

# 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

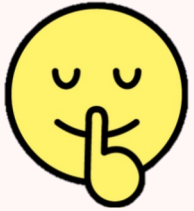
# The Freedom to Consent



## Aims:

- To explain what is meant by ‘**freedom and capacity to consent**’.
- To recognise contexts where someone’s **freedom or capacity to consent have been reduced or removed**, and why this means **consent has no longer been given**.
- To explain why trying to make someone more vulnerable or misleading them is wrong - and can be a very serious offence.

# 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.

# What is consent?



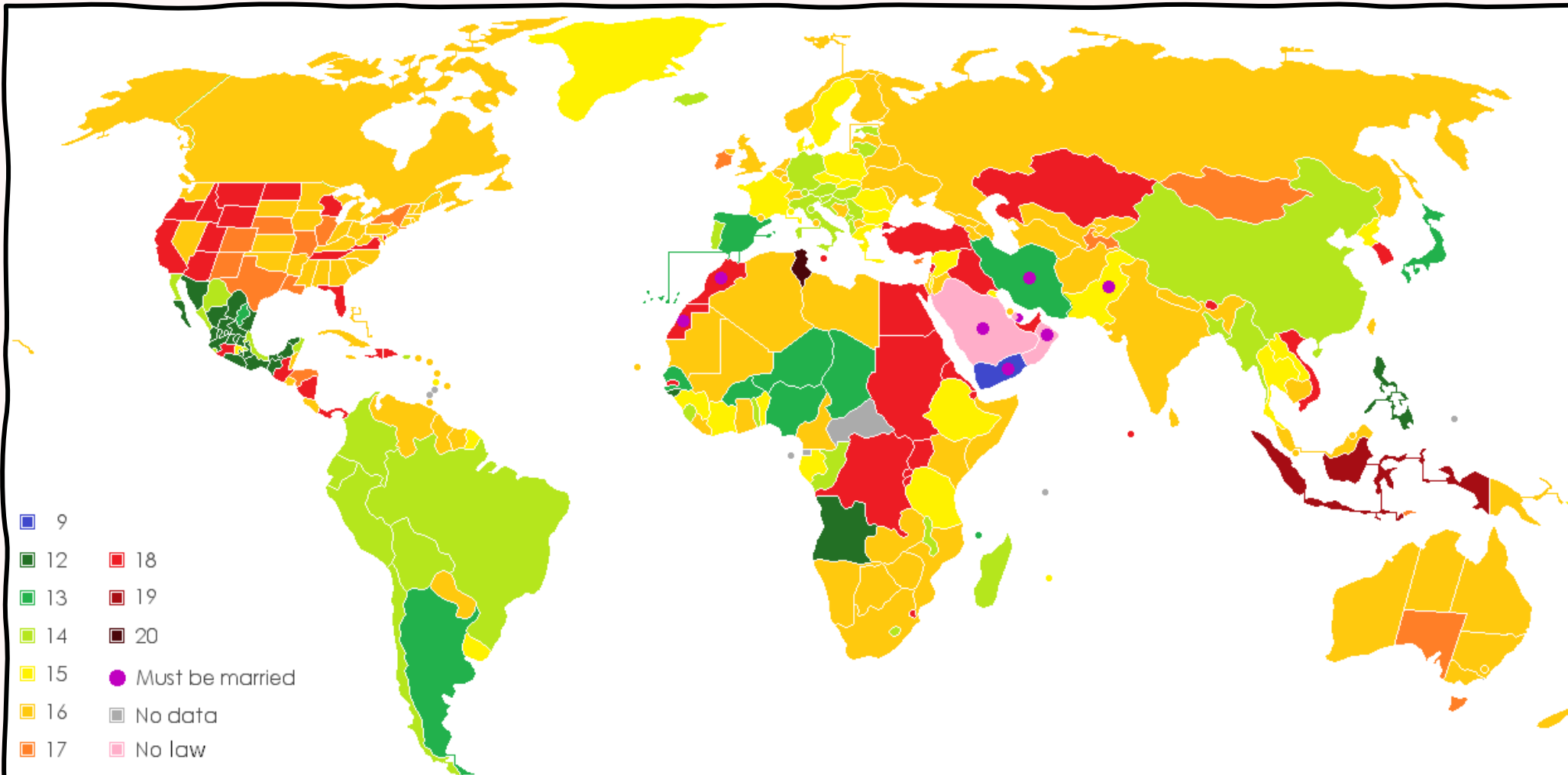
You don't have to do anything that you don't want to do. If you're being pressured to do something you're not comfortable with, that's called coercion, even if it's someone you trust.

**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.*

# Pause for 1 minute: How does the age of consent vary around the world?

**Definition:**  
*Age of Consent: the age at which a person's consent to sexual intercourse is valid in law.*



**Does anything surprise you?**

**What age do you think it should be?**

**Why does it vary so much around the world?**

# My Graffiti Wall – pause for thought:

**‘Capacity to consent’** – i.e. not being physically or mentally capable of giving, refusing or withdrawing consent.

Create a neat stick person in your book.

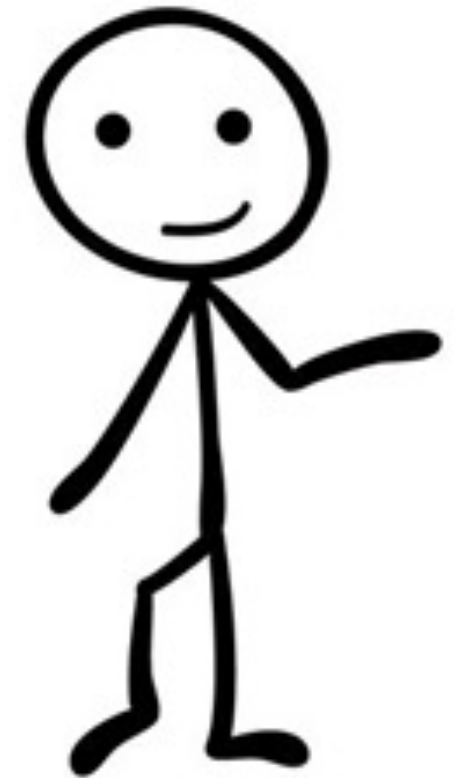


Add your ideas to the graffiti wall!

***What might STOP this person from being able to give, not give or withdraw their consent to something?***

Get ready to categorise your ideas as follows:

1. Which of these are to do with a **lack of choice**?
2. Which of these are to do with a **lack of freedom**?
3. Which are about a **lack of capacity to consent**?





# An overheard 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

Read carefully. What are your initial reactions to these?

- **What do you think the characters in the scenario are thinking and feeling?**
- **What do you think Alex is thinking and feeling?**
- **Is what happened acceptable? If Alex was drunk, was it really consent?**

# Analysing Scenarios

- Read your scenario sheet carefully.
1. Which of these scenarios might be **against the law**?
  2. In which of the scenarios does the person not have the **freedom to consent**?
  3. In which scenarios does the person **no longer have the capacity to consent**?







What does this video tell us about the importance of receiving **consent**?

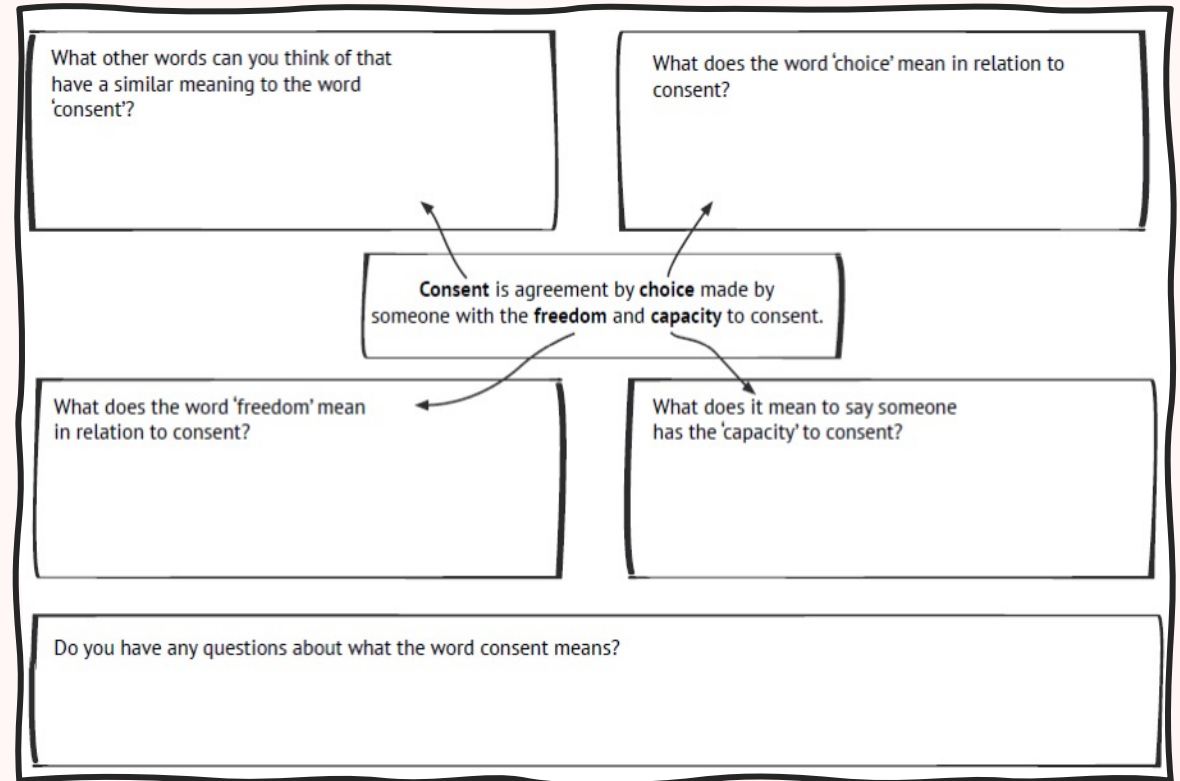
How can we link this to the law?

[source: 'Checking Consent!' Oxford City Council]



# Consent knowledge test:

- Look back at your mind map from our first lesson on the topic of consent.
- Using a **red pen**, revisit your notes and first ideas - add anything you now want to add or change, to demonstrate what you have learnt today and last time.
- Can you now answer the questions you had?



# Where can you go for support?



If you need to talk to somebody after today's lesson, support is available inside and outside of school. Contact the following people...

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

**Report a  
crime by  
calling 999.**



For advice on where to get help after a sexual assault, [www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault](http://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault).

Contact **Victim Support** if you feel you, or someone you know, may have been a victim of a sexual offence: [www.victimsupport.org.uk](http://www.victimsupport.org.uk).

