

Give and Get Consent

A resource for teaching sexual consent to Key Stages 3 & 4

Created by Rape Crisis South London (RASASC) in partnership with the Child and Woman Abuse Studies Unit, the Office of the Children's Commissioner, and the End Violence Against Women Coalition.

About Rape Crisis South London (RASASC)

www.rasasc.org.uk

This resource has been created by Rape Crisis South London, also known as the Rape and Sexual Abuse Support Centre (RASASC). Established in 1985 as part of a Women's Aid project, we are an all-woman independent organisation based in Croydon providing a high standard of specialist support to female survivors of sexual violence aged 14 and over.

National Rape Crisis Freephone Helpline

For women and girls aged 14 years and over who are survivors of rape or childhood sexual abuse. Also for family, friends and partners of survivors, other professionals, and referrals for male survivors. Call **0808 802 9999**. Open 365 days a year from 12.00 to 14.30 & 19.00 to 21.30.

Counselling

Long - term specialist sexual violence therapy. Female survivors of rape, childhood sexual abuse/exploitation, trafficking, ritual abuse and any form of sexual violence who are over 14 years old and in South London. Clients are asked to self-refer and are matched to an appropriate counsellor. Therapists based in Croydon, Kingston-upon-Thames, Southwark and Bexley.

Advocacy

Independent Sexual Violence Advocates (ISVA) including a specialist young person ISVA. Information for survivors contemplating reporting to the police and support for women/girls who have reported to the police and are going through the criminal justice system up to and including trial.

Prevention and Training

In - house accredited training (OCN) on the impacts of, and responses to, rape and childhood sexual abuse plus counsellor training in sexual violence. Awareness-raising workshops in schools/colleges on sex and gender. External training for teachers/staff on request.

Outreach

Independent Domestic Violence Advocates (IDVA) at the Family Justice Centre in Croydon, London. We also run a specialist outreach programme working with women involved in prostitution, and homeless women and girls. Emotional and practical support, links into specialist services.

Supporters and Partner Organisations

The films accompanying this resource were created by the Child and Woman Abuse Studies Unit (CWASU) at London Metropolitan University as part of research commissioned by the Office of the Children's Commissioner. The resource is supported by the End Violence Against Women Coalition.

Child and Women Abuse Studies Unit (CWASU)

www.cwasu.org

The Child and Woman Abuse Studies Unit at London Metropolitan University is recognised as a centre of excellence, with an international reputation for research, evaluation, training and consultancy. Established in 1987, CWASU conducts independent feminist research that creates useful knowledge for policy makers, practitioners, survivors, supporters and activists. It is the only research unit in Europe that integrates a focus on all forms of violence against women and child abuse.

Office of the Children's Commissioner (OCC)

www.childrenscommissioner.gov.uk

Anne Longfield is the Children's Commissioner for England. Her role was established under the Children Act 2004 and strengthened by the Children and Families Act 2014. The Commissioner has responsibility in law for promoting and protecting children's rights in accordance with the United Nations Convention on the Rights of the Child. This includes listening to what children and young people say about things that affect them and encouraging adults making decisions to always take their views and interests into account.

End Violence Against Women Coalition (EVAW)

www.evaw.org.uk

The End Violence Against Women Coalition is a unique coalition campaigning to end all forms of violence against women (including sexual violence, domestic violence, stalking, trafficking, and harmful practices such as female genital mutilation and 'honour' based violence). Established in 2005, EVAW brings together women's organisations, specialist service providers, human rights organisations, academics and activists to push for strategic approaches to ending violence against women. This includes lobbying government to commit to work which aims to prevent violence against women, and work which challenges the wider cultural attitudes that tolerate and condone violence against women.

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Introduction

The Give 'n' Get Project

“Consent is not an abstract legal concept in young peoples’ lives, but an issue which connects gender and victim blame in many and complex ways.”¹

The films underpinning these lessons plans derive from the Give 'n' Get Project, a research project conducted in 2013. The Child and Woman Abuse Studies Unit at London Metropolitan University was funded by the Office of the Children’s Commissioner to conduct in-depth research into how young people in England and Wales aged 13-18 understand sexual consent. In particular the research looked at what informs, influences and constrains young people’s perceptions of sexual consent and their decision-making processes.

CWASU developed an innovative methodology for the project, designed to engage young people in the research. Part of this involved the creation of eight short films. In seven of the films a young actor describes a scenario about sex which – although it legally would constitute rape – had elements that did not fit the stereotype of what many understand as being rape. These elements included coercion, known perpetrators or offers to exchange sex for lodging. A final film was created as a ‘debrief’, depicting a successful and respectful negotiation of consent.

The research report is a key document for anyone involved in working with young people around these issues. In addition, many professionals including teachers, peer facilitators and others, requested use of the short films for their own work in talking to young people about sexual consent, the law on rape, and the myths surrounding sexual violence. It was in response to these requests that a unique partnership was formed of researchers, frontline sexual violence workers and campaigners to create this resource. The aim is to provide practitioners, teachers and other youth professionals with a compact set of tools for delivering high quality education on sexual consent over five interconnected lessons.

¹ Coy, M., Kelly, L., Elvines, F., Garner, M., & Kanyeredzi, A. (2013) “Sex without consent, I suppose that is rape”: How young people in England understand sexual consent. Office of the Children’s Commissioner, <http://www.childrenscommissioner.gov.uk/publications/sex-without-consent-i-suppose-rape-how-young-people-england-understand-sexual-consent>, p. 36

How to use this resource

This resource provides guidance on how to use the films in lessons and one-to-one work with young people on sexual consent. The lesson plans are designed to be used over five interlinked sessions in order to unpick the various elements of consent, rather than to be delivered individually.

These sessions work best when embedded within a programme of Sex and Relationships Education (SRE), situated in a broader curriculum of Personal Social and Health Education (PSHE). As such work is about exploring the lived realities of young people's lives and experiences, it is also important to ensure the work continues beyond the curriculum.

A whole-school approach² is needed to prevent violence against women and girls and promote gender equality. Such an approach is evidenced by staff behaviour, leadership and training, as well as through the curriculum and across all school policies and procedures. In this way, this resource cannot succeed in isolation. This work needs to be implemented as part of a much broader commitment to promoting an ethos of respect, equality and safety across all aspects of the young person's learning environment.

Essential reading

Teaching sexual consent can seem a challenging endeavour; however there is a growing body of literature to help teachers and youth facilitators deliver sessions in a sensitive and informed way. The sessions in this resource will be greatly improved if, before delivery, all teachers/facilitators have read and are familiar with the following key documents:

'Sex without Consent, I suppose that is rape': How young people in England understand sexual consent³

This is the report from the Office of the Children's Commissioner that underpins both the films and this guidance. It is a key document to prepare teachers and facilitators for what young people's responses to the films may be, as well as to provide a thorough basis from which to understand the

² See EVAW (2015) *A Whole School Approach: A template model for education establishments to prevent violence and abuse of girls*, available at <http://www.endviolenceagainstwomen.org.uk/resources>

³ Coy, M., Kelly, L., Elvines, F., Garner, M., & Kanyeredzi, A. (2013) "Sex without consent, I suppose that is rape": *How young people in England understand sexual consent*. Office of the Children's Commissioner, available at <http://www.childrenscommissioner.gov.uk/publications/sex-without-consent-i-suppose-rape-how-young-people-england-understand-sexual-consent>

reasons behind the particular exercises used in this resource. It also includes important recommendations about what aspects should be central to all discussions of consent in educational or youth work settings, such as:

- That a focus on getting consent is as important as giving it.
- Applying ideas about consent to real life situations.
- The gendered double standard.
- Positive and active communication that goes beyond expecting partners to 'say no'.
- Challenging victim blame.

These aspects are all core to the lesson plans contained in this resource and are the basis from which all discussions of consent should be delivered.

Violence Against Women and Girls Factsheet: Key information for education staff to understand violence and abuse of girls⁴

This document sets out some of the main forms of violence and abuse that girls experience in the UK, alongside evidence on how widely they are experienced. In light of such high levels of abuse across the UK, education establishments will be aware of the importance of listening to, believing and supporting young survivors, so the document also includes information about responses to abuse and dealing with disclosures. The document can be adapted to be used as a worksheet for students, highlighting the lifetime prevalence rates across all forms of violence against women and girls.

Gold Standard Sex and Relationships Education: Principles and practices to prevent violence and abuse of girls⁵

Created by experts in violence against women and girls prevention, this document outlines the core principles and practices that the End Violence Against Women Coalition see as the basis of a gold standard for sex and relationships education. It outlines the seven key principles and twelve practices underpinning education that seeks to change attitudes and behaviours that accept and normalise violence against women and girls, and intersecting forms of violence including racism and homophobia. It also

⁴ EAW (2015) *Violence Against Women and Girls Factsheet: Key information for education staff to understand violence and abuse of girls*, available at <http://www.endviolenceagainstwomen.org.uk/resources>

⁵ EAW (2015) *Gold Standard Sex and Relationships Education: Principles and practices to prevent Violence and abuse of girls*, available at <http://www.endviolenceagainstwomen.org.uk/resources>

highlights how to ensure SRE is focused on teaching skills for young people to build relationships based on mutual respect and equality.

A Whole-School Approach: A template model for education establishments to prevent violence and abuse of girls⁶

Building on the work of Womankind⁷ and Against Violence and Abuse (AVA),⁸ this short document outlines what is meant by the term ‘whole-school approach’ to preventing violence against women and girls, focused on prevention, education and safeguarding. This addresses the needs of pupils, staff and the wider community across the entire school environment, from the curriculum to addressing the school’s physical environment, and outlines key actions needed to prevent VAWG and ensure safety for both students and staff.

Teaching About Consent in PSHE Education at Key Stages 3 and 4⁹

Created by the Personal Social Health Education Association, this document provides general advice for schools on teaching about consent, outlining key concepts like ‘healthy relationships’ and the legal definition of consent so that teachers are clear about it themselves. It provides eight lesson plans on different elements of consent, including avoiding assumptions relating to consent, the right to withdraw consent, the capacity to consent (including the impact of alcohol on consent), and challenging myths relating to consent. These lesson plans can be added to those provided in this resource, to create an in-depth exploration of sexual consent for young people in key stages 3 and 4.

⁶ EAW (2015) *A Whole School Approach: A template model for education establishments to prevent violence and abuse of girls*, available at <http://www.endviolenceagainstwomen.org.uk/resources>

⁷ Detailed information on what is included in a ‘whole-school approach’ is available in Maxwell, C., Chase, E., Warwick, I., Aggleton, P., & Wharf, H. (2010) *Freedom to Achieve: Preventing violence, promoting equality: a whole-school approach*, Womankind Worldwide, http://www.womankind.org.uk/wp-content/uploads/2011/02/WKREPORT_web-24-NOV-2010.pdf

⁸ See AVA (2014) *Prevention on the Schools Agenda: Summary of Key Learning*, Prevention Project <http://www.preventionplatform.co.uk/media/Prevention-report-Key-Learning.pdf>.

⁹ PSHE Association (2015) “Teaching About Consent in PSHE Education at Key stages 3 and 4”, <https://www.pshe-association.org.uk/content.aspx?CategoryID=1161>

Guidelines for Delivery

A different approach

The lesson plans contained here require a different approach to most materials that teachers deliver. They are designed with the lead person acting as a facilitator, creating an open and supportive space for discussion. As a facilitator you do not need to be an expert on the issue. The students will respect you more for giving an honest response – such as saying you will look into something and get back to them – rather than hazarding a guess to difficult questions. This helps to role model to the young people that it is ‘ok not to know’. It also demonstrates that because sexual violence is a highly specialised area, often the best people to seek advice or information from are those working in specialist agencies.

The most important factor when working through the programme is to make sure that you create a supportive environment where the students feel free to discuss and share their ideas and experiences. Disagreements may arise when challenging ideas students may have held for some time or may have inherited/had affirmed by family members, friends or by society more widely. Remind students that they can disagree and discuss with each other respectfully and that these sessions can be used to help practice these skills. Remind them that it is okay to agree to disagree, but encourage them to be open to changing what they think they know.

If a discussion seems to be veering off track, gently reintroduce the original issue. Should a student input a controversial point to the discussion, try to separate fact from fiction. Encourage students to challenge ideas which have been put forward, but not the student as an individual. Encouraging the use of ‘I’ statements – owning our opinions rather than using ‘you’ in the sense of a general consensus of opinion – is particularly useful here, and will be established in the ground rules for Lesson One.

Finally, it is important that before delivery you take time to reflect on how your own perceptions and experiences may influence the facilitation of the programme. Explore your own thoughts, feelings and attitudes about the roles and “appropriate” behaviour of women and men, and workshop any issues that arise with a trusted friend or colleague. Contact the Rape Crisis helpline or other support agencies if you need any emotional support or information regarding experiences of sexual violence.

The gendered double standard

The key message in these materials is about respect and the need for everyone to challenge sexual violence and the contexts that support it. However, the focus of the materials is on challenging violence against women and girls. This represents one of the key findings of the research on which these resources are based; young people's understandings of consent are distinctly gendered. It also corresponds to the experience of sexual violence as a form of violence where men and boys are disproportionately the perpetrators and women and girls are disproportionately targeted.

Although women and girls are most commonly the survivors rather than the perpetrators of violence, it is still the case that some women commit acts of sexual violence against men and against other women. In teaching sexual consent we need to ensure that sexual violence perpetrated by women and girls is also challenged, without applying a de-gendered 'people hurt people' approach that cannot engage with the particular differences in both impact and perpetration of sexual violence for young women and young men. We also need to ensure that men and boys as victims of other men are given more than a passing acknowledgement, and that any homophobic language or comments that arise from talking about male rape are recognised and named for what they are.

Clear ground rules need to be established, which stress that gender stereotyping works against both girls and boys. Whilst many girls feel pressure from boys to have sex, many boys also speak about experiencing pressure from other boys to be sexually active. This is covered in-depth in the report upon which this resource is based, and is also covered explicitly in Lesson Three. There also may be some male students who see violence against women as something other boys or men do. These students should be encouraged to see themselves as part of a community where they have the choice to make a stand and the chance to make a difference. Whilst not all men are violent, all men have a responsibility not to condone or remain silent about violence.

When delivering this programme, it is important to consider the different potential impacts and responses for boys and girls. Girls may feel silenced around this topic if they are only engaged with as potential victims, whilst boys may feel persecuted if they only see themselves being represented as potential perpetrators. It is important to engage all young people as bystanders

– that is as potential allies in helping create a world where no one has to experience sexual violence, and where survivors are believed and supported.

In view of this, and dependent on resources and teacher availability, you may wish to split the class into single sex groups. It can be liberating for both boys and girls to feel free from actual or perceived pressure from members of the opposite sex, and single sex groups may enable them to talk more freely about their views and attitudes toward themselves and each other. Alternatively, the lessons can be delivered to mixed gender groups where it may be beneficial for students to articulate their feelings and differing opinions, contrasting how women and men are perceived and challenging those perceptions. If delivering to mixed sex groups, where activities require smaller group work try to ensure this is done in same-sex groups to create safety and aid the discussion.

No matter whether you are delivering to a single sex or mixed group, it is important to recognise that, given the prevalence of sexual violence, there will be young people in the room – either known or unknown to you – with personal experience of the issues. Where you are already aware of any experiences for specific learners in the room, it is important to be mindful of the additional sensitivity and impact of this topic. With this in mind, it is also important to ensure material isn't specifically targeted to any individuals based on your prior knowledge. This resource has been created to use universally with all young people and any perceived focus on a particular young person could reinforce their feelings of shame and isolation. As such, safety and support is integral to delivery.

Safety and support

The issue of violence against women is emotive. You need to create as safe a space as possible for students to discuss their experiences, opinions, and feelings. Before delivering the lesson plans, information should be handed out on support networks for students, should they wish to talk to someone about how a particular issue has or might affect them. This can be done through an easily accessible display or other access point (e.g. in school diaries, student bulletin boards or newsletters) as well as individually.

Ground rules are negotiated in Lesson One and these should be reflected upon at regular intervals and kept to by all members of the group. In introducing each lesson, remind students that there are telephone helplines they can contact where they can talk in complete confidentiality and remain anonymous. Make sure that these phone numbers are displayed on the board, and copied down by all the students. You can also include information on

useful organisations (see page 75 of this document) including Rape Crisis and Childline. Know your confidentiality and Child Protection Policy and briefly let your students know what your obligations are in the event of a disclosure. Let all young people know that talking to staff cannot ensure confidentiality, and may involve some action being taken.

Be aware of student reactions and responses as issues are discussed. If students express seemingly sexist, racist and homophobic attitudes, remember they have been socialised into these attitudes. Address these issues in ways that invite them to feel a part of the solution, whilst at the same time challenging these statements and the beliefs that underpin them.

Discomfort may be exhibited by joking, silence, bragging or making shocking statements. Address this behaviour openly. Do not discount student responses or comments. Ask why we respond in these ways. Listen carefully to the underlying meaning in student questions or statements; they may be asking for help or information in a question that sounds like bragging or appears intended to shock. Additionally listen out for responses that allude to personal knowledge of the issues being discussed, such as knowing details about sex that seem too in-depth for their age level and apparent experience. Remind the young people that if anyone has ever made them feel uncomfortable about their bodies or uncomfortable sexually they can talk to specialist agencies about what has happened. Perpetrators often use many silencing techniques to make someone fear that they won't be believed or that they will be blamed—it's also important to let students know that no matter what the person who hurt them has said or done, it is not their fault and there is support available for them where they will be believed. Be aware of young people who stay back after the sessions whilst other students are leaving and make yourself or another staff member available to anyone who wants to talk once the sessions have finished.

Disclosures

It is possible that a student will disclose information to you that requires further action. If this happens we recommend the following in association with your Child Protection Procedure:

- **Believe.** It is not your job to evaluate what the young person is saying. If a survivor of sexual violence is disbelieved in the first disclosure, it may take many years for them to speak about it again.
- **Respect** the young person. Do not touch them or invade their space.

- **Listen** and take the young person seriously. Do not ask leading questions. Leading questions imply or suggest an answer and are more likely to elicit inaccurate information. Ask, for example, 'What happened' rather than 'What did he do?'
- **Be honest** particularly about your child protection responsibilities. Do not offer total confidentiality if you cannot give this and explain who you will have to tell and why.
- **Explain** accurately and honestly what will happen next. If you don't know exactly then let the young person know you will find out and let them know the procedure. If you are taking notes explain why.
- **Empower.** All forms of sexual violence are about power and control. You need to ensure that you are not replicating this and that you are giving the young person control over what they choose to do next. Let them know that everybody deserves to feel safe, and that what is happening/ has happened is not their fault.
- **Refer.** Let the young person know they have a right to support for themselves. Give the young person the number of the National Rape Crisis Helpline: 0808 802 9999. The helpline is open 365 days a year from 12noon to 2.30 and 7pm to 9.30pm staffed by fully trained female helpline workers. It can provide referrals for male survivors to local specialist services.
- **Seek support for yourself.** The fact that someone has been able to disclose to you means that you have helped them feel safe already. However after hearing something like this we can often be left with feelings of helplessness or responsibility. Use your personal and professional support networks. You can also have a one-off support call with the National Rape Crisis helpline (0808 802 9999).

What is Consent?

Legal Definitions

The focus in the films and for the discussions based on the films is on both *giving and getting* consent. Consent is not ongoing and is something that has to be asked for every time any new form of sexual activity takes place, even if it is with an existing or previous sexual partner.

As consent is defined in law, it is crucial that teachers and facilitators do not give their opinion or 'hazard a guess' at answering questions young people may have. Though well meaning, such responses may cause confusion for young people, and may contradict what is written in law. Before delivering any of these sessions, facilitators should ensure they are fully versed in the legal definition of rape.

Rape

The legal definition of rape in England and Wales, as defined in the Sexual Offences Act 2003,¹⁰ is as follows:

- (1) A person (A) commits an offence if—
 - (a) he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis,
 - (b) B does not consent to the penetration, and
 - (c) A does not reasonably believe that B consents.
- (2) Whether a belief is reasonable is to be determined having regard to all the circumstances, including any steps A has taken to ascertain whether B consents.

It is also important to note that a person guilty of an offence under this section is liable, on conviction on indictment, to imprisonment for life.

¹⁰ UK Parliament (2003) *Sexual Offences Act 2003*. London: HMSO, <http://www.legislation.gov.uk/ukpga/2003/42/introduction>

Sexual assault by penetration

The definition of assault by penetration is given in the Act as:

- (1) A person (A) commits an offence if—
 - (a) he intentionally penetrates the vagina or anus of another person (B) with a part of his body or anything else,
 - (b) the penetration is sexual,
 - (c) B does not consent to the penetration, and
 - (d) A does not reasonably believe that B consents.
- (2) Whether a belief is reasonable is to be determined having regard to all the circumstances, including any steps A has taken to ascertain whether B consents.

A person guilty of an offence under this section is also liable, on conviction on indictment, to imprisonment for life.

Sexual assault

The legal definition of sexual assault is:

- (1) A person (A) commits an offence if—
 - (a) he intentionally touches another person (B),
 - (b) the touching is sexual,
 - (c) B does not consent to the touching, and
 - (d) A does not reasonably believe that B consents.
- (2) Whether a belief is reasonable is to be determined having regard to all the circumstances, including any steps A has taken to ascertain whether B consents.

A person guilty of an offence under this section is liable—

- (a) on summary conviction, to imprisonment for a term not exceeding 6 months or a fine not exceeding the statutory maximum or both;
- (b) on conviction on indictment, to imprisonment for a term not exceeding 10 years.

Legal definition of consent

The Sexual Offences Act also introduced a statutory definition of consent. Section 74 of the SOA2003 states:

For the purposes of this Part, a person consents if he agrees by choice, and has the freedom and capacity to make that choice.

This definition is vital for all discussions of consent. Consent is not simply agreement. Someone may agree, however without the freedom to say yes or no and the capacity to say yes or no (where 'saying' here refers to both verbal and non-verbal forms of communication), there is no consent.

There are special provisions in the act regarding age. The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under. Children 12 years and under are held as not having the capacity to legally consent to any form of sexual activity. As such, regardless of whether agreement is given, all sexual contact with a child 12 years or under is automatically non-consensual. This means that penile penetration of a child 12 years and under is automatically rape. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

The **legal age of consent** is 16 for both women and men. This is the legal age regardless of the gender or sexual orientation of a person and whether the activity is between people of the same or different sex. This means that it is an offence for anyone to have any sexual activity with a person under the age of 16. It is important to note, however, that Home Office guidance¹¹ is clear that there is no intention to prosecute teenagers under the age of 16 where they are of a similar age and there is mutual consent. It is also an offence for a person aged 18 or over to have any sexual contact with a person under the age of 18 if the older person holds a position of trust (for example a teacher or key worker).

¹¹ Home Office, (2004) *Children and Families: Safer from Sexual Crime – The Sexual Offences Act 2003*, London: Home Office Communications Directorate, http://www.gmc-uk.org/sex_offences_act_2.pdf_48793788.pdf

Key points

There are several points in these definitions that young people may pick up on or that you may wish to draw out (there is time to discuss these in-depth in Lesson One).

Rape (as it is legally defined) needs to involve penile penetration; it is an offence that can only be committed by men/persons with a penis (including a trans woman if she has a penis).

Many young people will say this definition is unfair as women can also rape men. It is important to state it is a *legal* definition, which may not capture the intricacies of real life. This can be a good opportunity to talk with candour with the young people about diverse sexualities if they bring up, for example ‘what about lesbian or gay sex?’ It is also a useful place to bring in the facts about sexual violence as a crime that is overwhelming perpetrated by men against women and as such is a cause and consequence of gender inequality. You can find a good overview of these facts in the EAW Factsheet on Young People and VAWG.¹² Sexual assault can be committed by both men and women, and sexual assault by penetration carries the same maximum sentence as rape. Crime statistics, however, show that men are most at risk of being sexually assaulted by other men, not by women, and this is still the case when both the victim and perpetrator identify as heterosexual. This illustrates how rape and sexual assault are crimes about power, control and a sense of men’s sexual entitlement, not about sexual desire.

A person accused of rape needs to prove not just that they believed in consent, but that this belief was *reasonable*.

The onus here is not on the *giving* of consent so much as on the *getting* of consent. That is, the offence is committed when someone cannot prove they took ‘reasonable’ steps to check whether someone else was consenting to what was happening. The most reasonable step to take to ascertain consent is to ask.

This legal standard of reasonableness means that, for example, if someone was drunk to the point they were not making much sense, or if they appeared indifferent or unresponsive, then it would not be considered reasonable to

¹² EAW (2015) *Violence Against Women and Girls Factsheet: Key information for education staff to understand violence and abuse of girls*, available at <http://www.endviolenceagainstwomen.org.uk/resources>

believe that they wanted to have sex. Recent guidance from the Crown Prosecution Service¹³ states that all the circumstances at the time of the offence will be looked at in deciding whether it is reasonable for the defendant to claim they believed the complainant consented. People will be considered most unlikely to have agreed to sexual activity if they were subject to threats or fear of serious harm, unconscious, drugged, abducted, asleep, or were unable to communicate because of a disability.

There is no hierarchy of rape. Oral rape is treated the same in law as vaginal or anal rape, and the law does not differ depending on the relationship between parties.

Penile penetration of the vagina, anus or mouth without consent is rape. This applies whether the people involved know each other, are currently or have been previously in a relationship, or are total strangers. It also does not make any difference to the seriousness of the offence as to whether the penetration was of the mouth or vagina or anus, and there is no such thing as ongoing consent – consent is required *each* time a new sexual act is happening, even if it is happening within the same encounter. Some young people may disagree with this. Use their disagreement to explore their beliefs about the impacts of rape. For example some young people may feel it isn't 'as bad' to be raped by someone you know as to be raped by a stranger (or vice-versa). Ask anyone expressing this opinion how they can compare losing the ability to trust people you know and losing the ability to trust strangers. Or to compare losing safety in public spaces with safety in private spaces. Work with them to explore the ways the context and relationships may change the impacts of sexual violence.

¹³ Crown Prosecution Service (2015) *What is Consent*,
http://www.cps.gov.uk/publications/equality/vaw/what_is_consent_v2.pdf

The Films

Background

All the films in this resource have been created by actors, based on real stories. Many young people will ask whether the people in the film are talking about something that actually happened to them. It is important to state at the outset that everyone in the films is an actor, though they are talking about events that are based on the realities of young people lives. Saying this in the beginning will stop young people making incorrect assumptions about the content being portrayed in the films and/or the actors.

Before using the films with young people ensure you have fully read this resource, and the recommended literature, and have familiarised yourself with all of the films you will be showing. Please note that not all of the films used in the research report underpinning this guidance are available to be shown in prevention work with young people.

All of the films except for Kelly represent scenarios that are rape, as defined by the Sexual Offences Act, 2003 (see previous section), however each discuss different aspects of the legal definition in practice and are designed to elucidate points where students may have absorbed myths or misunderstandings. What follows is a brief synopsis of each of the films used in these lesson plans, alongside the relationship to the legal definition and a summary of the research findings as to how young people engaged with the issues being discussed in the films. These research findings may help teachers pre-empt some of the comments young people may make during the lessons.¹⁴

You can access the films through the links provided in each lesson plan. Please note all films are only to be used with the accompanying lesson plan.

The films are all password protected.
The password for all of the films is: **ccFilm15**

¹⁴ The synopsis and young people's responses given below are taken directly from Coy, M., Kelly, L., Elvines, F., Garner, M., & Kanyeredzi, A. (2013) "Sex without consent, I suppose that is rape": How young people in England understand sexual consent. Office of the Children's Commissioner, <http://www.childrenscommissioner.gov.uk/publications/sex-without-consent-i-suppose-rape-how-young-people-england-understand-sexual-consent>

Monique

Key themes: Capacity to consent (alcohol); stranger rape; possible drug assisted rape

Synopsis: Monique is 17 and recently had a night out with a friend from college. After going to a couple of bars, they moved onto a club. She remembers dancing with a ‘good-looking’ man on the dance floor, who made her laugh. He bought her a drink at the bar, and shortly afterwards when she went to the toilet, he followed. From this point her memory is completely blank until she woke up at a friend’s house, disorientated, confused and achy, without her handbag or mobile phone. Monique’s friend found her in the toilets ‘in a mess’ and took her home in a taxi. She felt ‘horrible and just knew something wasn’t right’, but could not remember anything. However, she was ‘sore down there’ and there was evidence of sexual intercourse in her underwear. She was sure ‘something happened to me’.

Relationship to legal definition: What Monique describes here is rape. She did not have the capacity to give consent to sex as she was incapacitated enough not to remember what had happened. It is possible that Monique was drug raped given this gap in her memory. The man who followed her into the toilet did not get consent as Monique was incapacitated. He could not claim he took reasonable steps to get her consent as he followed her into the toilet without her knowing.

Young people’s responses: In terms of an understanding of consent, more young people labelled this rape than any other scenario. It is also closer to the stereotype of ‘real rape’ than most of the others. Young people were clear that Monique did not have the capacity to consent. Findings were relatively consistent across age groups and genders. Some victim-blaming was found even with the acknowledgement that what happened was rape. This blaming was based in the notion that young women can be held responsible for ‘being there’, with their behaviour subjected to levels of scrutiny which are rarely applied to the men in the stories.

Kate

Key themes: Freedom to consent; gendered pressure; group rape

Synopsis: Kate, 14, has been ‘hanging out’ with Carl recently and really ‘fancied him’. He invited her to his house one night; she wore skinny jeans and

a stripy top that made her 'boobs look good'. They chatted, just the two of them, but Carl was 'acting weird' and received lots of messages on his phone. Gavin and Shane, two of Carl's friends, turned up and 'annoyed' Kate by 'going on' about how good her breasts look. Carl 'plays up' to them. She went to the kitchen to text her friend, but is followed by the boys. Shane snatched Kate's mobile phone and although she tried to get it back, Carl told her she could only have it if she kissed them. Kate did this as she wanted her phone back; Carl said to her 'Come on Kate, show some effort'. They all go to the living room, where things go 'too far, just too much' while Carl told all of them to 'do stuff'. The three boys 'took in turns to have sex' with Kate and filmed it.

Relationship to legal definition: What Kate describes here is rape. She does not have the freedom to say yes or no to sex and the boys do not take reasonable steps to make sure they have sought her consent to each sexual act taking place.

Young people's responses: Most young people identify this scenario as rape, though it was a rape she was implicated in. This reveals the contradictions and complexity in how young people understand sexual consent. More young women than young men thought the boys had not ensured that she had consented and young women were less likely than young men to be 'OK' with the sex described. For most young people, they could identify that consent was not sought, but could not identify that Kate was not free to give consent. This scenario elucidated a wide range of victim-blaming responses including focusing on Kate's choice of clothing, the fact that she didn't just leave the house without her phone, and that she failed to communicate a clear 'no'. Gavin's choices were not examined in the same way. Most young people recognised that he would have been ridiculed if he had refused to participate but the extent to which this was seen to make him less responsible was varied; with some explicitly rejecting the notion that this made him less culpable.

Gavin

Key themes: Freedom to consent; gendered pressure; group rape

This film describes the same situation as Kate, from the perspective of one of the boys involved. This story is thus the only one which is told from two points of view: that of a young woman (Kate) who is raped by three young men and of one of the young men (Gavin). Gavin is 15 and was invited to Carl's house with Shane. Kate was there and 'looked fit'. He asks 'You think I liked it? It got way out of hand.' Gavin knew that Kate did not want to 'do it', but felt that the

boys would think he was a ‘pussy’, so he felt compelled to take part. He knows it was wrong, it felt wrong, and now he feels weird about what ‘he’s done’.

Relationship to legal definition: As above.

Young people’s responses: As above.

Chelsea

Key themes: Freedom to consent; coercion; rape; child sexual exploitation

Chelsea is 16 and ran away from home at 14; she says she had ‘no choice’ she just ‘could not stay there anymore’. She has been living on the streets for almost two years, but does not feel safe and knows it is not how a 16 year old should live. She met Steve, who was 23, and he offered her a place to stay on his sofa. Chelsea asks about the ‘catch’ but he assures her there is none. She goes back to his flat, drinks and smokes with him to the point where she is ‘absolutely out of [her] head’. She tells Steve she is ‘knackered’ and wants to go to sleep, although Steve says she should sleep in his bed, Chelsea insists that the sofa is fine. Steve then says she should show how grateful she is and give him oral sex. Tired and wanting to be left alone, Chelsea performs oral sex on him. The next morning Steve offers Chelsea a place to stay whenever she wants as long as she was prepared to show her him her gratitude. She tells him ‘where to go’ and leaves. After a few days staying at her ‘usual spot’, the cold and windy weather overwhelms Chelsea and she returns to Steve’s flat. He asks Chelsea if she ‘remembers what the arrangement was’ and although she agrees to give him oral sex every night she stays, Steve ‘wanted more’ – ‘sex’. Every night Steve ‘does what he wants’ to Chelsea. She is scared that if she does not do what he wants, she will end up back on the streets again.

Relationship to legal definition: What Chelsea describes here is rape. The first night she does not have the capacity to say yes or no as she was ‘out of her head.’ Steve does not get consent the first night as instead of asking her if she wants to have sex he tells her she should do this to show him she is grateful. The undercurrent of this suggestion is that if she doesn’t do it she isn’t grateful and possibly will not be able to stay – thus limiting her freedom to say no. The next time she comes back Steve rapes her again. She does not have the freedom to say no to sex as her agreement is not choosing to have sex ‘because she wants to’ but is choosing to not live on the streets. Legally and morally this is not a free choice. Steve does not get consent from Chelsea because the agreement she makes is not a free choice. In addition, Steve

changes ‘the arrangement’ to intercourse but consent is not ongoing and needs to be renegotiated everytime.

Young people’s responses: Interestingly the findings for both the first night and her return are relatively similar. The majority of young people named this scenario as rape, yet almost half thought that Chelsea had the possibility to say yes or no. As found in other scenarios, there were gender differences with boys more likely to overestimate the extent to which Chelsea had the freedom to consent. A significant proportion of young people focused on Chelsea’s decision to return to Steve as making a choice to be sexually exploited. Steve’s abusive actions and her lack of options become invisible when the focus is on her ‘choice’.

Sabrina

Key themes: Freedom to consent,

Sabrina is 13 years old and likes Amir, a boy in the year above her at school. They have been flirting recently and she has sent him a couple of photos. She thought he liked her too, so went to his house. Once there Amir showed her a pornographic video on his mobile phone, which Sabrina thought was ‘kind of nasty, but a bit funny’. She had never seen anything like that before. Afterwards they started kissing and Amir put his hand up Sabrina’s top, which she liked, but when he started to put his hand into her underwear she was unsure. Amir asked if Sabrina gave head – she says no and they both laughed. He told Sabrina he really liked her and that he thought she liked him too. When they kissed again Amir told Sabrina she made him ‘hard’ and that there was somewhere else he wanted her to kiss. As she did not want him to think she was frigid, Sabrina agreed, at which point Amir showed her his penis. She kissed his penis and Amir held her head down. She ‘didn’t know what to do’ as she had ‘never done anything like that before’. When he was finished Amir asked Sabrina if she liked it, and she said yes, but just wanted to ‘go home’.

Relationship to legal definition: What Sabrina describes here is rape. Sabrina has her head held on Amir’s penis and as such she does not have the freedom to consent. Amir also coerces and manipulates Sabrina and this adds to the constraints on Sabrina’s freedom to consent. Amir does not get Sabrina’s consent and it would not be reasonable for him to think she was consenting as he was holding down her head and when he asked her if she ‘gave head’ Sabrina had already said no.

Young people's responses: This scenario evoked some of the strongest contradictions and gender differences with far less agreement as to whether it constituted rape despite fact that majority of young people thought Amir had not sought consent. As with Kate (above), there was a focus on Sabrina's choices – going to Amir's house, sending sexualised photographs, kissing his penis – as justifying Amir's decision to rape her. Young men were more likely to suggest Sabrina 'could have said no'. Young people recognised the manipulation and coercion used by Amir but only a small number recognised the extent to which this constrained Sabrina's freedom to consent.

Kelly

Key themes: Negotiating consent; respectful relationships; debrief

Kelly, 14, describes Eli, her boyfriend of four months, as her best friend and 'more'. She has not had 'full sex' with him although her friends think she is 'crazy' as 'guys don't wait around for long'. They have decided to have sex when the time is right. Recently they were revising together at his house when 'things started heating up'. They started kissing and touching each other and went to his bedroom, undressing down to their underwear on the way. Kelly remembered Eli moving her hand towards his penis, when she flinched. Eli looked at Kelly and said 'babe, best leave it for now'. They carried on with 'everything else' and had a 'hot night'.

Relationship to legal definition: What Kelly describes here is negotiating consent. Both Eli and Kelly get and give consent and both respect the boundaries put in place by the other. Consent here is depicted as not only verbal, Eli reads the physical signals from Kelly, picks up that she is not really ready and uses these to take responsibility for his own decisions to not push her further than she is ready to go on that occasion.

Young people's responses: The vast majority of young people reported that they are OK with the sex being described, that consent was sought by Eli, and that Kelly was able to say no. It is telling, however, that some young people perceived this scenario as 'just not real' in that 'most boys wouldn't stop.'

Lesson Plans

Structure and Content

What follows is a programme of five lessons which use the films at various points to explore what consent to have sex means in practice. Each lesson covers a different aspect of consent, with the first lesson an introduction to the legal definition and the final session an introduction to respectful relationships. Taken together they cover the key aspects of sexual consent within real life scenarios. As such, these lessons should not be taken as an exhaustive course on consent; rather they are to be used within a broader scheme of work focusing on challenging gender inequality and building respectful relationships.¹⁵

Lesson	Title	Scenario/s	Pages
1	What is consent?	N/A	27 – 36
2	Capacity to consent	Monique	37 – 43
3	Consent and gender	Kate & Gavin	44 – 54
4	Freedom to consent	Sabrina & Chelsea	55 – 62
5	Giving and getting consent	Kelly	64 – 71

¹⁵ If you have any questions about the lesson plans, or to feedback information regarding the rape myth quiz in Lesson One, please contact the Training Coordinator at Rape Crisis South London (RASASC) training.coordinator@rasasc.org.uk

Lesson One

What is Consent?

<p>CONTEXT AND OVERVIEW</p>	<p>This lesson introduces the programme on sexual consent. It is the first of five lessons and is designed as a gentle introduction. This first lesson does not contain any of the films.</p> <p>The key aims of this first session are to introduce the legal definition of rape and consent, along with highlighting the difference between rape and sex.</p>
<p>LEARNING OBJECTIVES</p>	<p>‘We are learning about the difference between rape and sex’</p>
<p>INTENDED LEARNING OUTCOMES</p>	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> • I understand consent is what makes rape different from sex • I am beginning to learn the legal definition of rape and consent • I understand where I can get support for myself or others on sexual violence
<p>KEY WORDS</p>	<p>Sexual violence; sex; consent; rape, power, control</p>
<p>RESOURCES REQUIRED</p>	<p>Flipchart paper Blu-tack Marker pens Rape Myth Quiz Worksheet</p>
<p>CLIMATE FOR LEARNING</p>	<p>Before beginning ensure you have read the guidelines for delivery on pages 10 – 13 of this document. Make sure you understand your safeguarding procedure and share the limits of your confidentiality/safeguarding responsibilities with students at the start of session.</p> <p>Also ensure you are familiar with the law around rape and consent (pp 15 – 18).</p> <p>Ensure information regarding support organisations including</p>

	<p>Rape Crisis and male survivor organisations are clearly visible within the learning environment. This can include posters of your nearest organisations, or website addresses on whiteboards.</p> <p>Posters can be made available by contacting your nearest Rape Crisis Centre www.rapecrisis.org.uk.</p>
<p>STARTER ACTIVITY</p> <p>Ground Rules [10 minutes]</p>	<p>Introduce the lesson by explaining this will be the first of five lessons where will be exploring the meaning of consent, both in law and in practice. Share the objectives and intended learning outcomes for Lesson One with the group.</p> <p>Let the group know that due to the subject matter you are expecting a high level of maturity and sensitivity in the discussions. Explain that due to how common sexual violence is in our society, talking about consent and rape can bring up feelings and thoughts from our own experiences or those of our friends and family. It is also an emotive and difficult topic to discuss and as such it is important students take care of themselves.</p> <p>Explain that because the topic is sensitive we need to agree as a group how we are going to behave towards each other during the lessons. Ask students to each think of one thing they would like the group to abide by during the lessons. As students call ideas out, write them on a piece of flipchart paper to clearly display and refer to during future sessions. Explain to the group these ground rules represent a behaviour contract among everyone in the class and check that they all agree to them.</p> <p>Some important ground rules to include are;</p> <ul style="list-style-type: none"> ● Confidentiality – What is said in the room stays in the room and is not shared with others. At this point, teachers must clearly identify limits to confidentiality, and what information teachers are mandated to report. ● Use of “I” statements – Encourage students to talk about themselves and their own feelings, not those of others. ● It’s okay to pass – A learner may choose not to participate in a specific activity, they have the option of passing by sitting quietly. Certain activities may be especially difficult for survivors of sexual assault and abuse. Sexual violence is about power and control. It is important to give survivors control over their choices.

- **No judgments** – People may have different levels of knowledge or ask questions that you didn't expect. No laughing at others.
- **No personal questions or comments** – Inform students that it is not appropriate to ask personal questions of the teacher or other students. If someone chooses to share something personal – their privacy is to be protected outside of the classroom (see confidentiality above). Also agree to anonymise the names of people if students refer to others in telling a story.
- **Open minded** – explain students may already have their own ideas and beliefs around this topic and some of the information shared during the five lessons may be different to this– an important part learning is to be open to hearing something new and challenging our own views and beliefs.
- **Self-Care-** Students need to take care of themselves in the session and can leave if it is feeling too difficult.

Whilst forming ground rules, it is important that a discussion is had about abusive conduct. The ground rules should make clear that any sexist, homophobic or racist words and ideas will not be tolerated and these should always be challenged when used in class. The exception to this is when exercises call for students to talk about the realities of their lives (for example in discussing the gendered double standard in Lesson Three). Here these words and ideas are important to get into the open so they can be unpicked, but they should never be directed at another student or used in reference to another young person. When issues of gender and identity are being discussed it is a particular risk that some boys will feel threatened, and try to assert their 'masculinity' by using homophobic abuse. This needs to be discussed as otherwise it can appear as tacit complicity to students.

MAIN ACTIVITY 1

What is Sex/ What is Rape? [20 minutes]

Split the group into smaller same sex groups (size and number of groups will depend on original size of the group). Give each group a piece of flipchart paper. Where possible, have members of staff (ideally of the same sex as the group of students) sit with each group to facilitate the discussion in a safe and sensitive way.

The aim of this activity is to explore students existing understanding of sex and rape. **Ask the groups** to imagine they are talking to someone who knows nothing about sex and has never heard about it. In their groups ask them to discuss and write down how they would explain what sex is to someone who knows absolutely nothing about it.

Give students some guidance by asking them to consider in their definition, who has sex, when and what does it involve? **Reassure students** that we will all have different ideas about what sex is and so keep in mind there are no wrong things to say. **Also remind students** to look after themselves and that it is okay for them to participate to a point they feel comfortable with.

After 5 minutes ask the groups to repeat this exercise but instead to imagine they are talking to someone who knows nothing about rape and has never heard about it. In their groups ask them to discuss and write down how they would explain what rape is to someone who knows absolutely nothing about it.

Give students some guidance by asking them to consider in their definition, what they think rape is, when and where it happens and who might rape or get raped?

Re-emphasise the importance of sensitivity and respectful behaviour and discussions at this point. Also remind students to look after themselves and that it is okay for them to participate to a point they feel comfortable with.

After a further 5 minutes, ask each group to feedback what they wrote down and discussed, gathering the feedback on the board.

Note: Students may find it initially difficult to use the correct names of genitals, i.e. penis, vagina, anus. It is important to gently encourage students to use their own language for sex, whilst also having an awareness of the biological terms.

Depending on the age of students and their level of understanding, they may define sex using phrases like 'wanting

to', 'age 16', 'love someone', 'casual', 'between a man and woman or woman and woman or man and man', 'between 2 or more people', 'consent', 'fun', 'pleasure', 'foreplay', 'oral sex', 'anal sex' or 'vaginal sex'.

Depending on the age of students and their level of understanding, they may define rape using phrases like 'forced', 'painful', 'doesn't want to', 'can happen to anyone', 'stranger', 'affect someone emotionally', 'oral rape', 'anal rape' or 'vaginal rape'.

When collating students feedback, please consider and be aware of;

- What existing level of knowledge and understanding do students have that you can build on during future lessons?
- What rape myths or victim blaming / homophobic attitudes have arisen during this activity? How are you going to open these up to discussion and change?
- Are there any gender differences between boys and girls, in their understanding, beliefs and attitudes expressed? If so, how will you address this in future lessons?

Feedback often shows a varying level of knowledge/awareness across the class. Use this as an opportunity to talk about how there is a wide range of activities that we can define as sex or sexual intercourse/activity. **Explain that different people can define sex differently but that a key part of all definitions is that it is relational and not just about what one person wants, involves mutual pleasure, reciprocity, respect and consent for those involved.** Ensure these key points are included in the definition of sex on the flip chart paper, to refer back to in the future lessons.

Point out that this is what is missing in rape. The same physical and verbal actions can be taking place as with sex, but this is not being done for mutual pleasure or out of respect. **Emphasise that rape is a serious crime that is committed to have power and control over another person and is where a**

person hasn't consented or is unable to consent at that time. Important to ensure these key points are included in the definition of rape on the flip chart paper, to refer back to in the future lessons.

Summarise the activity by stating that it is really clear that sex and rape are two very different things and what is really important to understand is that rape is not about sex. A person doesn't rape someone because they want to have sex with them or because they find them sexually attractive – rape is about someone wanting to have power and control over another person whilst believing that they have a right to treat someone in this way.

Note: This will be a really important point for students to understand and an important reference when challenging other myths around rape, i.e. the false belief that girls get raped because they wear revealing clothing, were flirting, asking for it, boys who get raped are gay or men/boys who rape other men and boys are gay, etc.

Also highlight that consent is the key difference between rape and sex and this is what we'll be focussing on over these five lessons. As well as looking at how consent is a crucial part of any sexual activity, we'll also explore how consent is a crucial part of all respectful, mutual and equal relationships.

MAIN ACTIVITY 2

Legal Definitions [10 minutes]

Ask if anyone knows or has an idea what the legal definition of rape is? Do the same for sexual assault.

Read out the legal definitions of rape and sexual assault (pp. 15 – 18). Answer any student questions and clarify the definitions to ensure everyone understands.

Note: Students are often surprised to discover the legal definition of rape has to specifically involve penetration with a penis and hence it is men/boys who can legally rape, whilst both men and women can be raped. This can be a good point to bring in fact that the impacts of sexual assault by penetration for survivors can be the same as for rape. Boys often don't see themselves as a potential victim and where they do they tend to

focus on it being a woman who would sexually assault a man and not a man raping or sexually assaulting another man – because of this there can be varied responses at this point that include disgust and comments about homosexuality. This is one of the reasons why it is crucial for both boys and girls to understand that rape is not about sex, sexuality or desire but about asserting power and control over someone. They also aren't always aware that someone can be orally raped.

Re-emphasise the biggest issue here is consent...but what is it?
Ask the group what they think consent means.
Very often, students will say it means permission.

Introduce the definition of consent to the group (see p.17);

“agreeing by choice and having the freedom and capacity to make that choice”

Ensure the definition is clearly visible for students to read and explain to the group that this means that for consent to be real someone has to;

- a) Have a choice
- b) Agree to that choice because they want to (say yes)
- c) Be free to make that choice
- d) Have the capacity (be able) to make that choice

In summary; saying yes because they want to and having the capacity to.

Write these two phrases on the board or on a piece of paper;

We can get (ask) for consent (permission)
 We can give (agree) our consent (permission)

Explain that we can both get (ask) and give (agree to) consent.

Ask the class:

- When it comes to sex, whose responsibility do they think it

is to ask for consent from someone?

Common student responses:

- Boys
- Everyone's
- The person wanting to have sex

Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any gender stereotypes and expectations for boys and girls around sexual behaviour. The most common stereotype here is that girls don't have sex for pleasure or don't have sexual desire – that girls are the 'keepers' of sex and boys are the 'seekers'. Ensure this is challenged if it arises in the discussion. There is a greater difference in sexual drives between different men than there is between women and men. Both women and men can and do initiate sexual activity.

Ask the class:

- When it comes to sex, whose responsibility do they think it is to either give (agree to) or refuse consent?

Common student responses:

- Girls
- Everyone's
- The person who doesn't want to have sex

Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any gender stereotypes and expectations for boys and girls around sexual behaviour. Again, there may be students who see it as boy's responsibility to seek consent and girl's responsibility to agree or refuse, i.e. belief in the gender expectation and stereotype that boys initiate sex and girls are the gate keepers. It is important to challenge this again if it arises

	<p>and state how as human beings, both men and women have a sexual identity and the freedom to choose how to express this.. Refer back to the student’s definition of sex where we included that sex is relational and about mutual pleasure and reciprocity. Both women and men can and do initiate sex and both women and men can and do choose whether or not they want to have sex.</p> <p>Emphasise that our choice to consent or not to consent, is a right we all have as human beings and is important for students to know and understand their own rights whilst also acknowledging and respecting other people’s rights.</p> <p>Important for students to understand that ethically and legally the most important part of consent is about getting consent.</p> <p>Explain we will be looking at this definition and what it means in more detail over the next 4 lessons.</p>
<p>MAIN ACTIVITY 3</p> <p>Rape Myth Quiz [10 minutes]</p>	<p>Hand out copies of the Rape Myth Quiz (back of this guide)</p> <p>This is an individual anonymous exercise to gain an understanding of what students already believe or understand about rape and rape myths.</p> <p>Explain to students that they don’t need to talk to other students at this point. Read out each of the statements and ask them to tick if they think the statement is true or false. Collect the sheet in at the end and let students know you will be going through the answers in the following lessons.</p>
<p>PLENARY/ ASSESSMENT FOR AND OF LEARNING</p>	<p>Briefly sum up the lesson reinforcing the following messages;</p> <ul style="list-style-type: none"> • Sex and rape are two very different things • Rape is not about sex, sexual desire or sexuality – it is about asserting power and control over another person

	<ul style="list-style-type: none"> • Consent is the key difference between rape and sex; sex = consent, pleasure, mutual respect and rape = power, control and no consent • Ethically and legally, importance is placed on the getting of consent <p>Let students know about specialist support services available where they can find out more or seek out support;</p> <p>Rape Crisis National Helpline - 0808 802 9999 Women and Girls aged 14 years and over. www.rapecrisis.org.uk</p> <p>Childline – 0800 11 11 www.childline.org.uk</p> <p>This is Abuse www.thisisabuse.direct.gov.uk</p>
<p>EXTENSION ACTIVITIES</p> <p>HOME LEARNING</p>	<p>Ask students to make a note of any examples they see or think about during the week, where consent was asked for, received, refused, respected etc. in everyday activities and interactions. Give some examples; making someone a cup of tea, asking to stay out later, asking to borrow something, etc.</p> <p>Let students know that you'll be asking for their examples in the next lesson.</p>

Lesson Two

Capacity to Consent

<p>CONTEXT AND OVERVIEW</p>	<p>Building on learning from lesson one, this lesson will invite young people to consider the legal definition of consent, focusing particularly on the capacity to consent part of the statutory definition of consent. To explore someone’s capacity to consent in context, this lesson uses the first of 6 videos in this programme. The first video is Monique.</p> <p>Students will also have the opportunity to explore various rape myths and gain a better understanding of how these are wrongly used to ‘excuse’ rape, sexual assault or abuse and/or blame survivors of rape and sexual abuse.</p>
<p>LEARNING OBJECTIVES</p>	<p>“We are gaining a deeper understanding of what is meant by capacity to consent.”</p>
<p>INTENDED LEARNING OUTCOMES</p>	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> - I can explain what capacity to consent means - I know and understand the legal age of consent - I am aware of rape myths and can recognise these as victim blaming and making excuses for rape, sexual assault and abuse - I understand that legally and ethically it is the person’s responsibility who is seeking consent to ensure someone has the capacity to consent
<p>KEY WORDS</p>	<p>Capacity to consent; alcohol/drug assisted rape, rape myths, ‘victim blaming’</p>
<p>RESOURCES REQUIRED</p>	<p>Internet enabled computer with sound Projector Rape myth quiz answer sheet</p>
<p>CLIMATE FOR LEARNING</p>	<p>Before beginning ensure you have read the guidelines for delivery on pages 10 – 13 of this document. Make sure you understand your safeguarding procedure and share the limits of your confidentiality/safeguarding responsibilities with students at</p>

	<p>the start of session.</p> <p>Also ensure you are familiar with the law around rape and consent (pp 15 – 18), particularly around the circumstances someone would not legally have the capacity to consent. As a reminder please also be aware that the law clearly states that it is the person seeking consent who is responsible for ensuring that consent is given and that a person had capacity to consent. Where someone is unsure if a person is able to consent, they should assume they can't.</p> <p>Establish a safe learning environment. Recap and agree group ground rules from Lesson One, including a reminder of confidentiality and safeguarding responsibilities at start of session.</p> <p>Facilitators are to re-emphasise this is a sensitive and emotive topic. Remind students that they are in control of how much they participate and that it's important for students to take care of themselves during the lesson.</p> <p>Ensure information regarding support organisations including Rape Crisis and male survivor organisations are clearly visible within the learning environment. This can include posters of your nearest organisations, or website addresses on whiteboards. Posters can be made available by contacting your nearest Rape Crisis Centre www.rapecrisis.org.uk.</p>
<p>STARTER ACTIVITY</p> <p>Re-cap</p> <p>[10 minutes]</p>	<p>Introduce the lesson by explaining this is the second of five lessons where will be exploring the meaning of consent, both in law and in practice. Share the objectives and intended learning outcomes for lesson 2 with the group.</p> <p>Ask students if they can remember the legal definition of rape and of consent from last week. Usually will remember parts of it. May need to prompt, write legal definition of rape and consent on flipchart.</p> <p>Refer to the extension activity from last session;</p> <p>Thinking about the definition of consent, ask students if anyone wants to share any examples they saw or used themselves in the week where consent was asked for, agreed to, refused, etc.</p>

	<p>in everyday life (i.e. not sexual).</p> <p>Aim of this exercise is to encourage students to recognise consent as something we use all the time in all aspects of our life. We understand that if we want something then we would need to be the person to ask, and we know if somebody is unsure or doesn't want to agree to what we've asked. Sexual consent isn't any different to all the non-sexual activities and circumstances where we ask for consent and respect the decision or where we know someone is unable or isn't free to consent.</p> <p>So if this is the case, ask students how come lots of people seem confused about what sexual consent means? Take some answers from them and use this as a way to lead into the rape myth quiz answers.</p>
<p>MAIN ACTIVITY 1</p> <p>Rape Myth Quiz: Answers</p> <p>[15 minutes]</p>	<p>Ask students if they remember completing the rape myth quiz last week. Explain to students that there are lots of myths that exist in our society about rape, sexual assault, abuse and consent. We rarely have the chance to hear the truth and facts, and so that can leave us thinking and believing that the myths we have heard maybe the facts.</p> <p>Let students know that you will read through each statement from the rape myth quiz last week and let them know if the statement is true or false, i.e. is it a myth or fact.</p> <p>Note: You will need to have already calculated the percentage of students who got each statement right, before delivering this activity.¹⁶</p> <p>Read through the first statement;</p> <p><i>'Men aren't able to stop once they reach a certain point during sex.'</i></p> <p>Ask students how many young people they think believe this statement to be true?</p> <p>Let students know the CORRECT answer (true or false) and then let them know the percentage of people in their group</p>

¹⁶ We are interested in collating as many responses from the quiz as possible to help further understand the particular myths young people are most likely to believe. If you would like to participate please forward the results from your class to the test (percentages) to training.coordinator@rasasc.org.uk.

	<p>who got this RIGHT – this is to emphasise how much they know is correct and to also show the group that there are often lots of people who don't believe rape myths.</p> <p>Repeat the steps above for each of the statements, using the information on the rape myth quiz answer sheet (pp. 70 – 71) to help clarify and gently challenge any rape myths.</p> <p>When you have discussed each of the statements, introduce the term 'victim blaming' with the group. Ask them if they have heard of this before and if they know what it means. Explain that this term is used when survivors of rape, sexual assault or abuse are blamed in some way for how someone else chose to treat them. Explain that these myths are also a tactic used to take the blame away from the perpetrator and excuse what they chose to do.</p> <p>Let students know that there may be other myths that they have heard of which we haven't mentioned today, however the most important thing to remember is that whatever the circumstances, no one ever deserves or is ever to blame for being raped, sexually assaulted or abused –it is NEVER the survivors fault. The responsibility both ethically and legally, always lies with the perpetrator.</p>
<p>MAIN ACTIVITY 2</p> <p>Video 1: Monique</p> <p>[20 minutes]</p>	<p>Let students know over the remaining 4 sessions we are going to look at some films to think about what consent, capacity and freedom might mean in practice. Explain that the people in these films are actors, what they are saying is not a real story for them, however the events they are talking about are based on real experiences had by people your age.</p> <p>Go back to the legal definition of consent, circle capacity, and let the students know that for the rest of the lesson we will be focusing on this aspect of the definition today.</p> <p>Introduce film. The first film we will look at is Monique.</p> <p>Show film MONIQUE</p> <p>https://vimeo.com/137378388</p>

Ask the class:

- What do you think about what Monique has said?

Common student responses:

- That's rape
- She shouldn't have been drinking that much
- She shouldn't have been at the club/drinking, she's too young
- How does she know she had sex?

Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any victim-blaming attitudes.

Ask students to put their hands up if they think the man got consent from Monique. Ask students with their hands up 'How do you know?'

Possible responses:

- You don't really know because she can't remember
- She might be lying
- He might have been drunk too

Ask students to raise their hands if they think what Monique described was rape. Ask students with their hands up 'How do you know?'

Ask if anyone is unsure.

Ask students to remember what was learnt in lesson one about the legal definition of consent (referring to flipchart/board) how would that apply here?

Was Monique able to give consent?

Refer to film background information for Monique (p. 21), for

information on reasons Monique was unable to consent and how this relates to the legal definition of consent.

How might Monique feel about what happened?

Some responses may include; scared, confused, ashamed, feels to blame, not sure who she can tell or talk to about it.

What would she need from anyone she told?

Ensure responses include; belief, empathy, sensitivity, kindness, someone to listen and not judge her.

To expand students understanding of capacity, ask if they can think of any other situations where someone would not have the capacity to give their consent to any sexual activity.

- **Age** – the legal age to have sex is 16 years old, however children under the age of 13 cannot legally consent to any sexual activity at all and is therefore rape.
- **Medical/physical disability** - s/he suffers from a medical condition which limits their ability to consent or communicate consent;
- **Mental health or learning disability** - s/he has a mental health problem or learning disabilities
- **Asleep or unconscious**

PLENARY/
ASSESSMENT
FOR AND OF
LEARNING

Briefly sum up the lesson reinforcing the following messages;

- Capacity to consent means being aware and having a clear understanding of what you are agreeing to.
- There are situations where someone does not have the capacity to consent to any sexual activity;
 - Drunk or high on drugs
 - Under the age of 13

	<ul style="list-style-type: none"> - Asleep or unconscious - Physical disability or medical condition that restrict ability to consent or to communicate consent - Mental health and learning disability restricts ability to consent or to communicate consent <ul style="list-style-type: none"> • It is the person seeking consent who is responsible for ensuring that consent is given and that a person had capacity to consent. • No one ever deserves or asks to be raped, sexually assaulted or abused and as such it is never the survivors fault • Important to understand our role as bystanders can be to challenge the myths of rape and abuse and instead start to talk about the facts, placing responsibility for rape and abuse on the perpetrator and not the survivor <p>Remind students about specialist support services available where they can find out more or seek out support;</p> <p>Rape Crisis National Helpline - 0808 802 9999 Women and Girls aged 14 years and over. www.rapecrisis.org.uk</p> <p>Childline – 0800 11 11 www.childline.org.uk</p> <p>This is Abuse www.thisisabuse.direct.gov.uk</p>
<p>EXTENSION ACTIVITIES</p> <p>HOME LEARNING</p>	<p>Ask pupils to create a poster campaign about capacity to consent to be displayed in the toilets of a nightclub. To consider: would they put the same poster in the men’s and women’s toilets (why/why not)? What are the key messages they want to get across? To remember legal definition focus is on getting not on giving consent.</p>

Lesson Three

Consent and Gender

<p>CONTEXT AND OVERVIEW</p>	<p>Building on learning from lesson two, this lesson will invite young people to consider the legal definition of consent, focusing particularly on the freedom to consent part of the statutory definition of consent. To explore someone’s freedom to consent in context, this lesson uses the second and third videos out of the 6 videos in this programme. The two videos shown in this lesson are of Kate and Gavin.</p> <p>Students will also have the opportunity to explore coercion and pressure in relation to sexual activity, gaining a better understanding of how coercive tactics restrict someone’s freedom to choose. This lesson will also explore the different ways we communicate consent, whether verbally, non-verbally, facial expressions and through our body language.</p>
<p>LEARNING OBJECTIVES</p>	<p>“We are learning what is meant by freedom to consent and how coercion restricts someone’s freedom to choose.”</p>
<p>INTENDED LEARNING OUTCOMES</p>	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> - I can explain what freedom to consent means - I can explain what coercion means and understand that pressuring someone restricts their freedom to choose - I understand it is never okay to pressure someone to do anything sexual at any time and that it isn’t okay for someone to pressure me - I know that someone doesn’t have to verbally say no to refuse sex; people communicate in different ways and I am aware of verbal, non-verbal, facial expressions and body language cues
<p>KEY WORDS</p>	<p>Freedom to consent; coercion, pressure, gender,</p>
<p>RESOURCES REQUIRED</p>	<p>Internet enabled computer with sound Projector Coercion Scenarios</p>

<p>CLIMATE FOR LEARNING</p>	<p>Before beginning ensure you have read the guidelines for delivery on pages 10 – 13 of this document. Make sure you understand your safeguarding procedure and share the limits of your confidentiality/safeguarding responsibilities with students at the start of session.</p> <p>Also ensure you are familiar with the law around rape and consent (pp 15 – 18), particularly around the circumstances someone would not legally have the freedom to consent. As a reminder please also be aware that the law clearly states that it is the person seeking consent who is responsible for ensuring that consent is given and that a person was free to choose and said yes because they wanted to. Where someone is unsure if a person is free to consent, they should assume they can't.</p> <p>Establish a safe learning environment. Recap and agree group ground rules from Lesson One, including a reminder of confidentiality and safeguarding responsibilities at start of session.</p> <p>Facilitators are to re-emphasise this is a sensitive and emotive topic. Remind students that they are in control of how much they participate and that it's important for students to take care of themselves during the lesson.</p> <p>Ensure information regarding support organisations including Rape Crisis and male survivor organisations are clearly visible within the learning environment. This can include posters of your nearest organisations, or website addresses on whiteboards. Posters can be made available by contacting your nearest Rape Crisis Centre www.rapecrisis.org.uk.</p>
<p>STARTER ACTIVITY</p> <p>Re-cap</p> <p>[5 minutes]</p>	<p>Introduce the lesson by explaining this is the third of five lessons where will be exploring the meaning of consent, both in law and in practice. Share the objectives and intended learning outcomes for lesson 3 with the group.</p> <p>Ask students if they can remember the legal definition of rape and of consent from last week. Should remember more of this now. May need to prompt, write legal definition of rape and consent on flipchart.</p>

Ask students what they remember capacity to consent means.

Being informed and fully aware with a clear understanding of what you are agreeing to.

When will someone not have the capacity to consent to anything sexual?

- *Drunk or high on drugs*
- *Under the age of 13*
- *Asleep or unconscious*
- *Physical disability or medical condition that restrict ability to consent or to communicate consent*
- *Mental health and learning disability restricts ability to consent or to communicate consent*

Ask students: Who is responsible for rape, sexual assault or abuse happening?

Perpetrator

MAIN ACTIVITY 1

Video 2: Kate

[10 minutes]

Let students know that we'll be looking at two films today.

Remind students the people in these films are actors, what they are saying is not a real story for them, however the events they are talking about are based on real experiences had by people your age.

Go back to the legal definition of consent, **circle freedom**, and let the students know that for the rest of the lesson we will be focusing on this aspect of the definition today.

Introduce film. The first film we will look at today is Kate.

Show film KATE

<https://vimeo.com/137378393>

Ask the class:

- What do you think about what Kate has said?

Common student responses:

- That's rape
- She could have just left
- She said she wore her top because her boobs looked good
- She should have just told them no

Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any victim-blaming attitudes.

Ask students to put their hands up if they think the boys got consent from Kate. Ask students with their hands up 'How do you know?'

Possible responses:

- She didn't say no
- She went along with it

Ask students to raise their hands if they think what Kate described was rape. Ask students with their hands up 'How do you know?'

Ask if anyone is unsure.

Ask students to remember what was learnt in lesson one about the legal definition of consent (referring to flipchart/board) how would that apply here?

Did Kate have the freedom to choose and give consent?

Refer to film background information for Kate (p. 21), for information on reasons Kate was unable to consent and how this relates to the legal definition of consent.

How might Kate feel about what happened?

Some responses may include; scared, confused, ashamed, humiliated, feels to blame, not sure who she can tell or talk to

	<p>about it.</p> <p>What would she need from anyone she told?</p> <p>Ensure responses include; belief, empathy, sensitivity, kindness, someone to listen and not judge her.</p>
<p>MAIN ACTIVITY 2</p> <p>Video 3: Gavin</p> <p>[10 minutes]</p>	<p>Introduce film. Let students know we are now going to look at a second film which is the about what has just happened to Kate, but from one of the boys perspectives.</p> <p>Show film GAVIN</p> <p>https://vimeo.com/137378394</p> <p>Ask the class:</p> <ul style="list-style-type: none"> - What do you think about what Gavin has said? - Has your opinion changed? Do you still think what happened was rape? <p>Common student responses:</p> <ul style="list-style-type: none"> ○ He was pressured by his friends ○ He didn't want to do it - he's a victim too ○ It's still rape ○ He could have just left <p>Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any attitudes excusing what Gavin did.</p> <p>Ask students to put their hands up if they think Gavin raped Kate. Ask students with their hands up 'How do you know?'</p> <p>Possible responses:</p>

- He knew she didn't want to
- He didn't ask her directly
- He was blackmailing her

Ask students that because Gavin didn't want to do it, if they think that this changes what happened to Kate and how she feels.

Ask if anyone is unsure.

Ask students what they think Gavin could have done instead.

Possible responses:

- Not rape Kate
- Challenge his friends and tell them to stop
- Leave and get some help

Ask students to remember what was learnt in lesson one and two about the legal definition of consent (referring to flipchart/board) how would that apply here?

Did Gavin actively seek consent from Kate?

Refer to film background information for Gavin (p.22) and for Kate (p. 21), for information on reasons Gavin did not seek consent from Kate and how this relates to the legal definition of consent.

Let students know that we will be exploring some other situations that restrict a person's freedom to choose in the next lesson.

MAIN ACTIVITY 3

Coercion and Gender

[20 minutes]

Gender Discussion (10 minutes)

Introduce the next topic by saying to students that we will now talk about another way that our freedom to choose can be restricted – and that is through coercion.

Ask students if they know what coercion means – pressure.

Explain that one thing that was very similar in both Kates and Gavin's stories of what happened, was pressure. They were both pressured in different ways to do different things with very different consequences and impacts.

Have two pieces of flip chart paper up on the wall – one for boys and one for girls.

Hand out some packs of coloured post-it notes to the group.

Ask the boys to write down one thing on each post-it note that other boys or girls might say or do to make boys feel pressured to do something they don't want to.

Ask the girls to write down one thing on each post-it note that other boys or girls might say or do to make girls feel pressured to do something they don't want to.

Give students some guidance by asking them to consider what names someone might be called to specifically embarrass or humiliate boys. Are these the same for girls?

When they have a couple of post-it notes, they can come and stick them up on the flip chart paper.

Go through each flipchart paper and facilitate a discussion around the gendered differences in the ways boys and girls are pressured and how these link into gender stereotypes and create double standards for boys and girls around sexual behaviour;

- boys are much more likely to experience homophobic bullying and pressure to prove their masculinity, i.e. gay, pussy, faggot, moist, etc. Often boys feel pressured to be having sex all the time and using sexual activity as a way of proving their masculinity to their peers and receiving ratings.
- girls are much more likely to have their sexual behaviour monitored and policed, being labelled as either too frigid or too promiscuous, i.e. slag, slut, sket, 'ho', tease, frigid, etc. Often girls experience high levels of pressure from boys to engage in sexual activity and then to be shamed if they do and/or if they don't.

Ask students if they think this is equal?

As part of this discussion, you can also refer back to lesson one and the discussion around who is responsible for getting and giving consent. The messages that boys often receive is that expressing their sexuality is a good thing and this is just boys being boys (hence the expectation that boys initiate sex and are the seekers of consent).

The message that girls are often given is that expressing their sexuality is a bad thing and where girls do express their sexuality, experience a lot of shaming and humiliations (hence the expectation that girls are the gatekeepers of sex).

Important to re-emphasise that as human beings, both men and women have a sexual identity and the freedom to choose how to express this. Both men and women can and do initiate sex and both men and women can and do choose whether or not they want to have sex.

Important as the teacher to challenge the sexual bullying behaviour and underlying gender double standards, attitudes and beliefs which support it.

Role Play Exercise – Coercion (10 minutes)

Ask for two volunteers from the group – one person to be the person pressuring and the other person being the one resisting. Give each person a card explaining what role they will be playing. Please refer to coercion scenarios (p. 77).

Scenario:

Person A and Person B are good friends and have made plans to go to the cinema. Person A no longer wants to go and has to let person B know without using the word NO. Person B really wants to go and needs to convince person A to go with them.

After the role play ask the group to give the volunteers applause.

Ask the group if person A wanted to go the cinema?

Ask the group if person B knew that person A didn't want to go?

How did person B know, if person A never said no?

Answers could include, person A made excuses, body language, person B kept asking, etc.

Ask the group what tactics did person B use to get person A to go with them?

Answers can include, guilt tripping, emotional blackmail, persuasion, kept asking, etc.

Discuss with person B how it felt to be the person keeping asking and with Person A how it felt to be the person who was trying to say no.

Also ask, how it was for those watching. Did person A care about person B? Did it matter what the other person wanted?

Ask group if person A would have eventually said okay then I'll go with you; did they really want to go?

Link this into coercion with sex and how one of the big myths round consent is that unless you say no it's not rape and you have consented to whatever happens. This is not true. Lots of different things mean no.

Also important to refer back to lesson two where we discussed how we make and understand refusals all the time in our everyday life – sex is no different and the idea that someone would make a mistake and rape or not know the other person didn't want to is just incorrect.

Emphasise that coercion is the use of threats, intimidation, and manipulation or lies to get someone to do what you want them to do.

If you are being coerced you do not have the freedom to give consent. If someone cared about you they would not try to coerce you into doing something you don't want to do.

The message we want to give about consent is that consent means you are doing things because YOU want to and you must check that the other person/s is/are doing things because THEY want to, not because something or someone

	<p>is pressuring them one way or the other.</p> <p>Ask students how do you know if someone wants to do something? <i>Answers can include; verbal consent, body language, actions, and reciprocity.</i></p> <p>Anything less than an enthusiastic yes is a no.</p>
<p>PLENARY/ ASSESSMENT FOR AND OF LEARNING</p>	<p>Briefly sum up the lesson reinforcing the following messages;</p> <ul style="list-style-type: none"> • A person is only free to consent if nothing bad would happen to them or anyone else if they said they didn't want to • Coercion means pressuring someone and can include the use of threats, intimidation, and manipulation or lies to get someone to do what you want them to do. • Coercing or pressuring someone restricts their freedom to choose. • It is never okay to pressure someone into doing anything sexual that they don't want to, just as it is never okay for someone to pressure you into doing something you don't want to do • It is the person seeking consent who is responsible for ensuring that consent is given freely and that a person is saying yes because they want to <p>Remind students about specialist support services available where they can find out more or seek out support;</p> <p>Rape Crisis National Helpline - 0808 802 9999 Women and Girls aged 14 years and over. www.rapecrisis.org.uk</p> <p>Childline – 0800 11 11 www.childline.org.uk</p>

	<p>This is Abuse www.thisisabuse.direct.gov.uk</p>
<p>EXTENSION ACTIVITIES</p> <p>HOME LEARNING</p>	<p>Ask pupils to create a poster campaign about sexual bullying to be displayed around school. To consider: would they put the same message for boys and girls (why/why not)? What are the key messages they want to get across? To remember important to focus is on challenging the abusive behaviour.</p>

Lesson Four

Freedom to Consent

<p>CONTEXT AND OVERVIEW</p>	<p>Building on learning from lesson three, this lesson will invite young people to consider the legal definition of consent, gaining a deeper understanding of the freedom to consent part of the statutory definition of consent. To explore someone’s freedom to consent in more detail, this lesson uses the fourth and fifth videos out of the 6 videos in this programme. The two videos shown in this lesson are of Chelsea and Sabrina.</p>
<p>LEARNING OBJECTIVES</p>	<p>“We are gaining a deeper understanding of what is meant by freedom to consent”</p>
<p>INTENDED LEARNING OUTCOMES</p>	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> - I understand what freedom to consent means - I understand that everyone has the right to change their mind at any time and that this must be respected - I know that I can never ‘assume’ someone is consenting or purposefully seek to make someone vulnerable or mislead them into engaging in any sexual activity - I understand that legally and ethically it is the person’s responsibility who is seeking consent to ensure someone is free to choose and is making their choice because they want to
<p>KEY WORDS</p>	<p>Freedom to consent, exploitation, power, control,</p>
<p>RESOURCES REQUIRED</p>	<p>Internet enabled computer with sound Projector</p>
<p>CLIMATE FOR LEARNING</p>	<p>Before beginning ensure you have read the guidelines for delivery on pages 10 – 13 of this document. Make sure you understand your safeguarding procedure and share the limits of your confidentiality/safeguarding responsibilities with students at the start of session.</p> <p>Also ensure you are familiar with the law around rape and consent (pp 15 – 18), particularly around the circumstances someone would</p>

	<p>not legally have the freedom to consent. As a reminder please also be aware that the law clearly states that it is the person seeking consent who is responsible for ensuring that consent is given and that a person was free to choose and said yes because they wanted to. Where someone is unsure if a person is able to consent, they should assume they can't.</p> <p>Establish a safe learning environment. Recap and agree group ground rules from Lesson One, including a reminder of confidentiality and safeguarding responsibilities at start of session.</p> <p>Facilitators are to re-emphasise this is a sensitive and emotive topic. Remind students that they are in control of how much they participate and that it's important for students to take care of themselves during the lesson.</p> <p>Ensure information regarding support organisations including Rape Crisis and male survivor organisations are clearly visible within the learning environment. This can include posters of your nearest organisations, or website addresses on whiteboards. Posters can be made available by contacting your nearest Rape Crisis Centre www.rapecrisis.org.uk.</p>
<p>STARTER ACTIVITY</p> <p>Re-cap</p> <p>[5 minutes]</p>	<p>Introduce the lesson by explaining this is the fourth of five lessons where we will be exploring the meaning of consent, both in law and in practice. Share the objectives and intended learning outcomes for Lesson Four with the group.</p> <p>Ask students if they can remember the legal definition of rape and of consent from last week. This should be embedded by now. Write legal definition of rape and consent on flipchart.</p> <p>Ask students what they remember freedom to consent means.</p> <p><i>A person is only free to consent if nothing bad would happen to them or anyone else if they said no</i></p> <p>Who is responsible for ensuring someone is free and has the capacity to consent to any sexual activity?</p> <p><i>The person seeking consent from someone.</i></p>
<p>MAIN</p>	<p>Let students know that we'll be looking at two films today to</p>

ACTIVITY 1

**Video 4:
Chelsea**

[20 minutes]

explore freedom to consent in more detail. Remind students the people in these films are actors, what they are saying is not a real story for them, however the events they are talking about are based on real experiences had by people your age.

Go back to the legal definition of consent, **circle freedom** and let the students know that for the rest of the lesson we will be focusing on getting a deeper understanding of the definition today.

Introduce film. The first film we will look at today is Chelsea.

Show film CHELSEA

<https://vimeo.com/138067739>

Ask the class:

- What do you think about what Chelsea has said?

Common student responses:

- That's rape
- It was rape the first time but then she went back and so it isn't then
- She said yes
- She should have just told him no and left

Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any victim-blaming attitudes.

Ask students to put their hands up if they think the man got consent from Chelsea. Ask students with their hands up 'How do you know?'

Possible responses:

- She said yes

- She went back when she knew the situation

Ask students to raise their hands if they think what Chelsea described was rape. Ask students with their hands up 'How do you know?'

Ask if anyone is unsure.

Ask students to remember what was learnt in the past 3 lessons about the legal definition of consent (referring to flipchart/board) how would that apply here?

Did Chelsea have the freedom to choose and give consent?

Did Chelsea have the capacity to choose and give consent?

Refer to film background information for Chelsea (p. 23), for information on reasons Chelsea was unable to consent and how this relates to the legal definition of consent.

How might Chelsea feel about what happened?

Some responses may include; scared, trapped, ashamed, humiliated, feels to blame, not sure who she can tell or talk to about it.

What would she need from anyone she told?

Ensure responses include; belief, empathy, sensitivity, kindness, someone to listen and not judge her.

Ask the class, if and how they think this would be different if Chelsea was a boy?

Common student responses:

- That's gay
- It was rape
- That's disgusting
- It's worse for boys

It will be important at this point to challenge homophobic attitudes

and beliefs that arise. Where possible, this is best delivered alongside a programme that focusses specifically on homophobic bullying in schools.

Ask students, how might a boy feel about what happened?

Some responses may include; scared, trapped, ashamed, humiliated, feels to blame, not sure who she can tell or talk to about it.

Important to emphasise here that whether male or female, it can be equally scary and traumatic to experience rape or sexual abuse and while there may be some different impacts and barriers for boys and girls to speaking out and telling someone – these are no worse for boys or girls. Important to understand that it isn't easier for girls to tell someone than it is for boys – it isn't easy for anyone to speak out and the effects of rape and abuse can stay with someone (male or female) for a very long time.

What would he need from anyone he told?

Ensure responses include; belief, empathy, sensitivity, kindness, someone to listen and not judge him.

**MAIN
ACTIVITY 2**

**Video 5:
Sabrina**

[20 minutes]

Introduce film. Let students know we are going to look at the second film which is about Sabrina.

Show film Sabrina

<https://vimeo.com/137372695>

Ask the class:

- What do you think about what Sabrina has said?

Common student responses:

- o That's sex
- o She agreed

- She shouldn't have lied to him

Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any victim-blaming attitudes.

Ask students to put their hands up if they think Amir got consent from Sabrina. Ask students with their hands up 'How do you know?'

Possible responses:

- She agreed to kiss his penis
- She didn't say no

Ask students to raise their hands if they think what Sabrina described was rape. Ask students with their hands up 'How do you know?'

Ask if anyone is unsure.

Ask students to remember what was learnt in the past 3 lessons about the legal definition of consent (referring to flipchart/board) how would that apply here?

Did Sabrina have the freedom to choose and give consent?

Refer to film background information for Sabrina (p. 24), for information on reasons Sabrina did not consent and how this relates to the legal definition of consent.

How might Sabrina feel about what happened?

Some responses may include; scared, confused, embarrassed, humiliated, feels to blame, not sure about what happened, who she can tell or talk to about it.

What would she need from anyone she told?

Ensure responses include; belief, empathy, sensitivity, kindness,

someone to listen and not judge her.

Ask the class if and how this would be different if Sabrina and Amir were having a sexual relationship and had done things together before?

Common student responses:

- If they've done it before then it's okay
- She knows she can just say no
- You can't be raped if you're in a relationship
- It doesn't matter if they've done it before – you still need permission

Aim of this question is to encourage students to explore whether they think someone can be raped by their partner in a relationship and if they think once someone has consented to sex with someone once, that this means they've consented forever.

Important to emphasise to students that consent is **not ongoing** – it doesn't matter if you've had sex with the same person many times before - consent needs to be sought and negotiated every time you have sex and also during sex as you start to do different things., i.e. just because someone agrees to one sexual act, doesn't mean they are agreeing to everything else too. Let students know that they don't have the right to someone's body and no one has the right to your body without your permission.

To expand students understanding of freedom, ask if they can think of any other situations where someone would not be free to give their consent to any sexual activity.

- they were being threatened or intimidated
- they felt forced into making a decision because they didn't feel they could do anything else
- they are being blackmailed e.g. using images or social sabotage
- there is a power imbalance between two people, i.e. because of age, status or some kind of dependency (i.e. drug use,

	financial control).
<p>PLENARY/ ASSESSMENT FOR AND OF LEARNING</p>	<p>Briefly sum up the lesson reinforcing the following messages;</p> <ul style="list-style-type: none"> • A person is only free to consent if nothing bad would happen to them or anyone else if they said they didn't want to • There are situations where someone does not have the freedom to consent to any sexual activity; <ul style="list-style-type: none"> - they are being threatened or intimidated - they felt forced into making a decision because they didn't feel they could do anything else - they are being blackmailed e.g. using images or social sabotage - there is a power imbalance between two people, i.e. because of age, status or some kind of dependency (i.e. drug use, financial control) • Consent is not ongoing - consent needs to be sought and negotiated every time you have sex and also during sex as you start to different things • It is the person seeking consent who is responsible for ensuring that consent is given freely and that a person is saying yes because they want to <p>Remind students about specialist support services available where they can find out more or seek out support;</p> <p>Rape Crisis National Helpline - 0808 802 9999 Women and Girls aged 14 years and over. www.rapecrisis.org.uk</p> <p>Childline – 0800 11 11 www.childline.org.uk</p> <p>This is Abuse www.thisisabuse.direct.gov.uk</p>

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Ask pupils to create an idea for a social media campaign about freedom to consent. To consider: What are the key messages they want to get across? To remember legal definition focus is on getting consent and ensuring someone is free to choose.

Lesson Five

Giving and Getting Consent

<p>CONTEXT AND OVERVIEW</p>	<p>Building on learning from lesson four, this final lesson will invite young people to bring together their knowledge and understanding of legal definition of consent, revisiting the meaning of <i>giving and getting consent</i>. To explore how to negotiate consent in context, this lesson uses the final video out of the 6 videos in this programme. The final video shown in this lesson is Kelly and has been made as a debrief video to highlight an example of negotiating consent, i.e. giving and getting, whilst being free and able to choose.</p> <p>Students will also have the opportunity to explore what qualities and behaviours are respectful in an equal, consenting and safe relationship.</p>
<p>LEARNING OBJECTIVES</p>	<p>“We are gaining a deeper understanding of what is meant by giving and getting enthusiastic consent”</p>
<p>INTENDED LEARNING OUTCOMES</p>	<p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> - I can explain what enthusiastic consent means and why it is so important - I understand that everyone has the right to change their mind at any time and that this must be respected - I understand that consensual sex is relational (about both giving and getting), based on mutual respect, communication and reciprocity. - I know what qualities and behaviours are respectful in a relationship
<p>KEY WORDS</p>	<p>Negotiating consent, capacity, freedom, respectful relationship, enthusiastic consent</p>
<p>RESOURCES REQUIRED</p>	<p>Internet enabled computer with sound Projector Flipchart Paper Marker Pens Blu-tac</p>

<p>CLIMATE FOR LEARNING</p>	<p>Before beginning ensure you have read the guidelines for delivery on pages 10 – 13 of this document. Make sure you understand your safeguarding procedure and share the limits of your confidentiality/safeguarding responsibilities with students at the start of session. Also ensure you are familiar with the law around rape and consent (pp 15 – 18).</p> <p>As a reminder please also be aware that the law clearly states that it is the person seeking consent who is responsible for ensuring that consent is given and that a person was free to choose and said yes because they wanted to. Where someone is unsure if a person is able to consent, they should assume they can't.</p> <p>Establish a safe learning environment. Recap and agree group ground rules from Lesson One, including a reminder of confidentiality and safeguarding responsibilities at start of session.</p> <p>Facilitators are to re-emphasise this is a sensitive and emotive topic. Remind students that they are in control of how much they participate and that it's important for students to take care of themselves during the lesson.</p> <p>Ensure information regarding support organisations including Rape Crisis and male survivor organisations are clearly visible within the learning environment. This can include posters of your nearest organisations, or website addresses on whiteboards. Posters can be made available by contacting your nearest Rape Crisis Centre www.rapecrisis.org.uk.</p>
<p>STARTER ACTIVITY</p> <p>Re-cap</p> <p>[10 minutes]</p>	<p>Introduce the lesson by explaining this is the final lesson where we will be exploring the meaning of consent, both in law and in practice. Share the objectives and intended learning outcomes for lesson 5 with the group.</p> <p>Ask students if they can remember the legal definition of rape and of consent from the past weeks. This should be embedded by now. Write legal definition of rape and consent on flipchart.</p> <p>Re-cap what freedom and capacity to consent means – ask students what these mean as this should be embedded by now.</p>

Ask students what they remember capacity to consent means.

Being informed and fully aware with a clear understanding of what you are agreeing to.

When will someone not have the capacity to consent to anything sexual?

- *Drunk or high on drugs*
- *Under the age of 13*
- *Asleep or unconscious*
- *Physical disability or medical condition that restrict ability to consent or to communicate consent*
- *Mental health and learning disability restricts ability to consent or to communicate consent*
-

Ask students what they remember freedom to consent means.

A person is only free to consent if nothing bad would happen to them or anyone else if they said no

When might someone's freedom be restricted and therefore mean they are not free to choose?

- *they are being threatened or intimidated*
- *they felt forced into making a decision because they didn't feel they could do anything else*
- *they are being blackmailed e.g. using images or social sabotage*
- *there is a power imbalance between two people, i.e. because of age, status or some kind of dependency (i.e. drug use, financial control)*

Who is responsible for ensuring someone is free and has the capacity to consent to any sexual activity?

The person seeking consent from someone.

Who is responsible for rape, sexual assault or abuse happening?

Perpetrator

Who is definitely not to blame in any situation for rape, sexual

	<p>assault or abuse happening?</p> <p><i>The Survivor – person who was raped or sexually abused.</i></p>
<p>MAIN ACTIVITY 1</p> <p>Video 6: Kelly</p> <p>[10 minutes]</p>	<p>Introduce film. Let students know we are going to look at the final film, exploring consent.</p> <p>Show film Kelly (FILM FIVE)</p> <p>https://vimeo.com/138067899</p> <p>Ask the class:</p> <ul style="list-style-type: none"> - What do you think about what Kelly has said? <p>Common student responses:</p> <ul style="list-style-type: none"> ○ That's sex ○ They were both happy with what was happening ○ They'd spoken about it together <p>Listen to the responses and generate peer discussion. Ask the class if they agree/disagree with what different students are saying. Wait and see if students will challenge each other regarding any victim-blaming attitudes.</p> <p>Ask students to put their hands up if they think the Eli got consent from Kelly.</p> <p>Ask students to put their hands up if they think the Kelly got consent from Eli. Ask students with their hands up 'How do you know?'</p> <p>Possible responses:</p> <ul style="list-style-type: none"> ● They agreed together ● Respected each other's boundaries ● Responded to body language

Ask students to raise their hands if they think what Kelly described was rape. Ask students with their hands up ‘How do you know?’

Ask if anyone is unsure.

Ask students to remember what was learnt in the past 3 lessons about the legal definition of consent (referring to flipchart/board) how would that apply here?

Did Kelly have the freedom to choose and give consent?

Did Kelly have the capacity to choose and give consent?

Refer to film background information for Kelly (p.25), for information on reasons Kelly and Eli had consent from each other and how this relates to the legal definition of consent.

Remind students that the key message about consent is that consent means you are doing things because YOU want to and you must check that the other person/s is/are doing things because THEY want to, not because they’re not able to consent or because something or someone is pressuring them one way or the other.

Ask students how do you know if someone wants to do something?

Answers can include; verbal consent, body language, actions, and reciprocity.

Anything less than an enthusiastic yes is a no.

Consent is based on mutual respect and equality and is one of the key elements of a respectful relationship and partner. We’re going to bring all the 4 lessons together now by looking at some other qualities and behaviours that are respectful in a relationship.

MAIN
ACTIVITY 2

**Respectful
Partner**

[10 minutes]

Ask students what they think the word ‘relationship’ means?

Explain we have lots of different types of relationships in our lives and we have a right to be treated with respect and equality in all of our relationships. No one has the right to be abusive or disrespectful to us, no matter who they are, i.e. family, friends, teachers, partners, bosses, etc. And, no matter what that person

	<p>may tell us, i.e. no one will believe you, it's your fault, may threaten you, etc. – there is support available and people you can speak to get some help.</p> <p>Explain that we're all different and some of us may not be interested or thinking about relationships right now and that's okay. Ask students to imagine for now though if they were going to have an intimate relationship with someone, boyfriend or girlfriend, what kind of person would they be and how would they treat them.</p> <p>Go round the room and get contributions from each person, writing them up on the board. Facilitators to help them by asking questions like are they jealous? Do they make you feel good about yourself? How are they around your friends? Do they care about you? Do they want what's best for you? Etc.</p> <p>Ensure by the end you have the following elements included highlighting that trust, honesty, equality and consent are key to a respectful partner and relationship;</p> <ul style="list-style-type: none"> • Respect & Trust • Supporting each other • Equality • Freedom • Honesty • Talking & listening to each other • Negotiation and compromise • Fun and laughter • Consent
<p>MAIN ACTIVITY 3</p> <p>Student's Pledge</p> <p>[15 minutes]</p>	<p>Ask students to work in small groups. The aim of the activity is for each group to create a student pledge, based on what they have learned about consent, respect and equality over the past five lessons. The pledge should include how they as individuals agree to treat themselves and others and can include;</p> <ul style="list-style-type: none"> - Recognise my own responsibility to seek consent and ensure the other person(s) are free and able to choose and consent - Respect my own and other people's right to choose and for that choice to be listened to and respected by others - Recognise that we are all equal and deserve to be treated

	<p>with respect and kindness</p> <ul style="list-style-type: none"> - Challenge rape myths and victim blaming attitudes - Be supportive and understanding to fellow peers, friends and family
<p>PLENARY/ ASSESSMENT FOR AND OF LEARNING</p>	<p>Briefly sum up the lesson reinforcing the following messages;</p> <ul style="list-style-type: none"> • Consent means you are doing things because YOU want to and you must check that the other person/s is/are doing things because THEY want to, not because they're not able to consent or because something or someone is pressuring them one way or the other. • Everyone has the right feel safe, respected and free to be themselves. • We each have the responsibility to ensure we are treating others with respect, equality and dignity and also have power as bystanders to challenge abusive/bullying behaviour and wider inequality within our society. • If someone is/has treated you in any way that leaves you feeling ashamed, scared, intimidated, manipulated or controlled then that's not okay - being abusive towards someone is never ok and serious consequences. • If you have experienced any kind of abuse or harassment it's not your fault and you don't have to cope alone. <p>Remind students about specialist support services available where they can find out more or seek out support;</p> <p>Rape Crisis National Helpline - 0808 802 9999 Women and Girls aged 14 years and over. www.rapecrisis.org.uk</p> <p>Childline – 0800 11 11 www.childline.org.uk</p> <p>This is Abuse www.thisisabuse.direct.gov.uk</p>

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Rape Myths: Quiz

Read the statements below and tick whether you think it is true or false.
Answers next week!

	TRUE	FALSE
Men aren't able to stop once they reach a certain point during sex.		
Rape only happens to certain women because of the way they dress, how much they drink and how they act.		
Only gay men are raped.		
Being raped by someone you know is not as bad as being raped by a total stranger.		
Women cannot legally rape men.		
You can't be raped by someone you are in a relationship with.		
You can change your mind and stop at any time during sex and say you don't want to continue.		
Women say they have been raped when they have not, because they want sympathy or revenge.		
Someone can always give their consent to sex, no matter how drunk they are.		
If someone didn't want to have sex they can always just say no		

Rape Myths: Answers and Ways to Challenge

	ANSWER
Men/boys aren't able to stop once they reach a certain point during sex.	FALSE
<p>How to challenge:</p> <p>This myth wrongly implies that men/boys are incapable of controlling themselves and suggests that rape is about someone 'losing' control.</p> <p>Ask group: a man is having sex and someone walks into the room, do you think he would be able to stop?! Definitely! Both men and women are able to stop a sexual encounter regardless of the 'stage' they have reached. It is insulting to men/boys to say that they are unable to stop and incapable of controlling themselves.</p> <p>Also important at this point to reiterate what was learned in Lesson One, i.e. how rape and sex are two very different things and rape is not about sex or relationships. Rape is not about a loss of control, it is very much about being in total control and wanting to feel dominant by asserting their power.</p>	
Rape only happens to certain women/girls because of the way they dress, how much they drink and how they act.	FALSE
<p>How to challenge:</p> <p>This myth wrongly implies that women/girls who are raped 'provoke' or 'ask for it' in some way by what they are wearing, how they are acting and/or that they had been drinking. This myth wrongly suggests that women/girls are responsible in some way for being raped. This myth also ties in with the myth that men/boys can't control themselves and that rape is about sexual desire. These are all excuses for rape.</p> <p>The majority of men/boys would not rape a woman/girl regardless of what she is wearing or how she is behaving. This myth silences survivors of rape by wrongly blaming them for what someone else chose to do.</p> <p>It is also a myth that is often perpetuated in relation to women and girls specifically, i.e. policing what women/girls 'should' and 'shouldn't' wear, how girls 'should' and 'shouldn't' behave and is an example of gender double standards that will be explored in future lessons.</p> <p>It is important to emphasise that no one, whether male or female, ever asks for or deserves to be raped – it is never that person's fault. The choice to rape and the responsibility for rape always lies with the perpetrator.</p>	

Only gay men are raped.	FALSE
<p>How to challenge:</p> <p>Rape is not about sex or sexual desire; it is about power and control and has nothing to do with sexuality and consequently men who rape other men often identify as heterosexual. Rape is used to assert power and for some rapists the most power they can feel is to control someone they see as having power – other men.</p> <p>This myth is harmful and silences male survivors who might face additional barriers around speaking out due to fears over homophobia and gendered social expectations around masculinity.</p>	
Being raped by someone you know is not as bad as being raped by a total stranger.	FALSE
<p>How to challenge:</p> <p>There is no hierarchy of sexual violence which makes some rapes ‘less’ scary or harmful. Rape is harmful whether it is committed by a total stranger or by someone we know and any rape can have devastating effects on someone’s life. There is no one-size fits all response to rape. Everyone is different and you cannot judge how someone ‘should’ be responding. For someone who is raped by someone that they once trusted, they can also experience the loss of trust and betrayal of that person.</p> <p>Ask students if they think someone is most likely to be raped by a stranger or someone they know? Answer is someone they know - 92% of rapists are known to the person they rape. They can be friends, relatives, boyfriends, ex-husbands, neighbours, work colleagues, fellow students, or the ‘nice guy’ you met in a club or bar.</p>	
Women cannot legally rape men.	TRUE
<p>How to challenge:</p> <p>Refer back to legal definition of rape students learned last week reiterating that both men and women can experience rape, yet rape is a specific crime which in UK law only men can commit. This is because it involves penetration with a penis.</p> <p>Emphasise there are a number of other crimes under UK law for other types of sexual offences, for example both men and women can commit sexual assault and sexual assault by penetration with an object. An ‘object’ in this case can include fingers. At this point students may feel this is still unfair (particularly boys) and often believe that sexual assault is not as serious as rape – important to reiterate that there is no</p>	

<p>hierarchy of sexual offences and any sexual offence committed by men or women against both men and women is serious and can have a devastating effect on someone's life. In UK law they are taken as seriously and the sentencing guidelines for sexual assault and rape are the same.</p> <p>Students may still challenge at this point and it can be helpful to ask them if they think the statistics on how many men/women commit sexual offences against other men/women would be different if women could rape men under law? Usually they say no at this point and it can be useful to explore how acts of sexual violence are defined as a gendered crime because it is a crime that significantly affects more women/girls in our society and across the world in comparison to men, with the majority of perpetrators of this crime being male. Recent statistics suggest that 86,000 women and around 10,000 men reported their rape in 2012, and around 400,000 women reported experiencing sexual assault.</p>	
<p>You can't be raped by someone you are in a relationship with.</p>	<p>FALSE</p>
<p>How to challenge:</p> <p>This myth wrongly suggests that if you are in a relationship and/or married to someone that you have automatically given your consent to sexual activity with that person forever. Refer back to the legal definition of consent from lesson one and emphasise how consent is not ongoing – consent has to be sought every time someone wants to initiate sex. Being in a relationship with someone does not change that we all have the right and freedom to choose who and when we have sex. No one has the right to access to your body without your permission and we don't have the right to another person's body without their permission.</p>	
<p>You can change your mind and stop at any time during a sex and say you don't want to continue.</p>	<p>TRUE</p>
<p>How to challenge:</p> <p>Everyone has the right to change their mind at any time and it is important that this choice is respected. If someone changes their mind during sex or any sexual activity and the other person ignores this and continues – this is no longer consensual sex as consent has been withdrawn.</p>	
<p>Women say they have been raped when they have not, because they want sympathy or revenge.</p>	<p>FALSE</p>
<p>How to challenge:</p>	

Ask students whether they think it would be easy or difficult to tell someone.

Ask students – do women who report get sympathy? Very often more likely to get blamed. Because of what we know about how survivors are treated in the media and society, the idea that rape is used in this way doesn't add up. It can be helpful at this point to explore with students how girls particularly are treated by others in school if they were to disclose they had been sexually assaulted, raped or abused – often girls experience high levels of bullying from other students and important to challenge this behaviour with students highlighting that someone would need our understanding and support.

Where there are false allegations, the media report every single case, whereas there are tens of thousands of rapes reported. This distorts our sense of how often it happens. These are sometimes noted as 'false' when a complaints have been withdrawn (which does not mean it didn't happen, could mean that the survivor has been pressured into withdrawing or has made decision not to take it forward due to uncertainty of getting a guilty verdict.

Explore how it can sometimes be easier to believe someone is lying, rather than believe that it has actually happened, particularly if it is someone we know.

Ask students, to think about all the different crimes that are committed, i.e. burglary, fraud, murder, physical assault, etc. Who do they think is most likely to lie about committing that crime? The students usually say the person who did it and at this point, it can be useful to point out that when it comes to rape and sexual abuse, this isn't any different.

The truth is that 'False allegations' of rape account for less than 1% of all reported rapes in England/Wales (CPS, 2013). No more women falsely accuse men of rape, than anyone else falsely accuses anyone of any crime. This is a really harmful myth that silences survivors and makes it difficult for someone to come forward and tell someone what has happened.

Someone can always give their consent to sex, no matter how drunk they are.

FALSE

How to challenge:

Ask students to consider 'drink driving' and what the law says about it. Use yourself as an example. If I get drunk, am I allowed to drive? No. But might I still be physically capable of driving? Yes.

It can be helpful to think about capacity to consent in the same way – the law states that there is a point where a person is drunk or on drugs and therefore does not have the capacity to consent to having sex or any sexual activity. This doesn't mean that someone has to be completely passed out and it is important for students to understand that it is not ethically or legally acceptable to see someone who is drunk or on drugs and take advantage of them, or to purposefully get someone drunk or

high on drugs to then take advantage of them. This is a serious crime and has serious consequences for everyone involved.

Students may ask at this point, what if the person who committed rape was drunk or on drugs. Important for students to understand that if a person commits any crime whilst under the influence of drugs or alcohol, they are still legally responsible for their actions. Committing rape is no different in this case and it is not an excuse for rape, for the perpetrator to say they were drunk or on drugs.

If someone didn't want to have sex they can always just say no

FALSE

How to challenge:

This myth implies that in all situations someone could easily say no to sex and that will prevent them from being raped.

It is important for students to understand that there are situations where someone is not free or able to choose what they really want and in these situations someone may not always feel able or free to verbally say no. Let students know that we will be exploring these situations through future lessons.

This myth also wrongly suggests that someone has to verbally say no and make it clear that they don't want to have sex.

Refer back to the legal definitions of rape and consent in Lesson One reiterating that the law on rape requires everyone to show how they sought consent, not on how someone refused consent. This means the onus is on the getting of consent – not on the giving. It is also insulting to suggest that someone doesn't understand if a person is consenting or not – from the examples the students gave about giving and getting consent in everyday life it is clear we do know and understand when someone is or isn't consenting and understanding sexual consent is no different to these situations.

It may also be useful to highlight that this is also a myth that is often perpetuated in relation to women and girls specifically, i.e. placing girls in the position of gatekeepers to sex and is an example of gender double standards that will be explored in future lessons.

Coercion Activity: Scenarios

Person A:

You and your best friend have made plans to go to the cinema. They have changed their mind, and you have to verbally try and persuade them to agree to come with you, for example:

- Question or undermine their reasons given
- 'I'm having such a hard time recently' 'You're supposed to be my friend, etc.'
- 'We always go to the cinema!' 'Fine, I'll just go with someone else then'

Person B:

You and your best friend have made plans to go to the cinema, but now you have changed your mind and don't want go. You have to let them down gently, and find a way to get out of going to the cinema. Use any reasons you want to, but you are not allowed to use the word 'NO.'

Useful Organisations

Services for women and girls

RAPE CRISIS NATIONAL HELPLINE

Helpline: 0808 802 9999

www.rapecrisis.org.uk

Specialist sexual violence services for female survivors. National helpline open every day from 12noon – 2.30 and 7pm – 9.30. Free-phone number will not show up on caller's bill. Calls are completely confidential. Support for women and girls aged 14 years and over, supporters of survivors and support and advice for professionals working with survivors of sexual violence. For counselling and/or advocacy (support through criminal justice system) appointments please contact the centre in your area.

WOMEN'S AID

Helpline: 0808 2000 247

www.womensaid.org.uk

For all women and children experiencing, or who have experienced, domestic violence as well as friends and family seeking to support women and children who are experiencing, or who have experienced, domestic violence. The helpline can provide emotional support; help refer to emergency safe accommodation; provide information about legal, housing or welfare rights and options and referral to relevant services and professions including face to face support.

NSPCC Childline

Helpline: 0800 1111

www.childline.org.uk

Free service for under 18 year olds. Helpline and webchat available for any young person who needs support on any issue. Calls are confidential unless safety concerns are raised.

Services for men and boys

SURVIVORS UK

www.survivorsuk.org

Male survivor service for men aged 18 and over only, however website is a good resource for men and boys of all ages about the impacts of sexual violence for men.

NSPCC Childline

Helpline: 0800 1111

www.childline.org.uk

Free service for under 18 year olds. Helpline and webchat available for any young person who needs support on any issue. Calls are confidential unless safety concerns are raised.

Services for concerned adults and parents

NSPCC Child Protection Helpline

Helpline: 0808 800 500

www.nspcc.org.uk

A free 24 hour service which provides counselling, information and advice to children or young people and anyone concerned about a child or young person in need of protection or at risk.

MOSAC

Helpline: 0800 980 1958

www.mosac.org.uk

Supporting Non-Abusing Parents/Carers of Sexually Abused Children. National helpline for parents of children who have been sexually abused. Available for support, information and access to specialist counselling.

Services for perpetrators

RESPECT

www.respect.uk.net

Offers a young people's service with a focus on interventions with young people who use violence and abuse in close relationships, whether its relationship abuse, adolescent to parent violence or abusive behaviour within the family e.g. sibling abuse, young parent abuse.

STOP IT NOW!

Helpline: 0808 1000 900

www.stopitnow.org.uk

Freephone helpline, its aim is to provide adults with the information they need to recognise worrying behaviour in themselves or others, and with the confidence to take responsible action when they suspect that something is wrong.

Rape Crisis - South London
[Rape & Sexual Abuse Support Centre, Croydon]
Charity number: 1085104 Company number: 4113588

P.O. Box 383
Croydon CR9 2AW

Office /Advocacy /Counselling/Outreach/Training: **0208 683 3311**
Monday to Friday 10am to 6pm
Helpline: **0808 802 9999**
Open every day of the year 12 to 2.30 and 7 to 9.30pm

Advocacy - Counselling - Groups - Information - Training
For more information: www.rasasc.org.uk