



Title: Consent: What consent means in a relationship (V4)

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 am building understanding that I am responsible for my actions towards others.
- 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
- Paper/pens for group activities
- Ask. Listen. Respect. film (1 Minute 11) <https://youtu.be/n6X5I7xoxEY>
- First Kiss and Showing Affection from amaze.org (duration 2 minutes 44) <https://youtu.be/VDaFzW-fNLc>
- Consent Explained from amaze.org (duration 1 minutes 47) <https://youtu.be/5vmsfhw-czA>

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

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. **What is a relationship?** Pose the first question for some responses. Share the slide when helpful – the purpose of this slide/information is to establish that a relationship can be a one-off date, a short relationship or being with someone for a longer time, ensuring that young people understand that the messages about consent apply in all scenarios.

When we talk about a relationship we mean when a person is involved with another person in a way that is romantic or intimate or sexual. It can be when people have a one-off date, or when people are together for a short time or in a long-term relationship.

3. **What is a healthy relationship?** Ask young people to work in a small group and pose the question. Give each group a piece of paper and have them make a list – remind young people they can disagree and so if there are some things they don't agree on still put them down and mark them as such. Get some feedback and explore similarities and differences.
4. Explain that you have 2 slides with some ideas about what makes a relationship healthy – share and check against young people's ideas as you go. Again, 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).

A healthy relationship is where both people DO:

- Feel safe, equal, respected and happy.
- Care about what each other want.
- Keep and see friends and family when they want to.
- Break up if they want to.

A healthy relationship is where both people DON'T:

- Put pressure on the other person, and it's as easy to say no as to say yes
- Do things that make the other person feel uncomfortable, anxious or scared.
- Have to spend time with the other person if they don't want to. Each person can spend time on their own if they want to.

5. **Consent.** Remind the young people that you referred to consent earlier. *How has this come up so far?* Share the slide, after reading it ask for some general examples of where they or other people get consent for something (in any situation or in a relationship) and ensure understanding so far.

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. **Becoming intimate with a partner.** Explain that in a relationship people start to become more intimate, holding hands, maybe kissing. So, to start thinking about what consent means in a relationships a couple of short films about kissing, explain that kissing might come early in a relationships, and so consent already matters.
Watch **First Kiss and Showing Affection** – a fun animation with a message about consent (duration 2 minutes 44) <https://youtu.be/VDaFzW-fNLc>
Then watch **Ask. Listen. Respect** (1 Minute 11) <https://youtu.be/n6X5I7xoxEY> where 2 young people negotiate that first kiss.
After each take any comments or questions. Explore, how did the young people here ask for consent?
7. **Sexual consent:** Introduce the term and explain that this is where consent is important when it comes to sex. Watch **Consent Explained** (duration 1 minute 47) <https://youtu.be/5vmsfhw-czA>
Afterwards check what young people understand from the animation, and any questions they have. Then use the next 3 slides for some explanation and discuss as you go – encourage questions like ‘*but what if...*’, remember it is helpful for young people to express misunderstanding or confusion about this complex area.

Sexual consent means

- Sexual experiences are agreed, respectful and enjoyable. Both people feel safe and happy to have sex.
- You need consent every time you are doing something sexual, the first time and every time.
- If you are not sure, you do not have consent.
- When a person gives consent it must be freely given, not because they have been pestered or made to feel they have to.
- You never do anything sexual when you don’t want to. If you have said ‘yes’ to something before you can change your mind the next time.
- You never feel any pressure to take or send or look at images or messages that are nude or sexual.
- You do not put pressure on someone to do something sexual. If the other person changes their mind you must stop.
- A person is not able to give their consent if they are incapable because of alcohol or drugs or because they are asleep or unconscious. Any sexual activity in these circumstances is sexual assault or rape.

8. **How do you know if someone gives their consent?** Pose the question, have some short discussion in pairs, then feedback. Share the slide – in discussion and whilst checking understanding emphasise the attention that must be paid to verbal and non-verbal communication. (Again emphasising this is *thinking ahead* to sexual situations)

How do you know if someone gives their consent?

- Consent can be given verbally (so the person says that they agree) or non-verbally (known as body language).

NOTE: Further explain to the young people along these lines: So, it’s important that both people continue to pay attention to each other to make sure they are both still happy, comfortable and enjoying the sexual activity they are having. If a person is not sure that the other person is happy and comfortable, they do not have consent.

- Examples of how a person gives consent might include; pulling someone closer, direct eye contact, smiling, actively touching someone, nodding yes, saying things like ‘that feels good’ or ‘I still want to’. Good communication is part of good sex.
9. **Consent: What’s sounds clear? What sounds tricky?** Ask the young people to work with a partner or small group and make a couple of lists, say that you want to collect these in to help make sure that if there are any left-over things to clear up you can do so next time. On one list they can note all the things they understand about consent, how it works, what it means. On the other list they can list situations or things they are not sure about or questions – explain this could be those things where you think ‘but what if...’. There is a first example given on the slide to get discussion going. After some time get feedback and discussion, checking the ‘what sounds clear’ to start and including encouraging young people to explain and assist each other in understanding. Any remaining areas of confusion or misunderstanding can be returned to in the next session.
10. 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. 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. 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. There are a number of short films/animations to learn about consent, you might want to watch them at home too.

- **Ask. Listen. Respect** (1 Minute 11) <https://youtu.be/n6X5I7xoxEY>
- **First Kiss and Showing Affection** (duration 2 minutes 44) <https://youtu.be/VDaFzW-fNLc>
- **Consent explained** (duration 2minutes 44) <https://youtu.be/5vmsfhw-czA>
- **Consent – cup of tea** <https://vimeo.com/128105683> (2 minutes 58 seconds)
- **Cycling through Consent** <https://youtu.be/-JwlKjRaUaw> (3 minutes 47 seconds)

Young people 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

Additional ideas/activities

Consent – cup of tea <https://vimeo.com/128105683> (2 minutes 58 seconds) The classic short animation, young people may have already seen it, but may be happy to see it again.

Cycling through Consent <https://youtu.be/-JwIKjRaUaw> (3 minutes 47 seconds) Uses the analogy of cycling together

The pizza: a story about consent.

This small group discussion may be of interest and use with your learners in further learning:

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 scenarios, exploring responses, discussing as you go.

The essence of the discussion as you progress is:

Where is consent (permission) given?

Is it actually given or assumed?

If it is given one day, can it just be assumed it's 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?**

Practitioner Notes