

No Means No

Teacher Follow-up Activities

The activities provide pupils with opportunities to achieve Key Stage 4 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales.

The aim of this section is to help pupils in KS4 to understand what sexual consent is, where to get help and how they can keep themselves safe.

The United Nations Convention on the Rights of the Child enshrines children and young people's rights to be protected from sexual abuse and exploitation. All children and young people are potentially at risk of being sexually abused. Schools have a central role to play in reducing this risk. By exploring the features of safe and healthy relationships, officers can help learners to develop the skills to identify potential risks, stay safe and seek help if needed.

The activities should be delivered as part of the school's PSE and sex and relationship education (SRE) programme. It should be consistent with the school's sex education policy and the agreed values framework for SRE. Teachers need to consider if the lesson is appropriate for the needs of your learners in terms of language, images, maturity and understanding required. Furthermore, ground rules need to be established and pupils reminded about personal disclosure and confidentiality.

For further information and advice follow the link to the 'teaching about sensitive issues' on

<http://wales.gov.uk/psesub/home/holisticpse/delivery/teachingsensitiveissues/?lang=en>

Information for Teachers

Definitions/glossary of terms used in the following activities:

- **Consent:**
is when you have freedom of choice to give permission or your agreement.
- **Sexual Consent is when:**
a person, 16 years or over, agrees by choice to any kind of sexual activity and has the freedom and capacity to make that choice.
- **Rape is:**
sex you don't agree to. If a man or boy forces their penis into your vagina, anus (bottom) or mouth this is rape and can happen to both boys and girls.
- **Sexual Assault is when:**
a person commits an offence if s/he intentionally touches another person in a sexual way when the other person does not consent. This includes touching with any part of the body, with anything else and through anything such as clothing.



Links with the PSE Framework for 7 to 19 year olds in Wales

	Links with the PSE Framework for 7 to 19 year olds in Wales	
	Skills	Range
Activities		
1. Values Continuum	<ul style="list-style-type: none"> • Use a range of techniques for personal reflection • Communicate personal feelings and views effectively • Appreciate, reflect on and critically evaluate other points of view 	<ul style="list-style-type: none"> • Develop a responsible attitude towards personal relationships • Understand the range of sexual attitudes, relationships and behaviours in society
2. What is a relationship?	<ul style="list-style-type: none"> • Work both independently and cooperatively to plan and complete a range of tasks 	<ul style="list-style-type: none"> • Develop respect for themselves for themselves and others • Develop a responsible attitude towards personal relationships
3. What's going on?	<ul style="list-style-type: none"> • Make and maintain friendships and negotiate behaviour effectively in relationships • Communicate personal feelings and views effectively 	<ul style="list-style-type: none"> • Develop respect for themselves and others • Develop a responsible attitude towards personal relationships
4. Healthy or Unhealthy?	<ul style="list-style-type: none"> • Take different perspectives into account when making informed decisions and choices effectively • Communicate personal feelings and views effectively 	<ul style="list-style-type: none"> • Develop respect for themselves for themselves and others • Develop a responsible attitude towards personal relationships
5. When is the right time?	<ul style="list-style-type: none"> • Take different perspectives in to account when making informed decisions and choices effectively • Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> • Accept personal responsibility for keeping the mind and body safe and healthy. • Develop a responsible attitude towards personal relationships. • To understand the range of sexual attitudes, relationships and behaviours in society • To understand the range of values and principles by which



	<ul style="list-style-type: none"> Appreciate, reflect on and critically evaluate other points of view 	people live
6. Hot Seating	<ul style="list-style-type: none"> Take different perspectives in to account when making informed decisions and choices effectively Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> Accept personal responsibility for keeping the mind and body safe and healthy. To understand the range of sexual attitudes, relationships and behaviours in society To understand the personal, social and legal consequences of legal and illegal substances
7. What is Consent?	<ul style="list-style-type: none"> Take different perspectives in to account when making informed decisions and choices effectively 	<ul style="list-style-type: none"> Develop a responsible attitude towards personal relationships
8. Reading the signs Verbal and Non-verbal Consent	<ul style="list-style-type: none"> Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> Develop a responsible attitude towards personal relationships
9. What is Sexual Consent?	<ul style="list-style-type: none"> Take different perspectives in to account when making informed decisions and choices effectively Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods Make and maintain friendships and negotiate behaviour effectively in relationships 	<ul style="list-style-type: none"> Accept personal responsibility for keeping the mind and body safe and healthy Develop a responsible attitude towards personal relationships Understand the risks involved in sexual activity
10. When is it Time to Stop?	<ul style="list-style-type: none"> Take different perspectives in to account when making informed decisions and choices effectively Communicate personal feelings and views effectively in a wide range of situations through a range of 	<ul style="list-style-type: none"> Accept personal responsibility for keeping the mind and body safe and healthy Develop a responsible attitude towards personal relationships Understand the risks involved in sexual activity



	<p>appropriate methods</p> <ul style="list-style-type: none"> • Make and maintain friendships and negotiate behaviour effectively in relationships 	
11. Yes or No?	<ul style="list-style-type: none"> • Take different perspectives in to account when making informed decisions and choices effectively • Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods • Make and maintain friendships and negotiate behaviour effectively in relationships 	<ul style="list-style-type: none"> • Accept personal responsibility for keeping the mind and body safe and healthy • Develop a responsible attitude towards personal relationships • Understand the risks involved in sexual activity
12. Getting the Message Across	<ul style="list-style-type: none"> • Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> • Accept personal responsibility for keeping the mind and body safe and healthy • Develop a responsible attitude towards personal relationships • Understand the risks involved in sexual activity
13. Legal or illegal quiz?	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect 	<ul style="list-style-type: none"> • Understand the range of values and principles by which people live
14. This is Abuse	<ul style="list-style-type: none"> • Appreciate and reflect on and critically evaluate other points of view 	<ul style="list-style-type: none"> • Develop a responsible attitude towards personal relationships • Understand the risks involved in sexual activity
15. What are the Consequences?	<ul style="list-style-type: none"> • Take different perspectives in to account when making informed decisions and choices effectively • Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> • Accept personal responsibility for keeping the mind and body safe and healthy • Develop a responsible attitude towards personal relationships • Understand the risks involved in sexual activity
16. Following The Legal Process	<ul style="list-style-type: none"> • Take different perspectives in to account when making informed decisions and choices effectively 	<ul style="list-style-type: none"> • Develop a responsible attitude towards personal relationships • Understand the risks involved in sexual activity



	<ul style="list-style-type: none"> Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods 	
17. Making Positive Decisions	<ul style="list-style-type: none"> Appreciate and reflect on and critically evaluate other points of view Take different perspectives in to account when making informed decisions and choices effectively 	<ul style="list-style-type: none"> Develop respect for themselves and others Develop a responsible attitude towards personal relationships To understand the range of sexual attitudes, relationships and behaviours in society
18. Conscience Alley	<ul style="list-style-type: none"> Appreciate and reflect on and critically evaluate other points of view Be assertive and resist unwanted peer and other influence 	<ul style="list-style-type: none"> Develop a responsible attitude towards personal relationships Understand the risks involved in sexual activity
19. Opinion Finder Activity	<ul style="list-style-type: none"> Appreciate and reflect on and critically evaluate other points of view Use a range of techniques for personal reflection 	<ul style="list-style-type: none"> To understand the range of sexual attitudes, relationships and behaviours in society
20. Thinking Things Through	<ul style="list-style-type: none"> Appreciate and reflect on and critically evaluate other points of view Take different perspectives in to account when making informed decisions and choices effectively 	<ul style="list-style-type: none"> Develop a responsible attitude towards personal relationships To understand the range of sexual attitudes, relationships and behaviours in society To understand the importance of sexual health and the risks involved in sexual activity
21. Signposting	<ul style="list-style-type: none"> Access a range of local and national sources of information, support and advice confidently 	<ul style="list-style-type: none"> Understand how to access professional health advice and personal support with confidence

1. Values Continuum

Explain the rules of the Values Continuum. Place the, agree / disagree signs on opposite walls (**resource 1a**). Ask the pupils to stand in the centre of the room. When each statement about relationships is read out from the statements below the pupils must decide whether they agree or disagree with the statement and move to indicate their choice. Their position along the line will indicate the degree to which they agree or disagree with the statement. Teacher to facilitate debate on the reasons for the choices the pupils made. Class returns to the centre after each statement is discussed. Teachers could also use the statement sheet as a tally sheet if desired. Alternatively, if space is limited divide the class into groups and provide each group with a set of printed statement cards (**resource 1b**) and the agree disagree cards (**resource 1c**) and undertake the values continuum as a desk top exercise.



Alternatively the PowerPoint (**resource 1d**) may be used to review each statement. There are notes accompanying each slide that may be used to explain the statements.

	Statement	Agree	Disagree
1	I think it's always okay for two people to have sex as long as they are both, 16 or over and both consent.		
2	If my 14 year old girlfriend consents to sex then it is not illegal.		
3	I have a right to have sex with my partner because we are in a long term relationship.		
4	I don't think you should have sex until you both freely agree you are ready.		
5	Drinking alcohol on a date helps me feel more relaxed with a person.		
6	Jealousy is a sign of love.		
7	Victims are at greater risk of being sexually assaulted by people they know.		
8	It is important to ensure I have my partner's consent each time we have sex.		
9	If someone asks you back to their room then they clearly want sex.		
10	No doesn't always mean no, sometimes a person is just playing hard to get, right?		
11	I give my partner a slap now and again when they wind me up, it's not relationship abuse.		
12	If I pay for a date then I expect something sexual at the end of it.		
13	It is important to always respect the wishes of your partner when it comes to having sex.		
14	It's okay to change your mind about having full sex even if you have been touching one another.		

As part of the teacher follow-up work to the No Means No! lesson, work has been developed around the drama script 'Sweet Dreams'. The drama is about the issue of sexual violence and control in a teenage relationship and the consequences for both the victim and perpetrator. This section of work could be considered by some schools as a whole school project. Potentially Year 12 and 13 pupils could produce the play as part of their Welsh Baccalaureate course and perform it for the younger year groups (see full script, resource 2a). Key messages from the play could then be reinforced by using the individual activities explained below. Alternatively the activities can be viewed in conjunction with the script as standalone sessions. (see individual scene scripts provided with each activity)



2. What is a relationship?

The aim of this activity is to help the pupils understand that personal relationships can take a range of different forms. Divide the class into small groups (3 or 4s). Ask each group to come up with their own definition of the word 'relationship'. Facilitate a whole class discussion to agree a class definition e.g.

'the way in which two or more people behave towards, are connected with, or involved with each other.'

Working individually, ask the pupils to list the different types of people they have a relationship with e.g. family, friends, teachers etc.

Ask the pupils in pairs to combine their individual lists to create a mind map of the people with which they have relationships. (**resource 2b**)

Conclude this activity with whole class feedback to discuss the range of relationships highlighted and their level of significance to the pupils e.g. close family, friend, acquaintance, teacher etc.

3. What's going on?

Begin by briefly setting the scene verbally for scenes 1 and 2 of the 'Sweet Dreams' script (**resource 3a & b**). Read scenes 1 and 2 up to the point when Bethan and Rosie walk off stage followed by Chloe.

Organise the pupils into groups. Ask the pupils to discuss what's going on between the 3 female characters - Rosie, Bethan and Chloe. How would the pupils describe each character? Ask the groups to feedback.

Possible responses might be:

- Girls: Talking about their relationships
- Chloe: new girl, wants to fit in and be accepted socially, insecure, lacks confidence
- Rosie: popular with peers, confident and dominant
- Bethan: hard working, intelligent, geek and ignored.

In scene 2, enter year 12 and 13 boys Mike and Ben from the back of the stage carrying chairs. Again, working in groups, ask the class to discuss 'What's going on between the 3 male characters? How would the pupils describe each character?

Ask the groups to feedback.

Possible responses might be:

- Boys: organizing their social life
- Mike: popular, confident, talented, assured, intelligent
- Ben: angry, lazy, temperamental, lacks confidence.

Having read the scenes, ask the group to discuss whether there was any evidence of peer pressure, for example, pressure around sexual activity and wanting to fit in.

In groups, ask the pupils to consider how each of the 5 characters is feeling. Distribute one set of character cards (**resource 3c**) and feeling cards (**resource 3d**) to each group. Ask the group to discuss and distribute the feelings cards amongst the characters to reflect their most obvious



emotions. Class feedback.

4. Healthy or unhealthy?

Arrange the class into small groups. Provide each pupil with a copy of the resource sheet 'Is this a healthy personal relationship?' (**resource 4a**) Ask the pupils to discuss each statement and decide whether the relationship is healthy or unhealthy. Class feedback of each statement.

Give each group a script of scene 3 and 4 from Sweet Dreams. (**resource 4b & c**) Ask each group to read the script. Allocate one of the relationships below to each group and ask them to discuss the following question.

Do you think Chloe and Rosie's relationship is healthy or unhealthy?

Do you think Mike and Ben's relationship is healthy or unhealthy?

Do you think Mike and Rosie's relationship is healthy or unhealthy?

Do you think Ben and Chloe's relationship is healthy or unhealthy?

Ask each of the groups to feedback and justify their answers.

In the same groups, ask the pupils to devise their own set of 'rules' - 'The Do's and Don'ts of a Healthy Relationship' using the template provided (**resource 4d**)

5. When is the right time?

This activity could be linked with scene 5 from the script Sweet Dreams (**resource 5a**) or can be used independently to promote awareness of virginity and attitudes towards personal relationships.

Using the sorting cards, 'When is the right time?' (**resource 5b**) choose the appropriate number to use with your class. Print sufficient sets of the selected cards to use with small groups or pairs.

Ask the groups to discuss the comment on each card. Ask them to decide whether the statement would have a positive or negative bearing on a young person's decision to commit to a sexual relationship with a partner.

When the group has agreed, ask the pupils to place the cards onto the header cards 'Positives' or 'Negatives'. A third category 'Unsure' can be created if the group cannot agree on specific cards. (**resource 5c**) Ask each group to nominate a spokesperson to feedback to the class.

This activity can be reinforced by completing the values continuum exercise below.

This exercise can be undertaken as a tabletop values continuum. Using the sorting cards, (**resource 5b**) When is the right time? Choose at least 10 cards to use with your class. Print sufficient sets of the selected cards (**resource 5b**) and agree disagree header cards (**resource 5d**) to use with small groups or pairs. As a table top exercise ask the groups to discuss the comment on each card. Ask them to decide whether they agree or disagree with the statement and to place it along the values continuum line to show the degree of agreement or disagreement. These statements have a positive or negative bearing on a young person's decision to commit to a sexual relationship with a partner. Ask each group to nominate a spokesperson to feedback to the class.



Alternatively

Using the PowerPoint (**resource 5e**) provided reveal each statement in turn. Ask one group to say which category they would place the statement in and their reasons why. Ask the other groups if they agree/disagree with the decision. This will give the groups an opportunity to explain their decisions to the rest of the class. If different viewpoints arise during the class discussion, pupils could have a class 'vote' to decide if they consider the statement to be positive or negative. NB: Not all cards are easily categorized but are open for discussion.

Statements	
My best friend lost her virginity last week. I want to be the same.	I am proud to be a virgin.
My boyfriend is encouraging me to have sex. I had better please him.	I want to make love to my girlfriend as I love her very much.
My boyfriend is threatening to leave me unless I have sex, perhaps I should?	I respect my girlfriend so I am willing to wait.
I am going on holiday this summer. I plan to come back having lost my virginity.	Both of us have discussed making love and we have both consented.
I am 15. My friends say it's about time I lost my virginity.	I am scared to have sex in case I contract a sexually transmitted infection (STI).
My friends were talking about having sex. I was embarrassed as I haven't lost my virginity, so I lied.	My faith says that we shouldn't make love until we are married.
My friends said it was alright to drink alcohol and have sex as I wouldn't remember.	We are in the 21 st century as long as you use protection, I don't see the problem.
It's OK to have sex if both of us are 15 years old.	Virginity is precious and no one should be pressured into sex.
My boyfriend says its better sex if we don't use a condom.	I am not ready to have sex.
My friend is embarrassed to spend time with me; as everyone knows I am a virgin.	I haven't met anyone I want to make love to.
I want the new in boy in class to be my boyfriend. Perhaps if I offered him sex he would be.	We had better have sex or he will get bored and leave.
I agreed to sex as I wanted a baby.	I want to really get to know my partner before I start a sexual relationship.
Sex is sex. I can't think of anyone who isn't doing it.	I want the first time I make love to mean something.
The entire rugby team claims they have had sex, so should I?	Even though my friends have lost their virginity I don't intend to until I am ready.

6. Hot seating

This activity could be linked with scene 5 and 6 (**resource 5a & 6a**) from the script Sweet Dreams. Before undertaking this activity the class needs to be given the time to familiarise themselves with each character. This can be achieved either by reading the character



description cards (**resource 6b**) and the script thoroughly or by role playing the scenes to develop empathy with the characters.

To confirm understanding the following questions could be asked:

- What are the similarities / differences between each character?
- Who is the weakest/ strongest character?

This aim of this hot seating activity is to explore the attitudes, values and motivations of the main characters from the 'Sweet Dreams' script.

Ask pupils to volunteer to take the role of Ben, Mike, Chloe and Rosie. Give each of the volunteers their character's description card and allow them time to read the details. The volunteers are then interviewed in role by the rest of the class.

Remind the class of the need for ground rules.

Possible prompt questions for Chloe could be:

- Why don't you feel you are ready to have sex?
- If you love Ben why don't you make love to him?
- Why are you so unassertive?
- Why do you let Rosie influence you so much?
- Why do you find it so difficult to talk about relationships with your mother?
- Why do you think Ben gave you so many drinks?
- Has Ben ever made you do something you didn't want to do? How did that make you feel?

Possible prompt questions for Rosie:

- How did you know that you were ready to have sex?
- How would you feel as a result of non-consensual sex?
- How do you feel about being a role model for others?
- How did you feel when you realised the outcome of the situation between Ben and Chloe?
- How do you compare your relationship with Mike to that of Chloe and Ben?

Possible prompt questions for Ben:

- Do you respect Chloe?
- Why do you want to be like Mike?
- Why is it so important that people should think you are having sex?
- What do you think is a good relationship?
- Why did you feel the need to get Chloe drunk?

Possible prompt questions for Mike:

- Do you respect Rosie?
- What do you think makes a good relationship?

- How did you feel when you realised the outcome of the situation between Ben and Chloe?
- How do you compare your relationship with Rosie to that of Chloe and Ben?

Alternatively

A prompt card activity could be used to explore the attitudes, values and motivations of the main characters from the 'Sweet Dreams' script. Provide each group with a set of prompt cards (**resource 6c, d, e & f**), 1 for each character or a prompt question sheet. (**resource 6g**)

Ask each group to discuss the characters Ben, Mike, Chloe and Rosie. Give each of the group the character description cards and allow them time to read the details.

Ask the groups to look at the questions provided on the prompt card or prompt question sheet and discuss possible answers.

Ask each group to make notes for each character with appropriate words or bullet points to help answer the questions asked.

Ask each group to nominate a spokesperson to feedback to the class on one character they studied. Facilitate responses from the other groups.

7. What is consent?

The aim of this activity is to help the pupils to understand that giving consent is part of everyday life.

Brainstorm, with the whole class, different examples of consent in their everyday lives e.g.

- Written consent - HPI vaccinations (year 8), school trips
- Consent online - accepting Facebook 'friend' requests
- Verbal consent - agreeing social plans e.g. do you want to go to the cinema, or informal arrangements e.g. can I borrow your history book?
- Non-verbal consent - nodding your head, going somewhere with someone, passing an object to someone

8. Reading the signs (Non-verbal consent)

The aim of this activity is to help the pupils to recognise the signs of **non-verbal** consent or non-consent. In small groups ask each group to think about ways of communicating consent and non-consent without actually speaking. Ask for suggestions and/or for pupils to demonstrate examples. Examples include:

Non-verbal signs of consent	Non-verbal signs of non-consent
Direct eye contact	Avoiding eye contact
Moving closer to someone	Pushing someone away



Nodding (meaning yes)	Shaking your head (meaning no)
Laughter and/or smiling	Crying and/or looking sad or fearful
'Open' body language, e.g. relaxed, loose arms and legs, relaxed facial expressions	'Closed' body language, e.g. tense, folded arms or crossed legs, tense facial expressions
Turning towards someone	Turning away from someone

9. What is sexual consent?

The aim of this card sorting activity (**resource 9a**) is to help the pupils understand that **sexual consent** can take many different forms. Arrange the pupils into small groups. Ask the pupils to sort the 24 statements into three groups:

- Sexual consent given
- Sexual consent not given
- Not sure

In summary, if there is any doubt whatsoever about sexual consent being given, whether verbal or non-verbal, they must stop and find out before they think of continuing with any sexual activity.

10. When is it time to stop?

This group exercise is to clarify pupils' understanding of sexual consent, both verbal and non-verbal, and 'when it is time to stop'. Arrange the class into groups of 4 or 5. Ask the pupils to read, discuss and sort the 20 statements (**resource 10a**) as follows:

- red = your partner is **not** giving consent (signs you must stop)
- amber = not sure if consent is given or not (stop and find out before continuing)
- green = meaning that consent is clearly given

Each statement card is placed on a red, amber or green card (**resource 10b**). Alternatively use a PowerPoint presentation (**resource 10c**) to display each statement in turn. Pupils vote using red, amber or green cards. To clarify the pupils' understanding, facilitate a whole class discussion focusing on the amber statements. Ask the pupils why they found these statements more difficult to judge.

Key messages about sexual consent to reinforce are:

- Nobody has any right to touch you in a sexual way without your consent
- If someone does touch you in a sexual way, they are possibly committing a sexual assault so you must tell someone
- No means no
- No answer, does not mean yes
- Giving in (submission) does not equal consent
- It is always your responsibility to be sure that your partner is willing before any sexual activity



- Never make assumptions about your partner's intentions. Sexual consent **always** needs to be given
- Sex with someone unable to consent is sexual assault or rape
- Someone can change their mind at any point.

These points apply to all types of sexual relationships; male/female, male/male or female/female.

Remember:

- The majority of young people under 16 are not having sex
- Sexual activity with a person under the age of 16 is illegal.

11. Yes or No?

Share and explain the definition of sexual consent with the class.

Sexual Consent is when:

a person, 16 years or over, agrees by choice to any kind of sexual activity and has the freedom and capacity to make that choice.

Ask the pupils to read scenes 7 and 8 of the 'Sweet Dreams' script (**resource 11a & b**). In groups, ask the pupils to discuss what Chloe, Ben, Rosie and Michael might have done differently to prevent the sexual assault.

Key messages: Sexual assault is **always** the fault of the offender. However, there are things we can do to lessen the risk, keep ourselves safe and protect our friends.

12. Getting the message across

Arrange the class into pairs. Give each pair of pupils a summary sheet (**resource 12a**) with the main messages about sexual consent. Ask the pupils to write an explanation for each statement that would make sense for a younger pupil. Summarise the main points about sexual consent as shown below.

Alternatively, to differentiate the activity, use the matching statement cards (**resource 12b**). Divide the class into small groups and distribute a set of matching statement cards to each group. Ask the groups to match the statements with the correct explanations. Facilitate feedback.

Sexual consent statement	Explanation
Nobody has any right to touch you in a sexual way without your consent	This could include touching a part of your body, kissing you without your permission, pulling at your clothing, showing you photos or videos of a sexual nature.
Submission does not equal consent	Reasons that a person might submit to sexual activity include fear.



It is always 100% your responsibility to be sure that your partner is willing before any sexually activity	To be sure that your partner is willing before any sexually activity. Afterwards is not the time to find out that your partner did not want any or the same level of sexual interaction. Otherwise you will be turning your potential lover into your victim.
Never make assumptions about your partner's intentions	Don't act without consent or ignore clear messages. The way someone looks at you, the way they are dressed, if they laugh at your jokes, if they respond by kissing you, for example are not acts that equal verbal consent.
No means no	If your sexual partner says it, believe it.
No answer does not mean yes	If someone doesn't say "no," it certainly does not mean, "yes." If either (or both) of you can't or won't talk about sex and the possible consequences for a relationship, then it is much too soon to be sexual together.
Sex with someone unable to consent is rape	Sex with someone drunk, under the influence of drugs, asleep, passed-out, underage or otherwise unable to consent is rape.
Sexual touching without consent is sexual assault	Sexually touching someone when they are drunk, under the influence of drugs, asleep, passed-out, underage or otherwise unable to consent is sexual assault. This includes touching the victim with any part of the offender's body, or anything else and through anything such as clothing.
Someone can change their minds at any point	For example, if they say "stop" or "no" or "that hurts" then you must STOP. There is no "point of no return."

13. Legal or Illegal Quiz

The quiz legal or illegal (**resource 13a**) provides teachers with an opportunity to connect and recap the work of the School Community Police Officer. Explanatory notes are provided on the notes pages of the PowerPoint.

14. This is Abuse

The Home Office DVD '*This is Abuse*' has a series of short clips which show abusive teenage relationships. View the clips before using, to ensure the content is appropriate for the age and maturity of the class.

The Teenage Relationships clip (80 seconds) (**resource 14a**) provides opportunities for pupils to explore, from a male and female perspective:

- Power and control in teenage relationships
- Trigger signs of unhealthy relationships
- Pressure, threat and coercion
- The need for sexual consent to be given each time a couple are considering sexual activity

Possible discussion questions include:

- Has sexual consent been given freely?



- Who is the victim? Why?
- Has an offence been committed? If so, what offence?
- Has a sexual offence been committed?
- What happens next?
- Who is the offender? Why?
- What choices does a girl in this type of situation have to keep herself safe?

15. What are the consequences?

These activities help pupils to understand the terms 'victim' and 'offender' and to consider the consequences of committing a sexual offence. Read scenes 9, 10 and 11 of the 'Sweet Dreams' script (**resource 15a, b & c**) to the whole class or provide scripts for the class to read or role play. Organise the class into small groups. Provide each group with a double bubble diagram (**resource 15d**) that compares and contrasts the words 'victim' and 'offender'. This method makes it easier for the pupils to compare the similarities and differences between their two answers.

Ask each group to complete the victim bubble first, to explain, '*What is/are a victim(s)?*'

Facilitate class feedback to agree a class definition e.g.

A person harmed, injured, or killed as a result of a crime, accident, or other event or action.

Ask the class to consider, '*Who is/are the victim(s)?*' in the play. Victims can be direct e.g. Chloe, but also indirect such as her friends and family.

Again working in small groups, ask the pupils to complete the second part of the double bubble diagram to consider '*What is/are an 'offender(s)?*' Facilitate class feedback to agree a class definition e.g.

A person who break the rules or the law

Ask the class to consider '*Who is/are the offender(s)?*'

Use PowerPoint (**Resource 15e**) to define and explain the words *rape* and *sexual consent* and *sexual assault*.

Rape is:

sex that you don't agree to. If a man or boy forces their penis into your vagina, anus (bottom) or mouth, this is rape and can happen to both girls and boys.

Sexual Consent is when:

a person, 16 years or over, agrees by choice to any kind of sexual activity and has the freedom and capacity to make that choice.

Sexual Assault is when:

a person commits an offence if s/he intentionally touches another person in a sexual way when the other person does not consent. This includes touching with any part of the body, with anything else and through anything such as clothing.



Ask the class if a crime was committed in the play? If so,

- What offence(s) was/were committed?
- Why might sexual offences not get reported?

Ask the groups to complete the thinking map template (**Resource 15f**), to show the causes and potential consequences of the crime. Facilitate whole class feedback. The information below is a resource for teachers, which provides examples of the consequences of sexual offences for victims, offenders, family and communities. Pupils could then give their opinions on each of the consequences saying which one(s) is the most important to them and why.

Consequences	
<i>Medical issues</i>	Victims or offenders can suffer severe stress, sleepless nights and mood swings. Also, victims can suffer depression for many years. This can lead to addiction to legal and illegal drugs and also could lead to crime to fund a drug habit. Victims can also turn to self-harm and, in extreme cases, attempt suicide.
<i>Sexual health</i>	Victims of sexual crimes can contract sexually transmitted infections (STIs) such as Chlamydia which can lead to infertility. HIV (and also AIDS) can also be contracted and this can ultimately lead to death.
<i>Unwanted pregnancies</i>	Victims may have to use emergency contraception and may also have to deal with unwanted pregnancy. This can lead to decisions on whether to keep the baby or have an abortion. Sexual health clinics are available to provide advice on sexual health issues.
<i>Relationship issues</i>	Victims may have problems simply going out, forming relationships with new people, having different feelings for people they have known for a long time. They may also have problems with trust in forming relationships with people they have not met before.
<i>Punishments</i>	E.g. prison sentences. Rape carries a maximum life sentence in prison, youth offenders can be transferred to adult prisons during their sentence. Offenders are also put on the sex offenders' register for life. An offender may also have to pay compensation to a victim.
<i>Future life</i>	E.g. restrictions on travel, restrictions on job prospects, possible reoffending. Many countries do not allow convicted criminals into that country, e.g. the USA. It is very difficult to find future employment with a criminal record for sexual offences. With no job, it is possible the offender may start to re-offend and may end up back in prison.
<i>Consequences for families and communities</i>	Offenders may find their previous friends and relatives want nothing more to do with them. Relatives of offenders may become ostracised in their community.

16. Following the legal process

Give each group a set of 'legal process' cards (**Resource 16a**) and, using the template provided (**Resource 16b**), ask them to make a flow diagram to show the possible legal consequences. Summarise the legal process. The correct order is:



1. Crime committed	7. Verdict
2. Arrest suspect	8a. Not guilty
3. Crown Prosecution Service	9a. Free to go
4. Suspect charged	Or
5. Court appearance	8b. Guilty
6. Trial	9b. Sentence passed

Reread scenes 9, 10 and 11 of the Sweet Dreams play (**resource 15 a, b & c**) to the whole class and ask the class if they have changed their minds about who actually is a victim?

17. Making positive decisions

Divide the class into small groups and distribute a picture prompt card (**Resource 17a**) to each group. The prompt card can also be displayed as a PowerPoint slide (**Resource 17a**). The picture prompts start to develop the scenarios that the pupils will have encountered in the SCPO's lesson called No means No! The scenarios present occasions when young people in relationships have to make decisions about their sexual behaviour. In the lesson they will have focussed on whether a criminal offence has occurred or not. This activity seeks to allow pupils to develop strategies to reduce any harm to themselves. Ask the pupils to consider the situation presented on their cards and to discuss what the characters' responses might be. Feedback to the whole class.

18. Conscience Alley

Split the group in half and ask them to stand opposite each other. Create a walk way between the 2 sides. Ask someone to volunteer to go first. Provide them with a scenario (**Resource 17a**) to read out to the group. Ask the group to consider what the character/characters in the scenario might be feeling or thinking.

Ask the volunteer to firstly select the victim from the scenario. The volunteer needs to walk slowly down the walkway as each of the group repeat a line they have thought of out loud in relation to that character. This is a noisy activity, but is meant to be intense. Ask the volunteer to feed back to the class how they felt and ask a few of the class how they felt during the exercise.

Repeat this exercise, ask the volunteer to walk back down the alley, but this time the class should say a line that a supportive friend or family member could say to give the victims confidence to make their own decisions and relieve the pressure. Again ask the volunteer to feed back to the class how they felt and ask a few of the class how they felt during this exercise. Repeat with other scenarios and new volunteers.

Remind the pupils about the huge amount of pressure on themselves and their peers and consider being supportive rather than adding to that pressure and respect each other's decision to have sex or do sexual things.



Repeat the exercise by asking a second volunteer to represent the offender in the scenario and providing the offender with the opportunity to reconsider their actions.

19. Opinion finder activity

Opinion finders are a flexible method for young people to consult with their peers about a range of related issues. Interaction with peers often encourages more detailed feedback and a chance to hear the personal views and attitudes of other pupils.

Each pupil is randomly given an opinion finder card to firstly record their individual opinion. (**resource 19a**) Then ask pupils to move amongst their class to collect the opinions of their peers regarding their statement. Record their peers' responses on their card. They should also give their opinion on their peers' statements in a carousel of paired discussions. Pupils will either agree or disagree with the statements.

Next ask pupils with the same statement to form a group. Tally the responses to the statement provided and try to reach a consensus. Each group feeds back their outcomes. Conclude with a whole class discussion of the points raised using the PowerPoint (**resource 19b**).

See statements and additional comments below:

Statement	Comment
It's OK for a boy to "expect to have sex with a girl" if she has been "flirting".	An individual's behaviour in no way gives anyone the right to sexually assault them.
It's good to lose your virginity when you're a teenager	63% of sexually active adolescents wished they had waited longer and 89% of those surveyed would advise their own brother, sister or friend not to have sex until at least after finishing secondary school.
Nobody should touch you in a sexual way without your consent.	Unwanted sexual contact or activity is likely to be considered sexual assault.
Most teenagers are sexually active.	Most young people in the UK become sexually active aged 16 or over. Only 25-33% of young people will have heterosexual intercourse before the age of 16. Only you should decide whether or not to be sexually active.
Pulling a girl's bra strap is just a bit of harmless fun.	Unwanted touching is a form of sexual abuse/harassment. All cases of unwanted touching or other forms of sexual bullying, must be dealt with seriously by the school.
It's not easy to talk to your partner about sex.	No, it isn't but honesty is important in any relationship, and even more so when it comes to sex.
It's really important to know your personal boundaries.	It is a good idea to think about what you want and don't want sexually before putting yourself in that situation. That way you are more likely to find forms of sexual expression that fit with your personal boundaries and desires. The most common reasons that sexually inexperienced teens give for not having had



	sex are: <ul style="list-style-type: none"> • It is against my religion, beliefs or morals • I don't want to get pregnant • I haven't found the right person yet.
Girls that wear short skirts and revealing tops are 'asking for it'.	How an individual dresses and what they wear does in no way gives anyone the right to sexually assault them. The blame always lies with the perpetrator of a sexual assault, NOT the victim.
Sexual risk-taking is just a normal part of being a teenager.	Expectations are often unrealistic due to farfetched portrayals of teenage relationships on TV and in films. Having sex for the first time is a very significant part of anyone's life and it is not something that should be rushed into.

20. Thinking things through

The aim of this activity is for pupils to think about what sexual consent looks and sounds like in 'real life' situations and to consider the personal, social and ethical consequences of sexual activity.

Arrange the pupils into six mixed sex groups. Give each group one scenario card from the six scenarios available (**resource 20a**) (multiple copies may be made to ensure each person has a copy of their group's scenario).

Ask each group to read and discuss their scenario. Using the mind map template provided (**resource 20b**), ask the pupils to identify the potential personal, social and ethical consequences for each of the characters.

The scenarios cover:

- Peer pressure to be sexually active
- Lack of capacity to give sexual consent i.e. by drink (or drugs)
- Coercive sex i.e. one partner strongly pressuring the other
- Sexual harassment
- Withdrawing consent during sexual activity
- Working out your own personal boundaries/limits relating to sexual activity
- Consensual sex

Facilitate a class discussion. Read out each scenario to the class and then ask each group to report back. Invite the rest of the class to add comments. Possible issues identified may include:

Personal

- Self-esteem/ self-respect (Gain or loss)
- Guilt, blame
- Health e.g. STIs, unwanted pregnancy
- Impact on future career opportunities



Social

- Expectations to behave like other young people
- Acceptance/fitting in with the friendship group
- Reputation; how other people perceive you

Ethical

- Casual sex/one night stands
- Sex before marriage
- Religious/cultural beliefs
- Parental disapproval

21. Signposting Sources of Support

Using **Resource 21**, remind pupils of the sources of support for victims of a sexual assault.

