CONSENT
Lesson Package
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SYNOPSIS
A resource package aimed at helping young people understand the issue of consent, and raise awareness around sexual assault and rape.

We recognise that as part of a PSHE agenda, consent forms part of the broader context of sex and relationships education carried out within schools. No standalone package can encompass that remit within a standard 60-minute lesson.

This package is based on guidance from the Home Office, using the Disrespect Nobody campaign materials, but is tailored specifically to consent and sexual assault/rape, with additional input about the police.

It also includes a video about the Sexual Assault Referral Centre (SARC), also known as ‘The Bridge’, which explains who they help and what services they provide, as we wanted young people in our force area to have access to information and support relevant to them locally, not just nationally.

The lesson plan assumes that lessons about healthy relationships covering issues such as respect, trust and equality, have taken place beforehand as part of the broader PSHE curriculum taught by schools.

Avon and Somerset produce separate lesson plans on ‘Sexting’ (i.e. indecent photographs) and Child Sexual Exploitation (CSE), which again are stand-alone lesson plans but have been designed to fit into the much broader PSHE agenda taught in schools.

Schools should consider this lesson plan in conjunction with their overall PSHE programme and their policy for informing parents.

OFSTED CRITERIA
The PSHE programme of study is divided into three core themes:
1. Health and Wellbeing
2. Relationships
3. Living in the Wider World.

This lesson plan on CONSENT encompasses the following:
ALTERNATIVES

AIMED AT
This package: Ages 12+
Disrespect Nobody package: Ages 13-18 (the online materials also provide guidance about how to tailor this lesson to younger age groups).

OBJECTIVES
• To understand what is meant by consent
• To understand consent in the context of healthy and unhealthy relationships
• To explain the consequences of not giving or obtaining consent
• To know how to get help for yourself or if you are worried about someone else.

WHAT'S INCLUDED IN THIS PACKAGE
• Downloadable lesson plan
• 3 downloadable videos
• Link to Disrespect Nobody CONSENT video (online)
• Questionnaire (requires printing), along with images to go with the questionnaire (available either as a printable sheet or a power point presentation) and an optional power point presentation which can display the answers as a bar chart.
• Disrespect Nobody KEY CONSENT MESSAGES activity workshop (requires printing)
• Disrespect Nobody CONSEQUENCES activity worksheet (requires printing)
• PSHE guidance sheet summarising the law around consent and sexual offences (for facilitator guidance only).

WHAT YOU NEED
• Computer with projector
• Internet access
• A3 paper and pens
• Coloured pens.

LESSON TIME
60 minutes (depending on activities selected). There are approximately 70 minutes of materials included here in full, which you can adapt to best suit your class. Each activity is labelled with the approximate time expected.

PREPARATION TIME
Approximately 30-45 minutes (allow time for printing and familiarisation).
LESSON PLAN

INTRODUCTION (2-3 minutes)

SAFE LEARNING ENVIRONMENT
Cover the rules which normally apply in your educational setting, which should include:
- Let other people talk and listen without interrupting
- Be respectful
- Do not use bad language and try to use language that won’t offend or upset anyone
- Use the correct terms – if you don’t know them ask for help
- Comment on what was said, not who said it
- Avoid sharing your own experiences
- Never share your friends’ personal experiences
- Don’t ask personal questions
- Try not to judge others
- Everything said is confidential unless a safeguarding issue is identified
- If anyone is affected by any part of the content, they should speak to presenter or a teacher at the end of the session.

DISCLOSURE OF SENSITIVE INFORMATION
Any information shared will remain confidential unless any person has been highlighted as at risk and action needs to be taken.

EXPLAIN THE OBJECTIVES
- To understand what is meant by consent
- To understand consent in the context of healthy and unhealthy relationships
- To explain the consequences of not giving or obtaining consent
- To know how to get help if you have been sexually assaulted or you are worried about someone else.
WHAT DO WE MEAN BY CONSENT? (5-7 minutes)

Divide the class into groups of about 5 and give them some A3 paper and pens. Ask them to write their own definition of consent.

After they have written their definitions, display them at the front of the class and compare them to the Home Office definition:

An agreement made by someone with the freedom and ability to decide something.

Play the following video from the Disrespect Nobody campaign (30 seconds) https://www.youtube.com/watch?v=lSmohH5kg30

MAKE THE FOLLOWING POINTS:
• Consent has to be given freely and no one can be made to consent to something. It’s not consent if someone does something because they feel they have to or if their judgement is impaired because they have drunk too much.
• Sex implies consent. Rape is the absence of consent.
• The law defines the age of consent as 16.

ACTIVITY: QUESTIONNAIRE (10 mins) (optional)

• This activity can also be conducted as verbal class activity using the power point images. This will reduce the time taken to 5 minutes.
• Divide the class into groups of 4 or 5. Give each group a printed questionnaire (included in the pack). You can either give each group a printed copy of the images to go with the questionnaire, or you can display the images as a power point presentation.
• Ask the groups to discuss the questions and fill in the questionnaire. At the end of the activity, bring the class back together to discuss the answers.
• If you choose to, you can display the answers as bar charts which are included as a power point presentation.

ANSWERS ARE SHOWN BELOW:

1. Look at the pictures provided. Who do you think could be a victim of rape? If you select more than one image, please put them in order with 1 being the most likely, 2 being the second most likely, etc.

Answer: In order of most common to least common:
B. Girls on night out (this image represents ‘acquaintance rape’ scenarios. This is
where the offender is known to the victim either because they are friends or acquaintances or have met earlier that day.

D. Girl with boyfriend (this image represents ‘domestic rape’ scenarios). This is where the offender was either the current or ex-partner of the victim.

C. Teenage boy (This image represents ‘male rape’ scenarios). We think that about 1 in 16 cases of rape involve male victims (about 6 per cent), but this is a very under-reported crime.

A. Girl on way home (this image represents ‘stranger rape’ scenarios). Stranger rape is the least common scenario, although you should still be aware of it.

2. Look at the pictures. Where do you think a rape could take place? If you select more than one image, please put them in order: 1 being the most likely, 2 being the second most likely etc.

Answer: In order of most common to least common:

E. Bedroom (acquaintance rape). The majority of offences take place in the victim’s home by someone known to them, or in the offender’s home or another residential setting (e.g. the home of a mutual friend).

F. Alleyway (both acquaintance rape and stranger rape). Just 15 per cent of offences take place in open spaces such as parks or alleyways.

G. Nightclub toilet (both acquaintance rape and stranger rape). Rapes in public places such as this account for less than 5 per cent of offences.

3. In what percentage of rape cases do you think the victim knows the offender?

Answer: 92 per cent of offenders are known to their victim.

NOTES FOR FACILITATORS:

- Answers relate to reported rapes within Avon and Somerset. We know this is an under-reported crime.
- The purpose of this activity is to make the point that you are more likely to be sexually assaulted or raped by someone you know than you are by a stranger.

CASE STUDIES (5 minutes)

There are two case studies included with young victims – one male and one female. We recommend you play both to make it clear that boys can be victims as well as girls. The female case study is 2 minutes 30 seconds. The male case study is 1 minute 40 seconds.
ACTIVITY: TRUE OR FALSE (5 minutes)

The following activity is adapted from the Disrespect Nobody materials. If you use the Disrespect Nobody package the original activity comes with a power point presentation and printable cards. The activity included here has been designed to encourage discussion and participation.

Using opposite ends of the classroom, divide the class into a TRUE end and a FALSE end. Tell the class you are going to read out some statements and want them to go to the area which they think is the answer to the question. If they are not sure of the answer, they can either guess or can stay in the middle of the classroom.

After each question, give the relevant answer from the following:

1. A rapist is someone you don’t know.
   
   Answer: False
   
   As the questionnaire showed us, most rapes are committed by someone who knows the victim.

2. If you’ve had sex with someone before, you’ve given consent for sex with them again in the future.

   Answer: False
   
   Every time you have sex you need to be sure the other person is willing.

3. Unless the other person says No and makes it very clear they don’t want to have sex, it’s ok to assume they are giving consent.

   Answer: False
   
   Sometimes people are worried or scared about upsetting someone and might not say no very forcefully. A no is still a no and should be respected. Some people might freeze completely and be unable to say no at all. You should never assume consent. Instead, assume you don’t have it unless the other person makes is very clear that they definitely want to have sex.

4. People who are raped can be responsible for putting themselves in situations where they are raped, such as wearing provocative clothing or getting drunk.

   Answer: False
   
   If you were drunk and naked with someone who doesn’t think it’s ok to take advantage of someone who is vulnerable, you won’t be raped. It is ALWAYS the responsibility of the rapist if someone gets raped.
5. It’s only rape if it is violent or you get physical injuries.

   Answer: False
   There may be no violence used at all, if the victim is too scared to resist or drunk, for example.

6. Going back to someone’s house or into a bedroom at a house party is saying you want to have sex with that person.

   Answer: False
   This just means you want to spend more time with that person, not that you want to have sex with them. Consent should never be assumed. If you go into a bedroom with someone and start kissing them, this doesn’t mean you consent to sex and getting ‘carried away’ is no excuse. Consent should be established for each step.

7. Someone could end up committing rape when they have had too much to drink or taken drugs.

   Answer: False
   Drugs and alcohol impair your judgement, but they don’t stop you knowing right from wrong.

8. If you’re in a relationship, you have consent

   Answer: False
   Just because you’re in a relationship doesn’t mean you automatically have consent. You should always check. You are not entitled to sex because you are in a relationship.
CHECKING FOR CONSENT (10 minutes)

Use the Disrespect Nobody Key Consent Messages activity. Divide the class into pairs and give each pair a copy of the Key Consent Messages sheet. Ask them to match each quote with the key message that relates to it.

Give the class 5 minutes to complete the task then check the answers.

Answers:
1. F
2. C
3. G
4. A
5. B
6. H
7. D
8. E

After the activity, combine the pairs into larger groups and ask them to create a list on A3 paper of ways that someone might show they aren’t consenting to sex or any kind of sexual activity or that they have changed their mind even if they started off consenting.

WHAT DOES THE LAW SAY? (2 minutes)

- The law covering consent and sexual assault in the UK is the Sexual Offences Act of 2003.

- The Act defines different offences, which include sexual assault by touching (e.g. touching breasts, even over clothing), through to rape.

- Under the law, both people having sex have to give consent and it is the person who is seeking consent who is responsible for ensuring that these conditions are met.

- The law states that to give consent to sex a person must have the ability to make an informed choice. This means that if the person is unconscious or impaired by alcohol or drugs, they might not be able to give true consent.

- The law defines the age of consent as 16 and legally you cannot give consent if you are under 16. However, whether the police get involved and end up prosecuting someone will depend on a number of things. A 15-year-old having sex with their 15-year-old boyfriend/girlfriend in an otherwise healthy relationship will not be treated in the same way as a 19-year-old who forces a 14-year-old to take part in any kind of sexual activity.
• The law takes sexual offences against children very seriously. The punishment for raping someone under 16 can be as high going to prison for life. If the older person is under 16, there is still a maximum punishment of up to 5 years in prison. Sexual touching of a child under 13 can result in up to 14 years in prison. If you are suspected of these offences, you could be arrested, have intimate swabs taken from you, and be interviewed by police even if the case is eventually dropped.

• If you end up convicted of a sexual offence, not only will you have a criminal record but you may end up on the sex offenders’ register. This will prohibit you from applying for certain jobs and prevent you from travelling to certain countries.

THE CONSEQUENCES OF NOT GIVING CONSENT (5-7 minutes)

Tell the class there are consequences for both offender and victim if consent isn’t gained. These include physical and emotional consequences as well as legal consequences.

Now use the Disrespect Nobody Consequences Activity. This is an activity sheet included in the package. You will need to print this out and cut out the boxes on each sheet to create a set of cards. You will need to divide the class into pairs or groups and give each pair/group a set of cards. Ask them to divide the cards into three piles: emotional consequences, physical consequences and legal consequences.

As the class are doing this, walk around to ensure they have understood the activity.

ANSWERS:

PHYSICAL
• Sexually transmitted infections for both people and any other future partners
• Physical injury
• Injuries to the inside of the body (internal injuries)
• Mental health problems including depression
• Unwanted pregnancy.

EMOTIONAL
• Lower self-esteem and sense of worth
• Humiliation
• Fear
• Hurt
• Embarrassment
• Problems trusting future partners
• Problems forming new relationships.
LEGAL
- Possible custodial sentence if found guilty of rape
- Sexual assault could lead to a community order, fine or prison sentence
- Having sex without consent and sexual assault could result in the perpetrator being added to the sex offenders’ register
- Having a criminal record, and/or being put on the sex offender’s register will have major impact on future life events such as getting work.

WHO CAN YOU TURN TO FOR HELP? (5-7 minutes)

If you’ve been the victim of a rape or sexual assault, the police will listen to you and take you seriously. Their first priority will be making sure you are safe, so they may have to involve other services such as health care professionals or social services, but they will try to give you as much confidentiality as they can.

The police will try to find out as much information as they can about what has happened so that they can make the right decision about how to deal with it. They will always put the victim’s needs at the centre of any investigation.

If you don’t feel able to tell the police, there is the Sexual Assault Referral Centre in Bristol. You can call them on 0117 342 6999 (24 hours a day) or visit their website: https://www.thebridgecanhelp.org.uk/

PLAY VIDEO FROM THE BRIDGE (3 MINUTES).

The video has been aimed at young people and tells them what the centre does and how they can help. It can only accept young people aged 14 or older, but it can provide advice about who to contact if you are under this age.

Other sources of support are:
Childline
www.childline.org.uk
0800 1111

Rape Crisis (for women and girls)
www.rapecrisis.org.uk
0808 8029999

Survivors UK (For men and boys)
www.survivorsuk.org
Webchat available via website.
SMS: 020 3322 1860 or Whatapp 0749181 6064
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**Galop** (for LGBT experiencing domestic or relationship abuse)

[www.galop.org.uk](http://www.galop.org.uk)

0800 999 5428

There are lots more you can find online. A full list is given on the Disrespect Nobody website: [https://www.disrespectnobody.co.uk/need-help/](https://www.disrespectnobody.co.uk/need-help/)

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**FINISH (5 minutes)**

As a class, ask the students to comment on the following:

- Something they have learned today that they didn't know before.
- Whose responsibility it is to establish consent.
- How someone might show they’re not giving consent.
- Where they can go for advice if they have experienced anything covered in today’s lesson or if they have concerns about someone they know.
- Talk to another trusted adult.