

Relationships and Sex Education (RSE) Day

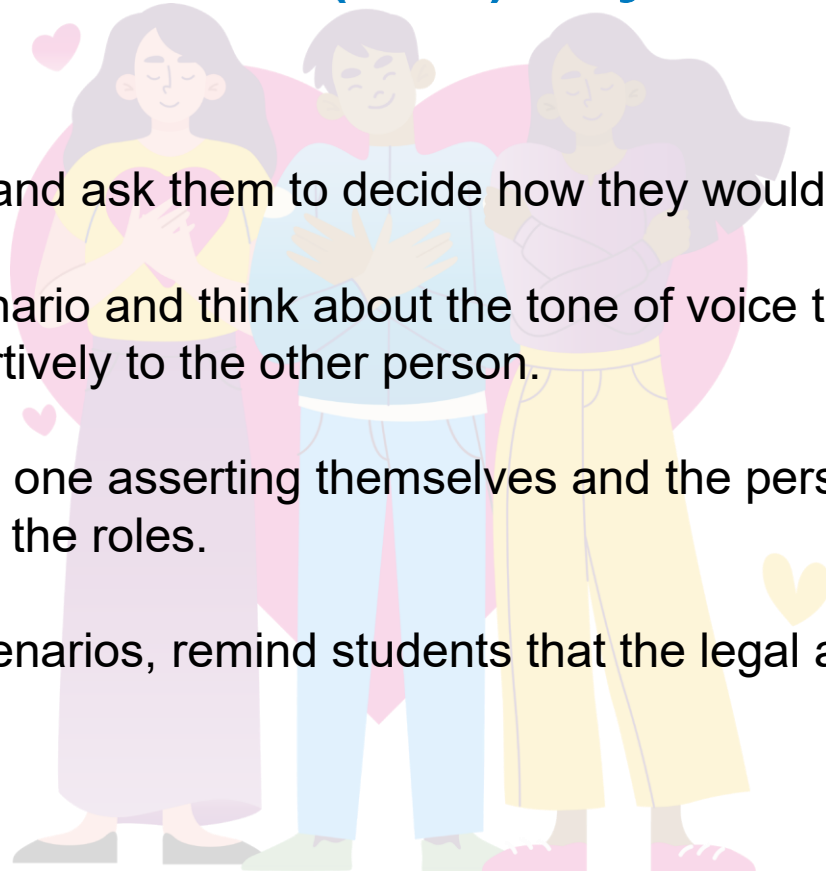
It begins with me

Give students one of the scenarios and ask them to decide how they would respond assertively.

In pairs, get them to act out the scenario and think about the tone of voice the character should use to convey their message respectfully but assertively to the other person.

Ask them to take it in turns to be the one asserting themselves and the person who is being told 'no.'
Discuss how it feels to be in each of the roles.

If using the romantic relationship scenarios, remind students that the legal age of consent for any sexual activity in the UK is 16.



Scenario 1

Zaf and Sam who like each other are watching a film. Zaf leans closer and tries to hold Sam's hand. Sam pulls their hand away gently.

Discussion prompts:

- *What does the hand-pulling signal?*
- *What should Zaf do next?*

Scenario 2

Jamie screenshots a private conversation with a message that Logan wrote and sends it to a group chat "as a joke."

Discussion prompts:

- Why is this a consent issue? What are the risks of sharing private messages?*
- How could Logan or another friend in the group assertively tell them they are not happy with them doing this?*

Scenario 3

Taylor keeps teasing Quinn in a “playful” way. Quinn laughs along but later tells a friend they actually feel uncomfortable.

Discussion prompts:

Why might someone hide discomfort? How can a person check whether someone is genuinely OK?

How could Quinn articulate how they really feel about the teasing to Taylor?

Scenario 4

A group of friends want to sneak into a 16+ event. One person says they don't want to go, but the others keep pushing and telling them not to be boring.

Discussion prompts:

What does pressure look like? How can someone support and back up a friend who says no?

Scenario 5

Charlie and Alex have been together as a couple for a while. Charlie wants to be physically affectionate but Alex says they're not in the mood today.

Discussion prompts:

Does past consent guarantee future consent?

How can Charlie and Alex communicate respectfully about what they are both thinking and feeling?

Scenario 6

While out with friends at the shopping centre, Blake steals something. The others are all egging Rowan on to go next. Rowan feels uncomfortable and is unsure what to do.

Discussion prompt: *How can Rowan tell their friends that they don't think it is ok to do this? What might be their fears about saying no? What can they tell themselves?*

Scenario 7

A 15-year-old student, Bobbie, is being asked repeatedly by a sixth form student to send a picture they don't want to send. They say no, but the older student keeps insisting.

Discussion prompts:

What does respectful communication look like here?

What should Bobbie do, and who could support them?

Scenario 8

Harper really likes Drew but isn't sure if they feel the same. Harper is wondering whether to kiss Drew but is worried about getting it wrong.

Discussion prompts:

What are good ways to check in without pressure? Why is asking permission important even if someone thinks they "know" the answer?

Sentence Starters

Expressing your feelings	Saying what you need	Setting boundaries for yourself & standing up for others	Suggesting a compromise
<ul style="list-style-type: none">• <i>I feel... when...</i>• <i>It upsets me when...</i>• <i>I don't like it when...</i>• <i>I feel worried because...</i>• <i>I don't appreciate it when...</i>	<ul style="list-style-type: none">• <i>Please can you...?</i>• <i>I would like it if...</i>• <i>Can we try... instead</i>• <i>I'd prefer it if...</i>• <i>My thinking is...</i>	<ul style="list-style-type: none">• <i>I don't want to do that because...</i>• <i>Please stop doing that.</i>• <i>I'm not comfortable with that.</i>• <i>No, thank you</i>• <i>That's not kind. You need to stop.</i>• <i>I don't think that's fair.</i>• <i>I would like to have a turn too.</i>• <i>Please speak to me kindly/respectfully</i>	<ul style="list-style-type: none">• <i>How about we...</i>• <i>Maybe we could both...</i>• <i>Why don't we consider...?</i>• <i>I have another suggestion...</i>• <i>Maybe we could flip a coin to decide...</i>