



Title: Human sexuality: More about sexual rights

Level: FOURTH

Code: 4.5.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<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"> • 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

Developing learning from the earlier activity this session looks in more detail at the 10 sexual rights, *the right to know and learn*. The young people will have views on their RSHP learning to date and opinions about what they would like to know more about and consider in their school RSHP. The young people will also identify other sexual rights which matter to them, exploring what difference they make to their lives and to others.

Resources to support this activity

- Slides
- Recording sheet/prop for group task: *The right to know and learn*
- Card/pens to write their chosen ‘right’

Activity

- Introduce the session with a refresh of what was discussed in the last – that the class/group talked about human sexuality (what do they recall?) and about **sexual rights**. As a reminder, share the slide with the summary of the 10 core rights.
- Explain that to start today the young people are going to talk a bit more about what one of these rights means, and how it can be achieved.
- One of the sexual rights young people have is (on slide):

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.

- Introduce the task. If young people have such a right what do they think this should be like in practice? Use the prop/recording sheet to explain. It asks young to think about what children should learn at primary school, what young people their age should learn now, and what they want

to learn more about in school years to come. Explain that the recording prop is divided into 3 sections because this how we think about it in Scotland's schools: Relationships/Sexual Health/Parenthood. Work in small groups, then after enough time ask for feedback, discuss and explore agreements and diversity of opinion.

- **Making the case:** Explain that the second part of the activity today is to think about the other sexual rights too. Put the list of 10 back up on the slide. Have copies of the handout available on tables too so that young people can see the slightly fuller text for each right. Set the challenge as follows: In their small group they are to select a sexual right that stands out for them, one that they can make the case for with passion. They should write this 'right' on the piece of card so they can hold it up as they speak later. Groups will present back, then the class/group will vote for which team made the strongest case – explain that they won't be able to vote for themselves. (*Possibly have a small undisclosed prize for the winning team?*) They are to imagine that this is the first ever meeting where people discussed these things – so they have 10 minutes to prepare (on slide):
 - Pick a right you want to stand up for.
 - Say in your own words what it means to you
 - Say why it matters in today's world
 - Explain what difference it will make if every person has this right.
- Put the slide with all 10 **sexual rights** back up for viewing. Remind the young people that these rights are their rights. They have the right to be healthy, happy and safe when it comes to relationships, sex and their bodies. To end, ask the class/group – where do you go for information advice or support about health issues, maybe sexual health issues, but any health questions or concerns you may have? If it does not come up make sure young people know where to/how to find their nearest sexual health service.

Additional ideas

- Display the 'rights' (on card) the young people chose to focus on in their short presentations.

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

- 4.5.1 Human Sexuality: Sexuality and the idea of Sexual Rights

Practitioner Notes

