

KS1-5



Teaching about consent

Guidance

PSHE Association guidance on planning and teaching this statutory PSHE education content effectively.



INTRODUCTION

Personal, social, health and economic (PSHE) education is the school curriculum subject dedicated to keeping children and young people safe, healthy, and prepared for life's challenges and opportunities.

When we published our previous guidance on teaching about consent in 2015, PSHE education was an optional part of the curriculum. Government guidance on teaching about sex and relationships was outdated and many schools had no obligation to cover vital topics like consent at all.

Following years of campaigning, we and others dedicated to child safety and wellbeing were therefore delighted when the Government introduced statutory requirements to teach Relationships Education at key stages 1 and 2, and Relationships and Sex Education (RSE) at key stages 3 and 4. Health Education was also introduced as a requirement from key stage 1 to 4. At Key Stage 5, the Government has also encouraged schools to continue to deliver RSE and Health Education.

The statutory PSHE education content – sometimes referred to as 'RSHE' – includes teaching about consent. Our new consent guidance and lesson plans reflect statutory status and other developments, including increased awareness of sexual harassment and abuse between pupils.

The key learning – about respecting the rights of others, communication, negotiation and considering the freedom and capacity of others to make choices – is crucial in a range of situations children and young people will encounter throughout their lives. Learning about consent after they have been in these situations is too late. This is why we now include age-appropriate lesson plans from key stage 1.

All children and young people should learn about consent. This guidance is therefore largely non-specific in relation to background so that it can meet the needs and circumstances of pupils whatever their sex, sexual orientation, gender identity, socio-economic situation and cultural heritage, and whether they have special educational needs or disabilities.

We hope you find our guidance and lessons useful when covering this incredibly important topic.

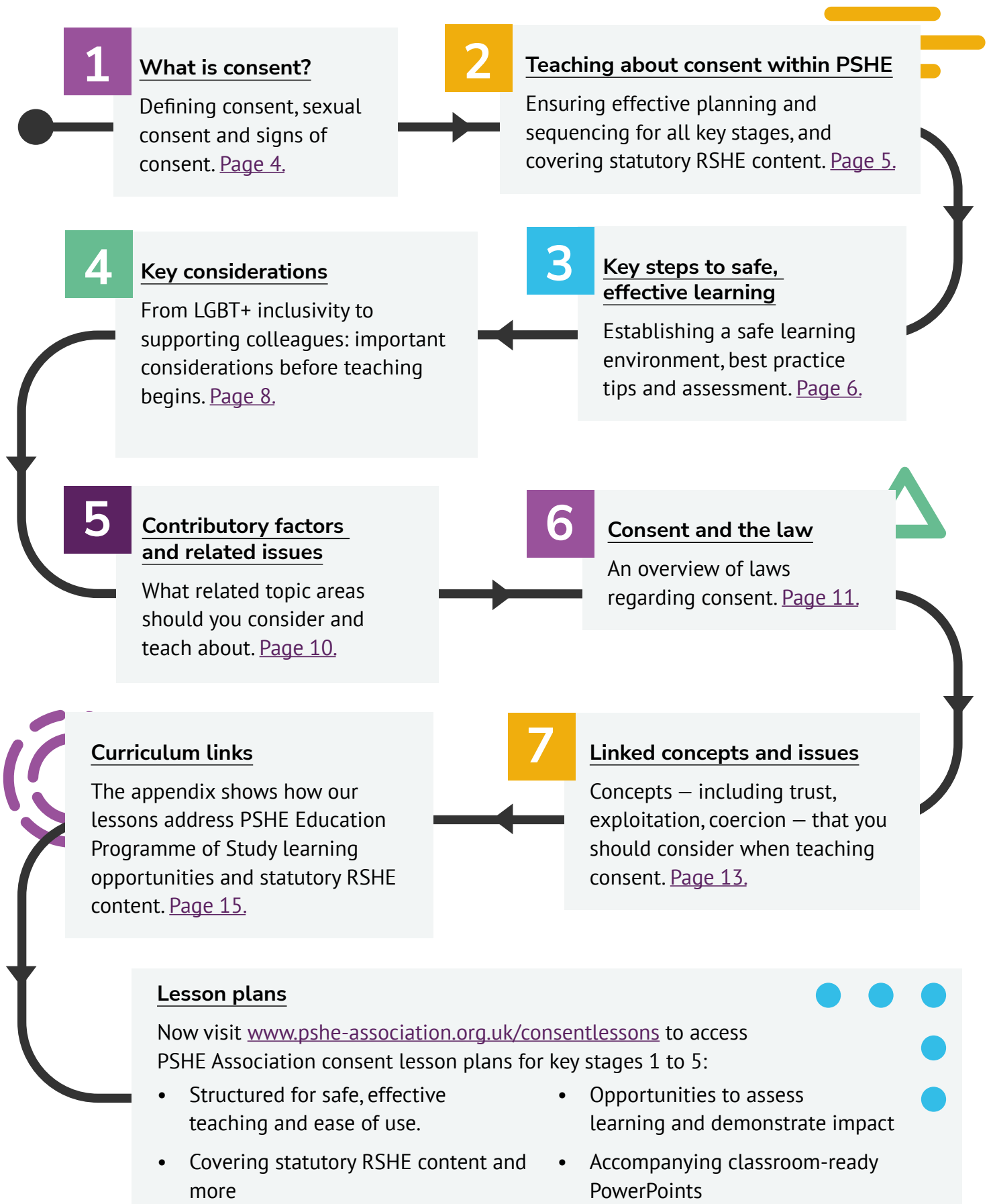
The PSHE Association is the national body for personal, social, health and economic (PSHE) education. A charity and membership organisation, the Association supports a thriving community of schools and teachers with resources, training, advice and guidance:

www.pshe-association.org.uk/membership



USING OUR CONSENT GUIDANCE AND LESSONS

This guidance includes key information and steps to take before teaching the accompanying consent lessons safely and effectively.



1. WHAT IS CONSENT?

Consent

Consent is agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement.

Sexual consent

Sexual consent refers to a positive choice to take part in a sexual activity by people who understand the nature and implications of the activity they are agreeing to. All parties take part not because they have to, but because they want to.

Consent must be free – an active, personal choice; it cannot be inferred, assumed, or gained by coercion or exploitation.

The person giving consent must be old enough (see section on consent and the law below), have all the information they need to make the decision, and be in a fit state to give consent (and not, for example, with their judgement impaired by alcohol or drugs).

Signs of consent

Signs of consent indicate that a person clearly wants to engage in the activity and actively demonstrates this verbally and/or through their body language. There should be no ambiguity or confusion about whether consent is given ('not saying no' is not giving consent). Responsibility for ensuring that consent has been given lies with the person seeking consent, both ethically and in law. This means being sure that a partner is actively consenting and that none of the conditions which prevent free, informed consent – such as manipulation or exploitation – are present.

The foundations of this learning must begin in early childhood. This will help to ensure young people acquire the knowledge, understanding, skills and attributes they need to manage seeking, giving, not giving, and withdrawing consent in all possible contexts, including within relationships.

The accompanying lesson plans start at key stages 1 and 2, so that teachers can begin – in an age and developmentally appropriate way – to lay the foundations for respectful, consensual and healthy peer relationships as children grow.

2. TEACHING ABOUT CONSENT WITHIN PSHE

Approach and key learning points

This guidance and the accompanying teaching materials reinforce key learning that reflects the law as well as basic human rights:

- It is the person seeking consent who is responsible (ethically and legally) for ensuring that consent is given by others, and for ensuring that they have the freedom and capacity to give their consent.
- If consent is not clear, informed, willing and active, it must be assumed that consent has not been given.
- If consent is not clearly given, or is given and then subsequently retracted, this decision must always be respected. Since people can change their minds, or consent to some things but not others, the seeker of consent must keep assessing whether consent is clear, informed, willing and active. Consent must be seen as an ongoing process.
- In healthy relationships, both parties respectfully seek each other's consent and know that their decision to give or not give consent will be respected. If a person decides not to give consent, or to withdraw consent, they are never to blame if this decision is not respected

[The Department for Education \(DfE\)'s statutory RSHE guidance](#)¹ provides schools with an outline of what they need to cover on consent and related issues, and the important knowledge that pupils should acquire. PSHE education must also equip pupils with the skills, strategies and attributes to apply this knowledge in the real world.

Consent is not just something to be learned academically; it is also something children and young people need to manage in their daily lives in a range of different contexts.

Teaching about consent – as with other statutory RSHE content – should therefore be covered within the context of a broader PSHE education programme that supports pupils to apply their learning while exploring linked concepts such as mutual respect, empathy, trust, fairness, negotiation, communication, personal safety, risk, bullying and abuse.

Laying the foundations in key stages 1 and 2

PSHE education in key stages 1 and 2 lays the foundations for the more specific learning about consent at key stages 3, 4 and 5. This content must be planned and taught in an age and developmentally appropriate way. Use baseline assessments, local data and guidance from planning documents such as our [Programme of Study for PSHE education](#) and [Programme Builders](#) to make decisions about what should be covered in each year group.

Broadly, at key stages 1 and 2 this learning should focus on the concepts of asking, giving and not giving permission; personal boundaries and privacy; which parts of the body are private (including learning correct names for genitalia); appropriate and inappropriate touch or contact; respect for others and the right to be respected by others.

3. KEY STEPS TO SAFE, EFFECTIVE LEARNING



1. CREATE A SAFE LEARNING ENVIRONMENT

Establishing ground rules

Before teaching about issues like consent, clear 'ground rules' should be established or reinforced, and the concepts of anonymity and confidentiality covered at the start of the lesson. Ground rules are most effective when they have been negotiated and agreed with pupils, rather than imposed by you. They need to be revisited regularly and renegotiated and reinforced if necessary.

Ground rule	What this might mean to pupils
Openness	<i>We will be open and honest, but not discuss our own or others' personal/private lives directly. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.</i>
Keep the conversation in the room	<i>We feel safe discussing general issues relating to relationships and sex within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk (in which case they will follow the school's safeguarding policy).</i>
Non-judgemental approach	<i>It is okay for us to disagree with another person's point of view but we will not judge or make fun of others, or put anybody down.</i>
Right to pass	<i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity.</i>
Make no assumptions	<i>We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.</i>
Listen to others	<i>We will listen to the other person's point of view and expect to be listened to.</i>
Using appropriate language	<i>We will use the correct terms for the things we discuss rather than the slang terms, as some people can find them offensive. If we are not sure what the correct term is we will ask our teacher.</i>
Asking questions	<i>We know that there are no stupid questions. We will not ask questions to deliberately try to embarrass anyone else. There is a question box available for anonymous questions.¹</i>
Seeking help and advice	<i>If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.</i>

¹ Make sure this box is available from the start of the lesson and ensure that it is accessible afterwards as well, so that pupils can use it anonymously.

Confidentiality and disclosures

- It is not appropriate to encourage pupils to talk about intimate personal matters in the classroom. During lessons, be clear with pupils about the opportunities and processes for discussing such matters in a suitable one-to-one setting instead.
- Pupils should be clear that you cannot promise to keep information confidential, and that you will share information with the Designated Safeguarding Lead if you think pupils are at risk or in danger.
- Discussions about consent – even the more abstract ones – may trigger memories of past non-consensual events in pupils' own lives. Some may be serious safeguarding issues and should be treated as such if disclosed. Always follow the school safeguarding and child protection policies in such circumstances.
- You should also follow the school's safeguarding and child protection policies if a disclosure is made in the classroom.

2. ESTABLISH WHAT PUPILS ALREADY UNDERSTAND BEFORE YOU TEACH

The accompanying lesson plans all include a baseline assessment activity. This is because for PSHE education to be relevant, meaningful and engaging – and for progress to be demonstrated – it is important to gauge pupils' prior knowledge, understanding, skills, beliefs and attitudes before any new teaching.

When carrying out baseline assessments in relation to consent, consider whether pupils' focus is on the 'giver' of consent or the 'seeker', or both. Common misunderstandings often arise because of a lack of focus on seeking consent and disproportionate focus on giving consent. Also consider pupils' current understanding of healthy relationships.

3. DISTANCE THE LEARNING

Consent should be explored in contexts relevant to pupils' lives but always distanced by using fictional scenarios instead of actual pupil experiences. Pupils can be encouraged to provide advice to characters in these fictional scenarios, but this exploration of 'something

happening to someone else' is very different from talking about their own lives. This reduces the risk of disclosures in an inappropriate setting, or re-traumatising pupils with experiences of these issues.

4. ESTABLISH WHAT PUPILS HAVE LEARNED

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows you and your pupils to reflect on the learning that has taken place, increases

motivation for future learning and helps to demonstrate impact. The accompanying lesson plans all contain endpoint assessment activities to demonstrate progress from the baseline and to inform future teaching.

FURTHER READING: [PSHE Association Guides to Assessment in PSHE Education, KS1-4 KS5 Planning Tool and Programme Builder](#) (including KS5 Assessment Guide)

4. KEY CONSIDERATIONS

Ensure teaching is inclusive and relevant for all pupils, irrespective of sex, sexual orientation, gender identity and background

PSHE education should be inclusive and relevant for all pupils, so it is important to bear the following in mind:

- Young people's understanding of consent can be distinctly gendered (in other words, consent may be understood differently according to sex and gender).
- Young women are disproportionately more likely to experience situations in which their consent is not respected, and young men are disproportionately more likely to be the perpetrators in such situations. NSPCC research suggests that one in three teenage girls in a relationship have experienced sexual violence from a partner; the same study suggested that 16% of boys had experienced sexual violence from a partner.
- Pupils' sexual orientation, gender identity and socio-economic and cultural background – as well as whether they have special educational needs or disabilities (SEND) – may also have an impact on their understanding of consent and vulnerability to non-consensual situations. For example, LGBT+ pupils who are not 'out' may be more

vulnerable to coercion, exploitation or manipulation from others who know their sexual orientation or gender identity and seek to take advantage of the situation.

Given that factors such as sex, gender identity, sexual orientation and socio-economic, cultural and family background may have an impact both on pupils' experiences and on their expectations of what constitutes consent, establishing prior learning and giving as much thought to pupils' personal circumstances as possible is essential before teaching about consent. Pointers in the accompanying lesson plans enable you to introduce these factors at the appropriate time. They include additional support and challenge activities, though you may need to differentiate lessons further to meet the needs of individual pupils with SEND.

The accompanying lessons explore consent in same-sex and mixed-sex relationships and assume that learning about sexual orientation and gender identity is already an integral part of the school's relationships and sex education (RSE) programme. If this is not the case, we strongly recommend addressing this before teaching these lessons.


Teach in a non-judgemental way

There should be a positive approach to learning. This means not attempting to induce shock or guilt but focussing on what pupils can do to keep themselves and others healthy and safe.

Some young people may have pre-existing views on consent that directly contradict the standards set out in this guidance. These views might be based on a pupil's personal experience or what they have heard or seen from friends, family, or the media. Encourage these pupils to understand the notion of consent and why consent as part of a healthy relationship is so important.

However, there may be instances when what a pupil says raises such concern that you are obliged to share it with others in line with the school's safeguarding and child protection policies.

Ensure you and your colleagues have the right support



These issues can affect teachers personally. Before teaching a lesson on consent, it may be helpful to prepare by talking to a line manager or other colleagues about any concerns. ‘Team-teaching’ lessons is another option, both in providing support in the classroom and afterwards if needed. [Education Support](#)^{VII} is

a charity dedicated to supporting the mental health and wellbeing of education staff and may be a source of additional external help if required. Also, see the range of [PSHE Association CPD training](#)^{VIII} available for teachers and subject leads.

Provide accurate data on peer behaviour

Young people’s perception of their peers’ behaviour and experiences can vary significantly from reality. This perception is influenced by everything from social media to exaggerated claims by peers attempting to fit in. Therefore, giving pupils data on actual behaviour can correct assumptions that ‘everyone else is doing it’ when it comes


to various aspects of PSHE education. For example, in the context of the age of sexual consent, a [2013 NATSAL study](#)^{IX} found that 25-30% of young people had sex before 16 – therefore 70-75% had not. This might differ from pupils’ perception and help reduce pressure some young people may feel to become sexually active before they are ready.



5. CONTRIBUTORY FACTORS AND RELATED ISSUES

Consent should not be covered in isolation, but explored alongside related issues within a planned PSHE education programme. These include:

Sharing sexual images



Self-made images and messages of a sexual nature raise concerns about safety, privacy, peer influence and personal responsibility, so there are obvious links with teaching about consent.

Pupils should learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18, even if it is a picture of themselves.

These laws have been created to protect children and young people, so it is unlikely that police would prosecute a young person for taking or sharing pictures of themselves unless they were concerned that the images were being used to harass or coerce, or being shared with intent to harm.

FURTHER READING: [advice from the UK Council for Internet Safety on how schools and education settings can respond to image sharing](#)^x

Pornography

Pornography rarely depicts communication about choices, sexual consent, or contraception, and often shows violent and oppressive behaviours, particularly towards women. These behaviours can be frightening or confusing and can make young people feel pressurised to behave in particular ways, such as taking part in sexual activities or relationships in which they feel uncomfortable.

Statutory RSHE guidance requires that by the end of secondary school, pupils should understand 'that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to

others and negatively affect how they behave towards sexual partners'.

PSHE education lessons should therefore help pupils understand that pornography is fantasy rather than reflecting reality. It should reinforce the critical importance of negotiating consent as well as the right for people to change their minds at any time – and for this decision to be respected when they do. It is also important to reinforce the gender dimensions of pornography, which often depicts men deciding when and how to have sex, rather than a healthy negotiation between partners.

FURTHER READING: [Addressing pornography through PSHE education – teacher briefing and accompanying research briefing on the impact of pornography on young people](#)^{xi}

6. CONSENT AND THE LAW

How does the law define 'consent'?

Consent is defined in law as agreement by choice made by someone with the freedom and capacity to consent. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met.

The Sexual Offences Act 2003 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 three important parts to this. First, there is the emphasis on choice – a deliberate decision. Second, there is the question of capacity to consent. For example, is the person old enough? Are they capable of understanding what is happening? Are they intoxicated by alcohol or affected

by drugs? Finally, the law asks whether a person makes their choice freely, without manipulation, exploitation, or duress.

The law also considers some people to be unable to give consent – for instance someone below a certain age or with a severe cognitive disability. In these cases, it is not necessary to prove that a person has not given consent. Instead, all that needs to be shown is that a sexual act has taken place. In all cases, the law is clear that it is the responsibility of the person seeking consent to ensure that the other person agrees by choice and has the freedom and capacity to make that choice.

What is the legal age of sexual consent?

The legal age of consent to sexual activity in the United Kingdom is 16. Despite what young people may feel in a given situation, there are legal boundaries to their ability to give consent, so any voluntary agreement to sexual activity by a child under 16 cannot be defined as consent in law, according to the Sexual Offences Act 2003 (i.e. any sexual activity involving one or more person who is under the age of 16 is illegal).

Therefore, where both parties are under 16 years, they may both have committed a criminal offence. However, the overriding purpose of this legislation is to protect children, and [Crown Prosecution Service guidance](#)^{xii} advises that 'it was not Parliament's intention to punish children unnecessarily or for the criminal law to intervene where it was wholly inappropriate.'

Children of the same or similar age are therefore highly unlikely to be prosecuted for engaging in sexual activity, where the activity is mutually agreed and there is no abuse or exploitation. This applies unless one of them is under 13, and then it is an absolute offence, and the issue of consent is irrelevant.

It is important for pupils to understand that if a person over the age of 16 has sex with someone under 16, it is the person over 16 who commits the offence, not the younger person (assuming there is no other offence being committed by the younger person – for example, in the case of a violent sexual attack on a 16-year-old by a 15-year-old). There are also some circumstances in which it is illegal to have sex with someone under the age of 18, for example if the other person is in 'a position of trust', such as a teacher with their pupil.

Why should young people learn about sexual consent, and the age of consent, before reaching 16?

- This is primarily a safeguarding issue. Teaching about consent and healthy/unhealthy relationships is a crucial aspect of keeping children safe from abuse and exploitation.
- Recognising that some young people will be sexually active before the age of 16 does not equate to encouraging under-age sexual activity, and there is strong evidence that relationships and sex education delays initiation of sex .
- There will also be a minority of under 16s who are sexually active by choice. Pupil wellbeing is paramount, and pupils should understand that sexual health services offer confidential advice and support to people who have not yet reached the age of consent.



7. LINKED CONCEPTS AND ISSUES

Concepts and issues such as trust and loyalty, vulnerability, coercion, manipulation and exploitation are interrelated and should be considered when teaching about consent.

Trust and loyalty

Some people need time to establish trust in relationships; others may feel able to trust someone else without knowing them that well. This can be especially true if they are attracted to another person, have friends in common or where alcohol or other drugs are involved. It is therefore important to reinforce the message that healthy scepticism does not make you 'disloyal'.

Assumptions about consent

Assumptions about consent can be a very powerful influence on decisions. People can, for instance, have the mistaken assumption that giving consent to one activity gives tacit consent to another. In this example pupils need to understand that consent to 'come over to my place to watch a film' is not consent to be kissed; consent to being kissed does not mean consent to being touched on other parts of the body; and consent to being touched is not consent to have sex.

Myths about consent

It is also important to challenge harmful myths young people might raise relating to sex and relationships. Many of these are gendered ('men can't control themselves when aroused', or 'women need to be persuaded to have a sexual relationship'). Believing these myths can put pressure on young people and may encourage a misplaced assumption of consent. Whilst the activities in the lessons are designed to dispel myths, they do not directly introduce myths young people may have heard. Introducing myths in any PSHE topic can be counter-productive as this can actually perpetuate the myth, and result in students misremembering myths as facts in the future.

Coercion

Pupils should know that 'agreement' under coercion – that is brought about by intimidation, physical threats or emotional threats – is not consent. Sometimes, coercion is subtle and plays on myths or vulnerabilities ('Of course you want to, everybody wants to! It's not normal not to want to'). Refusal to give consent does not have to be justified or defended to others. It is enough simply not to want to.

Manipulation

This is an attempt to gain someone's agreement by engineering a situation to increase their vulnerability, for example trying to get someone drunk or spiking their drink. Manipulation undermines the other person's freedom and capacity to consent to sexual activity and also has serious potential legal consequences.

Manipulation can be subtle. Any agreement that results from a statement such as 'you're my only partner' is undermined if that statement turns out to be untrue. People may not always share everything about themselves with their partners, but it is wrong to withhold information which one could reasonably expect would change the other's mind about engaging in a sexual activity.



Vulnerability

Some people may have greater vulnerabilities than others for a number of reasons – for example age, level of maturity and special educational needs or disability. Extra care must be taken when seeking the consent of people with vulnerabilities. Particular consideration must also be given to their capacity to give consent (based on their age and development) and any asymmetry of power or knowledge in the relationship (for example where one is older).

Drugs and alcohol can break down resistance to pressure, even for those who may not otherwise have ongoing vulnerabilities. When under the influence of alcohol or drugs, people can make choices and take risks that they would not take when sober, and may trust people they might not otherwise trust. Taking advantage of another's vulnerability is ethically unacceptable and can have serious legal consequences.

When discussing these issues, pupils may argue that when two people make a free and informed choice to drink together they know where this may lead. When such points are raised, pupils need to understand that agreeing to drink together is not consent to anything more and everyone has the right to give, not give, or withdraw their consent to anything at any point.



Exploitation

Young people with increased vulnerability, in need of emotional support, shelter, food, money, alcohol or drugs are at risk of abuse by people who may offer such support on the condition that they agree to sexual activity. Pupils with increased vulnerabilities need to know where and how to access pastoral support in school and from wider support services. It is equally important for all young people to understand that they are not being disloyal if they disclose concerns they have about a friend. If a pupil is considered at risk of exploitation, the school should always follow its safeguarding and child protection policies.

CONCLUSION AND NEXT STEPS

We hope you've found this guidance useful. PSHE Association members can now download lesson plans suited to whatever the key stage(s) you teach. These [lesson plans and resources](#) introduce the concept of consent age-appropriately at key stages 1 and 2, before going into greater depth in key stages 3, 4 and 5.

As with any area of PSHE education, it is important that consent is taught by trained teachers who are confident in covering the topic. Please [get in touch](#) if you need additional support or [visit our website](#) for details of our calendar and bespoke CPD training, including one-to-one sessions.

APPENDIX: CURRICULUM LINKS

The lessons have been designed to address all the relevant learning opportunities for consent included in the PSHE Association Programme of Study and the relevant content outlined in the Department for Education statutory guidance for Relationships Education/ Relationships and Sex Education (RSE) and Health Education.

The table below maps where the lesson plans address this content in key stages 1-4. Our key stage 5 lessons build upon learning in key stages 3 and 4, and links to the Programme of Study for key stage 5 are also included in the table below.

Lesson title	PSHE education Programme of Study	DfE statutory RSHE guidance key stages 1 and 2
<p>Key stage 1:</p> <p>1. Asking for permission</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
<p>Key stage 2:</p> <p>1. Giving and seeking permission</p> <p>2. Personal boundaries</p> <p>3. Appropriate and inappropriate touch</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Being safe</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.





Lesson title	PSHE education Programme of Study	DfE statutory RSHE guidance key stages 3 and 4
<p>Key stage 3:</p> <ol style="list-style-type: none"> 1. Introduction to consent 2. Avoiding assumptions 3. Freedom and capacity to consent 	<p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p>	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. <p>Being safe</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
<p>Key stage 4:</p> <ol style="list-style-type: none"> 1. The role of intimacy and pleasure 2. The impact of pornography 3. Pressure, persuasion and coercion 	<p>R2. the role of pleasure in intimate relationships, including orgasms</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R18. about the concept of consent in maturing relationships</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>	<p>Online and media</p> <ul style="list-style-type: none"> • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. <p>Intimate sexual relationships, including sexual health</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex.



Lesson title**PSHE education Programme of Study****Key stage 5**

1. Responsibilities and consequences
2. Communicating wants and needs
3. Unwanted, inappropriate & illegal behaviours

R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy

R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'

R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)

R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent

R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner

R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships

H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it



- I [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance)
- II <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>
- III <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-builders-pshe-education-ks1-4>
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