

Meden School Curriculum Planning							
Subject	PD	Year Group	10	Sequence No.	5	Topic	Being safe

Retrieval	Core Knowledge									
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning? What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'									
Working in pairs, ask students to summarise everything you know about the concept of consent.	<p>How can assumptions be bad for sexual encounters?</p> <ul style="list-style-type: none"> - The following statements are assumptions made by people. An assumption is a thing that is accepted as true or as certain to happen, without proof. - These assumptions can create unhealthy sexual encounters. <table border="1" style="border-style: dashed; border-color: lightblue; width: 100%; text-align: center;"> <tbody> <tr> <td>Girls don't like sex as much as boys.</td> <td>Girls sometimes say 'no' even when they really want to have sex.</td> <td>Boys should know more about sex than girls.</td> </tr> <tr> <td>If a girl has sex too soon, she is a slut.</td> <td>The more sexual partners a boy has, the more he is respected.</td> <td>Boys are in control and should take the lead in sexual encounters.</td> </tr> <tr> <td>Girls like to get sent sexual images from people they fancy.</td> <td>A couple who really love each other will just 'know' what the other one wants.</td> <td>Once a boy is aroused, he can't stop himself or control what he does.</td> </tr> </tbody> </table> <p>make: Mikey and Miranda assumptions that they</p>	Girls don't like sex as much as boys.	Girls sometimes say 'no' even when they really want to have sex.	Boys should know more about sex than girls.	If a girl has sex too soon, she is a slut.	The more sexual partners a boy has, the more he is respected.	Boys are in control and should take the lead in sexual encounters.	Girls like to get sent sexual images from people they fancy.	A couple who really love each other will just 'know' what the other one wants.	Once a boy is aroused, he can't stop himself or control what he does.
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<p>Ways to withdraw consent links to year 9 lesson of how to communicate and withdraw consent.</p>	<p>Part 1</p>  <p>Miranda and Mikey are 17 and have been dating a while. They are thinking about having sex for the first time.</p>	 <p>Miranda has some assumptions about what boys want or don't want from sex / a sexual partner.</p>	 <p>Mikey has some assumptions about what girls want or don't want from sex / a sexual partner.</p>
	<p>Part 2</p>  <p>Mikey and Miranda meet up, feeling excited but nervous about their date and having sex together for the first time.</p>	 <p>Miranda's assumptions about what boys want, mean that she behaves differently to how she normally would with Mikey.</p>	 <p>Mikey's assumptions about what girls want, mean that he behaves differently to how he normally would with Miranda.</p>

WHERE MIGHT MIKEY'S AND MIRANDA'S ASSUMPTIONS ABOUT SEX HAVE COME FROM?
The media (e.g. TV, film), social media, pornography, friends/peers, wider societal norms or expectations, stereotype.



- As a class, read part 3. Can you write some advice to either Miranda or Mikey, explaining all the different ways they could withdraw their consent?



Part 3			
	Both Miranda and Mikey start to feel a bit uncomfortable and awkward about what is happening / about to happen.	Miranda doesn't want to carry on but isn't sure what to say or do without upsetting Mikey's feelings.	Mikey doesn't want to carry on but isn't sure what to say or do without upsetting Miranda's feelings.

ASPIRATION EXCELLENCE ACHIEVE

This is an opportunity to rehearse phrases

such as "I want to stop" "Let's not do this now" "I'm not in the mood," "This doesn't feel right/good", "I don't want to", "No", etc.

Consider alternative options for clearly communicating consent, such as pushing the other person away, getting up, putting clothes back on, etc.

Consider other non-verbal signs of non-consent, such as avoiding eye contact, body going stiff or tense, looking uncomfortable or as if they are not enjoying it, and how this would be a cue for the other person to stop and 'check in'.

Emphasise that the person who has been asked to stop, has a legal duty to stop. A loving partner will also understand, reassure, comfort the person who wanted to stop.

Whilst this scenario is about a male and a female, all the principles of seeking, giving, not giving, and withdrawing consent, apply no matter the sex or gender of the people involved.

Assumptions can lead to less positive sexual experiences; they lead to misunderstanding, inaccurate expectations and poor communication. Sometimes people feel pressure on themselves, or exert pressure on others, to think, feel and behave in certain ways even if that's not what they really want.

<p>Do now: What is consent?</p>	<p><u>How can communication and respect be important when giving consent?</u> Are the statements wrong? “Why are you pulling away? You came out on a date with me. You must be ok kissing me!”</p> <p>“What’s wrong with you? You’ve been flirting with me all night. You must want more than a kiss.”</p> <p>“You wanted to last week. You must want to do it again.”</p> <p>“You’ve already done it with someone else before so you must be up for it with me, too.”</p> <ul style="list-style-type: none"> - Consenting to one thing (a kiss, going upstairs, sending a video) does not mean consenting to something else (sex, other sexual activity) - Consenting at one time (earlier in the evening, another day) does not mean consenting at all times – people can change their mind and can feel differently about whether or not they want to do something on different days, so consent must always be checked and is not a ‘one off’. - Someone’s behaviour may sometimes seem to give non-verbal cues. However, the way someone dresses, looks, or behaves should never be taken to imply consent and it is vital that consent is explicitly sought in all circumstances. - Consenting with one person does not mean consenting with someone else. - Assumptions about what might happen or what someone wants, can lead to feelings of confusion or rejection on the part of the person who has made the assumption. For the other person, the situation can quickly feel pressured and uncomfortable. <p>Scenario: Tamz456’s scenario: It’s important to stress that this is not ‘normal’. The behaviours she describes are quite controlling and suggest that this is not a healthy relationship. Superstar30 is right that it takes time to adjust and learn how to have healthy relationships, but she shouldn’t feel she needs to ‘get used to’ such behaviours. Tamz456 should either end the relationship or talk to her partner about their behaviour to see if they are able to change their approach – perhaps by suggesting they speak to someone about why they are acting in that way.</p>
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Tamz456

I've just started dating and it's not like I thought it would be. They're constantly hassling me for nudes and pushing me to go further than I'm ready for. Is this what it's supposed to be like?



Superstar30

Some people are like that – take no notice. It's always weird when you first start dating. You'll get used to it.

Scenario of whether the following are giving:

- Enthusiastic consent
- May be consent but some checking-in needs to happen to make sure
- Not authentic consent

Irene tells Jay he needs to hurry up and say yes as she is bored waiting for him to be ready. Jay thinks he might be ready but feels really nervous. May be consent but some checking-in needs to happen to make sure

Jeff tells Carly that he will share a private video of her unless she sends him more. Not consent

Suzanna asks Mali "Do you like this?" Mali moans with pleasure and says "Yes!" Enthusiastic consent

Challenging thinking

An understanding that assumptions can be bad in especially during sexual encounters?

Understanding of why communication is so important when giving consent.

Why is democracy important?

	<p>A democracy means ruled by the people (a system of government by the whole population). People can take part in the decisions that affect the way their community is run. In modern times, there are different ways this can be done:</p> <p>The people meet to decide about new laws, and changes to existing ones. This is usually called direct democracy.</p> <p>The people elect their leaders. These leaders take this decision about laws. This is commonly called representative democracy. The process of choosing is called election.</p> <p>Sometimes people can propose new laws or changes to existing laws. Usually, this is done using a referendum, which needs a certain number of supporters.</p> <p>The people who make the decisions are chosen more or less at random. This is common, for example when choosing a jury for a trial. This method is known as sortition or allotment. In a trial, the jury will have to decide the question whether the person is guilty or not. In Europe, trials with a jury are only used for serious crimes, such as murder, hostage taking or arson.</p> <p>Authoritarian Centralised control (power controlled at the higher levels only) Lack of human rights State controlled media (no freedom of the press) Control of opposition parties</p> <p>https://www.youtube.com/watch?v=Wk1vGq_J4D0 video one what British values mean to a school in London.</p> <p><u>Are elections truly fair?</u></p> <ul style="list-style-type: none"> ● Elections ensure that the will of the majority is made clear. ● They give legitimacy to governments and politicians. ● They help to form governments. ● Provide a choice of a political programme and party. ● Allows citizens to participate. ● Provides representation. ● It is a way of holding the government to account.
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Do now: What is democracy? Recap of British values

Democracy lessons link to topic 1 of the law which looks at the positives and negatives of democracy.

Fair elections should be:

- transparent
- efficient
- inclusive
- clear

Scenario of whether it is fair to vote for what we should all eat.

Cake	Vote	%
Chocolate Fudge Cake	10	35%
Victoria Sponge	7	23%
Carrot Cake	5	16%
Sticky Toffee	5	16%
Lemon Drizzle	3	10%
Total	30	

65% of students do not get to eat their chosen cake. Is this fair?

First-past-the-post (FPTP). Here are three key points about FPTP:
 The UK is divided into 650 constituencies (electoral areas). Each elects one candidate to become a Member of Parliament (MP).
 Listed on the ballot are the candidates standing in each constituency with the party they represent. Voters put a cross next to the candidate they want to win.
 The candidate with the most votes becomes elected as an MP for that constituency. This is known as a plurality, not a majority.

Is a FPTP system fair?
 Yes, say some
 Produces a clear winner.

<p>Are elections truly fair links to topic 1 (the law) where the students look at elections.</p>	<p>Simple to understand and doesn't cost much to run. Results are calculated quickly and announced hours after voting. It tends to produce a two-party system resulting in a single-party government. Can create closer bonds with constituents and MPs. Is a FPTP system fair? No, say others Only winning votes count, so candidates may be elected on little public support. It encourages tactical voting if a voter's candidate is unlikely to win. Smaller parties with significant support can often be greatly disadvantaged. Some constituencies are 'safe seats', which can lead to voter apathy and reduced turn out.</p> <p>Video about Donald Trump claiming a rigged election. This ultimately caused riots when he lost the election.</p> <p>Challenging thinking</p> <p>Why it is important to vote and why it is fair – 'fake news' shows that many see voting as corrupt and fake and that can be damaging for democracy. It is therefore important that Meden students see the value in their vote.</p> <p>Students get to see what a real ballot paper looks like and how to vote when they are able to do so.</p>
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