

PSHE Do Now



P

Previous Lesson

[Insert question here]



S

State two things you know about

[Insert key word or concept here]



H

Harder to recall from the past

[Insert question here]

E

Explain what is meant by

[Insert key words or concept here]

Saturday, 17 February 2024

Why must we avoid assumptions in a relationship?

One to think about:

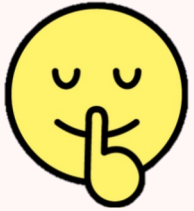


Complete the sheet, neatly in pen – we'll come back to this next time...

5 minutes only!

What other words can you think of that have a similar meaning to the word 'consent'?	What does the word 'choice' mean in relation to consent?
Consent is agreement by choice made by someone with the freedom and capacity to consent.	
What does the word 'freedom' mean in relation to consent?	What does it mean to say someone has the 'capacity' to consent?
Do you have any questions about what the word consent means?	

The PSHE ground rules:



Listen to others | Please do not talk over each other. It is okay to disagree, but we must show REGARD by not making assumptions and when we do disagree, challenge the statement and not the person.



Respect and Privacy | Use respectful language and body language. We might discuss examples, but we do not use people's names or identify people outside of the classroom.



No judgement | We will explore beliefs and misconceptions about a topic without being judged.



Participation | We ENDEAVOUR to take part in activities, share ideas and encourage others to do the same.



Seeking help | We will look at some challenging topics and find out where to get support. You can also talk to any adult at school to talk about a particular topic.

Aims for this lesson:



- To identify common assumptions related to consent and explain why these are wrong.
- To explain the right to not give, or withdraw consent at any time and why this must be respected.
- To describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give, or withdraw consent.

Complete and keep and stick safely in your book for next lesson.

What other words can you think of that have a similar meaning to the word 'consent'?

What does the word 'choice' mean in relation to consent?

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

What does the word 'freedom' mean in relation to consent?

What does it mean to say someone has the 'capacity' to consent?

Do you have any questions about what the word consent means?

5 minutes only!

Key Term:

Consent: agreement by **choice** made by somebody with the **freedom** and **capacity** to consent.

Assumption statements.

Discuss on your tables. 2 minutes per statement ONLY.

- Are these statements acceptable? Talk about any parts of the statements that you think are inappropriate.
- If the first part of the statement is true, does that mean the second part must be true? Why / why not?
- How do you think each person in the situation is feeling right now?
- What do you think might happen next?

“Look at what you’re wearing. You must be in the mood.”

“What’s wrong with you? You’ve been flirting with me all night. You must want more than a kiss.”

“You wanted to last week. You must want to do it again.”

Assumption statements



Looking at all the statements, let's summarise what assumptions are being made...

- *Consenting to one thing does not mean consenting to something else.*
- *Consenting at one time does not mean consenting at all times.*
- *The way someone looks, behaves or dresses should never be taken as a sign of consent.*
- *Consenting with one person does not mean consenting with someone else.*
- *Assumptions can lead to feelings of confusion and rejection, or pressure and awkwardness.*

Assumptions and their consequences

Read part 1 of the storyboard.

- List as many assumptions as you can that Miranda and Mikey might be making.

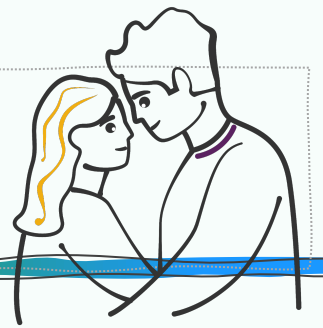
Now read part 2.

- How might these assumptions make Miranda and Mikey behave differently when they get together?

Stick in your storyboard sheet when complete



Assumptions and their consequences – need some help?



- Read part 1 and 2 of the assumptions storyboard.
- Choose the ‘possible assumptions’ that you think are most likely for both Miranda and Mikey - and match them to the possible behaviours.

Possible assumptions?

Girls don't like sex as much as boys.	Girls sometimes say 'no' even when they really want to have sex.	Boys should know more about sex than girls.
If a girl has sex too soon, she is a sl*t.	The more sexual partners a boy has, the more he is respected.	Boys are in control and should take the lead in sexual encounters.
Girls like to get sent sexual images from people they fancy.	A couple who really love each other will just 'know' what the other one wants.	Once a boy is aroused, he can't stop himself or control what he does.

Stick in your storyboard sheet when complete

Some to think about...

Note down ideas onto your sheet and get ready for **red-pen** feedback.

1. Where might Mikey's and Miranda's assumptions about sex have come from?

the media (e.g. TV, film), social media, explicit content online, friends/peers, wider societal norms or expectations, stereotypes.

2. What might help Mikey and Miranda to manage their assumptions and make for a better experience for both of them?

Communication is key – getting to know each other and being able to talk openly about sex and contraception choices, is essential before a couple is intimate with one another.

3. How might these assumptions be similar or different in a same sex relationship?

Assumptions about sex and expectations of sexual activity are common in ALL types of sexual/intimate relationships, including same sex relationships.

Good communication around expectations and consent is equally essential in all relationships.

Advising Miranda and Mikey



- Let's now read *Part 3*.
- Write some advice to either Miranda or Mikey, explaining all the different ways they could **withdraw their consent**.
 - *What could they say to withdraw their consent?*
 - *What could they do to show they are no longer consenting?*
 - *How do they think a loving partner is likely to respond?*
 - *What might they do/say if their partner accused them of 'leading them on'?*

Where can you go for support?



Remember! There is always someone you can speak to. If you have questions or concerns, you can speak to:

- *Your Form Tutor*
- *Your Head of Year*
- *The Wellbeing Team*
- *Seek support from these agencies:*

