

# RSHE QUESTION POSTBOX

As we have now moved on to Relationship, sex and health education (RSHE) we will have a POSTBOX in our classroom.

There will be a stack of post-it notes next to it. If at any point you have a question or something you wanted to know about linking to RSHE then please take a post-it note write your question and pop it in. You don't have to put your name on them if you don't want to.

This lesson discusses consent and vulnerability.  
You are not expected to share personal experiences.

If anything raises concerns for you, support is available during and after the lesson.

## THE TOPICS WE WILL COVER OVER THE NEXT TERM ARE:

- ONLINE SAFETY – AI, SEXTORTION AND PORNOGRAPHY
- FREEDOM AND CAPACITY TO CONSENT
- MISOGYNY & INCEL CULTURE
- DELAYING SEXUAL ACTIVITY
- WHY HAVE SEX?
- MANAGING THE END OF RELATIONSHIPS IN A HEALTHY WAY
- REPRODUCTIVE HEALTH – MALE AND FEMALE SPECIFIC FOCUSES
- WHAT ARE STI'S

# TITLE – FREEDOM AND CAPACITY TO CONSENT

DATE:02/02/26



In today's lesson we will look to:

- Explain what **freedom** and **capacity** to consent mean
- Identify situations where consent **cannot** be given
- Recognise how pressure, substances, or manipulation affect consent
- Explain why misleading or exploiting someone is serious and wrong
- Identify trusted people and services for help and support

Freedom, capacity, consent, pressure, manipulation

- What might stop a person changing their mind?
- Can pressure still exist if no one is shouting?
- Can consent be affected by circumstances?



3 Minutes

TODAY'S  
BIG  
QUESTION

If someone says 'yes', does that always mean consent?

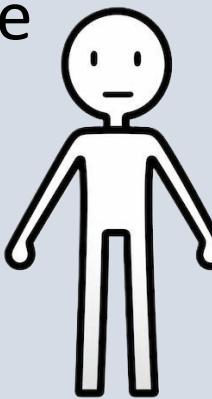
# What we want to achieve this lesson:

## Learning outcomes

- I can explain what is meant by freedom and capacity to consent
- I can recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given
- I can explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence
- I can explain where, why and how to get advice and support for issues relating to consent

# A person consents if they agree by choice, and have the freedom and capacity to make that choice.

- **Freedom** = no pressure, fear, threats, manipulation, or control
- **Capacity** = able to understand, decide, and communicate a choice
- Consent can be **withdrawn**
- Consent must be **specific and informed**
- Alcohol, drugs, fear, or deception can remove capacity or freedom



On page ... you have a stick person – work in small groups for the next task

**Write** what might stop this person from being able to give, not give or withdraw their consent to something

**Circle** or **add** any that are to do with a **lack of choice or freedom**

**Put a cross by** or **add** any that are to do with not having the **capacity to consent**

Examples to model (only if needed):

- Fearing consequences
- Being drunk or high
- Being lied to
- Feeling pressured or rushed

If any of these are  
present, can consent  
still be valid?

# Overheard conversation

Alex was really out of it last night!

So after you both left... did you?

Did we what?

You know... did you?

Yeah, yeah we did.

I never thought Alex would do that!

That's what happens when you get drunk...

- What do you think the characters in the scenario are thinking and feeling?
- What do you think Alex is thinking and feeling?
- Is what happened acceptable? If Alex was drunk, was it really consent?

# Overheard conversation

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So after you both left... did you?

Did we what?

You know... did you?

Yeah, yeah we did.

I never thought Alex would do that!

That's what happens when you get drunk...

Being drunk or intoxicated can remove a person's **capacity to consent** — responsibility does **not** shift to the vulnerable person.

Scenarios are on page - 10

# Scenario analysis

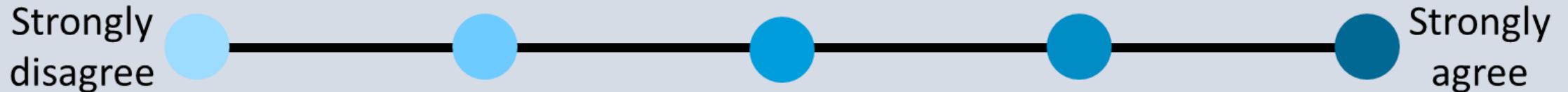
Read each of the scenarios



1. Which of these scenarios might be against the law?
2. In which scenarios does the person not have the freedom to consent?
3. In which scenarios does the person no longer have the capacity to consent?

Next task, you can either do this with students standing up and placing themselves on a continuum line or them holding up mini-white boards with their thought.

# Agree/disagree continuum



1. It is easy for people to say 'no' to something they really don't want to do
2. It is important for people to be honest about their sexual history before starting a new relationship
3. If a person is put under pressure to say 'yes' they won't be able to get help from the police if they agreed in the end
4. Anybody being threatened or blackmailed into a sexual act should seek help immediately
5. If a person agrees to sex after being given alcohol or drugs, it's their own fault for getting into that situation

# Signposting support

If you would like further guidance or support:

- **“Most people will never need this support – but everyone should know where help exists.”**

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A better meadow. [www.abettermeadow.co.uk](http://www.abettermeadow.co.uk)

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

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

# Writing advice

Choose one of the scenarios and write some advice to the characters



This should include:

- What freedom and capacity to consent mean and why they're so important
- What the person whose consent was being sought could do now (e.g. who might they talk to or get help from?)

# Reflection questions

- In your own words, explain the difference between freedom and capacity to consent.
- Give one example of something that removes freedom, and one that removes capacity.
- Why is it wrong to pressure or mislead someone into agreeing to something?
- Name one trusted person or service someone could go to for help.





Complete your EXIT  
TICKET questions on  
page .....

These link to the key  
knowledge you need  
to know for this block  
of work