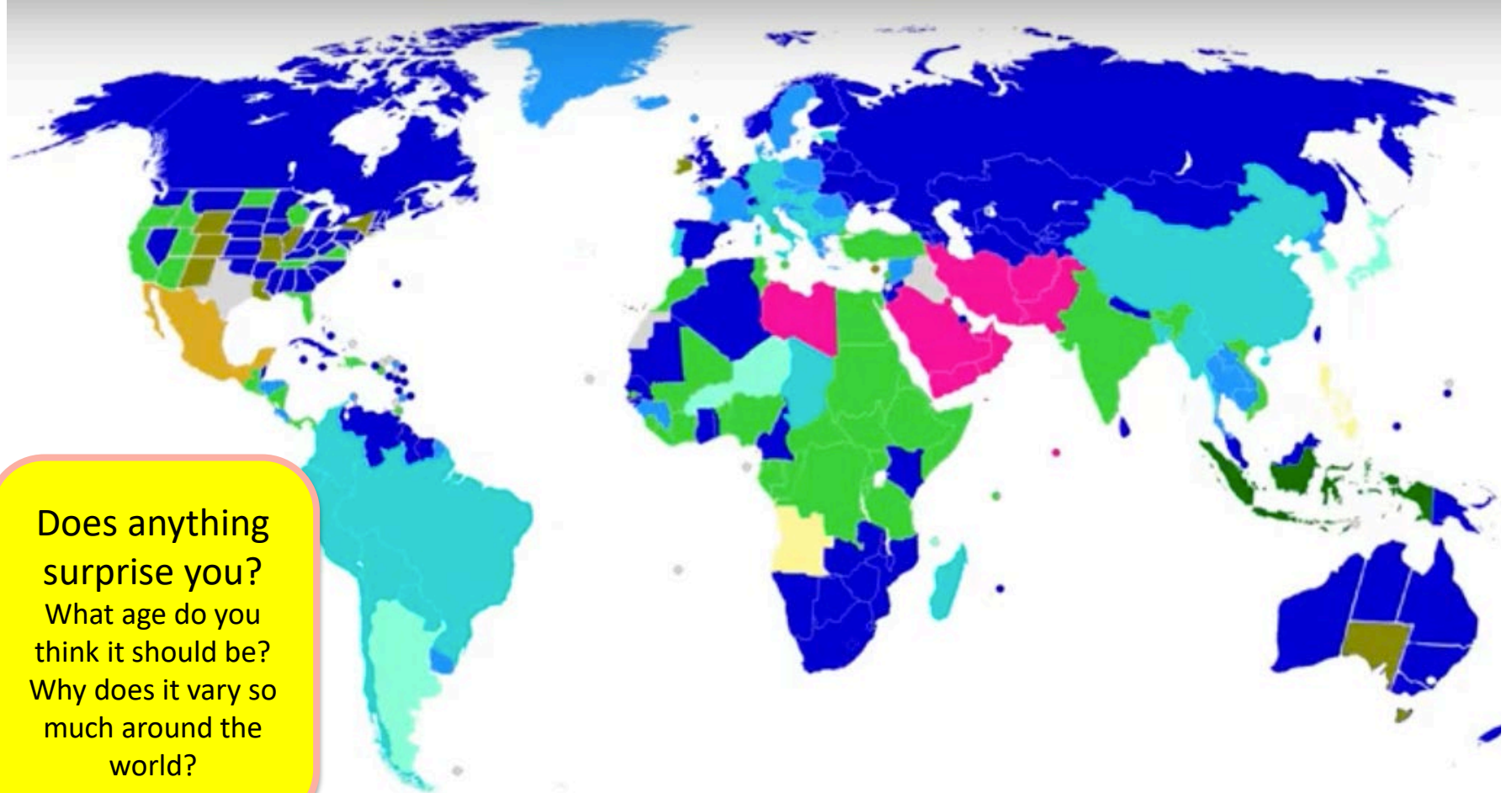
It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust

EXTRACTS FROM

- ***Home Office, Children and Families: Safer from Sexual Crime –***
- ***The Sexual Offences Act 2003, London: Home Office Communications Directorate, 2004.***



# Age of Consent for heterosexual sex around the world



Does anything surprise you?  
What age do you think it should be?  
Why does it vary so much around the world?

Age of consent for heterosexual sex by country: – 12, – 13, – 14, – 15, – 16, – 17  
 – 18, – 19, – varies by state/province/region/territory, – must be married. – no data available.

# Consent

## Saying Yes or No: What Is Consent?

<https://www.youtube.com/watch?v=pZwvrxVavnQ>

**Task:** Pick one or two colours and answer all the related questions.  
Discuss responses in your pairs. You have 3 minutes



What facts do I know? What else do I need to know? What do I want to know?

**INFORMATION**



How do I feel about this? What don't I like about this? What do I like about this?

**FEELINGS**

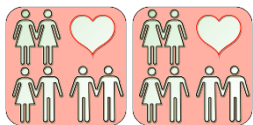


Can something be done? New ideas? What are the solutions/suggestions?

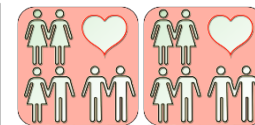
**CREATIVITY**

**THINKING  
HATS**





# Romance, Love & Consent



WHICH FIVE OF THESE ARE COMPONENTS OF CONSENT?

A

Essential

E

Assumed

I

Pressured

B

Retractable

F

Given Freely

J

Forced

C

Active

G

Silent

K

Blackmailed

D

Reluctant

H

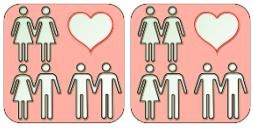
Comfortable

L

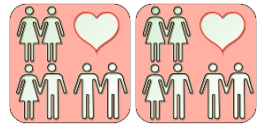
Unconscious

Discuss in pairs: Which of these are the 5 components of consent. You have 2 minutes. Do not write anything down till your teacher reveals the next page.





# Romance, Love & Consent **ANSWERS**



WHICH FIVE OF THESE ARE COMPONENTS OF CONSENT?

A

Essential



E

Assumed



I

Pressured



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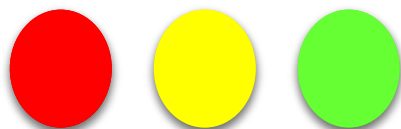


Task: Copy down the 5 components in the booklet box.  
You have 3 minutes.  
Stretch: Explain what retractable means

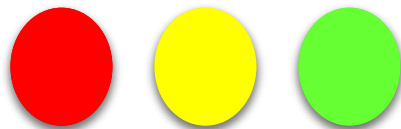


## HAS CONSENT BEEN GIVEN IN EACH SCENARIO?

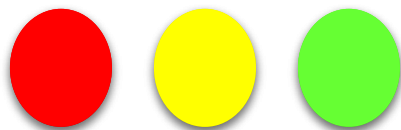
If a person says yes and means it, has consent been given?



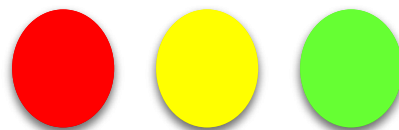
If a person says yes after feeling pressured, has consent been given?



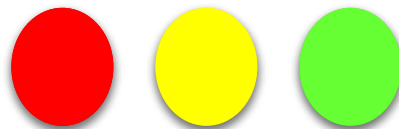
If a person is 17, has consent been given?



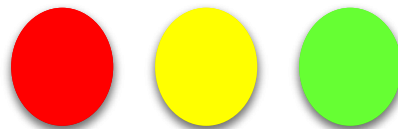
If a person shrugs, has consent been given?



If a person is silent, has consent been given?



If a person is in love and says yes, has consent been given?



### Three Parts to Consent

- 1) A person willingly agrees to have sex or engage in sexual activity.
- 2) A person is capable to make their own decision to have sex or engage in sexual activity.
- 3) A person is free to make their own decisions to have sex or engage in sexual activity.

### TASK

For each scenario, your teacher will ask.

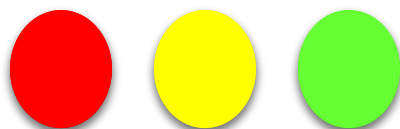
If green - consent given

If amber - unsure - you will need to clarify

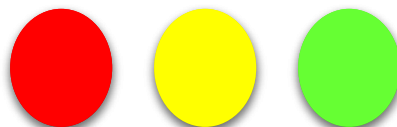
If red - not given

# HAS CONSENT BEEN GIVEN IN EACH SCENARIO?

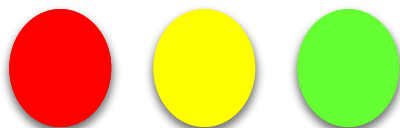
If a person says nothing, has consent been given?



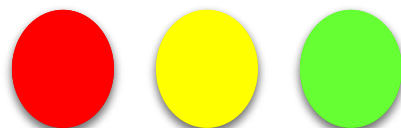
If someone is married and says nothing, has consent been given



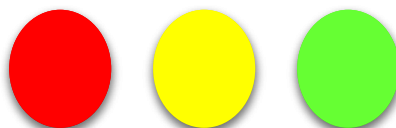
If a person is high on drugs, has consent been given?



If a person is 15, has consent been given?



If a person is drunk and says yes, has consent been given?



## Three Parts to Consent

- 1) A person willingly agrees to have sex or engage in sexual activity.
- 2) A person is capable to make their own decision to have sex or engage in sexual activity.
- 3) A person is free to make their own decisions to have sex or engage in sexual activity

## TASK

For each scenario, your teacher will ask.

If green - consent given

If amber - unsure - you will need to clarify

If red - not given

**Warning**

**The next slide will discuss rape.**

**Please be mature during this discussion.**

# Rape

## KEY ASPECTS OF THE LAW

Unlawful sexual intercourse or any other sexual penetration, with or without force, by a sex organ or foreign object, without the consent of the victim.' (Legislation.gov)

**Independent reading.  
You have 3 minutes.**

'Someone consents to **vaginal, anal or oral** penetration only if s/he agrees **by choice** to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. **Consent can be withdrawn** at any time during sexual activity and each time activity occurs.'

(Section 74 Sexual Offences act 2003) NHS

THE LAW  
EXPLAINED





Sexual Assault  
and the law

## Task

Task 1: Play the video

Task 2: What advice would you  
give Jon and Sarah with their  
incidents?

1

Someone touched me or  
forced me to touch them,  
and I don't know what to do  
about it.

- Jon

2

Someone showed me  
pornographic material,  
and it made me  
uncomfortable. I don't  
know what to do  
about it. -Sarah

**Sexual abuse:**  
**When someone does**  
**something sexual to**  
**another person**  
**without their consent**

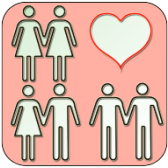
**THIS IS WRONG AND**  
**AGAINST THE LAW!**

**Sexual abuse has nothing to do  
with sexual orientation**

**Sexual abuse is never the  
victim's fault**

**It is more common than people  
think and you are not alone**

**Always tell a trusted adult or  
seek specialist support**



**"It should always be the boys responsibility to ask for consent"**

## Talking points

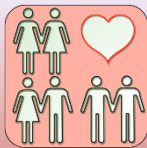
I think that ...  
 I don't think... is right because...  
 My opinion is...  
 I would argue the same because...  
 I disagree with... because  
 Building on what ....  
 An alternate way of looking at this is...  
 I sort of agree, however....  
 In my view...  
 I would challenge what... said because ...

**Task 1: Discuss the statement in pairs, coming up with arguments for the statement and against. You have 2 minutes.**

**Task 2: Write down you responses in your booklet and give your personal view You have 5 minutes**

**Task 3: Have a class discussion.**

# LEARNING OUTCOMES



# STOP!



**Let us review our learning outcomes for this lesson**  
**Knowledge, Skills & Actions**

**PAIR & SHARE**

**ASSESSMENT FOR LEARNING**

## Confidence Checker



AFTER THE LEARNING	1	2	3	4	5	6	7	8	9	10
		NOT CONFIDENT				CONFIDENT			VERY CONFIDENT	
I understand the requirements for consent										
I know the law in relation to consent, sexual assault and rape										
I understand the vital importance of consent										



**Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)**



**3 Minutes**



I'm not confident at all



I'm getting more confidence



Confident



Very confident



Super confident



IMPORTANT  
INFORMATION

# SEEKING SUPPORT

Enjoy the lesson, Challenge  
your perceptions and  
understand how to seek  
further advice and support



IMPORTANT  
INFORMATION



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT  
WE WOULD ADVISE ONE OF THE BELOW:

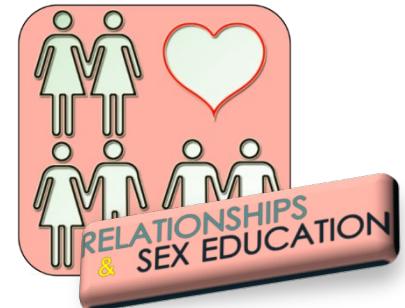
SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR,  
TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT  
YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!



SUBMIT ANNONYMOUS QUESTION TO <https://riseabove.org.uk/wall/>  
VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH  
AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

- ☐ Pastoral
- ☐ Head of Year
- ☐ Form Tutor
- ☐ PSHE Hub
- ☐ CHAT Nurse



2 Minutes

SIGNPOSTING  
SUPPORT

HELP & SUPPORT  
SERVICES

FURTHER  
INFORMATION



# REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged was...

Today I have tried to...

Next lesson I would like to..

Before I would have done... Now I will ...

Before I would have said ... but now I will say...

A problem I overcame today was...

2 Minutes

