

Guidelines for Teaching Consent

This resource was created from recommendations given by members of Bold Girls Ken, following a review of the lesson plans available on RSHP.scot

Important messages for young people to understand from lessons on consent:

- **Consent is informed, ongoing and enthusiastic**
- **Consent is not just about relationships and sex; it is setting boundaries, having open conversations, and creating respect**
- **You can only give consent to any sexual activity after 16 years old**
- **It is good to have a conversation about consent with your partner**
- **It is OK not to be sure and have questions**
- **The laws are there to protect young people and support informed choices**

12 considerations for delivering a lesson on consent:

1. Always share signposting to support

If anything makes you feel worried or upset, during or following this lesson, it's important to speak to an adult you know and trust, such as a parent or carer or your PCS teacher. Young people can get support by calling Childline on 0800 1111 or by visiting childline.org.

2. Smaller groups and guided discussion opportunities

Some young people may find it difficult to provide an individual answer in class or speak in a larger group with unfamiliar peers. Smaller groups allow more young person the opportunity to contribute.

3. A flexible seating plan and informal setting

Some subjects and topics may be difficult and uncomfortable for young people to discuss, it is easier to talk about these topics with a familiar friend group in a relaxed environment.

4. Opportunity to settle into the lesson

Acknowledge the subject may be difficult or uncomfortable to discuss and allow time at the beginning to have some lighter conversations or provide a warm-up activity.

5. A content warning for every lesson

During this lesson we will be talking about sexual consent, if anyone feels uncomfortable or needs to take a break during the lesson for any reason, you can. Example teacher will be available to speak if you need to afterwards.

6. A joint group agreement

Respect others' ideas, all questions are good questions, we will not share personal stories.



7. Quiet fidget toys, doodling or note taking

Some subjects and topics may be difficult and uncomfortable for young people to discuss, having something to fidget with or occupy hands will allow young people to feel more at ease during the lesson.

8. No pressure to participate

Some young people may not feel comfortable responding throughout the lesson, they may need longer to process the information or need to speak to a trusted adult, check in with young people who do not participate individually.

9. Balance direct information with use of examples

Consent is enthusiastic, informed, and ongoing. It is actively saying yes – with both your body and your language – like eye contact, smiling and looking relaxed.

10. Anonymous question and answer opportunities

A box can be provided at the front of the class, during the lesson and at the end, ask every young person to write something - even if they don't have a question - and place their note in the box. Remind young people if they would like to share or talk about a serious issue, please speak with a member of staff who can give support – or leave their name on the paper for a member of staff to support.

11. Time for reflection and personalisation

After each lesson provide an opportunity for young people to write down a supportive person anonymously, if someone does not provide one, schedule time to signpost support in the following lesson.

12. Revisit learning every year to build on previous knowledge

Start learning about consent and what it is within friendships and family relationships in S1, then progressively build on this learning every year. Every year group will be different so consider how to adapt the progression to suit the learners.



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