



Title: Consent and the Law

Level: SENIOR

Code: S.2

Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and outcomes	Benchmarks
I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a	<ul style="list-style-type: none">Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.

About this activity

This activity is about sex and consent. It explores the context for this in terms being and feeling safe in relationships. If the class/group has recently used the material **S.1 Make it Good** they will have done work on relationships already and the final session in that group of activities deals with sex and consent. This session (which goes into the detail of consent further) is best used at a different time in the year (or different academic year, acknowledging that this activity is something that could/should be done in S4 before some young people move on to other education settings or training) to reinforce key messages

Resources to support this activity

- Slides
- Film: How do you know if someone wants to have sex with you? (3 minutes 50 seconds) <https://youtu.be/qNN3nAevQKY>
- 10 facts about consent (on cards for group discussion)
- Film: Consent – Cup of tea <https://vimeo.com/128105683> (2 minutes 58 seconds)
- Film: Cycling through Consent, a Canadian animation inspired by the Tea/consent animation: <https://youtu.be/-JwlKjRaUaw> (3 minutes 47 seconds)

Activity

- Introduce the session along these lines: That today the class/group will be looking at consent, particularly what consent means when people have sex. Emphasise that there is no assumption that young people are having sex, this is just about preparing for adult life, that young people can make their own good decisions about when sex is right for them.
- **Being and feeling safe.** To start, set the scene by explaining that as the young people will know, they have the right to be healthy, happy and safe in their relationships. Explain you want them to think especially about being **safe**. Ask them to work in a pair/3 with the prompt on the smartboard and the prop for recording:

If you are in a relationship you have the right to be healthy, happy and safe. But thinking about what it means to be SAFE in a relationship, what does this mean in practice? This means that....

- Get feedback and explore similarities and differences between perspectives. Encourage discussion and questions.
- Share the series of slides: **In any relationship you should be and feel safe**. Check understanding as you go, take any comments or questions.
- Explain that a part of a being in a relationship (as the slides have just acknowledged) is that when you feel ready, you can choose to have sex. Pose the question: *How do you know if someone wants to have sex with you?* Ask the young people to work in their 2/3 again, they don't have to write anything down but see if they can come up with 5 ideas.
- After a few minutes, ask for feedback (voluntary, don't go around the room). Write the feedback up as it is offered on the smartboard. From the feedback pick out anything that might be worth exploring a bit further, anything that you think would benefit from further clarification. For example, if someone offered *You just know*, ask them to give some examples of how they would know... (pose such clarification questions to everyone, not just the person who offered the idea). Explain that you are doing this just to be really clear about what we might mean.
- Introduce and watch the short film **How do you know if someone wants to have sex with you?** (3 minutes 50 seconds) <https://youtu.be/qNN3nAevQKY> take any first thoughts, feedback. (This film is also part of the S1 Make it Good material)
- **10 facts about consent.** Explain that you have some information about sex and consent for the young people to consider. This first slide is also clear about what 'having sex' might entail. Share the slide:

If you have sex you must have consent. If you are doing anything sexual with another person then you must make sure they agree. This is called giving consent. Sexual activity includes kissing and hugging, touching each other's bodies including genitals (your private parts) and penetrative sex, this is when a person puts their fingers or penis or something else into a person's mouth, vagina or anus (bottom).

- Deal with any immediate questions, then explain that there are 10 things to remember about consent and they are on the cards you are giving to the young people (in 2s or 3s) ask them to work

their way through the cards and sort them into categories 2 categories: GET IT/UNDERSTOOD or NOT SURE/WE HAVE QUESTIONS. Stress that it is okay to be not sure or have questions.

- Follow up with some discussion around the groups about the 10 facts cards – What’s well understood? Is anything new? Does anything need clarified?
- To end introduce the final short film. This uses the metaphor of sexual consent and offering a cup of tea. **Consent – cup of tea** <https://vimeo.com/128105683> (2 minutes 58 seconds) The young people may know the film, get some feedback on it afterwards, is it helpful? If the young people already know the film an alternative is this: Watch **Cycling through Consent**, a Canadian animation inspired by the Tea/consent animation: <https://youtu.be/-JwIKjRaUaw> (3 minutes 47 seconds)
- End with thanks for all contributions. Remind young people that you are available to them if they have any questions or worries. Also remind them of their nearest young people’s sexual health service. And finally that young people their age still use ChildLine because it offers a great confidential service and someone to talk to.

Connecting with home

The text below could be used to communicate with home about this activity.

As part of our learning this term about relationships we are discussing what we mean by consent. In particular the young people are thinking about what consent means when it comes to sex. Both these short films will be used, they capture the key messages in our learning activity.

How do you know if someone wants to have sex with you? <https://youtu.be/qNN3nAevQKY>

Consent – cup of tea <https://vimeo.com/128105683>

Practitioner Notes