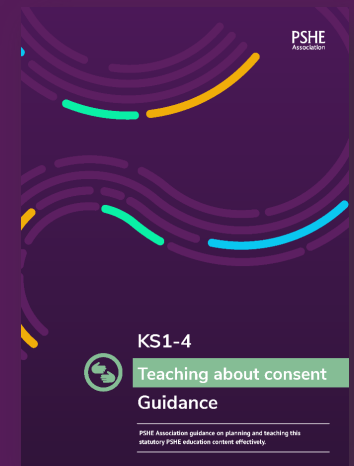




Teaching about consent

KS3 Lesson 2: Avoiding assumptions*

Teacher
slide



*Ensure you read the guidance before teaching the lesson

Using this PowerPoint

Teacher
slide

The slides in this presentation are divided into two sections:

- (i) **Teacher slides** (purple) – provide key information regarding lesson preparation.
- (ii) **Pupil slides** (white) – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click ‘notes’ to view these.

Ensure that you select ‘Use Presenter View’ under the ‘Slide Show’ tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

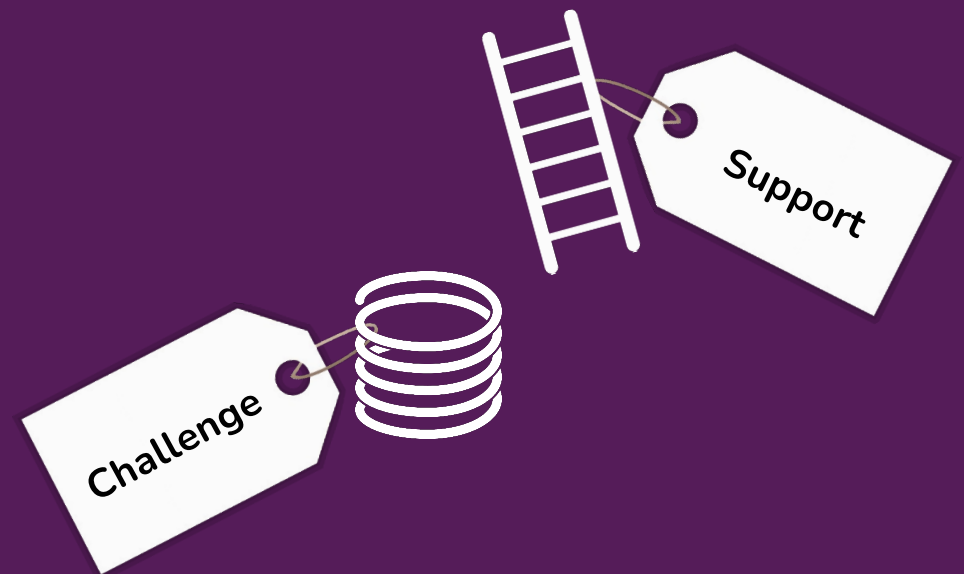
Challenge and Support

The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

Challenge activities deepen and extend the learning for those who need more challenge or who finish the activity quickly.

Support activities are adapted to be more accessible for those who need it.

Look for the logo on the pupil slides. See delivery notes for details of the activities.



Context

This is the second of three lessons for key stage 3 students on the topic of consent. This lesson looks specifically at assumptions that can be made in relation to consent, particularly in new relationships, and how these can be challenged or avoided.

The lessons have been written with Year 8/9 students in mind, however you may choose to teach them to a different year group based on your knowledge of your students' needs and readiness.

Neither this, nor any other lesson, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. It is essential that these lessons are taught within the context of wider learning about healthy relationships.



Learning objectives

- To learn about common assumptions related to consent and how to challenge these.

Learning Outcomes

Students will be able to:

- identify common assumptions related to consent and explain why these are wrong
- explain the right to not give/withdraw consent at any time and why this must be respected
- describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent



Teacher
slide

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Duration

This has been designed to be taught as a **60 minute** PSHE education lesson.

Resources required

- Box or envelope for anonymous questions
- Flipchart paper and pens
- Resource 1: Assumption statements [1 copy]
- Resource 2: Assumptions storyboard [1 per group]
- Resource 2a: Possible assumptions and behaviours [as required – optional support]

Further guidance

Members of the PSHE Association can access our website for further guidance www.pshe-association.org.uk.

Lesson summary

Teacher
slide

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules.	5 mins
2. Reconnecting activity	Students summarise their understanding of consent using a rap, poem or short news bulletin.	5 mins
3. Assumption statements	Working in groups, students respond to statements which include an assumption about consent.	15 mins
4. Assumptions and their consequences	Students respond to a storyboard focused on gendered assumptions and the consequences of these for behaviours and sexual encounters.	15 mins
5. Advising Miranda and Mikey	Students write advice to Miranda and Mikey, explaining how to withdraw consent.	10 mins
6. Endpoint assessment	Students practise statements to withdraw or not give their consent.	5 mins
7. Signpost support	Ensure students are aware of where to access support and further advice about consent.	5 mins



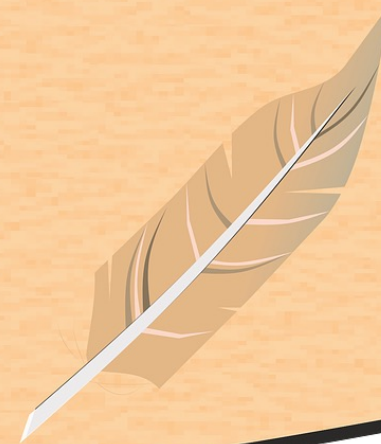
Avoiding assumptions

Lesson 2

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Ground rules

[Add your class rules here]





To learn about common assumptions related to consent and how to challenge these

We will be able to:

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- describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give, or withdraw consent.

What can we remember?

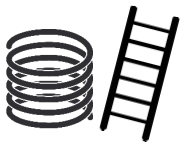
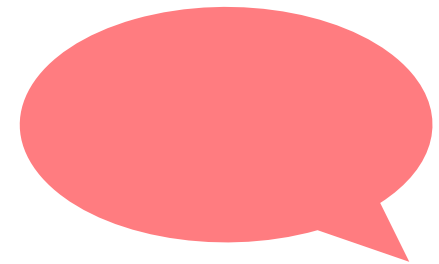
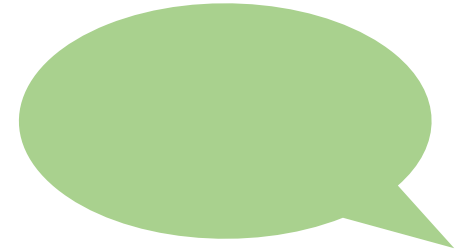
In pairs, summarise everything you know about consent. You could do this through:

- An acrostic poem using the word CONSENT
- A 60 second news bulletin
- A rap or song



Assumption statements

- Are these statements acceptable? Underline any parts of the statements that you think are inappropriate.
- If the first part of the statement is true, does that mean the second part must be true? Why / why not?
- How do you think each person in the situation is feeling right now?
- What do you think might happen next?



Now pass your sheet to the next group...

Assumption statements

Looking at all the statements, what assumptions are being made?



- Consenting to one thing does not mean consenting to something else.
- Consenting at one time does not mean consenting at all times.
- The way someone looks, behaves or dresses should never be taken as a sign of consent.
- Consenting with one person does not mean consenting with someone else.
- Assumptions can lead to feelings of confusion and rejection, or pressure and awkwardness.

Assumptions and their consequences

Homework due 6th March

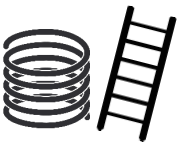


Read part 1 of the storyboard.

List as many assumptions as you can that Miranda and Mikey might be making.

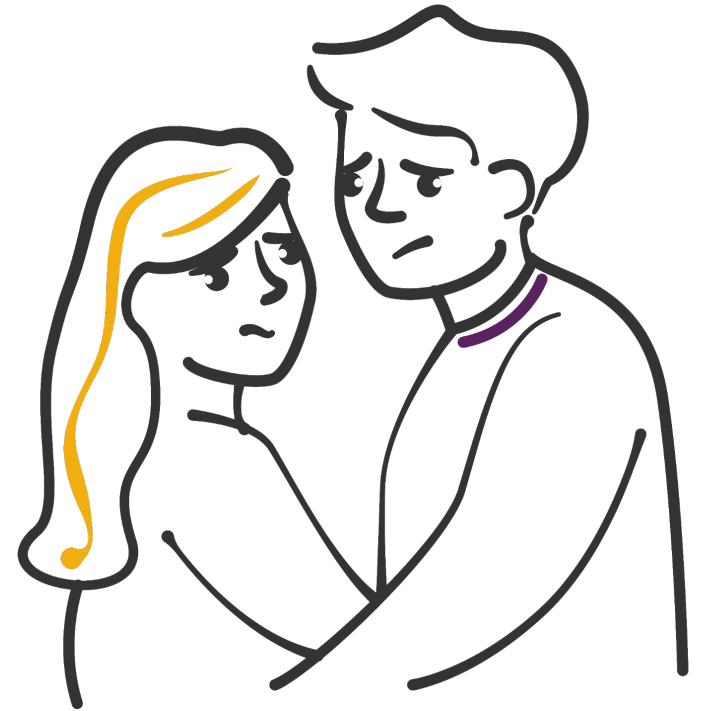
Now read part 2.

How might these assumptions make Miranda and Mikey behave differently when they get together?



Assumptions and their consequences

1. Where might Mikey's and Miranda's assumptions about sex have come from?
2. Are the assumptions likely to help Mikey and Miranda have a positive, healthy, sexual experience? Why / why not?
3. What might help Mikey and Miranda to manage their assumptions and make for a better experience for both of them?
4. How might these assumptions be similar or different in a same sex relationship?



Advising Miranda and Mikey



Let's now read Part 3.

Write some advice to either Miranda or Mikey, explaining all the different ways they could withdraw their consent.

- What could they say to withdraw their consent?
- What could they do to show they are no longer consenting?
- How do they think a loving partner is likely to respond?
- What might they do/say if their partner accused them of 'leading them on'?

How to say no

Each take a turn standing up and saying a phrase or response someone could use if they wanted to **not give** or **withdraw** consent.



Signposting support

Remember! There is always someone you can speak to. If you have questions or concerns, you can speak to:

- Your tutor or PSHE teacher
- Your head of year or a member of the safeguarding team
- School nurse / counsellor

There are also organisations where you can find more and speak to trusted adults, such as:

Childline: 0800 111 www.childline.org.uk



More activities



As you're watching TV this week, look out for examples of times where consent is either respected or not respected by the characters.

Can you identify any:

- verbal or non-verbal cues the characters give?
- assumptions either of the character have made?
- ways these assumptions could have been avoided?