

Meden School Curriculum Planning							
Subject		Year Group		Sequence No.		Topic	

Retrieval	Core Knowledge and Student Thinking
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!'
	<p>Title: What is sexual consent?</p> <ul style="list-style-type: none"> • Consent is an agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement. • Sexual consent, refers to a positive choice to take part in a sexual activity by people who understand the nature and implications of the activity they are agreeing to. All parties take part not because they have to, but because they want to. <p>The key to consent is communication. Consent for one activity at one time, eg kissing, does not mean that consent has been given for other activities or at a later date. You can change your mind at any time. People should respect your choice.</p> <p>How people show with their words... Consent: "Yes" "Yes that sounds great" "I'd like to". Not giving consent: "No!" "I'm not feeling it anymore" "Maybe another time".</p> <p>How people show with their facial expressions... Consent: Laughter or smiling. Not giving consent: Crying and/or looking sad or fearful</p> <p>How people show with their body language... Consent: Head nod</p>

<p>Talk task – recap of knowledge through consent odd one out</p>	<p>Pulling someone closer Thumbs up Not giving consent: Pushing someone away. Shaking head no. Thumbs down</p> <p>It is important to remember that body language is different for everyone, and relying on it alone can sometimes be problematic. If you're not sure that you're getting a clear, enthusiastic yes from your partner, it is your responsibility to ask.</p> <p>Answers. Which is the odd one out and why?</p> <ul style="list-style-type: none"> • A. "I'd like to" this is consent • B. "I'm not feeling it anymore" – this is the odd one out because the person has changed their mind and is no longer giving consent. • C. "Yes that sounds great" This is consent <p>What happens if you don't get consent? What does the law say?</p> <ul style="list-style-type: none"> • The age of consent for sex in England is 16. This applies to everyone. • The law is there to protect children and young people. It is not used to prosecute under-16s who take part in consensual sexual activity with each other. • For example, if two 15 year-olds have consensual sex, they would not be prosecuted. But, if an adult aged 18 or over has sex with someone aged 15 or under, it is a crime. • Anybody under the age of 13 is not legally capable of consenting to sexual activity. This is an offence under the Sexual Offences Act 2003. <p>What to do if you need help:</p> <ul style="list-style-type: none"> • If you are currently in danger or need urgent medical attention, call 999. • Speak to a DSL (designated safeguarding lead). • Speak to your tutor • Speak to a trusted adult. • Seek advice rape crisis website <p>Title: What is sexual exploitation?</p>
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Recap task. Do now: Write the definition of sexual consent

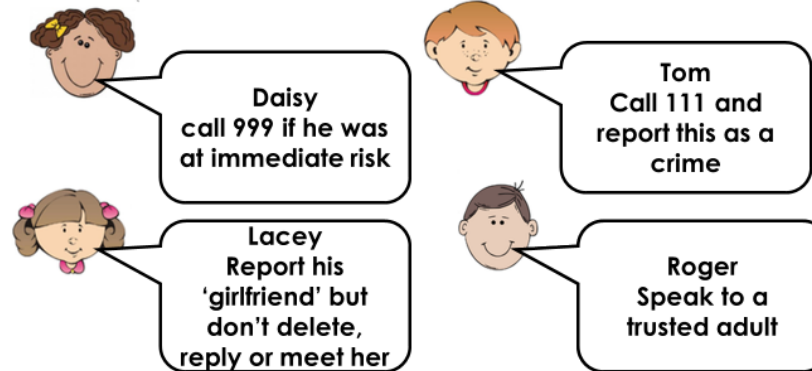
- Sexual exploitation is defined as an actual or attempted abuse of someone's position of vulnerability (such as a person depending on you for survival, food rations, school, books, transport or other services), to obtain sexual favours, including but not only, by offering money or other social, economic or political advantages.
- What is grooming? Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.
- CSE stands for child sexual exploitation and is a type of abuse. It's when children are tricked into performing sexual acts. It can happen to both boys and girls.
- At the start, the young person may think they're in a loving consensual relationship, because they get gifts, money, status, affection. In reality, they are being groomed.
- Having gained the child's trust, abusers can control them through threats and violence. They may force them to have sex with other people and even make them groom other young people for sex.

True or false

1. A child can be sexually exploited online. TRUE
2. When someone is exploited they may be forced to send or post sexually explicit images of themselves. TRUE
3. When someone is exploited they WON'T be forced to have sexual conversations online. FALSE – they may be forced to have these conversations.
4. When someone is exploited they may be forced to film or stream sexual activities. TRUE



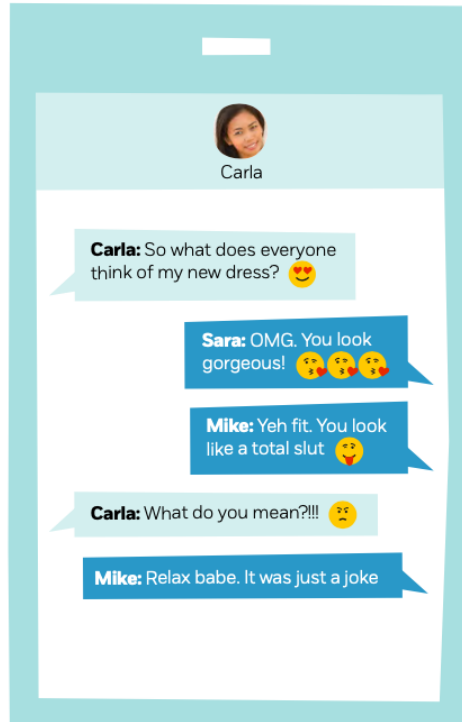
Talk Task: What could the boy (Taylor) in the video have done to end the sexual exploitation?



<p>Using knowledge gained to undertake the trio talk task</p>	<p>Why do we need laws? Person A is wearing their seat belt. It is the law. Otherwise, this person could be seriously injured in a crash. It is there to protect them. Person B throws away their rubbish. It is the law. Litter does not clean itself away. It can take years to degrade. Food that people drop such as half-eaten burgers, chips or apple cores, can attract pigeons and vermin such as rats. These pests can bring diseases and make people ill. It is there to protect you and the environment.</p> <p>Using knowledge gained to do the talk task:</p> <div data-bbox="674 488 1496 911"> <p>DISCUSSION TOPIC "LAWS DO NOT PROTECT ME"</p> <p>Trio questioner:</p> <p>I think this shows... This suggests that... One thing that stands out is...</p> <p>It could imply... I think it tells us... I disagree with you because...</p> <p>Questioner: Why do you think...? What do you think of...? What are the implications for...? How might...?</p> </div> <p> Meden School Talk trios task. <ul style="list-style-type: none"> • Students work in trios. • Each student is assigned a clearly defined role: - Participant (x2) - Trio questioner </p> <p>Title: What is derogatory language? Expressing a low opinion of someone or something: showing a lack of respect for someone or something</p> <p>Someone's partner says: "You look really pretty/handsome today" A compliment A stranger shouts: "Ew, why you looking at me you rat!" Derogatory Someone's friend says: "I heard you're with someone else, you're a proper slag now." Derogatory Someone's friend says: "You're cute, how are you still single?" Compliment Someone's friend says: "Congratulations on getting the top grade in that last essay!" Compliment Someone says in the school corridor: "That throw in PE was so gay" Derogatory</p> <p>Scenario:</p> <ul style="list-style-type: none"> • Mike was in the wrong here, calling Carla a slut was unacceptable and is derogatory. • Sara could of called Mike out on his behaviour. The next slide we will decide what Sara should of said.
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Scenario 1

Carla updated her profile picture.



Using knowledge gained about what derogatory language is to help with a scenario.



Talk Task: What should Sara have said to Mike? Decide who you agree with.



Daisy
"HAHA! Good one Mike"



Tom
"Well that's too far Mike."



Lacey
"Woah...you just can't say that"



Roger
"Calling someone a slut is not a joke Mike, you need to apologise."