



Title: Consent: What consent means in a relationship (V2)

Level: THIRD

Code: 3.5.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 3-45b</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b</p>	<ul style="list-style-type: none"> • Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. • Gives examples of laws in relation to sexual health, for example, age of consent, right to confidentiality, consent, coercion, grooming. • Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police.

Learning intentions

- Young people know that that consent in the context of relationships is about communication and respect and means asking another person for permission to do something.
- Young people understand the pressures young people face to be in relationships including sexual relationships.

Success Criteria

- I can explain what consent in relationships means.
- I can explain what sexual consent is.
- I am building understanding, skills and capacity to assert myself in relationships so that I can express what I want and don't want.
- I know that I do not need to be in a relationship, and that relationships do not need to be sexual unless I wish them to be so.

Resources to support this activity

- PowerPoint slides
- Recording prop: *Healthy, happy and safe: What kind of relationship do I want?*
- Ask. Listen. Respect. film (1 Minute 11) <https://youtu.be/n6X5I7xoxEY>
- Consent – cup of tea <https://vimeo.com/128105683> (2 minutes 58 seconds)
- Cycling through Consent, a Canadian animation inspired by the Tea/consent animation: <https://youtu.be/-JwIKjRaUaw?t=6s> (3 minutes 47 seconds)

Activity

1. Introduce the session along these lines: That today the class/group will be thinking about relationships (being a boyfriend or girlfriend) and an important thing that is a part of a relationship called consent. Explain that there is no expectation that the young people have boyfriends/girlfriends but that if they are thinking about future relationships then this discussion about relationships and consent is important.
2. **Healthy, happy and safe: What kind of relationship do I want?** Ask young people to work in a small group and pose the question. Explain that in our personal relationships we should be healthy, happy and safe, the group is to have a chat and use the (jigsaw image) prop to record ideas and feelings about the kind of relationship they want. Have some discussion to check understanding – so they are thinking about how they get on, what they do or don't do with a boyfriend or girlfriend. After some chat get some feedback, sharing and discussing similarities and differences.
3. Explain that you will come back to their ideas about relationships later. Remind the young people that you referred to consent earlier. Share the slide, after reading it ask for some general examples of where they or other people get consent for something.

Consent means asking someone's permission to do something. If they say yes, they have given their consent. If they say no, they have not given consent. If a person is not sure or does not say 'yes', then this is not consent.

4. **The pizza: a story about consent.** Explain that you are starting with a bit of a story, and the young people will be asked their thoughts on the questions posed. It's about pizza... work through the slides, exploring responses, discussing as you go. The essence of the discussion as you progress through the slides is:

Where is consent (permission) given?

Is it actually given or assumed?

If it is given one day, can it just be assumed its given every time a similar situation arises?

- So, your brother walks into the house with a big pizza and puts it on the kitchen table. He goes to his room for something. You eat a slice. **Is it fair for him to be angry that you ate a slice?**
- A few days later your brother walks into the house with a big pizza, and tells you to help yourself to a slice, and you eat a slice. **Would it be fair for him to be angry that you ate a slice? What if you eat the whole pizza?**
- Say your brother walks into the house with a big pizza, tells you to help yourself to the whole pizza, and you eat the whole pizza: **Would it be fair for him to be angry that you ate the whole pizza?**
- Next day, your brother brings home another pizza, he goes to his room for something, and you eat the whole pizza. **Is it fair for him to be angry that you ate the whole pizza?**

5. Next, tell the young people you have a slide that will help explain this idea about consent. So:

Consent means...

Consent means asking someone if you can do something or if they want something.

If they say yes, they give consent.

If they say no, they do not give consent.

If they don't say anything, or they aren't sure or aren't clear, they do not give consent.

If they give consent one day, you still have to ask the next time.

6. Check understanding and take any comments or questions and say you have a very short film about what this means if you are going out with someone. Watch **Ask. Listen. Respect film (1 Minute 11)** <https://youtu.be/n6X5I7xoxEY> Afterwards take any comments or questions. Explore – how did the young people here ask for consent?
7. Ask the young people to go back to the task they started with: **What kind of relationship?** Now that they have been thinking about consent, say you will run through a 2 slides and see if any of these things have come up in their earlier discussion. As you run through do some checking out, reflect on their ideas. *Specifically, before you start, remind the young people that you are not expecting that they are having sex, this is about thinking ahead (and in fact in the next lesson they will learn more about the age that the law says young people can have sex).*

Relationships should be healthy, happy and safe. If you are in a relationship you have the right to be healthy, happy and safe. This means that:

- You and your partner treat each other with respect.
 - You care about each other.
 - There is never any pressure put on you to do something that makes you feel uncomfortable, worried or scared.
 - You never do anything sexual when you don't want to.
 - You never feel any pressure to take or send or look at images or messages that are nude or sexual.
 - You don't have to spend time with your partner if you don't want to. You can keep your friends and see them when you want to.
 - You have the right to break up with your partner if you want to.
8. Point out one of the statements about a healthy happy safe relationship said: *You never do anything sexual when you don't want to.* Explain that this is where consent is important when it comes to sex. Explain that you will finish with a film/cartoon that explains the rules about consent and sex. The 'cup of tea' film is great, but young people may have seen it many times, this is worth checking. The second film addresses the issue through the analogy of cycling. Young people might enjoy seeing both.
 - Watch **Consent – cup of tea** <https://vimeo.com/128105683> (2 minutes 58 seconds)
 - Watch **Cycling through Consent**, a Canadian animation inspired by the Tea/consent animation: <https://youtu.be/-JwIKjRaUaw> (3 minutes 47 seconds)After watching explore what do the young people understand are the messages from the animations.
 9. To end, acknowledge all contributions and remind the young people that the next session is about the *age of consent*, so what the law says about the age young people must be to have sex.

Connecting with home

The text below could be used to communicate with home about these activities.

In two sessions young people will be learning about *consent*. They will learn that consent is about communication and respect and means asking another person for permission to do something. We want to help young people to build understanding, skills and capacity to assert themselves in relationships so that they can express what they want and don't want. At this age we understand that not all young people are dating, but we need to remember that most have probably thought about what it means to be in a dating relationship. We are using these short films to learn about consent:

- **Ask. Listen. Respect** (1 Minute 11) <https://youtu.be/n6X5I7xoxEY>
- **Consent – cup of tea** <https://vimeo.com/128105683> (2 minutes 58 seconds)
- **Cycling through Consent** <https://youtu.be/-JwlKjRaUaw> (3 minutes 47 seconds)

The young people will also be asked to look ahead to when they are a young adult and to think about what consent means in sexual relationships. Alongside thinking about the future, they will also learn about the age of consent and what the law says about the age at which it is legal for young people to have sex.

Further learning activities are available that connect to this RSHP curriculum content

- 3.5.2 The law, sex and relationships: Age of consent

Practitioner Notes