



PSHE Consent Guidance

Supplementary Documents Appendix

March 2015

‘Then and Now’ self-assessment sheet: Lesson 1: Introducing and recognising consent

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes	Low					High				
	Before the session					After the session				
1. I understand what consent means and why it is so important.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
2. I can recognise when someone is consenting and when they are not.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
3. I understand how consent is sought, given and not given in a healthy relationship.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
4. I know what to say and do to seek the consent of another person.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5

‘Then and Now’ self-assessment sheet: Lesson 2: Consent and the Law

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes	<div>Low</div> <div>High</div>
1. I understand what consent means, both legally and ethically, and why it is so important.	Before the session 1 2 3 4 5
	After the session 1 2 3 4 5
2. I can explain what choice, freedom, and capacity to consent mean.	Before the session 1 2 3 4 5
	After the session 1 2 3 4 5
3. I can discuss legal and moral issues through scenarios relating to consent	Before the session 1 2 3 4 5
	After the session 1 2 3 4 5
4. I understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent	Before the session 1 2 3 4 5
	After the session 1 2 3 4 5

‘Then and Now’ self-assessment sheet: Lesson 3: Avoiding assumptions relating to consent

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons.

1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes	Low					High				
	Before the session					After the session				
1. I understand that consent should never be assumed and should never be treated as a ‘one-off’.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
2. When seeking another’s consent, I know how to avoid assuming consent.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
3. I know that when being asked to give my consent, I have the right to make clear what I do and don’t want to do.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
4. I understand that it is not my fault or my responsibility if someone mistakenly assumes my consent to do something I don’t want to. I have strategies to manage this.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5

‘Then and Now’ self-assessment sheet: Lesson 4: The right to withdraw consent

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes		Low	High			
1. I understand that we all have the right to withdraw our consent at any time and that this must be respected.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
2. I know that just because someone agreed to something previously doesn't mean they will always agree to it and this must be respected.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
3. I know that everyone has the right to say 'I have changed my mind' and this must be respected.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
4. I understand that there can be no excuses for not respecting someone's right to change their mind, or to not give or withdraw their consent.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5

‘Then and Now’ self-assessment sheet: Lesson 5: Capacity to consent

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes	Low					High				
	Before the session					After the session				
1. I understand that if someone does not have the freedom or capacity to agree by choice, no-one has the right to assume they are consenting.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
2. I understand that trying to make someone more vulnerable or misleading someone to make them trust me is wrong, and can be a very serious offence.	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5

‘Then and Now’ self-assessment sheet: Lesson 6: Persuasion, pressure and coercion

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes		Low	High			
1. I am able to ask someone to give their consent without putting them under pressure and I know they have the right to say no and to have their decision respected; they do not have to justify it.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
2. I can recognise when others feel uncomfortable or under pressure and when someone is putting me under pressure.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
3. I understand that I have a right not to give my consent if I don't feel something is ok for me.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
4. I understand that no one has the right to intimidate someone into giving their 'consent', as such an agreement is not consent and that sexual activity following such a threat is illegal.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5

‘Then and Now’ self-assessment sheet: Lesson 7: Sexual Images and Consent

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes	Low	High
1. I understand that sharing images of someone without their permission is wrong and that I should be very careful of sharing images of myself.	Before the session	1 2 3 4 5
	After the session	1 2 3 4 5
2. I can explain the law relating to sharing sexual images.	Before the session	1 2 3 4 5
	After the session	1 2 3 4 5
3. I recognise that pornography does not always reflect good examples of consensual situations.	Before the session	1 2 3 4 5
	After the session	1 2 3 4 5

‘Then and Now’ self-assessment sheet: Lesson 8: Rape Myths and victim-blaming

Using the understanding that you now have after the lesson, please review the following statements about your own perceived knowledge, understanding and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, these lessons. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes		Low	High			
1. I understand the concept of ‘victim blaming’, I can recognise it when it’s taking place and I can challenge it.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
2. I understand that I have a responsibility not just for my own safety, but for the safety of others as well.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
3. I understand that, while I have a responsibility for my own safety, this is unconnected with other people’s moral and legal responsibility to respect my right to give, not give or withdraw my consent and my right to stay safe.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5
4. I recognise that, both ethically and in law, my right to be and stay safe is absolute.	Before the session	1	2	3	4	5
	After the session	1	2	3	4	5

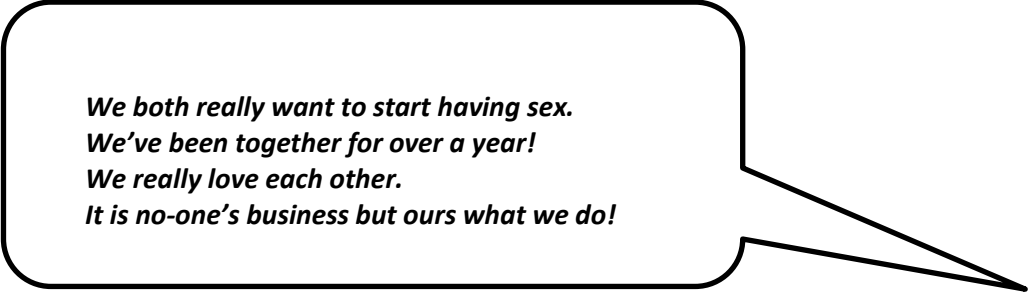
Lesson 1 Supporting Material: Possible signs of consent¹

Possible verbal signs of consent	Possible verbal signs of non-consent
Yes I'm sure I'm excited I want to... I want to do this I feel good about this I'm ready This is the right thing to do	No I'm not sure Stop I don't want to do that Can you please not do that I thought I wanted to, but... I don't want to do this right now I'm not ready or not sure if I'm ready I don't want to do this anymore This is the wrong thing to do
Possible non-verbal signs of consent	Possible non-verbal signs of non-consent
Direct eye contact Nodding Looking comfortable and relaxed Laughter and/or smiling "Open" body language, (e.g. relaxed, loose and open arms and legs, relaxed facial expressions, turning towards someone) Actively taking part	Avoiding eye contact Pushing someone away Avoiding touch Shaking head Looking uncomfortable, tense, sad or fearful "Closed" body language, like tense, stiff or closed arms and legs, turning away from someone Not actively taking part

¹ Adapted with permission from the work of Heather Corinna of the Scarleteen website

Lesson 2 - Discussion prompt: Consent and the law

Imagine two young people aged 15 were talking to you.



*We both really want to start having sex.
We've been together for over a year!
We really love each other.
It is no-one's business but ours what we do!*

In your group, discuss the following and make a note of the group's thoughts and ideas underneath:

1. If they asked their friend for advice, what do you think the friend should say? Why?
2. What might be the consequences of following or failing to follow that advice?
3. Does the sex, sexual orientation, gender identity or background of the two characters make a difference? Why? Should the principles of what constitutes consent not always be the same?
4. Now imagine one of the two was 21 and the other 15. Does this make a difference? If so, why?

Our group's feelings, thoughts and ideas....

Lesson 4 - Discussion prompt: The right to withdraw consent

'What do you mean 'stop'?'

'Please stop. I want you to stop.'

'But we just got started, it was great! You can't want to stop now!'

'I've changed my mind, I don't want to.'

'You have been leading me on!'

'No I haven't!'

'You can't change your mind now!'

'I can, I just don't want to do it.'

'But it's not like it is the first time, we've done it before!'

'I know, I just don't want to now.'

'What about me! You're not being fair!'

'I know, I'm sorry, but I really don't want to.'

In your group, discuss the following and make a note of the group's thoughts and ideas underneath:

- **What is the responsibility of the person seeking consent in this scenario?**
- **Does it matter at what point we decide to change our minds about doing something?**
- **If someone has done something before does that automatically mean we should expect them to want to do it again?**
- **Does the person who apologises in the scenario have anything to apologise for?**
- **What do you think about the term 'leading someone on'?**

Our group's thoughts and ideas....

Lesson 7 - Discussion prompt: sexual images and consent

Scenario 1: A couple send explicit images to each other during the course of their relationship. After they break up one of them shares the images as revenge for being hurt.	Scenario 2: At a party someone gets very drunk, they end up naked in bed with someone but pass out before having sex. The other person takes photos of them naked and shares them.	Scenario 3: Someone puts a photo of themselves on Facebook in their underwear. This photo is printed out and shared around the school with abuse about the person written on it.
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In your group, discuss the following and make a note of the group's thoughts and ideas underneath:

1. Are any of these scenarios consensual at any point? If so, when?
2. When did any of the scenarios change to become non-consensual?
3. Are any of these scenarios illegal?

Our group's thoughts and ideas....