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KS5



Teaching about consent

## Lesson Plans & Resources

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# LESSON 1: RESPONSIBILITIES AND CONSEQUENCES

This is the first of three lessons on consent for key stage 5 students. The lesson explores legal and moral responsibilities, and consequences that may result when consent is not sought or respected.

No lesson should be taught in isolation, but should always form part of a planned, developmental PSHE education programme. These lessons should be taught as part of wider learning about healthy and unhealthy relationships and links are made to learning on drug and alcohol education, mental health, sexual health, and online safety.

## Learning Objectives

To learn about legal and moral responsibilities in relation to consent, and about the range of consequences of failing to respect others' right to consent.

## Learning Outcomes

Students will be able to:

- explain legal and moral responsibilities in relation to seeking consent.
- recognise factors that might affect capacity to consent
- analyse the emotional, physical, social, and legal consequences of failing to respect others' right not to give, or to withdraw, consent

## Resources Required

- Box or envelope for anonymous questions
- Flipchart paper and pens
- Post-it notes in two different colours
- **Resource 1: Consent statements**  
1 per pair, cut up
- **Resource 2a: Consent cases**  
1 case per group
- **Resource 2b: Consent and the law**  
1 per group
- **Resource 2c: Consent cases matching activity**  
Support as required
- **Resource 3: Teacher answers**

## Climate For Learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

Given the sensitive content of this lesson around themes of sexual abuse, it will be essential to work with pastoral colleagues before the lesson to identify any students with additional vulnerabilities. Consider ways to best support them, for example by providing the opportunity to opt out of some or all of the lesson using an 'exit-pass', if it is upsetting or re-traumatising for them.

## Key Words

Consent, capacity, respect, responsibility, legal, moral, freedom, rights

## Lesson Summary

Activity	Description	Timing
1. Introduction	Introduce learning objective and outcomes and revisit ground rules.	5 mins
2. Baseline assessment	Students demonstrate their current understanding by creating a structured mind map about consent.	10 mins
3. Legal and moral responsibilities	Students explain the importance of seeking consent and categorise statements into legal and moral perspectives.	10 mins
4. The law in practice	Students review scenarios where, legally, consent has not been given and identify why this is the case, with reference to information on the law about consent.	15 mins
5. Consequences of failing to get consent	Students identify the legal, physical, emotional, and social consequences of failing to get consent.	10 mins
6. Signpost support	Students are made aware of where they can access further advice and support about consent and relationships and given an opportunity to ask questions anonymously.	5 mins
7. Endpoint assessment and reflection	Students revisit the baseline assessment to demonstrate progress.	5 mins

## BASELINE ASSESSMENT

### 1. INTRODUCTION 5

Introduce the learning objective and outcomes, using slide 10. Explain that today's lesson will be exploring the responsibility to seek consent, as well as the possible consequences when consent is not sought, or the right to consent is not respected. Revisit and reinforce ground rules for the lesson, emphasising those that are particularly relevant, such as listening respectfully to the views of others, not making personal comments and the right to pass.

### 2. BASELINE ASSESSMENT ACTIVITY 10

In groups of four, ask students to create a definition of the term 'consent,' drawing on their prior learning on the topic. Students should write their definition on a post-it and add it to the thought cloud on slide 11.

Read through their definitions, group together any that are similar and address any misconceptions. Take suggestions from students on how to combine their ideas to create a class definition. This definition can then be compared to the one on slide 11.

Next, ask groups to mind map the importance of consent on a piece of flipchart paper. Prompt them to think about different aspects including the law, emotional/physical health, and consequences of failing to get consent.

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When their mind map is complete, students should highlight in different colours the points they have made that relate to:

- the law
- emotional or physical health
- consequences of failing to get consent
- any other categories that they can identify from the points on their mind map

Circulate while students are working, to gauge their current understanding about consent, the law and responsibility. Ask groups to put their mind maps to one side as these will be revisited at the end of the lesson.

## CORE ACTIVITIES

### 3. LEGAL AND MORAL RESPONSIBILITIES



Read the legal definition of consent using slide 13, as well as the factors that affect the capacity and freedom to consent (pointing out that in the legal definition, “he” is used to mean any person of any sex or gender). Give each group a cut up set of the cards from **Resource 1: Consent statements**. Explain that each statement is true and ask students to use the information on the slide to select the statements that are supported by the law.

Take feedback, using slide 14 to assess responses and note that most of the statements are supported by the law.

#### Support

Instead of identifying which statements are supported by the law and which are not, students could discuss why each of the statements is true. This gives a chance for students to ask any questions and for any misconceptions to be addressed.

#### Challenge

Ask students to further divide the legal statements into sub-categories in relation to the terms ‘choice’, ‘freedom’ and ‘capacity’, with reference to the legal definition.

### 4. THE LAW IN PRACTICE



Hand out **Resource 2a: Consent cases** and **Resource 2b: Consent and the law** and assign each group a different case. Explain to students that they will be acting as the legal teams for the prosecution in these cases. They should read their case and use their learning so far, and the additional information in Resource 2b, to explain the ways in which the law on consent has been broken.

Take feedback for each case, asking a representative from the relevant group to read the case and explain how the law on consent has been broken. Other groups can add any additional ideas. Use **Resource 3: Teacher answers** to support feedback and discussion.

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### Support

Give each group a copy of **Resource 2c: Consent cases matching activity**. Students should match the legal arguments to the cases. Answers are provided in **Resource 3: Teacher answers**.

### Challenge

Give students a range of cases and ask them to compare the legal arguments that could be used in each case, identifying arguments that are similar and different across the cases.

## 5. CONSEQUENCES OF FAILING TO GET CONSENT

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Ask each group to think about what the consequences might be for both the perpetrator and the person who experienced the abuse in their case. Use slide 16 to explain that students should be thinking about:

- legal consequences
- physical or emotional consequences
- social consequences.

Go through each of the above headings, taking feedback from each group, identifying the key learning from **Resource 3: Teacher answers**. After taking feedback, share the additional information about legal consequences on slide 17.

## PLENARY / ASSESSMENT FOR AND OF LEARNING

### 6. SIGNPOSTING SUPPORT

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Ensure that students know where they can seek help and advice, both now and in the future, using slide 18. If students are concerned about healthy relationships or consent, they can:

- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact Childline: [www.childline.org.uk](http://www.childline.org.uk) (up to age 18); 0800 1111 or the Samaritans: [www.samaritans.org](http://www.samaritans.org); 116 123
- Explore advice on the Brook website [www.brook.org.uk](http://www.brook.org.uk)
- Contact Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk) or Rape Crisis: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

### 7. REFLECTION AND ENDPOINT ASSESSMENT

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Ask groups to return to their mind maps from the start of the lesson. They should use a different coloured pen to add anything new that they have learnt about the importance of consent, thinking particularly about the law, emotional and physical health, and consequences of failing to obtain consent. Students can also make any amendments to their original mind map based on their learning from the lesson, where relevant. This is an opportunity to gather evidence of the learning that has taken place and will also provide information that can help inform planning for subsequent lessons.

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Before students leave, they should each complete an exit card, which will record their individual learning. On one side of their exit card, they should write the two most important things they have learnt about consent in this lesson. On the other side of their card, they should write any questions they have about consent or the lesson content. Emphasise that there is no such thing as a 'silly question.' Students should then place the exit cards in the anonymous questions box or envelope on their way out of the lesson. After the lesson, review the questions and prepare to answer them and address any misconceptions in the next lesson. This gives you time to consider your answers carefully and to conduct any necessary research.

## EXTENSION ACTIVITY

### Social media campaign

Ask students to create a social media campaign aimed at young people, about the importance of consent. Their campaign should include a title and strapline and they could then choose to create a social media post, a storyboard for a viral video, or a blog post. Their campaign material should include the importance of consent, what the law says and where to go for support. Use slide 19 to share the success criteria for this task, noting the importance of avoiding shock-tactics or worst-case scenarios.

## LESSON 2: COMMUNICATING WANTS AND NEEDS

This is the second of three lessons on consent for key stage 5. The lesson focuses on communicating wants and needs by introducing students to scenarios they may face in increasingly independent contexts, such as going to university or leaving home.

No lesson is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. These lessons should be taught as part of wider learning about healthy and unhealthy relationships and links are made to learning on drug and alcohol education, mental health, sexual health, pregnancy, and online safety.

### Learning Objectives

To learn how to effectively assert wants and needs and how to identify and respond to risky situations, including unhealthy relationships, and unsafe encounters and situations.

### Learning Outcomes

Students will be able to:

- identify unhealthy relationship behaviours and the risks involved in a range of sexual encounters and situations
- describe or demonstrate how to effectively communicate wants and needs in a variety of contexts
- evaluate strategies for responding to unsafe relationships or sexual encounters and identify where to seek help

### Resources Required

- Box or envelope for anonymous questions
- **Resource 1: Overheard conversation**  
1 per student
- **Resource 2: Freshers week**  
1 per group
- **Resource 2b: Freshers week matching activity** (support – as required)
- **Resource 3: Effective communication** (support – as required)
- **Resource 4: Good advice?**  
1 per group, cut up
- A3 or flipchart paper for groupwork
- Glue sticks

### Climate For Learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

### Key Words

Risks, encounters, strategies, nude image, communication, pressure, victim-blaming



## Lesson Summary

Activity	Description	Timing
1. Introduction	Introduce learning objective and outcomes and revisit ground rules. Any questions from last lesson are answered.	5 mins
2. Baseline assessment	Students demonstrate their understanding about the importance of communicating wants and needs by responding to an overheard conversation.	5 mins
3. What's the risk?	Using a range of scenarios, students identify unhealthy and risky behaviours in relationships and encounters.	15 mins
4. Effective communication	Using their understanding of different communication styles, students make suggestions for how characters could effectively communicate their wants and needs in a range of situations.	15 mins
5. Good advice?	Students evaluate a range of advice given to a character, ranking the advice according to how safe it is.	10 mins
6. Signposting support	Students are made aware of where they can access further advice and support about consent and relationships.	5 mins
7. Reflection and endpoint assessment	Students re-visit their baseline assessment to identify new learning, before giving three tips for communicating wants and needs in relationships and sexual encounters, to stay safe and healthy.	5 mins

## BASELINE

### 1. INTRODUCTION



Introduce the learning objective and outcomes using slide 10. Explain that today's lesson will be exploring the importance of communicating wants and needs in relationships and sexual encounters. The lesson will look at the sorts of risks and unhealthy behaviours that could be encountered, and how to respond to them.

Revisit and reinforce ground rules, emphasising those that are particularly relevant for this lesson, such as listening respectfully to the views of others and not making personal comments. Answer any questions that were raised at the end of the previous lesson.

### 2. BASELINE ASSESSMENT ACTIVITY



Ask students to read through the conversation on **Resource 1: Overheard conversation** and, working on their own, write down their responses to the two questions.

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This provides an opportunity for students to reconnect to their learning in the previous lesson, and show their current levels of understanding on the importance of communication about wants and needs. Take feedback, identifying any gaps in knowledge or any misconceptions that may need addressing before the lesson progresses.

Ask students to put their work aside but keep it ready to revisit at the end of the lesson.

## CORE ACTIVITIES

### 3. WHAT'S THE RISK?



Put students into groups of four and hand each group **Resource 2: Freshers week**, explaining that 'freshers week' refers to the first week of university, where there are lots of events and activities planned, to help students make friends, get to know each other and have fun. Students should read through each scenario and write down any risks or unhealthy behaviours they can identify on a shared piece of paper.

Take feedback, creating lists of risks and unhealthy behaviour on the whiteboard, drawing out examples of unhealthy behaviours and risks from the scenarios, including the following.

*Unhealthy behaviours:*

- *Pressurising someone to do something they don't want to do*
- *Lying*
- *Manipulation*
- *Lack of compromise*
- *Aggression and threatening behaviour*
- *Coercion*
- *Belittling*
- *Sending nude images without consent.*

*Risks:*

- *Becoming drunk*
- *Compromising personal values*
- *Emotional pain or disappointment*
- *STIs*
- *Pregnancy*
- *Sharing personal data via app settings*
- *Meeting someone unknown*
- *Losing control over the distribution of an intimate image.*

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### Support

Give students **Resource 2: Freshers week** and **Resource 2b: Freshers week matching activity**, asking students to find the risks and unhealthy behaviours in the scenarios, and write the corresponding numbers and letters on the scenarios.

### Challenge

Ask students if they can think of any other risks or unhealthy behaviours that may be experienced in relationships or sexual encounters that are not included in the scenarios.

## 4. EFFECTIVE COMMUNICATION

Ask students to discuss in pairs what they understand by the different communication styles listed on slide 13. Take feedback and use the definitions on the slide to clarify any misconceptions, identifying that assertive communication is the best way to communicate wants and needs.

Assign each group one of the scenarios from **Resource 2: Freshers week** and ask them to make three suggestions for how the character could effectively communicate their wants and needs in this situation. Share the success criteria for healthy responses using slide 14 and explain that their suggestions will be judged against these criteria.

Once groups have agreed their suggestions, explain that they will be assessing another group's responses for a character in a different scenario. Each member of the group should be assigned one of the success criteria to listen out for, whilst the other group shares their scenario and suggestions with them. The groups should identify whether the success criteria were met, then swap roles.

Take feedback from the whole class, going through each scenario and asking for their suggestions, drawing out the following key learning:

- *Scenario 1: Jasmine could have said 'No thanks,' and declined the drink, told Geeta why she doesn't want to drink, told Geeta how she is making her feel, or made an excuse, if this felt more manageable.*
- *Scenario 2: Eve could have been clear with the other person about her expectations, have asked him what his expectations were, or told him how his actions made her feel.*
- *Scenario 3: Billy could have let Ali leave, rather than chasing after him to apologise. He could have avoided apologising and backing down, to stick to his own values and stay safe. He might consider explaining to Ali how this has made him feel, when things have calmed down, and he might consider the future of the relationship, if his wants and needs are not being listened to.*
- *Scenario 4: Ria could consider explaining her feelings about receiving the photo. She could stick to her values and decline to send the photo of herself and be clear about her expectations for the relationship. She might also think about how receiving the photo made her feel, consider if she wants to continue the relationship and communicate these feelings assertively.*

Stress to students that there are many reasons why the characters might not have effectively communicated their wants and needs in these scenarios. Whilst having strategies for communicating assertively and effectively in relationships and sexual encounters is important, it is never the person's fault if someone behaves abusively or disrespectfully towards them because they were not able to do so.

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### Support

Share **Resource 3: Effective communication**. Assign each group, pair, or student (as appropriate) a scenario and ask them to choose the communication strategies from the resource that would be effective in their scenario. If time permits, scenarios could be rotated, and the activity repeated.

### Challenge

In addition to making suggestions for the characters, ask groups to write scripts, showing how the scenario could have played out differently if each of the characters effectively communicated their wants and needs. Their scripts can also be peer-assessed using the success criteria on slide 14.

## 5. GOOD ADVICE?



Explain that Billy's relationship has continued to develop in unhealthy ways, using slide 15. Give students **Resource 4: Good advice?** which shows a range of advice from Eve, Jasmine and other friends about what Billy should do next. Students should evaluate and rank the advice according to how appropriate and safe they think each idea is, noting down their reasons for ranking them as they have. Take feedback, explaining that there is no one 'correct' order but drawing out the following key points:

- *Ali's behaviour is unhealthy because it is controlling and manipulative. He has previously been aggressive to get his own wants met, and now he is giving Billy an ultimatum, saying that Billy needs to do what Ali wants, or the relationship will be over.*
- *Statements 2 and 4 identify that the relationship is unhealthy, and that Billy should consider ending the relationship, which may be the most appropriate and safest option if other attempts to mend the relationship have not worked.*
- *Statements 3 and 5 give good advice on where to go for support and advice in terms of the relationship and the depression and anxiety that Billy is starting to experience.*
- *Statements 1 and 7 are not appropriate/healthy or safe responses as they advise Billy to accommodate Ali's demands, rather than assert his wants and needs or recognise Ali's unhealthy behaviour.*
- *Statement 6 blames Billy for Ali's behaviour. Victim-blaming is not supportive or constructive and will negatively impact Billy's emotional wellbeing. Victim-blaming and how to respond to it are covered in more detail in lesson 3.*

### Support

Ask students to choose the most and least useful pieces of advice and explain their decision.

### Challenge

In addition to ranking the advice, ask students to suggest any other advice that they think may be helpful for Billy.



## 6. SIGNPOSTING SUPPORT



Ensure that students know where they can seek help and advice, both now and in the future, using slide 16. If students are concerned about healthy relationships or consent, they can:

- Speak to a parent, tutor, counsellor, support service or other trusted member of staff in the school, university or workplace
- Contact Childline: [www.childline.org.uk](http://www.childline.org.uk); 0800 1111 or the Samaritans: [www.samaritans.org](http://www.samaritans.org); 116 123
- Explore advice on the Brook website: [www.brook.org.uk](http://www.brook.org.uk)
- Contact Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk) or Rape Crisis: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

## 7. REFLECTION AND ENDPOINT ASSESSMENT



Revisit **Resource 1: Overheard conversation** and ask students to add – in a different colour - any new learning about the importance of communicating wants and needs. This can be used to demonstrate progress and to inform future teaching.

Then ask students to give three tips for communicating wants and needs in relationships and sexual encounters to stay safe and healthy, and collate these as a class.

## EXTENSION ACTIVITY

Article for student magazine

Ask students to imagine they work for a college or university student union and are writing an article for the student magazine about how to communicate wants and needs when meeting new people and starting relationships. The article should include:

- how to communicate wants and needs
- some of the risks of not doing so
- where to go for help.

## LESSON 3: UNWANTED, INAPPROPRIATE, AND ILLEGAL BEHAVIOURS

This is the last of three lessons on consent for key stage 5 and focuses on unwanted, inappropriate, and illegal behaviours. The lesson helps students to identify signs of such behaviours and explores attitudes towards sexual abuse, including challenging victim blaming.

No lesson is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. These lessons should be taught as part of wider learning about healthy and unhealthy relationships.

### Learning Objectives

- To learn how to manage, respond to and report unwanted, inappropriate, or illegal behaviour

### Learning Outcomes

Students will be able to:

- identify the signs of unwanted, inappropriate, or illegal behaviours, including abuse, exploitation, assault, and rape
- explain where, why, and how to access support and report concerns
- evaluate attitudes towards abuse and their impact on young people
- explain how to challenge victim-blaming, including when abuse occurs online

### Resources Required

- Box or envelope for anonymous questions
- Resource 1: Key questions**  
1 per student
- Resource 2: Casey's story**  
1 per pair
- Resource 2b: Casey's story matching activity** (support – as required)
- Resource 3: Organisation fact-files**  
1 set per group
- Resource 3b: Seeking support case studies**  
1 set per group
- Resource 3c: Research grid** (support – as required)

### Climate For Learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

Given the sensitive content of this lesson around themes of abuse, it will be essential to work with pastoral colleagues before the lesson to identify any students with additional vulnerabilities. Consider ways to best support them, for example by providing the opportunity to opt out of some or all of the lesson using an 'exit-pass', if it is upsetting or re-traumatising for them.

### Key Words

Abuse,  
exploitation,  
victim-blaming,  
sexual assault



## Lesson Summary

Activity	Description	Timing
1. Introduction	Introduce learning objective and outcomes and revisit ground rules.	5 mins
2. Baseline assessment	Students demonstrate their understanding by responding to key questions about abusive behaviours.	5 mins
3. Warning signs	Students follow the development of a relationship between two fictional characters, identifying signs of abuse.	10 mins
4. Responding to abuse	As the story develops, students discuss responses to abuse and victim-blaming.	15 mins
5. Seeking support	Students use case studies to identify sources of support, researching the services that different organisations provide, and what happens when reporting to them.	15 mins
6. Signpost support	Students are given further signposting information on issues relating to healthy relationships and consent.	5 mins
7. Reflection and endpoint assessment	Students return to the key questions activity, adding more detail to demonstrate their learning.	5 mins

## BASELINE

### 1. INTRODUCTION



Introduce the learning objective and outcomes, using slide 10. Explain that today's lesson will be looking at the signs of, and appropriate responses to, unwanted, inappropriate, or illegal behaviours. Students will also explore where to seek support and what happens when reporting concerns. Revisit and reinforce ground rules for the lesson, emphasising those that are particularly relevant, such as listening respectfully to the views of others and not making personal comments.

### 2. BASELINE ASSESSMENT ACTIVITY



Hand out Resource 1: Key questions. Ask students to write down their responses to the four questions in as much detail as possible, working on their own. This provides an opportunity for students to show their current levels of understanding about the signs of abuse, how people who have experienced abuse can seek help and how others can support them.

Circulate around the class whilst students are completing the activity, to gauge their current levels of understanding about abuse and use this to adapt the lesson accordingly.

Ask students to put their work aside as they will revisit it for the endpoint assessment activity later.

## 3. WARNING SIGNS



In pairs, ask students to read the sources on **Resource 2: Casey's story**, which shows the development of an abusive relationship between Casey and Jack, a popular boy from school. Students should highlight:

1. Abusive relationship behaviour
2. Changes in Casey's behaviour

Take feedback, drawing out key learning from Casey's story:

*Abusive relationship behaviour from Jack includes:*

- *controlling what Casey wears*
- *taking her things away*
- *saying negative things about the way she looks*
- *being negative about her friend and isolating her from friends*
- *trying to have sex with her without a condom when she had not given consent for this. It is important to make the point that having sex without a condom, or removing a condom during sex (sometimes referred to as 'stealthing') when consent for sex without a condom hasn't been given, constitutes rape*
- *shouting at her and being aggressive*
- *publicly criticising her*
- *calling her names*
- *threatening her*
- *checking up on what she is doing through geo-tracking*
- *keeping pictures of her without her consent*

*Changes in Casey's behaviour include:*

- *changing the way she looks and what she wears*
- *rejecting her friend in favour of Jack*
- *staying at home and not going to parties*
- *feeling tired and withdrawn.*

**Support**

Share **Resource 2b: Casey's story matching activity**, which includes the above examples of Jack's abusive behaviour and changes in Casey's behaviour. Ask students to write the relevant number or letter from the resource onto Resource 2, to identify where these occur in Casey's story.

**Challenge**

Ask students to think of other abusive behaviour as well as other changes in behaviour that could be signs of abuse.

*Feedback on abusive behaviour could include:*

- *unpredictable behaviour*
- *possessiveness and jealousy*
- *financial control*
- *gaslighting*
- *persistent criticism*





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Feedback on possible changes in behaviour in someone who is experiencing abuse might include:

- *changing sleep habits*
- *seeming more fearful or having lower self-esteem*
- *cancelling appointments or activities at the last minute*
- *stopping activities they normally enjoy*
- *becoming more private or secretive*
- *drug or alcohol misuse.*

*These changes in behaviour are not necessarily always signs of abuse in isolation, but could be indicators of abuse.*

#### 4. RESPONDING TO ABUSE



Ask pairs to look back at Casey's story and discuss:

- Who could have helped?
- What barriers might have prevented them from helping?

Take feedback, drawing out the following key learning:

There are a number of people who were made aware of issues in the relationship including Priya, Jack's Mum, Precious, and people who were at the party when Jack was complaining to others that Casey was leading him on.

*The reasons they didn't help might have included:*

- *wanting to protect Jack*
- *misconceptions about 'normal' and healthy relationship behaviours*
- *not wanting to upset Casey; fear of losing a friend*
- *wanting to be a part of the group*
- *not knowing how to respond to victim-blaming*
- *lacking relevant skills and not knowing what to say or what advice to give*
- *not knowing what support is available.*

Next, share the extension to the story on slide 14. Ask pairs to discuss the questions on the slide.

Take feedback, drawing out the following key learning:

- *Casey has experienced emotional abuse from Jack, who has blackmailed her with the threat of sending the images. She has then experienced online sexual abuse when the images were shared.*
- *Whilst Jack is responsible for the original abuse, his friends further circulated the messages and then they were shared extensively by students at the school. The role of bystanders is important to highlight - the extensive sharing was able to continue because no one reported or challenged it.*
- *People who saw the photo shouldn't have shared it. Not only is this a criminal offence, but they had a moral responsibility to report the situation.*

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- *The images need to be reported to the site that is hosting them and can also be reported via Childline's Report Remove tool (more detail on this in the next section of the lesson). The image sharing needs to be reported and dealt with effectively by the school, and Casey may need further emotional support.*
- *It is important for students to recognise that we all have a responsibility to challenge victim-blaming when we see it. We can let survivors and targets of abuse know that it's not their fault where this is appropriate and point them in the direction of relevant support. Whenever someone sees abuse occurring, it should be safely challenged where appropriate, and reported.*

### Support

Explain the term 'victim-blaming.' Ask students to identify where this has happened in Casey's story and what should be done instead.

### Challenge

Ask students: What impact does victim-blaming have on society?

*Feedback might include points about the role and impact of the media on attitudes towards victim-blaming. When victim-blaming becomes common in society, this allows perpetrators of abuse to avoid accountability for their actions. It also makes abuse more common and makes those who have experienced abuse less likely to report it for fear of the response they may receive in doing so.*

## 5. SEEKING SUPPORT



Ask groups to discuss where Casey could go for help and take feedback. Explain that for the remainder of the lesson, students will be researching organisations where people who have experienced abuse can seek help and what happens when someone reports abuse.

Put students into groups of four. Give each group a set of fact-files from **Resource 3: Fact files** and a set of case studies from **Resource 3b: Seeking support case studies**. Students should share out the case studies and use the fact files to identify:

- Which organisation or tool they would advise the character from their case study to use
- What help this organisation or tool provides
- What will happen when they report to this organisation or use this tool

Students should then share their case study and findings within their group.

Take feedback, going through each case study as a class, identifying the most appropriate organisation or tool to use, the help provided and what happens when reporting or using the tool. The most relevant organisation or tool for each case study is:

- *Case study 1 – Galop would provide the support that Angelique needs. It supports LGBT+ people aged 13 to 25 and helps young people who are not sure if they are experiencing abuse and don't know what to do about their situation.*
- *Case study 2 – Anna could use the Report Remove tool to report the image that has been shared of her, to try to get it taken down.*

- Case study 3 – As a 16-year-old who has been targeted online and wants to make a report, Jamie could report to CEOP, whose aim is to keep young people safe from sexual abuse and grooming online.
- Case study 4 – Roksana could contact Rape Crisis helpline, which is available to support anyone over the age of 16 who has experienced any type of sexual violence, or they're not sure what happened.

### Support

Give each student **Resource 3c: Research grid** and provide each group with a set of fact files from **Resource 3: Fact files**. Ask students to collaborate in groups to research one of the organisations/tools, filling out the relevant section of their grid, supporting each other to find the correct information. Then re-organise students into mixed groups, to share and record their findings.

## PLENARY / ASSESSMENT FOR AND OF LEARNING

### 6. SIGNPOSTING SUPPORT



Ask students for feedback about the best features of the organisations and tools they have researched and answer any questions that may arise. Then share the further signposting information, using slide 17.

### 7. REFLECTION AND ENDPOINT ASSESSMENT



Ask groups to re-visit **Resource 1: Key questions**, which they completed as a baseline assessment. They should use a different coloured pen to add anything new that they have learnt about the types and signs of abuse, how to seek support and how others can help. Students can also make any corrections or amendments based on their learning from the lesson, where relevant. This is an opportunity to gather evidence of their learning and will also provide information that can inform planning for subsequent learning.

## EXTENSION ACTIVITY

### Public information campaign

The learning from this lesson could be developed into a bigger project to be completed for next lesson, where students create a public information campaign about one of the organisations that they have found out about in the lesson. This could be presented in the style of a social media page, a poster, or a TV or radio advertisement. Use slide 19 to explain what should be included.



**KS5**

# Teaching about consent

## Resources

- 
- Lesson 1 Resources ..... Page 20
  - Lesson 2 Resources ..... Page 29
  - Lesson 3 Resources ..... Page 34
-

Once someone has given consent, they can always take it back.

Consent can be withdrawn with actions as well as words.

If consent is given for one thing, that doesn't mean consent has been given for anything else.

If a person's decision to give or not give consent isn't respected, that person is never to blame.

Consent forms the basis of a healthy relationship.

There are some things, like being seriously injured by another person, that people can't consent to.

It is important to explicitly seek consent, and to avoid making assumptions about what someone might want.

Not everyone is able to give consent.

No one can be forced into giving consent. Saying 'yes' (or allowing something to be done) through force or coercion, does not constitute consent.

Asking and regularly checking for consent is a way of showing respect for your partner.

It is important to learn how to recognise and communicate about consent.

Consent cannot be given if someone is incapacitated by alcohol or other drugs.



**Case 1 – Clarice and Joshua**

Joshua and Clarice were at a house-party together. They had recently started seeing each other and were having fun together at the party, drinking and dancing. They kissed and he put his hands on her body, which she smiled about. She was dressed in a very revealing outfit and Joshua got the impression that Clarice was probably interested in having sex later in the evening. As the party went on, Clarice became significantly more clumsy and sleepy. She felt dizzy and confused. She didn't know it at the time but she (along with a number of other girls at the party) had had her drink spiked. Joshua thought that she had drunk too much and didn't realise what had happened. He took her up to the bedroom and when they got into the bed, he started to have sex with her. She didn't complain at the time but reported him for rape the next day.

**How has the law on consent been broken?**

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### Case 2 – Maisie and Kieran

Maisie had just turned 14. She had been living with her aunt for the past year after experiencing a difficult time at home with her parents. She had been seeing Kieran, who was 19 years old, for a few months, after they met on an online forum. Kieran had been helping Maisie financially and had said that he was going to give Maisie a better life. He had said that they could move away and live together once they were a 'proper couple.' He suggested they had sex and Maisie didn't really know how it would make her feel so she said no. When he later instigated sex, she didn't say no this time, but her body language showed that she wasn't enthusiastic. She looked the other way, shut down and laid still. She went along with it because he made her feel special and she didn't want him to leave her.

**How has the law on consent been broken?**

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### Case 3 – Priya and Angelina

Priya and Angelina were in a long-term relationship. Angelina had become controlling in the relationship and Priya had started to lose her sense of identity. Priya didn't go out and see her friends anymore, because Angelina would become angry and jealous, so it was easier to stay at home. Priya had felt like she was stuck in the relationship and that Angelina was all she had. When Angelina suggested sex, Priya didn't want it, but she felt like she couldn't say no in case Angelina got angry - she had been violent before. Priya tried to change the subject but in the end, Angelina started to get angry and Priya was scared, so she didn't feel safe to stop it. She reported what happened a year later, six months after the relationship ended.

**How has the law on consent been broken?**

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**Case 4 – Erika and Angelo**

Angelo and Erika had recently started dating and went to a party together at a friend’s house. Late into the night they had sex, which both of them agreed to and they used a condom. Neither of them had drunk too much alcohol and they enjoyed themselves. In the morning, Angelo remembered a scene on some pornography that he had watched, where someone woke a partner with sexual contact. He thought that Erika would like this as she had been enjoying sex last night. So, he penetrated her mouth before she woke up. When Erika awoke, she was shocked and didn’t know what to do or say. She didn’t stop him at that moment, and he continued. When she later told him how upset she was, he said she should have said no if she didn’t like it.

**How has the law on consent been broken?**

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**LEGAL DEFINITION**

Consent is defined by Section 74 of the Sexual Offences Act 2003 as “A person consents if he agrees by choice, and has the freedom and capacity to make that choice”. In investigating the suspect, it must be established what steps, if any, the suspect took to obtain the complainant’s consent and the prosecution must prove that the suspect did not have a reasonable belief that the complainant was consenting. Consent can be withdrawn at any time during sexual activity and each time an activity occurs and consent to sexual activity may be given to one sort of sexual activity but not another.

Source: CPS, What is Consent? [https://www.cps.gov.uk/sites/default/files/documents/publications/what\\_is\\_consent\\_v2.pdf](https://www.cps.gov.uk/sites/default/files/documents/publications/what_is_consent_v2.pdf)

**CAPACITY TO CONSENT**

Capacity may be affected by the effects of alcohol or other drugs. Someone who is incapacitated (drunk) cannot give consent.

Someone who is asleep cannot give consent.

Capacity or ability to communicate consent may be affected by medical conditions, mental health problems, learning disabilities or age. The legal age of consent is 16.

**FREEDOM TO CONSENT**

Freedom to consent is removed in situations of domestic violence, abuse or coercion.

Freedom to consent can also be affected by:

- Power dynamics in the relationship for example if someone abuses their position of power or status, or if one person is dependent on the other financially or for care.
- Significant age differences and the age of consent

**KEY ISSUES TO CONSIDER****STEPS TAKEN AND REASONABLE BELIEF**

Steps must be taken to establish that consent is given. This should be revisited and is an ongoing process.

Signs that consent is not given or being withdrawn must be recognised and not be ignored.

Checking for consent is needed for each sexual act and not just one or some.

**CONTEXT**

Circumstances that are important to consider in terms of the freedom and capacity to choose include:

- Whether someone understood what they were asked to do and the implications
- The history of the relationship
- Any manipulation or promises made
- Evidence of exploitation or grooming

**ADDITIONAL POINTS AND CONSIDERATIONS:**

- Most people who are sexually assaulted do not fight – resistance can be through freezing, disassociation, or any effort to prevent, stop or limit the event.
- Late reporting may be due to a number of factors including trauma, fear of repercussions or of going to court, or only later realising the severity of the incident. Late reporting does not affect the validity of the report. The report can still be investigated and result in a successful prosecution.
- People with vulnerabilities are often targeted for a range of reasons, including the belief that they will be more likely to comply and less likely to report abuse.

*Claimant: The person who has reported sexual assault.*

*Defendant: The person who is being accused of sexual assault.*

### Match the legal arguments to the cases

Cases



#### Case 1 – Clarice and Joshua

Joshua and Clarice were at a party and were dancing and kissing. Later, Clarice became clumsy, sleepy and confused. Her drink had been spiked, although not by Joshua.

Joshua took Clarice up to the bedroom and when they got into the bed, he started to have sex with her. She was not able to say no.

#### Case 2 – Maisie and Kieran

Maisie was 14 and had been having a difficult time at home. Her boyfriend Kieran was 19. He helped her out with money and said once they had sex they would be a 'proper couple' and they could move away together.

When he asked for sex, she didn't want to but she went along with it because he made her feel special and she didn't want him to leave her.

#### Case 3 – Priya and Angelina

Priya and Angelina were in a long-term relationship and Angelina had stopped Priya from seeing her friends.

When Angelina suggested sex, Priya felt worried that Angelina would get angry if she said no - she had been violent before.

Priya tried to change the subject but Angelina started to get angry and Priya was scared, so she felt like she couldn't say no.

#### Case 4 – Erika and Angelo

Angelo and Erika went to a party together. They had sex, which both of them agreed to and they used a condom.

In the morning, Angelo remembered a scene on some pornography that he had watched, where someone woke a partner with sexual contact.

Angelo put his penis in Erika's mouth before she woke up. He thought Erika would like it because she enjoyed sex last night.

Legal arguments:

**a.** The claimant was incapacitated and so could not consent.

**b.** The claimant is a victim of abuse, so did not have the freedom to consent.

**c.** The defendant thought the complainant would give consent because they did the night before. But consent for one thing is not consent for another.

**d.** The claimant is under the age of consent.

**e.** The claimant was asleep and so did not have the capacity to consent.

**f.** The claimant is vulnerable - they are significantly younger than the defendant, or relying on money from them.

Use this answer sheet to manage discussions and respond to misconceptions. If misconceptions are raised by students, the information below will help address them. However, it is important not to introduce the myths to students. This could have the unintended consequence that the misconception stays in their minds more than the content they need to learn.

## The law in practice:

### Scenario 1: Clarice and Joshua

How the law on consent has been broken:

- Joshua makes assumptions about what Clarice wants and does not explicitly seek consent from Clarice. She does not give consent for sex at any point, either before they had sex or throughout the evening.
- Clarice does not have the capacity to consent as she is incapacitated after being spiked. Whilst Joshua is not aware that she has had her drink spiked, he is aware of her lack of capacity to consent.

Misconceptions that may need to be addressed:

- 'If girls want to stay safe, they shouldn't dress provocatively.' Students need to understand that someone's clothing is irrelevant to the law on consent. This statement blames the victim, when it is the perpetrator's responsibility to seek consent. Victim-blaming is addressed in more detail in lesson 3.
- 'She gave the impression she was keen for sex.' It is important to make the point that no one can 'give the impression' of giving consent. Consent must be sought and given clearly. Consent for one thing (e.g. kissing or dancing) does not imply consent to something else.

### Scenario 2: Maisie and Kieran

How the law on consent has been broken:

- Kieran didn't actively seek consent and Maisie didn't give consent. Her body language showed that she did not give consent and Kieran did not respect this.
- Maisie's freedom to consent is limited because she is vulnerable, younger than Kieran and possibly becoming financially dependent on him.
- Maisie is under the age of consent and the law aims to protect children in situations like this. As Kieran is older than Maisie and over the age of consent, there is a clear power imbalance.

Misconceptions that may need to be addressed:

- 'Sex under 16 will always be prosecuted.' The law does not intend to criminalise young people who choose to have sex before they are 16 and it is unlikely that consenting young people of similar ages will be prosecuted. However, it is set at the age of 16 because a lot of young people do not feel ready before this age, and no one should be pressured into sex before they are ready. If one person is under the age of consent and the other is over 16, especially if there is a significant age gap, the older person is more likely to face charges.
- 'She didn't say no.' It is important that students understand that it was Kieran's responsibility to make sure that Maisie gave consent. Not only did he not do this, but her body language clearly demonstrated she did not consent to sex.

- ‘She gave the impression she was keen for sex.’ It is important to make the point that no one can ‘give the impression’ of giving consent. Consent must be sought and given clearly. Consent for one thing (e.g. kissing or dancing) does not imply consent to something else.

### Scenario 3: Priya and Angelina

How the law on consent has been broken:

- Priya is in an abusive relationship and experiencing domestic violence. Therefore she does not have the freedom to consent.
- Angelina has pressured Priya into sex through fear, and so she does not have reason to believe that Priya consents to sex.

Misconceptions that may need to be addressed:

- ‘She said yes, so she gave consent.’ Here students should remember the definition of consent, which shows that in order to be able to consent, someone needs to have the freedom to do so. In an abusive situation, that freedom is taken away.
- ‘She should have reported right away.’ It is important to emphasise that consent was not obtained in this situation, irrespective of how long it took to report. There are many reasons someone might not choose or feel able to report abuse, and this does not invalidate their experience. Reports of abuse can still be made and followed up by police, even if the event was some time ago.
- ‘How can this be rape if it’s two females?’ Whilst rape is defined as penetration by a penis without consent, this doesn’t relate to the seriousness of the crime and in this situation Angelina could be found guilty of sexual assault or assault by penetration.

### Scenario 4: Erika and Angelo

How the law on consent has been broken:

- Angelo didn’t seek consent and Erika couldn’t give consent.
- Angelo penetrated Erika’s mouth without her consent and therefore this constitutes rape.
- Angelo assumed consent based on what had happened the previous night but consent for one thing or at one time isn’t consent for another thing or at another time.
- Erika had no capacity to consent as she was asleep.

Misconceptions that may need to be addressed:

- ‘She didn’t fight him off, so it wasn’t rape.’ As well as being woken from sleep, which would have been confusing, it is important for students to understand that people in a state of fear often do not ‘fight,’ but instead ‘freeze.’ They may also avoid resisting for their own safety.
- ‘She gave consent before, so he could assume her consent here.’ Students need to know that both legally and morally, giving consent for one thing and at one time doesn’t equate to giving consent for something else or for the same thing at another time. It is never acceptable, in any context, to assume consent has been given.
- ‘His intentions were not bad.’ Students should know that whatever his intentions were, he needed to seek consent before any kind of sexual contact with Erika.

## The law in practice: Support activity

### Answers to the matching task:

Case 1: *argument a*

Case 2: *arguments d and f*

Case 3: *argument b*

Case 4: *arguments c and e*

## Consequences

The following points can be drawn out through class discussion about the cases

### Legal consequences:

- *Each of the cases involves illegal behaviour and could result in custodial sentences*
- *The perpetrator would be left with a criminal record*
- *The experience of going through a criminal trial may be difficult for either person, but particularly when it comes to testifying in court.*

### Physical and emotional consequences:

- *Physical health consequences, for example the chance of contracting a Sexual Transmitted Infection (STI) for either person*
- *Possible pregnancy and the physical and emotional implications around pregnancy choices*
- *Challenges for both people in conducting healthy, safe relationships in the future.*  
*Where violence has taken place, there may be physical injuries.*

### Social consequences:

- *Employment difficulties for the perpetrator, due to their criminal record*
- *Possible issues around victim-blaming. The person who experienced sexual abuse is sometimes inaccurately blamed for causing the situation. This topic is covered in more detail in lesson 3.*
- *Reputational issues for the perpetrator and possible social isolation.*

*“So Eve... How are things going with Jackson?”*

*“Yeah, good I guess. I don’t know what to do though, because things are getting kind of serious and I just want to go and have fun at Uni.”*

*“He seems really great, are you sure you want to throw that away? And anyway, sex is more fun in a relationship - you can communicate what you actually want, and your partner knows you better.”*

*“Who says you can’t say what you want with someone new?”*

**Why is communication about wants and needs in any sexual encounter important?**

**What extra considerations might be needed to make sexual encounters with new people safer?**



**1. Jasmine** is at a 'freshers week' party with the LGBT+ Society. There is a lot of alcohol around, but Jasmine has never been interested in drinking alcohol. Geeta, who she met earlier in the week catches her eye. A few minutes later Geeta arrives with some shots of tequila. Geeta is flirting and pressuring Jasmine to drink, suggesting she's boring if she doesn't. Jasmine takes the drink, although she wishes Geeta would let it go.

**2. Eve**, Jasmine and Billy are in the kitchen in their halls of residence and Eve is telling Jasmine and Billy about the night before. She says she was at a party and ended up having sex with someone she had just met that evening. She thought they got on really well and that this might be the beginning of a relationship. But afterwards, she asked for his number, and he laughed. He said he thought it was obvious it was just a casual thing. Now she feels used and regrets having sex with him.

**3. Billy's** boyfriend from home, Ali, has come to visit and see his new halls. After going to a party, they get intimate and decide to have sex. Billy gets a condom from a drawer, but Ali says there's no way he is going to use one. Billy explains why it's important, but Ali gets angry and says, "Fine then, let's leave it," and leaves, slamming the door behind him. Billy chases after him and says he's sorry for ruining things and it's OK with him not to use a condom.

**4. Ria** signed up to a new dating app, which uses her location to show how far she is from potential matches. She shows Billy and Eve some DMs she got from someone she is going to meet up with. She chatted with him for a few days, and everything was going well. Then he sent a photo of his penis and said he wanted a photo of Ria before meeting. She didn't want to send one, but she did because she wanted to meet him.



**Find the unhealthy behaviours and risks listed below, in the scenarios on Resource 2. Write the relevant number or letter on the scenarios where they occur.**

#### Unhealthy behaviours

1. Pressuring someone to do something they don't want to do
2. Lying
3. Manipulation
4. Lack of compromise
5. Aggression and threatening behaviour
6. Coercion
7. Belittling
8. Sending nude images without consent

#### Risks

- A. Becoming drunk
- B. Compromising personal values
- C. Emotional pain or disappointment
- D. STIs
- E. Pregnancy
- F. Sharing personal data via app settings
- G. Meeting someone unknown
- H. Losing control over the distribution of an intimate image

**Communicating wants and needs:** Which of the following communication strategies would be effective for the character in your scenario?

Clearly and respectfully stating what they want or need.
Explaining how the situation or person is making them feel.
Being clear about their expectations.
Asking about the other person's expectations.
Sticking to their own values.
Thinking about their own wants and needs before responding.
Making an excuse - if this feels more appropriate.

1. Maybe you should go home – at least you'll save loads of money on accommodation. Plus, you'll keep Ali happy, and it seems like he's really into you.

2. Have you talked to Ali about this? You should be really clear with him about how you feel and what you want. If he isn't interested in your feelings, I think you need to leave the relationship.

3. There's loads of support available online. You could try the Samaritans or looking on the Mind website to help with your feelings.

4. Your relationship sounds unhealthy, and he is controlling you. You should think about how to get out of this, sooner rather than later.

5. If you're struggling to leave the relationship, maybe you could speak to the University wellbeing service or your family about it.

6. Have you thought that maybe staying in the relationship whilst you go off to Uni and have fun wasn't that fair on Ali? I can see how he must be feeling.

7. Maybe you could just let Ali know where you are? Then he would know what you are up to and wouldn't have to worry!

What kinds of behaviour could be abusive?

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What are the signs of abuse?

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How can people who have experienced abuse seek help?

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**Abuse**

How can others support them?

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**20th September (phone call with Priya)**

Casey: I'm so excited to be with Jack now. I can't believe someone from that crowd likes me.

Priya: Don't be silly! Of course he would like you – you're amazing!

Casey: Yeah, he said that. He said that everyone is looking at me, so I'm dressing more casually now, because he says I'm for his eyes only! He actually took my make-up bag away. Can you believe that! He said I look trashy wearing make-up and I'm beautiful being more natural.

**3rd October: (text from Jack)**

Text: Hey C, come over to mine tonight, I've got a surprise for you. Don't hang out with Priya again, she's so dry.

**4th October: (diary entry by Casey)**

*Dear diary, I went over to Jack's last night and I'm not sure how I feel now. He told me he had a surprise for me, but when I got there the surprise was that he wanted us to have sex. I wasn't expecting it at all. I was up for it, if we used a condom, but he got on top of me and tried to have sex without one. I pushed him off in the end and he was quiet for a bit. Then he got up and shouted in my face that I was mucking him around and told me to get out. I ran out past his Mum and now I don't know what to do next. I feel so tired. All my friends are out partying, but I just can't be bothered. It's been like that for weeks.*

**5th October: (anonymous DM)**

*I don't know what Jack sees in you! You know he was telling everyone at the party last night how you've been leading him on. He could have anyone he wants. I don't get it.*

**18th October: (conversation with Precious)**

Precious: So how are things with Jack?

Casey: Yeah good I think. He can get really moody though. And we had another big row this week cos we took some pictures together and he won't delete them from his phone.

Precious: So many guys do that sort of thing. I haven't seen you in ages. You never come out anymore. Want to go for dinner tonight?

**18th October: (text from Jack)**

Text: I can see where you are. I'm logged into your account and can track your phone. Why aren't you at home? If I find out you are lying to me I swear, you will regret it.

Read Casey's story (Resource 2) then write the number or letter from the examples below onto the relevant part of the story, to show where you have identified abusive relationship behaviour from Jack and how this affected Casey's behaviour.

Abusive relationship behaviours from Jack:
1. Controlling what Casey wears
2. Taking Casey's things away
3. Saying negative things about the way Casey looks
4. Being negative about Casey's friend and isolating her from her friends
5. Trying to have sex with Casey without a condom when she had not given consent for this
6. Shouting at Casey and being aggressive
7. Publicly criticising Casey
8. Calling Casey names
9. Threatening Casey
10. Checking up on what Casey is doing through geo-tracking
11. Keeping pictures of Casey without her consent

Changes in Casey's behaviour:
A. Changing the way she looks and what she wears
B. Rejecting her friend in favour of Jack
C. Staying at home and not going to parties
D. Feeling tired and withdrawn.



### Children and young people

Galop provides free, confidential and independent support for LGBT+ young people aged 13 to 25.

#### **Galop support young people who are experiencing or worried about abuse. Galop work with young people who:**

- want a space to talk about what's happening and think through their options
- need help, and those who don't know what to do about their situation
- are not sure if what is happening is abuse
- are homeless or might be homeless because of what's happening.

#### **What happens when someone gets in touch?**

- A caseworker will contact them to arrange a time to speak.
- This first conversation is to find out more about the person and their situation, so the charity can try to meet people's needs in the best way. All information is confidential and kept securely.
- Galop know how difficult it is to speak up about abuse and violence, so aim to provide a safe, kind, supportive process that respects and validates young people and their experience.

#### **What Galop offers and how they work:**

- **Advocacy and Casework:** Advocacy means the charity can take actions on a young persons' behalf, to try to make the situation better. Advocates will risk assess the situation and then work out a plan to try to make things better.
- **Advice:** Young people may want some advice about the situation. They may want to know about options, what help is out there, and what might happen next if reporting to the police, or to tell someone else about what is happening.
- **Emotional Support:** The Galop service offers emotional support to LGBT+ young people going through difficult times.
- **Sexual Violence:** Galop have a specialist advocate who works with LGBT+ children and young people who have experienced sexual violence or exploitation, called a CHISVA
- **Parents and Partners:** For some LGBT+ young people it is parents, partners and/or friends who are the people being abusive. In this situation, Galop don't inform those people about working with the young person who has come to them for support.

#### **Confidentiality**

Galop's young people's service is independent and confidential. This means they won't tell anyone outside of Galop about what's happening, unless there is a safeguarding issue. When young people come to the service, Galop will ask them to fill out a consent form, explain about confidentiality and when it might be necessary to speak to an external agency. The aim is to work with young people on the support they receive and their advocacy plan, so contact with external agencies is agreed together. There is one situation when Galop might have to break the confidentiality agreement and that is if/when they think a young person is at immediate risk of harm, or the situation is life-threatening. Galop have a duty under legislation to disclose information to prevent harm and save lives, for example if someone is threatened by someone else or is feeling suicidal. Galop are also required to speak to another agency if a young person tells them about a crime they have committed or about another young person who is at risk of abuse.

**Adapted from the Galop website. See [galop.org.uk/get-help/children-young-people](https://galop.org.uk/get-help/children-young-people) for further details**



### How can CEOP help young people?

CEOP helps keep young people safe from sexual abuse and grooming online.

### When should a young person make a report to CEOP?

CEOP provides help and advice, and young people can make a report directly to CEOP if something has happened online which has made them feel unsafe, scared, or worried. This might be from someone they know in person, or someone they have only ever met online. CEOP take all reports seriously and will do everything they can to keep young people safe. As well as responding to reports, CEOP provides information and advice through the [CEOP Education website](#).

### What happens when a report is made to CEOP?

If someone is being sexually abused, CEOP will do everything they can to make that person safe. CEOP want young people to know that whatever has happened it is not their fault and nothing a young person says will shock or surprise them, because they deal with this every day. If a young person decides to report to CEOP, they shouldn't worry, they should just tell CEOP everything they know. The most important thing for the young person to remember is that they are not to blame and CEOP is there to help them. As a law enforcement agency, there is a lot that CEOP can do to make sure young people are safe.

### What will CEOP do with a report from a young person?

- The report will be read by a Child Protection Advisor at CEOP. CEOP's Child Protection team are specialist workers who have helped thousands of children. They will immediately start thinking about how they will help the young person who has made the report.
- If a young person is reporting sexual abuse or grooming, a Child Protection Advisor will contact them by phone or email as soon as they can and will work with the young person to make a plan to keep them safe.
- The Child Protection Advisor may need to talk to other adults about what the young person has told them, to help keep them safe. The Child Protection Advisor will only share information if they really need to and will always take a young person's feelings into account when deciding the best ways to help them.
- CEOP work with lots of other professionals whose jobs are also to make sure that young people are safe, this includes other police agencies. If a crime has been committed, CEOP will work together with them to identify the person or people responsible and bring them into the criminal justice system.

### Who are CEOP Child Protection Advisors?

A CEOP Child Protection Advisor is someone who:

- Will try to help and will listen to what is reported
- Will not be shocked by what is said
- Will be honest
- Will not judge or blame
- Will make decisions jointly with the reporting person wherever possible
- Will work with other professionals to keep young people safe
- Will talk to parents/carers if a young person wants them to, to explain what has happened

**Adapted from the CEOP website. See [www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/](http://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/) for further details.**





**If someone wants to talk:**

Anyone aged 16+ who has experienced rape, sexual assault, sexual abuse, or any other type of sexual violence – or they're not sure what happened – can talk to Rape Crisis. They can call 0808 802 9999 or chat online.

**About Rape Crisis:**

Rape Crisis England & Wales is a charity working to end sexual violence and abuse. They are the membership organisation for Rape Crisis Centres who deliver specialist services to those affected by sexual violence in England & Wales. Together with their member Rape Crisis centres, they aim to educate, influence, and make change. Rape Crisis provide specialist information and support to all those affected by sexual violence in England & Wales.

**About the helpline:**

The Rape Crisis helpline is free, anonymous and confidential. Rape Crisis will always listen to people and believe them. The phone service is open 24/7, every day of the year. The webchat service is open during the following times: Monday – Thursday 1pm -5pm, 6pm-9pm, Friday: 1pm-5pm.

**Who can access the helpline?**

The helpline is for anybody aged 16 or over who has been affected by rape, sexual abuse, sexual assault, or any other type of sexual violence. It doesn't matter whether it happened recently or a long time ago. It also doesn't matter if someone has or hasn't told the police about what happened. Rape Crisis can also give information and support to friends and family, as well as professionals supporting victims and survivors.

**What will happen during a call or chat?**

Rape Crisis will listen and provide support. No-one needs to tell Rape Crisis anything that they are not comfortable with sharing. But if someone does want to talk about what happened, Rape Crisis will always listen and never judge. Rape Crisis doesn't tell people what to do or put any pressure on them. Instead, Rape Crisis will explain what options are available, and help people to think about what they'd like to do next (if anything). It's also fine if someone isn't sure or just wants to talk. They can take the conversation at their own pace, and can end the call or chat at any time.

**Is it a private conversation?**

The helpline is an anonymous and confidential service. This means that Rape Crisis do not take any contact details before starting a call or a chat. Rape Crisis also do not share any information with anyone else, except in rare circumstances where a child or vulnerable adult may be at risk of serious harm.

- ① If someone contacts Rape Crisis by phone, Rape Crisis can't see the caller's phone number.
- ② If someone contacts Rape Crisis by webchat, Rape Crisis is able to see the IP address of the device that is being used to make contact, but nothing else.

**Does anyone have to tell the police if they talk with Rape Crisis?**

No. In fact, most people who access Rape Crisis' services don't talk to the police about what happened. Rape Crisis will never put any pressure on someone to tell the police or anyone else. In very rare cases, they might have to contact the police if they become aware that a child or a vulnerable adult is at risk of serious harm. But they would always talk about and explain that beforehand. If someone did want to report to the police, Rape Crisis could also talk to them about their rights and options.

**Adapted from the Rape Crisis website. See [rapecrisis.org.uk/get-help/about-the-helpline/](https://rapecrisis.org.uk/get-help/about-the-helpline/) for further details.**



Nude image of you online?  
We can help take it down.

For a young person, having a sexual image or video of themselves shared online can be a distressing situation. If they're under 18, they can use Report Remove.

### What is Report Remove?

Report Remove is a tool that allows young people to report an image or video shared online, to see if it's possible to get it taken down. Provided by Childline and IWF (The Internet Watch Foundation), it keeps the young person informed at each stage of their report, and provides further support where necessary.

### How does Report Remove work?

To use Report Remove, young people just need to follow three steps:

1. Follow the instructions to prove their age. If they're 13 or older, they'll be supported to prove their age using an age verification service called Yoti. They will need some ID for this.
2. Log in or create a Childline account so they can receive updates on their report.
3. Report and remove: share the image or video securely with the IWF, where a specialist analyst will review it and work to have it removed if it breaks the law. They will give it a digital fingerprint to help spot the image or video across the internet and take it down.

Childline will let the young person know the outcome of their report and provide further support where needed. And they're always welcome to speak to a counsellor about how they feel, whether online at [childline.org.uk](https://www.childline.org.uk), or via the free confidential helpline on 0800 1111.

### Do young people need to tell an adult they're using Report Remove?

Young people can use Report Remove on their own and don't need to tell an adult they have made a report. Childline will know if a young person has made a report and will send them a message offering further support, so they don't feel alone.

### If a young person uses Report Remove, do they need to contact the police?

Report Remove is designed for young people to remove their image and doesn't actively involve the police. If a young person or a parent wanted to contact the police or was worried that a young person was at risk, they could contact the police directly. Anyone who is worried about how someone is communicating with a child online can report this to CEOP.

### How are young people supported?

Young people are offered support by Childline throughout the reporting process through Childline's counselling service, and other pages on the Childline website. When the report has been assessed by IWF, Childline will send a message to the young person, letting them know if the IWF were able to take it down, and offer them further support, including other routes young people could try to get content removed if it wasn't illegal.

**Adapted from the Childline website. See [www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/report-remove/](https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/report-remove/) for further details.**

**Case study 1**

Angelique is 17 and she has been in a relationship with Suzi for over a year. They moved in together 6 months ago and Suzi took care of all the bills, which Angelique thought was great at first. But Suzi has become more controlling over the couple's finances, saying that she needs to keep an eye on what Angelique spends so that they can afford to stay together. She recently deleted all of Angelique's contacts on her phone, saying that she must have made a mistake when she was changing some settings to try to save money. Angelique feels like she is losing independence but that she can't tell Suzi how she feels. Suzi threatened to kick her out last time she tried. Her friend told her that Suzi is abusive, but she's not sure and she doesn't know what she should do. She wants some advice about what is happening and what her options are.

**Case study 2**

Anna is 16 and she has recently broken up with Rio, who is 17. When they were together, she shared naked photos with him. He promised not to share them, but he has found out that Anna has started dating someone else soon after their split. He has called her names and she found out from one of his friends that he has posted one of the photos online and shared it around his group of friends. Anna doesn't feel comfortable to tell her parents about what has happened because she feels they will blame her for the situation. But she is desperate to get the picture taken down and doesn't know where to turn.

**Case study 3**

Jamie is 16 and has always enjoyed meeting people and playing games online. He never thought it could be dangerous, but he's starting to feel worried about a relationship he has got into online with Oscar, who is 25. Things seemed good at first; they were chatting all night and got on really well. But as time went on, Oscar pressured Jamie to make sexual videos of himself and send them to him. Oscar implied that they couldn't talk anymore if Jamie didn't do it. Jamie wanted to make Oscar happy and thought maybe it would be the start of a more serious relationship, but now he regrets it. Jamie has asked Oscar to meet up face to face but he has always refused. Now, Jamie feels like he can't trust Oscar and wants to report him so that Oscar can't treat others like this.

**Case study 4**

Roksana is 18. She was at a party at a friends' halls of residence, where she bumped into one of the boys from her course. She remembers laughing around with him, and they drank some shots together as part of a game. But this morning she woke up next to him in bed and she can't remember how she got there. She asked him what was going on and he said she was really keen on having sex last night. But she is waiting to have sex until she is in a committed relationship and can't believe she would have said that. She needs to talk to someone about what happened and work out what to do next.

	What is the <b>aim</b> of the organisation/tool?	How can young people <b>access support</b> through this organisation/tool?	What <b>happens</b> when reporting to this organisation or with this tool?
			
			
			
			