

PSHE Do Now



P

Previous Lesson

[Insert question here]



S

State two things you know about

[Insert key word or concept here]



H

Harder to recall from the past

[Insert question here]

E

Explain what is meant by

[Insert key words or concept here]

Saturday, 17 February 2024

Title: Pressure, Persuasion and Staying in Control

Consider the word 'assertive'.

Imagine that you were told that you had to drop your best GCSE subject, to pick up another subject instead.

1. What would you say to the person who gave you the instruction?
2. How would you describe your problem with this plan?
3. How would you display your emotions during this conversation.



One to think about:



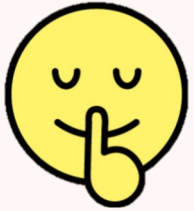
During this lesson



We will be able to:

- identify when asking for consent becomes inappropriately pressurising or persuasive.
- recognise everyone's right to not give, or withdraw consent, and to be aware that victim-blaming is unacceptable.
- explain the legal consequences of pressure, persuasion, and coercion in relation to consent.
- explain how to seek advice or support.

The PSHE ground rules:



Listen to others | Please do not talk over each other. It is okay to disagree, but we must show REGARD by not making assumptions and when we do disagree, challenge the statement and not the person.



Respect and Privacy | Use respectful language and body language. We might discuss examples, but we do not use people's names or identify people outside of the classroom.



No judgement | We will explore beliefs and misconceptions about a topic without being judged.



Participation | We ENDEAVOUR to take part in activities, share ideas and encourage others to do the same.



Seeking help | We will look at some challenging topics and find out where to get support. You can also talk to any adult at school to talk about a particular topic.

Reminding ourselves of the 'language of 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.

Split the class in half – 1 minute to think – 1 minute to feedback.

Think of any phrases that somebody might ask for someone's consent:

Language of Permission





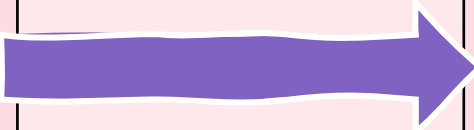
“Would you like to...?”

Think of phrases used to convince someone to engage in sexual activity:

Language of Persuasion

“You know you want to...”

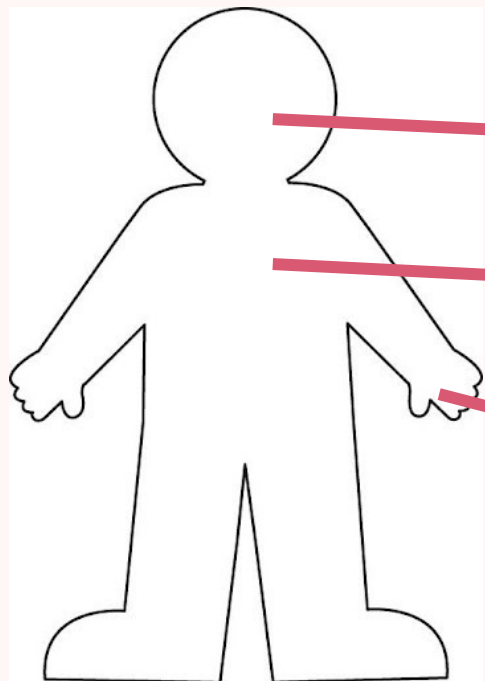
Key words:

<u>Key word</u>	<u>Link</u>	<u>Definition</u>
Consent		‘standing up for your own rights without dismissing the rights of others.’
Assertive		‘agreement which is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement.’
Pressure		‘an action, threat, attempt at humiliation and intimidation - or other abuse - that is used to harm, punish, or frighten their victim.’
Coercion		‘trying to convince or manipulate someone into taking part in an activity, including sexual activity.’
Victim-blaming		‘the incorrect belief that the victim of a crime or harmful act is fully or partially responsible for it. For example, victims of sexual harassment are often blamed because of their clothing choices, body language, or the belief that they ‘secretly wanted it’.’

Head, heart hands

Step 1: Read the overheard conversation.

**Step 2:
On your worksheet...**



Head – What is Person B thinking?

Heart: How is Person B feeling?

Hands: What might Person B do next?

Challenge: Now think about Person A. What might they be thinking, feeling and doing next?

Red pen feedback: Head, heart hands

Person B might be feeling:

Nervous

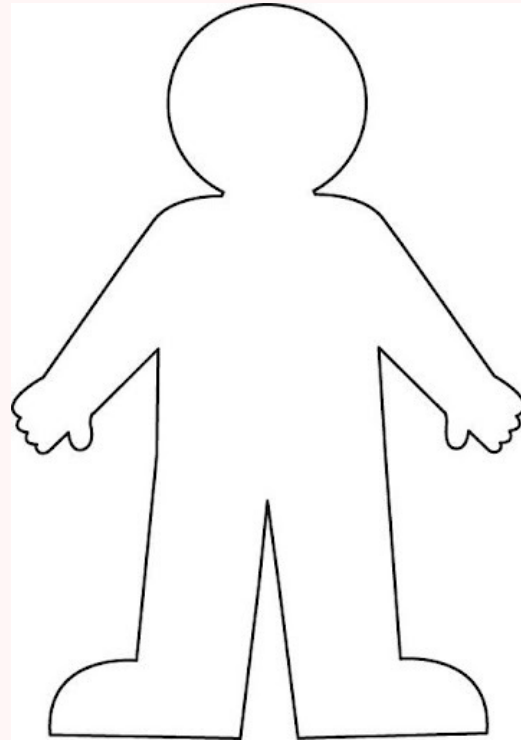
Uncertain

Uncomfortable

Distressed

Threatened

Afraid



Person A might be feeling:

Embarrassed

Rejected

Disrespected

Led on

**However
Person A is
feeling,
they MUST
respect
Person B's
choice not
to have sex.**

Victim-blaming What now?

Step 1: Working in pairs, use a pen or highlighter to identify examples of pressure or coercion and examples of victim-blaming in what has been said.

Step 2: Answer using evidence:

- a. What might the consequences be for Person A?
- b. Why is victim-blaming so harmful?

Last night I had sex with this person I've fancied for a while. I was excited when they came over, but then they started putting loads of pressure on me to have sex. I wasn't ready and didn't want to, but they wouldn't stop going on about it and kept telling me I'd been leading them on. I tried to push them away, but they said it was 'too late now' because they were already turned on.

Anyway, eventually I just did it, as it didn't feel like I had a choice. I've woken up feeling upset, angry and confused, and wishing it hadn't happened. I'm not sure what to do now or who to speak to.

When I messaged my friend about it, she said it was my own fault for inviting them over. And I'd sent a nude before too, so it was obvious I wanted more. Maybe she's right?



How could Person B get support?

Person B: ...So that's what happened. I can't stop thinking about it.

Cousin: Thank you for telling me. I'm so sorry that happened to you. You know that's rape, right? I think we need to get you some help.

Person B: Really? But it was last week; what can I do about it now?

What might Person B do next?

What might their cousin do next to help?

How could Person B get support?

Person B could speak to a trusted adult, such as a parent or teacher. They could report what happened to police or speak to a medical professional (e.g. doctor or sexual health clinic). They might want to seek counselling support, for example from counsellors at Childline or Victim Support or through a referral from their GP.

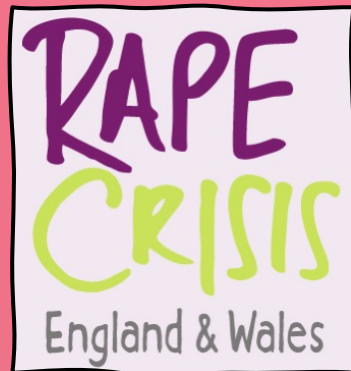
Person B's cousin could support them to make a report, for example by offering to come with them to speak to an adult or the police; remind Person B they have a choice about what to do next; explain all the reasons why reporting is beneficial (e.g. for a sense of justice/closure, to start getting help, to take away power from the abuser, to stop the behaviour being repeated and others being affected); remind them it is never too late to get help or to report a crime.

Where can you go for support?

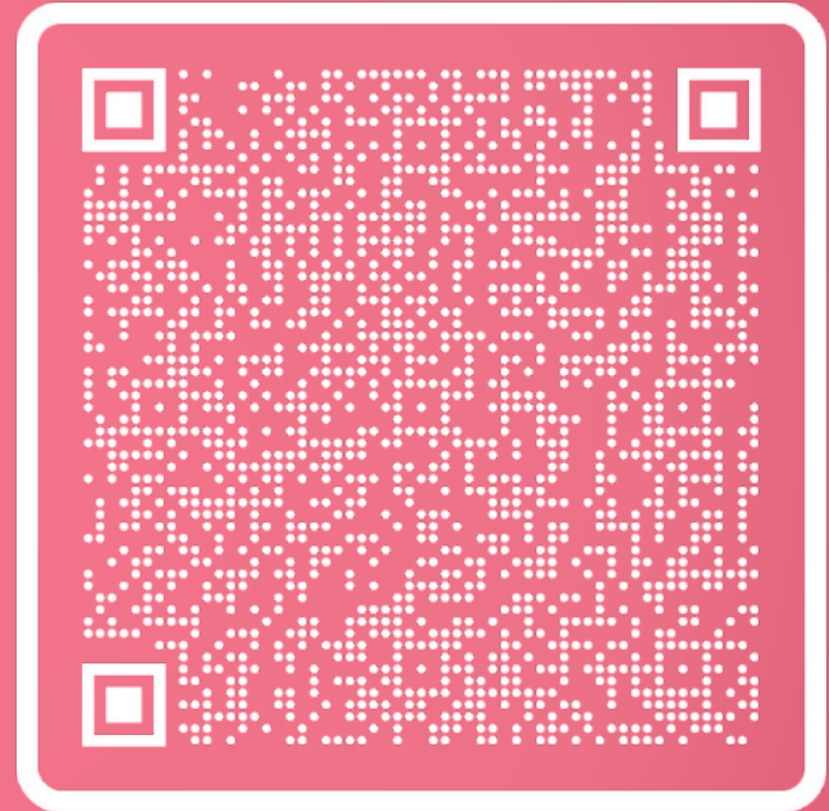
If you need to talk to somebody after today's lesson, support is available inside and outside of school. You can contact the following people...

- *Your Form Tutor*
- *Your Head of Year*
- *The Wellbeing Team*

Seek confidential support from any of these agencies:



Please complete our feedback survey!



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