



The role of intimacy and pleasure

KS4 Year 10 Lesson 1

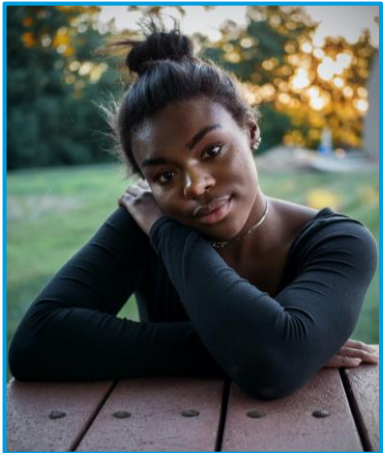
Learning objective

- We are learning about the role of intimacy, readiness, and pleasure in consensual relationships

Learning outcomes

- I can recognise what enthusiastic consent looks and feels like
- I can assess the importance of readiness for intimacy as an individual and as a couple
- I can explain the role that communication and respect play in healthy relationships and consent

Online posts



Read the two posts...

- **Are the behaviours shared healthy or unhealthy?**
- **Is the advice provided appropriate or not?**

Write your own reply, giving high quality advice.



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?



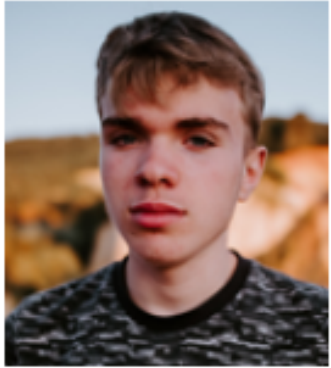
Superstar30

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

Read the two posts...

- **Are the behaviours shared healthy or unhealthy?**
- **Is the advice provided appropriate or not?**

Write your own reply, giving high quality advice.



MegaT20

I really like someone but I've heard they weren't very nice to their last partner – they made their partner feel quite bad about themselves and they haven't been the same since. Maybe it's just gossip...



Retrogirl79

There's always lots of gossip when people split up and, anyway, every relationship is different - so just ignore it! Why not go out with them and find out what they are like for yourself?!

Read the two posts...

- **Are the behaviours shared healthy or unhealthy?**
- **Is the advice provided appropriate or not?**

Write your own reply, giving high quality advice.

Intimacy post-its

Intimacy: a close, familiar, and often affectionate or loving personal relationship with another person or group.



Write on the post-it notes any signs, words and signals that a person might give, that they are/are not comfortable with physical intimacy.

What does the Law say?

Under **Section 74 of the Sexual Offences Act 2003**:

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

This means:

- Consent must be **freely given** — not coerced, forced, or manipulated.
- The person must have the **mental capacity** to give consent.
- Consent can be **withdrawn at any time**, even during a sexual act.

⊖ 2. Lack of Consent – Presumptions

There are certain situations where the law **presumes there is no consent**, such as:

- The victim was **asleep or unconscious**.
- The victim was **drugged or intoxicated** (to the extent they couldn't consent).
- The victim was **subject to violence or threats**.
- The victim has a **mental disorder** making them unable to refuse.
- **Deception** was involved (e.g. lying about identity or use of contraception).

These are known as **evidential** and **conclusive presumptions**.

What does the Law say?

3. Age of Consent

In the UK, the **age of sexual consent is 16**, regardless of gender or sexual orientation.

Under 13: A child **cannot legally consent** to any sexual activity. Any sexual activity with someone under 13 is automatically a **serious criminal offence**, e.g., **rape** or **assault of a child under 13**.

13–15 years old: Still **legally unable to consent**, but the law recognises that some young people may engage in sexual activity with each other. The police and CPS (Crown Prosecution Service) have discretion in prosecuting cases between peers.

16–17 years old: Can legally consent, but it is still illegal for someone in a **position of trust** (e.g. teacher, carer) to engage in sexual activity with them.

What does the Law say?

4. Ongoing Consent

Consent is **not a one-time agreement**:

- It must be given **for each sexual act**.
- If someone changes their mind, the activity must stop immediately.
- Consent to one act (e.g. kissing) **does not imply** consent to others (e.g. sex).

5. Consent Obtained Through Deception or Coercion

- Lying about things like **using a condom, having an STI, or identity** may render consent invalid.
- Coercing someone through **threats, pressure, manipulation, or exploitation** can make any consent **legally void**.

6. Consent and Intoxication

- If someone is **too drunk or high to understand what's happening**, they **cannot give valid consent**.
- However, this can be legally complex and depends on the person's level of awareness and ability to choose

What does the Law say?

In the UK, **sex without consent** is a **serious criminal offence**, and the punishment depends on the **specific offence**, the **age and vulnerability of the victim**, and the **circumstances of the crime**.

Here are the **main offences** related to sex without consent, under the **Sexual Offences Act 2003 (England & Wales)**, along with their **maximum penalties**:

◆ 1. Rape

Definition: Penetration of the vagina, anus, or mouth with a penis without consent.

Applies only to: People with a penis (men or trans women with a penis).

Maximum sentence: Life imprisonment

Typical sentencing range (based on severity): 4 years to life imprisonment.

◆ 2. Assault by Penetration

•Definition: Penetration of the vagina or anus with **any object or body part** (other than a penis), **without consent**

•Maximum sentence: Life imprisonment

3. Sexual Assault

•Definition: Intentionally touching someone sexually **without their consent**.

•This includes groping, kissing, or any other non-penetrative sexual touching.

•Maximum sentence: 10 years imprisonment

4. Causing a Person to Engage in Sexual Activity Without Consent

•Definition: Forcing or coercing someone to perform sexual acts on themselves or another person, **without consent**.

•Maximum sentence: Life imprisonment (if penetration is involved)

What does the Law say?

In the UK, **sex without consent** is a **serious criminal offence**, and the punishment depends on the **specific offence**, the **age and vulnerability of the victim**, and the **circumstances of the crime**.

Here are the **main offences** related to sex without consent, under the **Sexual Offences Act 2003 (England & Wales)**, along with their **maximum penalties**:

◆ 1. Rape

Definition: Penetrating the vagina, anus, or mouth without consent.

Applies only to: People aged 16 or over (men or trans women).

Maximum sentence: Life imprisonment

Typical sentencing range (based on severity): 4 years to life imprisonment.

◆ 2. Assault by Penetration

⚠️ Aggravating Factors That Can Increase the Sentence:

Sentences may be more severe if:

- The victim is **under 18, under 13**, or otherwise vulnerable.
- The offender was in a **position of trust** (e.g. teacher, carer).
- There were **multiple offenders** (e.g. gang rape).
- Violence or weapons were used.
- The offence was **planned** or involved **abduction, filming, or degrading treatment**.

Maximum sentence: Life imprisonment

3. Sexual Assault

•**Definition:** Intentionally or recklessness

•**Maximum sentence:** 10 years imprisonment

4. Causing a Person to Engage in Sexual Activity Without Consent

•**Definition:** Forcing or coercing someone to perform sexual acts on themselves or another person, **without consent**.

•**Maximum sentence:** Life imprisonment (if penetration is involved)

Enthusiastic consent

Look at the examples of intimacy and tick in the column you think each demonstrates:

Enthusiastic
consent

May be consent
but some
checking-in
needs to happen
to make sure

Not authentic
consent

Communication skills

Choose one of the scenarios that you felt 'may be consent but needs to be checked'...

How could the person check consent in this situation, to ensure their partner was enthusiastically consenting in the moment?

How could the character assertively communicate their feelings and explain concerns they might have?

Remember...

- You do not have to have sex, you can choose to delay it until you know that you are ready. Never engage in sexual activity unless you are 100% comfortable with doing so, and in a position to make a clear, unhindered decision about giving consent.

3, 2, 1

Name three ways to check someone is happy with different types of intimacy.

Name two skills that people your age might practise to become better at communicating in healthy relationships.

Name one thing that the lesson has prompted you to reflect more deeply on or think differently about.

Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- **A Better Medway:** www.abettermedway.co.uk
- **Brook:** www.brook.org.uk 0808 802 1234
- **Childline:** www.childline.org.uk 0800 1111



More activities



Traffic lights

Create 'traffic light' posters, with your own examples of situations where consent is enthusiastic and clearly communicated (green), consent is possible but uncertain and needs more communication to check (amber), and lack of consent (red).

Screwball!

Watch the film Screwball on TrueTube and identify key learning from this film about consent.



Who is your trusted adult in school?

If you have a problem, or need to speak to someone, contact one of the safeguarding team, or another trusted adult in school

We are here to support you with any challenges including...

- Keeping you safe
- Accessing Learning
- Self-discipline
- Mental Health and Wellbeing
- Relationships with others
- Staying Safe Online
- Self-identity



Who to talk to if you need support...



Mr Mills
Deputy Headteacher
Designated
Safeguarding Lead



Ms Michell
Early Help & Deputy
Safeguarding Lead



Ms Browes
Assistant Pastoral
Manager



Ms Bover
Assistant head
teacher for
Student Culture



Ms Welsh
Senior Leader for
Student Behaviour
& Attitudes



Mr Fletcher
Pastoral Manager



Ms Beardsmore
Community support
and Early Help

Parkside Support Centre Staff
All other Parkside Staff
Email Reporting

If you don't feel like you can talk to anybody, please email:
safeguarding@parkside.derbyshire.sch.uk



Plenary

How do our values fit with the theme of today's lesson?

Which values have we dealt with today?

PARKSIDE VALUES

WHO WE ARE



RESILIENCE

The ability to recover quickly from difficult conditions and succeed.



RESPECT

Showing consideration and positive regard for others.



RESPONSIBILITY

The act of being accountable for actions and being in charge of learning.



COMMUNITY

Working together for great educational experiences.

EMBARK VALUES

WHO WE ARE



FAMILY

We are part of our own school family but also a wider federation family. Everyone is important and we work together to achieve the very best for our children.



INTEGRITY

'Doing the right thing when nobody is watching.' To have integrity you have to be committed, courageous, honest, disciplined and resilient.



TEAMWORK

We are proud of each other and our achievements. We rely on one another and understand that everyone has a part to play in our success.



SUCCESS

Success to us means every child and member of staff fulfilling their potential. We strive for everyone in our federation to 'be the best they can be.'