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| Activity | Description | Purpose | Equipment | Covers |
| Groundrules | Establish groundrules for session explaining that consent can evoke strong emotions for some people, especially if they or friends / family have been personally affected by issues under discussion related to consent. Explain this is ok, and no-one is expected to be in a position where they feel any distress so groundrules create a supportive environment. | Create supportive environment | Flipchart & pens |  |
| Aims; | * To understand influences on sexual behaviour and develop skills for self-awareness. * To understand role of consent in relationships * To understand the impact of drugs and alcohol on choices, consent and behaviours * Recognise and challenge victim blaming | Clearly link aims to RSE requirements regarding consent | Powerpoint |  |
| Ice-breaker | Ask students to write down all the names they can think of (or have heard) to describe genital and breasts. One name per post-it note and collect these after a few minutes and either place on flipchart and / or say out loud. | To create relaxing atmosphere. | Post-it notes  Pens  Flipchart |  |
| Why have sex? | Part 1  Ask pupils (in groups) to consider all the reasons people have sex. Allow a few minutes for students to consider and prompt if required, particularly if negative reasons (eg assault / rape) are being avoided.  Ask groups to feedback reasons.  Part 2  Ask pupils to now consider what they would consider good (positive) reasons for having sex and what they may consider bad (negative) reasons for sexual activity.  Ask group for feedback and reasons | To draw out that Sex isn’t always a positive thing and individuals can be influenced by peers, and cultural norms or perceived norms.  Positive reinforcement, boost self-esteem etc. – link to where we get body image from.  Emphasise pleasure is important | Flipchart / Pens | KS3 (R8, R2)  KS4 (R2, R12, R31) |
| When am I ready | Provide normalising messages eg;   * Most young people under 16 are **not** sexually active although more may say they are. (refer back to peer pressures)   Discuss R U ready questions | Normalising messages reinforces reality that most people are not sexually active and pushes back against misconceptions which in turn create pressure.  RU ready questions provides a focussed means for pupils to understand what they want and when they may be ready. |  | KS3 (R12, R28)  KS4 (R21) |
| Video clip | Visit website and play Shanice and Julian clip. Video shows the statistically most common scenario, ie male pressure towards females to have sex. However, state that whilst this is the most common scenario it is not exclusive and pressure exists in same sex relationships, and also from female to male partners.  Asking pupils to consider what pressures exist, how Julian and Shanice are responding, and how they could respond for the benefit of their relationship | Clip allows pupils to understand how pressure can act in a number of different ways, and provide them with an opportunity to create strategies they could use in their own lives and relationships. | Internet access | (KS3 R24, R29, R31)  (KS4 R1, R18, R21, R22) |
| Scenarios | Purpose to explore concepts of “Freedom” and “Capacity” to consent, along with challenge of any Rape Myths which may arise as part of discussion. | Although the specific details is not a case study, all elements of the scenarios are realistic and plausible so provides students with an opportunity to discuss their thoughts and fully understand how consent can be applied to different situations. |  | (KS3 R2, R24, R25, R26, R27, R31)  (KS4 R18,R19, R20) |
| Round-up | Ask students to consider learning from lesson and options;   1. Reflect on learning and write down one learning point on post-it 2. Reflect on learning and write down one action they can do.    * Eg challenge any rape myths they hear.    * Support others if they feel their ability to consent is compromised.    * Challenge friends / peers if they are acting a way which compromises others in terms of consent.   Collate responses and use this to feedback to students in further sessions or wider school work. | To embed learning and if option 2 is used, relate this to actions they can take. | Post-it notes / Pens |  |