

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]

The role of intimacy in a relationship



What do you already know:

You have 4 minutes:

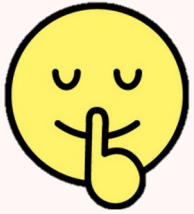
- On your own, complete the four corners activity.
- What do you already understand about *intimacy*?

One to
think
about:



Definition of intimacy	Examples of intimacy
Signs a person is comfortable	Signs a person is not comfortable

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.

During this lesson



We will be able to:

- Recognise what enthusiastic consent looks and feels like.
- Assess the importance of being ready for intimacy as an individual and as a couple.
- Explain the role that communication and respect play in healthy relationships and consent.

What is 'intimacy'?

Intimacy involves feelings of emotional closeness with another person. People may be **sexual**, meaning to have sex or engage in sexual activity, with an **intimate** partner.

Consider: how does this definition fit in with your 'four corners' starter activity?

Building intimacy

Look at the intimacy cards and order the cards, from the **first steps of building intimacy**, up to the **most intimate**. Try to reach an agreement about where to place the cards. Work in small teams.

There are 24 cards. You can:

- *Group several cards at the same stage*
- *Remove any cards you don't agree with (up to 10)*



Physical Intimacy			
Cuddling	Kissing	Holding hands	Brushing or playing with hair
Massage	Dancing	Grinding/rubbing against one another	Penetrative sex
Other?	Intimate touching	Stroking skin; arms, face, etc.	Showering or bathing together

Emotional Intimacy			
Going on dates	Talking dreams, hopes, ambitions	Flirting	Sending nude or semi-nude photos or videos
Getting to know each other's friends	Buying or making gifts for each other	Saying "I love you"	Sharing secrets or special memories
Sharing interests and hobbies	Meeting each other's family / parent(s)	Agreeing to be 'exclusive' (not date anyone else)	Laughing together

IMPORTANT: You do not need to use any cards that make you feel uncomfortable.

Comparing our views

Let's see what other groups thought.

Leave your cards where they are and move round to see how other tables ordered the cards.

Consider and be prepared to feed back...

Which cards (if any) did your group choose to reject and why?

Did you notice any differences between how different groups organised the cards?

Was it easy or hard to agree on how to order the cards? Why do you think this is?

Which group of cards we more challenging to place – physical intimacy or emotional intimacy?

Suggest why intimacy perhaps takes more time...

Hinge question:

- a) Which of these best describes 'intimacy'? Hold up 1,2 or 3 fingers to answer.
b) Why?

1. Being intimate involves having a connection that builds over a short period of time.

2. Being intimate is having sex with another person.

3. Being intimate involves having both a physical and/or emotional connection with another person, which may build over time.

Enthusiastic consent

- The following scenarios show examples of someone **giving enthusiastic consent**:

Abi and Jamie say they love each other and they both kiss for a long time before they both feel ready to go further.

*Greg's partner asks "How does that feel?"
They say; "Keep going. That feels fine."*

*Suzanna asks Mali "Do you like this?"
Mali says enthusiastically, "Yes!"*

Alexis and Gia have spoken about contraception and gone to get some together. They are laughing, smiling, kissing and decide to take things further.

Read the scenarios on your sheet that gives examples of someone not giving enthusiastic consent. **Explain (give reasons)** why the characters have not given consent in each scenario.

Enthusiastic consent

Ensuring effective communication skills...

Step 1:

1. Choose one of the scenarios that you feel *'may be consensual but needs to be checked'*.
 2. Think about different ways that the person *could* check consent in this situation, to ensure their partner was freely and enthusiastically consenting in the moment.
- How could the character involved assertively communicate their feelings and explain their concerns?
E.g. Jay could explain to Irene he feels nervous and wants to take things slowly, and that rushing him is making him more nervous.



What has been learnt?

Revisit your initial ideas from the start of the lesson.

- Have any of your ideas changed?
- Have you learnt anything else you could add?

Definition of intimacy	Examples of intimacy
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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. You can contact the following people...

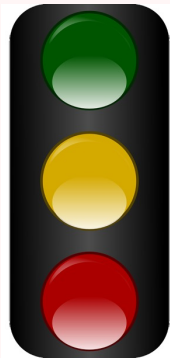
- *Your Form Tutor*
- *Your Head of Year*
- *The Wellbeing Team*
- *Seek confidential support from any of these agencies:*



Extension activity if needed:

Traffic lights

Create a traffic light poster, showing your examples of situations where there is:



Enthusiastic consent

Needs communication to

Lack of consent