

Consent

LET'S TALK
Helping young people thrive



Who are Let's Talk?

We support young people to develop **knowledge, skills and confidence** to make **informed decisions** about their **health and wellbeing**

Free, confidential, and non-judgemental support and advice including about:

- Relationships
- Sexual Health
- Drugs and alcohol
- Understanding anger
- Health and wellbeing





Group Agreement

- Safe space for learning – no judgement
- Take part
- Ask questions – but nothing personal
- Listen – don't talk over
- Language
- Confidentiality
- Look after you!

Learning Objectives

By the end of this lesson, you will be able to:

- Clearly define consent and recognise its importance in all interactions.
- Understand the laws relating to consent, including factors around a person's freedom, capacity & choice.
- Explore the various ways consent can be communicated, including body language and common challenges.



Learning Objectives

By the end of this lesson, you will be able to:

- Understand how victim blaming and common myths act as a barrier to seeking support and are harmful to everybody.
- Explore how practicing consent can enhance trust, pleasure and connection in all types of relationships.



Trigger warning

Please note that during this session we will be exploring sensitive topics, and these may be distressing to some members of the class.

If you feel like you need a moment out of the session, please inform a member of staff.

At the end of the session, we will explore where to seek support for these topics. You can also approach me after the session or at a later point. It's important to take care of yourself.



Remember...

If you recognise unhealthy behaviours you have displayed, remember this is a space for learning not judgement.

Learning gives us opportunities to improve and move forward with better choices in how we treat others.

How would you define consent?

“A person's permission or agreement by choice to anything that involves them”

Teaching notes

Consent spider diagram:

Use the prompts to generate conversation asking why these are all important parts of consent to consider. Ask why they think we have included certain points and what they mean before discussing and debriefing.

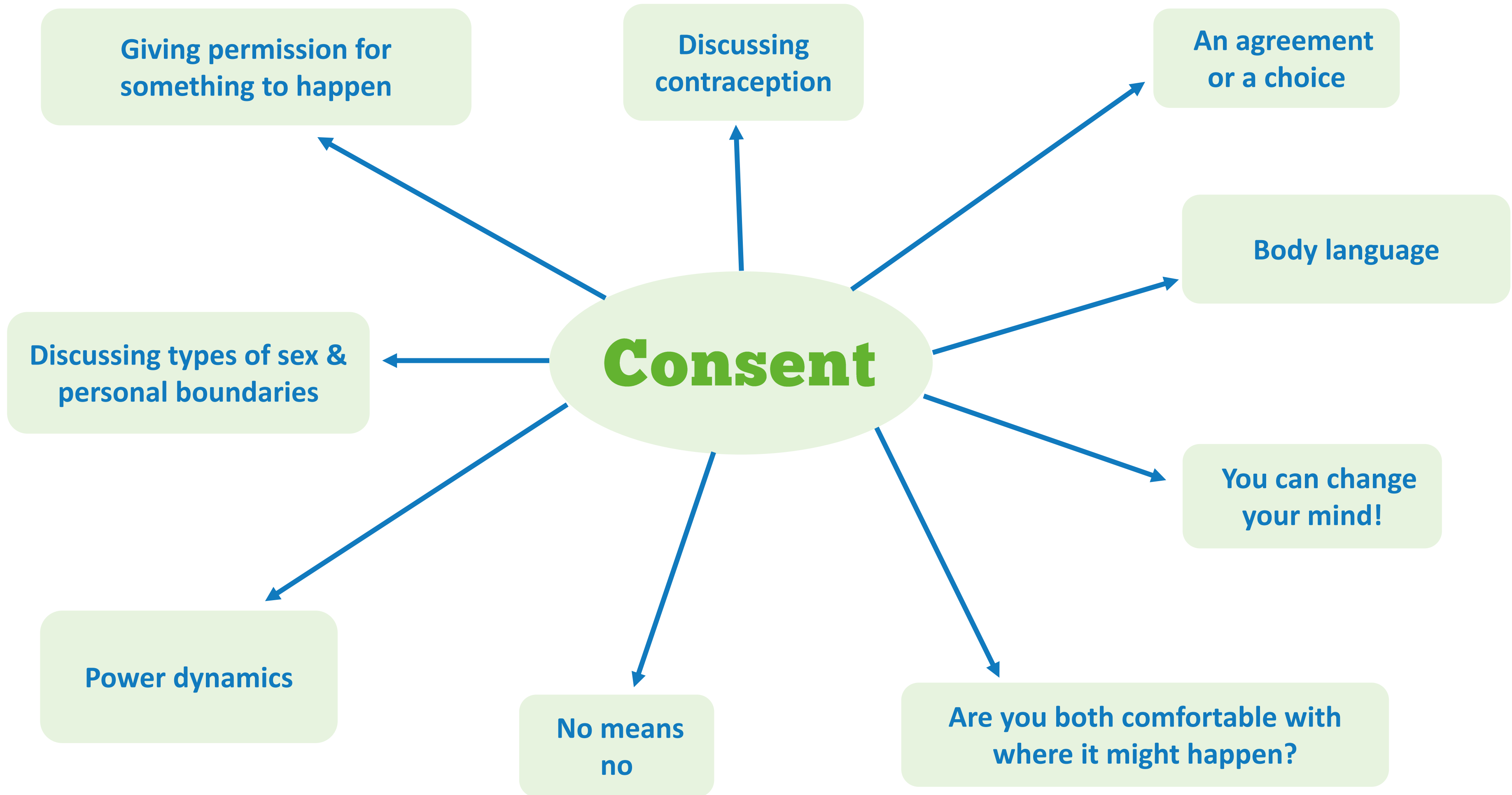
“In many real-life situations, consent isn’t as straightforward as a ‘yes’ or a ‘no’. For example, someone might verbally agree, but that agreement might have been influenced by pressure or other factors leading up to the moment.”

Teaching notes

Power is the ability to influence the actions and choices of others. Power can be obvious, like in the case of a supervisor or mentor, or it can be less apparent like when there's a difference in sexual experience. (This can also be the case in LGBT relationships when one person came out later or has less experience). Relationships have a power imbalance when one person has the power to influence things like money, a place to live, a job, or a reputation. Having power over someone can influence how comfortable they feel saying no to sex — someone may fear negative consequences for not consenting.

Examples:

- Age differences and sexual experience
- Level of ability: Some adults who have physical or intellectual disabilities, older adults, or those who need assistance from a caregiver may rely on their partner in some areas of life.
- Position in society: Someone may have more social privilege than their partner — through their education, job, wealth, citizenship, or other factors.
- Privilege: White privilege, male privilege, and other unearned advantages are part of the power some of us bring to relationships



Teaching notes

Consent triangle:

This is based on the The [Sexual Offences Act 2003](#) says that someone consents to sexual activity if they: Agree by choice **and** have both the freedom and capacity to make that choice.

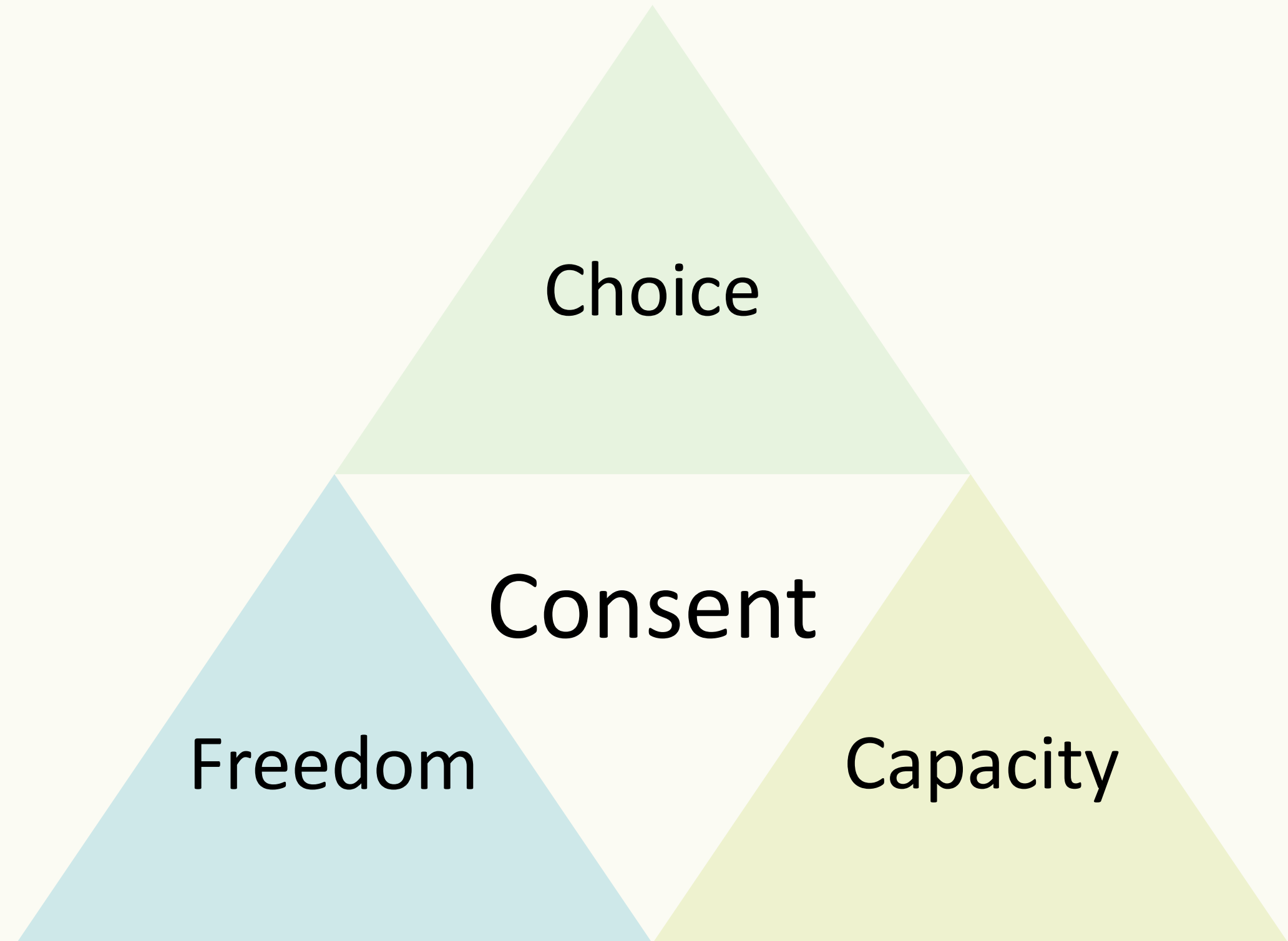
Choice: Agreeing by choice and having the freedom and ability to make or change that choice. Someone is free to make a choice if there isn't anything bad that would happen to them if they said no.

Capacity (ability to understand) is impacted by: age, drugs, alcohol, being asleep or unconscious, severe disability, some mental health conditions. Note: disabled people and those with mental health conditions can usually give consent, important not to assume they can't.

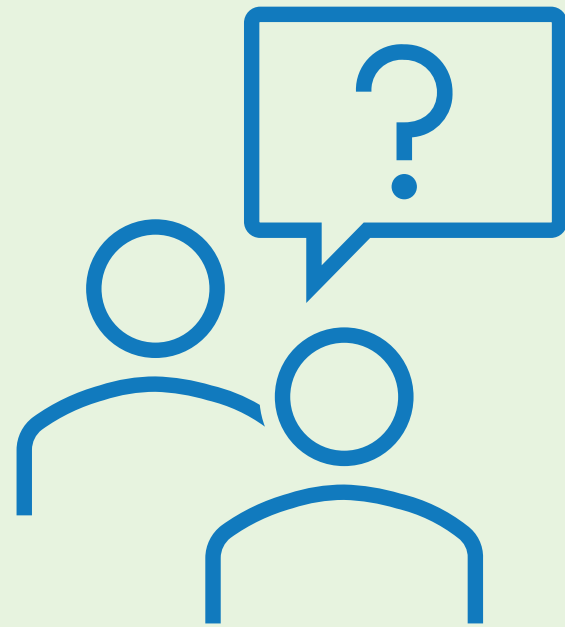
Freedom means being able to make the choice freely and without pressure. Freedom is impacted by: pressure, coercion, manipulation, force, threat, blackmail, being physically restrained or trapped.

You can change your mind at any point and withdraw consent for anything sexual you're doing. If someone carries on after you've asked them to stop, that's still rape or sexual assault, even if you originally said yes. Saying yes to one thing doesn't mean you've consented to anything else.

Consent Triangle



Consent quiz



Teaching notes

'You must be 16 to get free contraception from a sexual health clinic' – young people, including those under 16, can access contraception for free and confidentially (unless there are safeguarding concerns), without parents or carers permission, from sexual health clinics including ourPlace at St Catherine's Health Centre which is a clinic for young people aged 19 and under. Staff will ask questions in line with the Fraser Guidelines to assess capacity. Young people under 13 can visit a clinic but this will not remain confidential for safeguarding reasons.

'Regardless of the situation, it's still consent if someone says yes' – Consider the consent triangle – do both people have freedom and capacity?

'Two 12 year olds can legally have a sexual relationship with each other if they both want to' – in the law, young people under the age of 13 cannot consent under any circumstances. It's important to make young people aware that they will not get in trouble for sex under this age, but they will be provided with support and it cannot be kept confidential.

Consent Laws: True or False

The legal age to have sex in the UK is 16



Consent Laws: True or False

You must be 16 to get free
contraception from a sexual
health clinic



Consent Laws: True or False

Regardless of the situation, it's
still consent if someone says
yes



Consent Laws: True or False

Two 12 year olds can legally have a sexual relationship with each other if they both want to



Consent Laws: True or False

A person can't consent if they are swaying or slurring their words after drinking

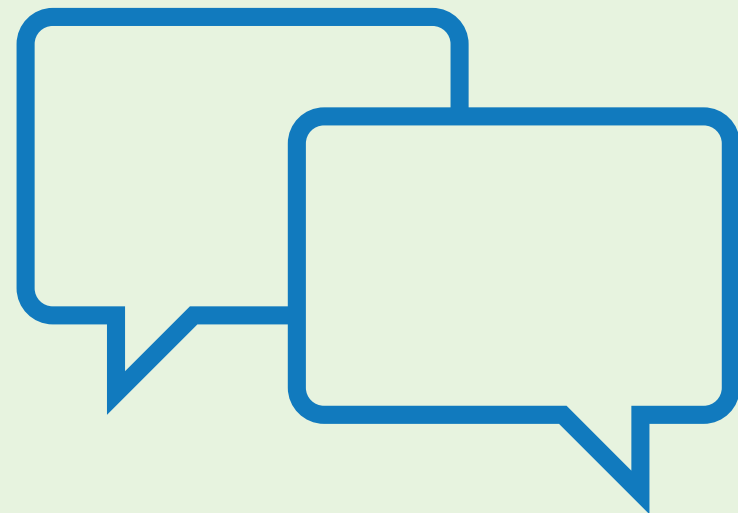


Consent Laws: True or False

Two consenting 14-year-olds would be arrested and put in prison if they have sex together



Activity: Scenarios



Teaching notes

Scenario 1:

Discuss:

- The 'positive' framing of pressure – coercion doesn't always look like threats
- Are they aware of the laws in relation to sexual imagery of under 18s?
- If this was reported, would they both get into trouble? Ensure they are aware that they can report if someone has shared sexual imagery of them and they will be supported as a victim, even if they broke the law by sending it in the first place.
- Police across the UK are unlikely to take formal criminal justice action against a child involved in sexting unless it is in the public interest. In England and Wales this has been formalised through the introduction of 'Outcome 21' which allows police to record that a crime has happened but that it isn't in the public interest to take formal criminal justice action. This means that if a sexting incident involving a young person is reported to the police, they will make a record but may decide not to take any formal action against the young person.
- Where could they go for support and how could they report an image after they've sent it? (Childline's report remove, Internet Watch Foundation, CEOP)

Scenario

Kayden got a girl's number from school. They've been messaging and flirting for a few weeks. He's mentioned to his mates how fit she is. His friends would respond with, *"As if! You've got no chance."*

His mates have been bragging in their group chat about receiving nude pictures. He's thinking if he can get one as proof to show them that they'll respect him.

Later that night...

I don't think you understand how fit you are! It's mad what you're doing to me.. x

Aw that's so nice! I really like you too xx

Why don't you send me a picture to show me how much you like me x

Dunno, I don't really want to.. you'll just show your mates x

Nooo I won't I swear! Go on it's your own fault for being so fit.. I wanna know you like me back! x

It won't! U messin no one could ever think you're a slag you're too nice! I promise babe it'll stay between us xxx

But if it got out it would be me that everyone calls a slag?

Erm ok but only one..

Scenario questions

Spend a couple of minutes discussing these points with the person next to you:

1. Is this situation consensual?
2. Is there any areas of the triangle which are impacted? Freedom, Capacity or Choice?
3. What can they do in this situation?

Teaching notes

Scenario 2:

Discuss:

- Grooming and criminal exploitation
- How could they get support?
- Consent isn't just about sex and intimacy
- Local support service: Response - [Thinking Thursday, spotlight on services Response — zillowirral](#)
- Let's Talk also have a drugs and alcohol support provision for schools and students

Scenario

Liam (17) has started hanging out with a group of older boys in his neighbourhood. They make him feel included and treat him like one of them. They'd ask him to do jobs for them and say things like "What would we do without you lad" and would give him money in return.

Over time the older boys began asking Liam to do bigger jobs like delivering packages and selling their drugs. He's starting to feel uneasy about this...

Later that night...

Is there something else I can do? I just feel a bit worried in case someone finds out

I thought we were mates. Don't forget how much we've done for U!

Like we are mates! I wanna help you out.. is there something else I can do?

Listen you've had money from us, We got you a phone. U owe us you need to do this job

I know. I don't want to seem like I'm not grateful, I am. I'm just worried about my family finding out

What are you on about you grass!! Why would ur family find out unless ur a snake and start grassin !!

I won't, I swear down I won't say nothing, no ones been told anything I swear

The only way I'm guna know ur not is if you do this job

Ok I'll do it. I swear though I'm no grass I promise

Scenario questions

Spend a couple of minutes discussing these points with the person next to you:

1. Is this situation consensual?
2. Is there any areas of the triangle which are impacted? Freedom, Capacity or Choice?
3. What can they do in this situation?

Teaching notes

Why is consent confusing?

- Ask the group where we might receive conflicting ideas around consent
- Think about different places we see relationships and sex depicted or talked about
- Is there positive representations of how to communicate?
- What is the relationship between sex and alcohol in films?
- Do we see people checking in or asking?

Discussion with young people:

- The laws around consent can be confusing and overwhelming to understand (e.g. different ages)
- We see harmful messages within the media e.g. pressure, abuse, assault framed in a 'romantic' lens (Even in Disney films)
- We aren't taught about how to communicate and have realistic representations of how to ask and give consent
- We may not have seen a healthy representation of a relationship or sex at home or amongst friends
- Porn can set unrealistic expectations of how sex should look and pressure on body image
- Not many positive representations of healthy forms of passion
- Musical lyrics positive frame and sexual abusive behaviours and send misogynistic behaviours

Why is consent confusing?

Laws

Social media

Porn

Music

Films/TV

Family/Friends

Teaching notes

Video:

Recommended to play under 4 minutes in.

Debrief after the video around the influence of media and how it often shows conflicting ideas to what we might learn about the law, respect, pleasure, healthy relationships and morals.



Teaching notes

Where do the ideas behind these harmful comments come from?

Old laws, generational differences, what we see in media (TV, Films, Porn), information spreading within school, lies told to deflect & to not get in trouble.

What are the impacts of harmful comments?

Feeling alone, blaming yourself, shame, less likely to report, fear of not being believed, puts the responsibility on the victim, no consequence or accountability on the perpetrator.

They can be extremely damaging and influence people's behaviour negatively if they believe it.

Teaching notes

“If you dress like a slag, you're asking for it”

“You were flirting with them, what did you expect to happen?”

“Why were you out that late on your own?”

Women and girls have the right to wear whatever they want and behave however they want without being raped or sexually assaulted. As does everyone. There is never any excuse for rape or sexual assault.

“Lads can't get assaulted – they're always in the mood”

Men and boys are raped and sexually assaulted every day in England and Wales – in fact, one in 20 men have experienced rape or sexual assault as an adult. Sexual violence and abuse can have a lasting and serious impact on the lives and wellbeing of men and boys, just as it can for women and girls.

Teaching notes

“If you get that drunk it's your own fault if something happens”

No one is ever to blame for being raped or sexually assaulted – it doesn't matter what the circumstances were. Raping or sexually assaulting someone is always a crime and 100% of the blame, shame and responsibility for that crime lies with the perpetrator or perpetrators.

“They were probably lying if they withdrew their statement”

False allegations of rape are extremely rare. In fact, most people who are raped or experience another form of sexual violence never tell the police. A person might withdraw a statement of sexual assault for a variety of complex and interlinked reasons, including fear of retaliation, emotional trauma from the legal process, pressure from the community or perpetrator, and a lack of confidence in the justice system.

Harmful comments

“If you dress like a slag, you're asking for it”

“Why were you out that late on your own?”

“Lads can't get assaulted – they're always in the mood”

“If you get that drunk it's your own fault if something happens”

“You were flirting with them, what did you expect to happen?”

“They were probably lying if they withdrew their statement”

Not wanting to hurt someone's feelings

Not wanting to ruin the moment

Everyone else seems to be doing it

Scared of the repercussions

Being accused of leading someone on

Why can it be hard to say no?

Might have been raised to please others

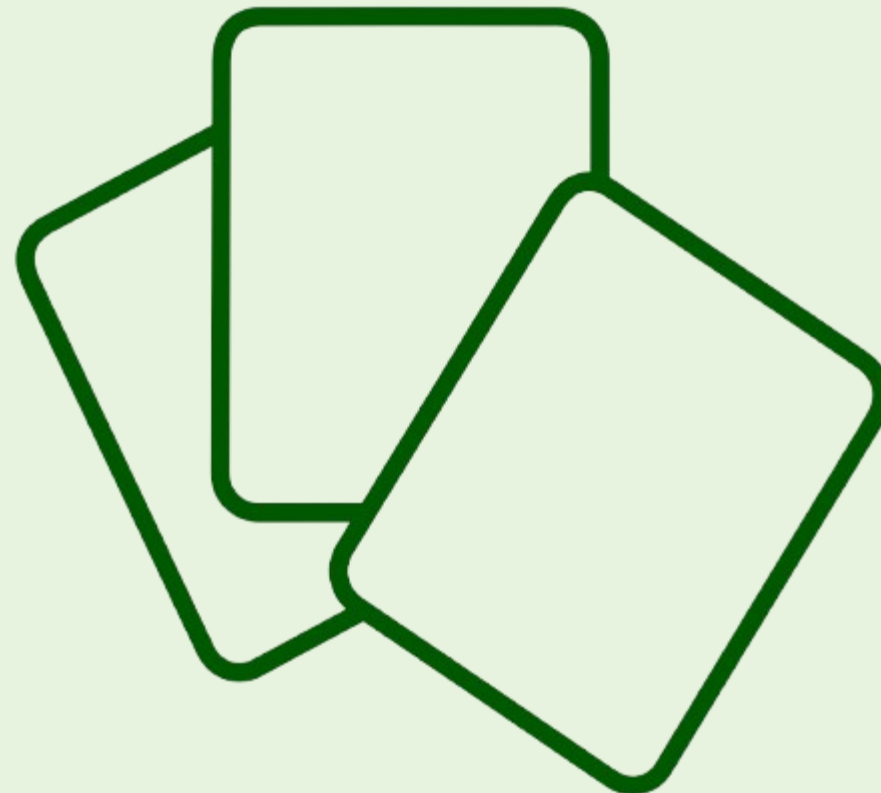
Unsure if they are ready

Not sure what to say

Already said yes

Feeling on the spot

Consent Cards



Teaching notes

RESOURCE: Download the Consent Cards activity

Cut out the cards and split young people into small groups. Give each group a set of cards and ask them to sort them into Consent/Not Consent – if they are unsure of any ask them to leave them to one side or do a middle column.

Start by asking if anyone wants to share any they weren't sure of and have a discussion around these and why they might be more difficult to place.

Go through the cards (or pick out a few) and ask the group where they put it and why, debriefing and challenging where appropriate.



Rejection

When you first start saying what you want and talking to partners it can feel awkward. This is normal because it's something new!

Communication is a skill that we develop which becomes easier the more you practice.



Rejection

We may feel rejected when someone doesn't respond the way we wanted but it's important to respect their boundaries.

Rejection isn't always personal and it's important to value ourselves by accepting when someone isn't interested.

Communication tips

People may find it easier to say yes. You could say things like:

“Would you rather go back to watching the film?”

“Shall we go somewhere else instead?”

“I hope you know you can tell me how you’re really feeling – saying ‘no’ is ok.”

These questions remind the other person that they have a choice, and that you are ok with their answer no matter what.



Consent in action



How does consent feel in action?

Choice

- Looking for an enthusiastic yes from both people
 - Not just waiting for a no

Consent

Freedom

- You know you can say stop or change your mind at any time
- You are confident that your partner will listen to you
 - You're there because you want to be there!

Capacity

- You know exactly what's going on
- You understand sexual activity can lead to infections or pregnancy
 - You feel part of the conversation

Where to get support



Branch is an online mental wellbeing hub for children and young people in Wirral, from 0 all the way to 18 (and up to 25 with additional needs).



Health services in schools have youth workers who can offer 121 support around any concerns or support you may need. Ask your teacher to learn how to chat to them.

We're on Instagram!

Follow us [@lets_talk_wirral](https://www.instagram.com/lets_talk_wirral) for advice, updates and fun facts on everything from sexual health to drugs, LGBTQIA+, digital wellbeing and so much more!



ourPlace

ourPlace is a free, confidential and non-judgemental service for young people aged 19 and under living in Wirral.

Our friendly team provide advice, support and treatment in a discreet and young person friendly clinic area.

Services and support:

- Contraception
- Emergency contraception
- Condoms
- STI testing
- Psychosexual support
- LGBTQ+ support





Visiting ourPlace

Monday to Thursday - 3.00pm to 7.00pm

Friday - 3.00pm to 6.00pm

Saturday - 1.30pm to 3.30pm

For appointments, please call:
0300 123 5474

Location:

ourPlace, 1st floor, St Catherine's Health Centre,
Derby Road, Birkenhead CH42 0LQ