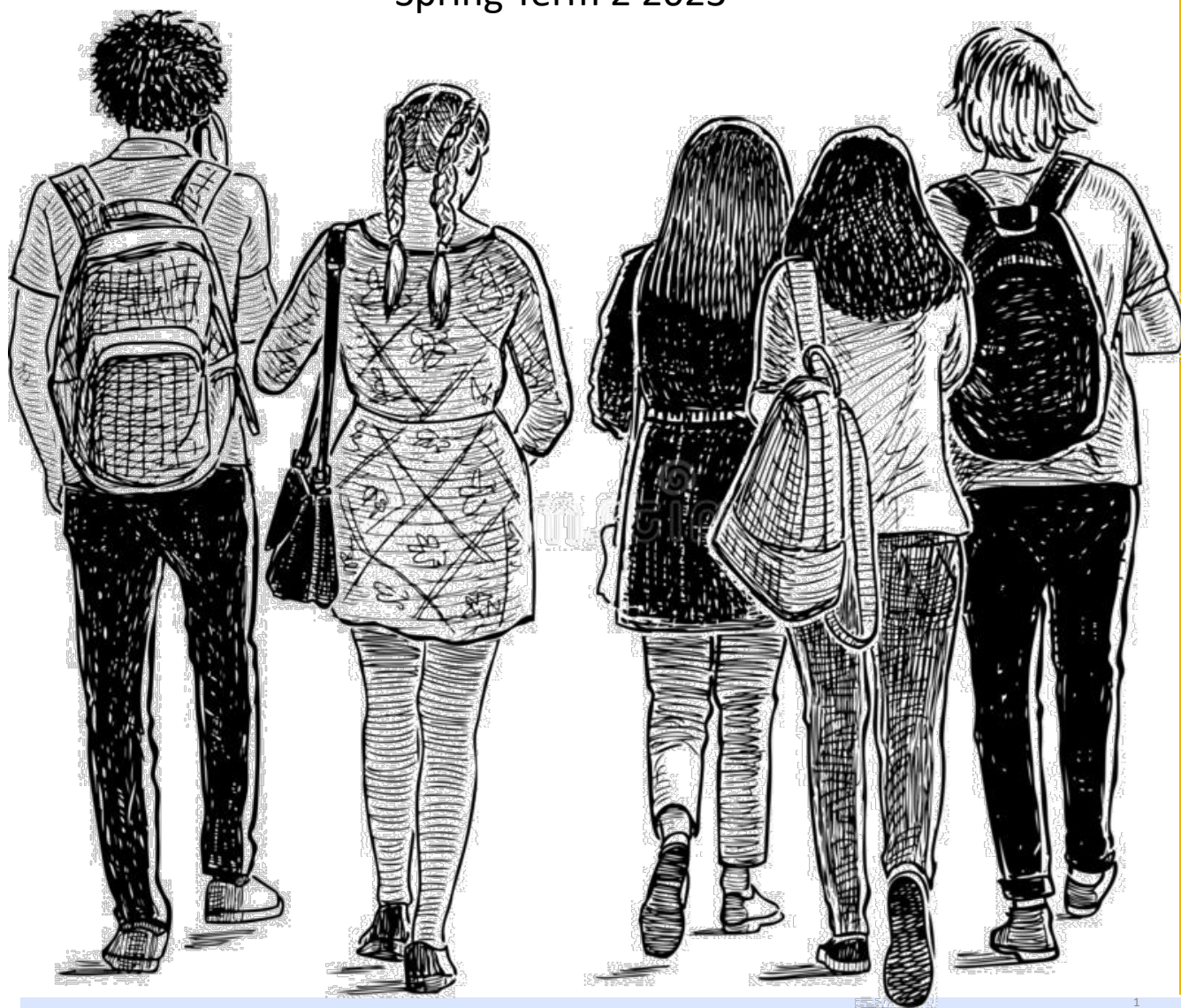


# LYMM HIGH SCHOOL YEAR 8

Pastoral Curriculum  
Spring Term 2 2023



## The Laws around Consent

**LO: Do I understand the laws regarding consent and their implications for me?**

Use the mind map below to gather your thoughts and ideas about what consent is, what it links to and how you know you have it.

A light green oval with a black outline, centered on the page. Inside the oval, the text "What is consent?" is written in a black, sans-serif font.

What is consent?



## LIFE PROGRAMME

RELATIONSHIPS (IDENTITY AND RELATIONSHIPS): Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception



### Let's start with the laws in the UK

The law states that a person has consented 'if she or he agrees by choice, and has the freedom and capacity to make that choice'.

There are other really important laws you must be aware.

1. The legal age for consent to sexual activity is 16. This would involve more intimate sexual contact. Under the law the person seeking consent is responsible for making sure the right conditions are met
2. Anyone under the age of 13 cannot give any form of consent regarding sex
3. It is illegal to create and share sexual imagery of anyone under the age of 18.
4. Young people aged between 13-16 can access sexual and reproductive health services for support and advice. Anyone under 13 is advised to involve parents and/or social workers



1. What do you understand about the laws in the UK?
2. Why do you think the laws are written this way?

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## Scenarios:

Look at the scenarios below and think carefully about the following:

1. What advice would you give regarding consent to the people involved?
2. How could both people involved be certain that they are both happy with the situation?

## 1 Kojo

Kojo met Sandi at the club. They've been together for over a month. The two of them get on really well and Kojo's mates have accepted Sandi as a good friend too. When they've spent time alone there's been a lot of kissing but that's as far as things have gone. Recently Sandi has been suggesting they take things further – but Kojo doesn't feel ready to do this ...

## 2 Rach

Rach is 13 and her parents are letting her have her fourteenth birthday party at home. They are going out for the evening and leaving Rach's older brothers, Nick and Dan, in charge. During the party, Nick and Dan are upstairs watching a DVD. Downstairs, Michael, who really fancies Rach, suggests they go up to her room – no one will notice. Rach fancies him too but this isn't what she wants.

## 3 Bailey

Bailey and Gabe have been going out for six months now, since the start of Year 9. Bailey really likes Gabe and enjoys every minute that they are together. They share many of the same interests and kiss and cuddle when they are alone together. Gabe isn't pushy but Bailey feels that Gabe would like to take things further. However, Bailey is worried about not having any sexual feelings for Gabe. Bailey is concerned that this is not normal.

## 4 Sam

Sam is in the same English class as Reese. Reese is very good looking and is a popular member of the class. Sam has had a crush on Reese since they found themselves sitting next to each other: the teacher had a seating plan! However, Sam knows that Reese has had a few partners in the past and is worried that there might be an expectation to have sex if they get together.

Source 4 Choices

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Today we are looking at some challenging topics. Please feel free to access any support you need.

LIFE  
PROGRAMME

RELATIONSHIPS  
(IDENTITY AND  
RELATIONSHIPS):  
Gender identity,  
sexual orientation,  
consent, 'sexting',  
and an introduction  
to contraception

The logo for kooth, featuring the word 'kooth' in a bold, lowercase font with two stylized speech bubbles integrated into the letters 'o' and 'h'.The logo for ChildLine, featuring the word 'ChildLine' in a green, rounded font with a speech bubble outline, the number '0800 1111' below it, and a small icon of a telephone handset.

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- report a crime by calling 999 in emergencies, or 101 to make a non-urgent report

Visit:

A Better Medway: [www.abettermedway.co.uk](http://www.abettermedway.co.uk)

Brook: [www.brook.org.uk](http://www.brook.org.uk) 0808 802 1234

Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111



## Baseline assessment

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**Create a mind map showing your current understanding about stereotypes. Try to address the questions below:**



What is a stereotype and what influences the stereotypes people hold?

How do these stereotypes impact the way people behave or are treated?

What can we do to challenge stereotypes (as a society or as individuals)?



**Tara**

I had to wait ages for Armand to ask me out. My friend Katie said if I asked him out people might think I'm 'easy'. When we were hanging out last week I saw loads of girls on his social feed, he was a bit awkward about it, but he said they were just influencers, so not people he actually knew. I feel like he expects me to look like one of them though because he keeps making comments about my appearance.

Anyway, when we were kissing the other day, he started trying to put his hands on my body. I said I didn't want to do that, and he said to stop teasing. I had to get really serious with him before he stopped, he looked a bit surprised, but he backed off.

**Armand**

I just don't get where I'm getting things wrong with Tara. Everything I've seen on TV and in film makes me think that girls want boys to make the first move. She'd seemed really distracted recently and not so chatty, so I thought she might be thinking about seeing someone else. My mate Tyler said that it's because I hadn't made a move.

When I went to make a move though she didn't seem into it. I thought she was just being like the girls you see in shows who are just a bit shy at first, but then she got really annoyed with me. I don't get what's putting her off, I really like her and I'll be gutted if we break up. I don't really look like the guys in my social feed, so maybe she's just not as into me as I thought.

Read through Tara and Armand's scenario

1. What pressures does each character feel under?
2. How has the media contributed to the pressure each character feels?

Tara and Armand could break up.	Tara and Armand could talk to a trusted adult about their concerns and get some advice.
Armand could apologise for his actions towards Tara and find ways to show affection that respect Tara's personal boundaries.	Tara and Armand could have an honest conversation about what they're thinking and feeling about the relationship.
Tara and Armand could get in contact with a service like Childline on 0800 1111 or <a href="http://childline.org.uk">childline.org.uk</a>	Tara could speak to a staff member at school about Armand's behaviour towards her.
Armand and Tara could challenge Katie and Tyler about their views.	Tara and Armand could visit Young Minds about their social media concerns at <a href="http://youngminds.org.uk">youngminds.org.uk</a>
Tara and Armand could limit their social media use or could think about the kinds of accounts they follow and whether they might change these.	Tara and Armand could speak to a member of staff about having lessons about relationships in an earlier year group so other students feel more prepared.

Discuss with your partner then feedback your ideas to the class:  
Rate these solutions by writing the correct number in the box. Is the advice...

1. Very suitable
2. Somewhat suitable
3. Not very suitable
4. Definitely not suitable

## RESOURCE 1 Oliver and Amira

## LOWER KS3

### Questions (to be answered at start of lesson):

What do you know or have you heard about FGM?

Why might Amira not want to talk about it?

What could Oliver do?

Oliver just had a lesson on FGM in school. It's got him thinking about a conversation he had with his friend Amira recently. Amira was telling him that she went on holiday last year, and had to take part in a special ceremony. Amira said her little sister would go to the same ceremony next year, but then she got a bit upset and didn't want to talk about it anymore. Oliver wasn't worried at the time - he thought that if Amira and her sister were with their family everything must have been fine - but now he's not so sure. He doesn't know what to do.

### Questions (to be answered at end of lesson):

What do you now know about FGM?

What help could Amira get for herself?

What help could Amira get for her sister?

What could Oliver do?

To get support please talk to a teacher you trust. To report FGM directly please call [0800 028 3550](tel:0800 028 3550) and/or speak to Childline 0800 1111





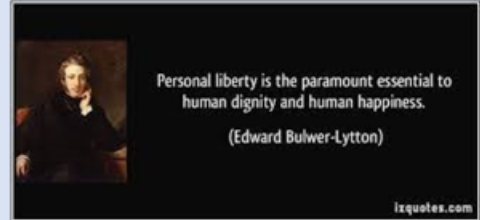
LIFE PROGRAMME

LIVING IN THE WIDERWORLD (NEXT STEPS)

Thinking about further education, employment and career progression



Having liberty means that we can decide lots of things about our lives - people are free in what they do, where they go, what they eat or what they speak. Having liberty also means that people have the freedom to make choices about their clothes, food, and their way of life. People have varying degrees of liberty and this often depends on, amongst other things, the country that they live in and the systems they have in place. Sometimes, governments impose many restrictions on the way people should conduct themselves.



A man shouts about how immigrants should not be allowed in the country as he walks through the town centre high street.



Horizontal lines for writing responses to the scenarios.

A child writes to a local newspaper about an issue of concern to her.



A boy decides that he wants to play with the bike at nursery, so he takes it away from the girl who is already playing with it.



A girl thinks school is really boring so decides not to go anymore.



A Somali family decide to wear traditional dress to go to church.



A group of friends decide to go to the park after school.



A father is late taking his children to school so decides to drive at 35 mph in a 30mph zone to get there quicker.



Let's now think about different people and how they might express their personal liberty or even have it impinged on.

Look at the images below and mind map your ideas:

1. What freedoms do they have?
2. What constraints do these people have on their liberty?
3. Have they chosen those constraints or have they been enforced on them?







## Simplified Version of the Universal Declaration of Human Rights

Article 1: All human beings are born free and equal.

Article 2: Everyone is entitled to all the rights and freedoms in this Declaration, no matter what their skin colour, sex, language, religion, political opinion, or nationality.

Article 3: Everyone has the right to life, freedom and safety.

Article 4: No one should be made to be a slave.

Article 5: No one should be tortured or receive cruel, inhuman or degrading treatment

Article 6: Everyone has the right to be recognised as a person by the law

Article 7: Everyone is entitled to be protected by the law without discrimination. Everyone is entitled not to be discriminated against in their human rights. Everyone should also be protected from people encouraging other people to discriminate.

Article 8: Everyone has the right to protection by the police from people who attack them.

Article 9: No one should be unfairly arrested, or put in prison or deported from the country.

Article 10: Everyone is entitled to a fair and public trial if they are accused of a crime.

Article 11: Everyone has the right to be presumed innocent until found guilty at a fair and public trial. You cannot be found guilty of something that was not against the law when you did it, even if the law changes later.

Article 12: No-one has the right to come into someone's home, or read their private letters or e-mails or bother them or their family without a good reason.

Article 13: Everyone has the right to go where they want to in their own country and to travel abroad as they wish.

Article 14: If someone is persecuted or being badly treated in their own country, they have the right to escape to another country to be safe.

Article 15: Everyone has the right to a nationality.

Article 16: Every adult has the right to get married and have a family if they wish. Men and women have equal rights when married and when separated and divorced.

**Article 17:** Everyone has the right to own things and to share them with others. No-one has the right to take someone's things away without a good reason.

**Article 18:** Everyone has the right to freedom of thought and religion; they have the freedom to change religion, and freedom to practice their religion, alone or with others.

**Article 19:** Everyone has the right to freedom of opinion and expression; this right includes freedom to share information and ideas with people all over the world through any media.

**Article 20:** Everyone has the right to peacefully gather with and associate with others. No-one should be forced to join a group if they don't want to.

**Article 21:** Everyone has the right to take part in the government of their country. Every adult should be allowed to vote in elections through a secret ballot.

**Article 22:** Everyone has the right to a home, to have enough money to live on and medical assistance. Everyone should all be allowed to enjoy culture (music, art, craft, sport) and to make use of their skills.

**Article 23:** Every adult has the right to a job, to get a fair wage for their work without discrimination, and to join a trade union.

**Article 24:** Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25:** Everyone has the right to a good life, with enough food, clothing, housing, and healthcare. Mothers, children, unemployed, old and disabled people all have the right to additional help.

**Article 26:** Everyone has the right to an education. Primary school education should be compulsory and free. Education should promote understanding, tolerance and friendship amongst all countries, racial or religious groups, and the maintenance of peace.

**Article 27:** Everyone has the right to participate freely in culture, to enjoy the arts and to share in scientific advancement and its benefits.

**Article 28:** We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.

**Article 29:** Everyone has a duty to other people. In exercising our rights we must respect and protect the rights and freedoms of other people. And respect and keep public order and the general welfare of society.

**Article 30:** No-one can take these rights away from us.



KEY POINTS FOR REFLECTION:

- Freedom of expression is a human right. We have a right to have our own opinions and to share them with others.
- However, words can be very powerful - people also have a human right to be free from discrimination, to have freedom of religion and to live in peace.
- There are laws in this country, which outlaw harassment and discrimination, incitement to racial hatred, and incitement to religious hatred
- When expressing our opinions takes away someone else's human rights it stops being acceptable. Freedom of expression must therefore be balanced with other human rights.

