



Title: Human sexuality: Sexuality and the idea of sexual rights
Level: FOURTH
Code: 4.5.1

Links to Curriculum for Excellence

| Experiences and outcomes | Benchmarks |
|---|--|
| <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 4-49a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p> | <ul style="list-style-type: none"> • Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent. • Understands the rights and responsibilities required for safe and enjoyable sex. • Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation. |

About this activity

This activity is in 2 parts, the first part introduces (or refreshes depending on the young people’s prior learning) what we mean by the term human sexuality. This term helps young people to understand that we are all sexual beings, that this is not the same as ‘having sex’, rather the term helps us develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours. Once understanding is established, this allows for second part of the activity and some consideration of the idea of sexual rights. These rights underpin key messages across RSHP learning and emphasise that every person has the right to personal and intimate relationships that are healthy, happy and safe.

Resources to support this activity

- Slides
- Cards for the group activity: *Are these activities anything to do with human sexuality?*
- Additional information for teachers/educators on the sexuality flower
- Handout: *Sexual Rights*

Activity

1. Explain that this session will ask young people to think about two big ideas – Human Sexuality and Sexual Rights. Start with the slide

We are all sexual beings – this does not mean that we are all having sex. It could be put like this: Sexuality is something we feel, something we do, that exists within ourselves.

Take any questions, first thoughts, then share the next slide:

Sexuality is about our sexual feelings, thoughts, attractions and behaviours towards other people. We can find other people physically, sexually or emotionally attractive, and all those things are a part of our sexuality.

2. Tell the young people that to help us think about this a bit more there is a group activity: **Are these activities anything to do with human sexuality?** Explain that on the cards there are lots of different things people do – the task is to organise them into 3 piles, so keeping in mind the definition of sexuality are they: *About sexuality/Not about sexuality/Not sure*.

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|-----------------------------|--------------------------------|----------------------|
| Watching a film | Being lesbian, gay or bisexual | Getting married |
| Fancying someone | Being heterosexual | Having a coffee |
| Feeling good about yourself | Being trans | Dancing |
| Having an argument | Kissing | Eating chocolate |
| Drinking alcohol | Having a shower | Sunbathing |
| Being pregnant | Masturbating | Going to school |
| Choosing to not have sex | Singing | Going to the dentist |
| Using condoms | Driving a car | Cuddling |
| | Using contraception | Going to the gym |
| | | Having friends |

3. **Introduce the Sexuality Flower:** Slide by slide introduce each petal that introduces the different aspects of sexuality – with the short explanation of each. Ask the young people to take a look back at their piles of sorted cards – are there any they would change in terms of thinking that the activity was about sexuality or not? Which are in the ‘not sure’ pile – why so? and discuss. (There may be some that the class don’t agree on, that’s okay). Make the point that the activity and the flower help us understand that human sexuality is a big part of us all, that it’s not just about having sex. (Note: there is additional information about the Sexuality Flower to help you prepare and consider its use in this class or as something to return to later).
4. **Introducing sexual rights:** Having thought about what we mean by sexuality, introduce the idea of sexual rights. Acknowledge that the young people will know about human rights, and that human rights belong to every child, young person and adults. (Can anybody say anything about the rights they have?). When it comes to sexuality there are also rights for everyone – these are called sexual rights – use the slide.

Sexual rights relate to a person’s sexuality, to sexual orientation, gender identity, sexual behaviours and sexual health. Sexual rights, because they are human rights, belong to everybody.

5. Explain that you have some slides that will tell the young people about their sexual rights, and that there are *10 core sexual rights*, the slides will help explain what these sexual rights mean to them as young people. As you work through check understanding, take views and questions. For each ask

young people: *Do you think you have this right day to day?* They can use a thumbs up, down or wavering to indicate not sure.

1. **The right to equality:** Everyone is born free and equal in dignity and rights. No person should be discriminated against on the basis of their sex, gender or sexuality.
 2. **The right to participation:** Young people should have a say on anything that affects their lives. This includes what sexual health information and services they get, including what they learn at school.
 3. **The right to life and to be free from harm:** No one should be harassed, harmed, punished, trafficked or killed because of their sexual practices, gender identity or expression, nor as a way to protect the reputation or honour of a family or community. Young women, young people living with HIV, LGBT young people must be especially protected from harm and punishment.
 4. **The right to privacy:** Young people have the right to privacy about their sexuality, they should decide if they want to share information about themselves.
 5. **The right to personal autonomy and to be recognized as an individual before the law:** Young people have the right to decide on matters about their sexuality. They are free to explore their sexuality in safe and pleasurable ways, as long as they do not interfere with someone else's rights.
 6. **The right to think and express oneself freely.** All young people have the right to explore their sexualities and should be able to have dreams and fantasies, and express their sexuality without fear, shame or guilt, while respecting other people's rights.
 7. **The right to health:** all young people have the right to the best physical and mental health and wellbeing and to be protected from anything that might harm their health, including their sexual health.
 8. **The right to know and learn:** All young people have the right to education and information, including comprehensive, gender-sensitive and rights-based sexuality education.
 9. **The right to choose whether or not to marry or have children:** Every young person has the right to choose when, if, how and whom to marry and have children in an environment that recognizes diverse family types. No-one should be forced to marry or marry when they are a child.
 10. **The right to have your rights upheld:** Governments must respect, protect and fulfil all sexual rights for young people. *Respect* means not interfering directly or indirectly with young people's enjoyment of their rights. *Protect* means taking measures to prevent others from interfering with young people's human rights. *Fulfil* means adopting laws, policies and programmes that enable young people to fully realize their sexual rights.
6. **Share the handout about sexual rights.** Acknowledge that all are equally important and ask whether any stand out to the young people as being surprising, especially important or difficult to get right?
 7. Finish with this slide, and explain that you will pick up again on this discussion in the next class/meeting:

Let's face it – young people are sexual. We have sexual needs, desires, fantasies and dreams. But we also have a lot of questions and uncertainty. It's important for all young people around the world to be able to explore, experience and express our sexualities in healthy, positive, pleasurable and safe ways. This can only happen when our sexual rights are guaranteed.

The International Planned Parenthood Federation: IPPF

Connecting with home

The following could be the basis of a short email/message home to parents/carers about this series of learning activities:

As part of our learning about relationships, sexual health and parenthood we will be exploring what *human sexuality* is and also the idea of *sexual rights*. The term *human sexuality* helps young people to understand that we are all sexual beings, this is not the same as 'having sex' rather the term helps us develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours. We also then talk about *sexual rights* because this helps young people consider what they should expect (and how they should behave with others) in their own relationships. All of this is about helping our young people understand that in their relationships they should be healthy, happy and safe.

Further learning activities are available that connect to this RSHP curriculum content

- 4.5.2 Human sexuality: More about sexual rights

Practitioner Notes