

Title: Make it Good: The sexual relationship I want (V2)

Level: SENIOR PHASE

Code: S.1.4



Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences/Outcomes	Benchmarks
<ul style="list-style-type: none"> • I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a • I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 4-44c • I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a • I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c • I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a 	<ul style="list-style-type: none"> • Justifies why commitment, trust and respect are central to being cared for and caring for others. • Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex. • Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent. • Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.

Learning intentions

- Young people consider what would characterise the good relationship, and what relationship experiences might cause them concern or make them want to end a relationship.
- Young people explore what can influence choices about making a relationship sexual, and if it becomes so, what a positive sexual relationship might be like.
- Young people think about whether they are ready for a sexual relationship, and are encouraged to delay having sex until they feel ready.
- Young people consider the idea of ‘relationship rights’.

Success criteria

- I can describe what the good relationship would mean for me.
- I am building skills and confidence to make decisions about my own personal relationships, including sexual relationships.

NOTE: The session explores the importance of pleasure and it encourages discussion about the influence of pornography. It touches on the issue of consent. These issues are given further focus in other learning activities available at SENIOR phase.

Resources to support this activity

- PowerPoint slides
- How do you know if someone wants to have sex with you? USA Planned Parenthood short film (3 minute 50 seconds) <https://youtu.be/qNN3nAevQKY>

Activity

1. Start with a refresh/focus on one of the topics from the previous learning activity, remind the young people they talked about having sex for the first time and thought about how they know they are ready for sex. Share the 2 slides as a reminder: **How do you know if you are ready to have sex?** Remind the young people this would apply to the first time you have sex, *and* the first time *and* indeed any time you have sex with a partner.
2. On to the session, explain that in the past young people have often been critical of 'sex ed' at school because it didn't help with the real things they were interested in. In this activity we will be using some quotes from young people in Scotland that took part in research. This is what one of them said. Share the quote/slide:

Sex ed puts us off having sex. It kind of just concentrates on all the negative stuff, like STIs and getting pregnant when you don't want to. They don't talk about how it can be good...I don't think they want to tell us it can be good; in case everyone would want to do it. (male 16)

3. Explain that in this session we will actually be talking about what makes sex in a relationship good. So, let's just start with that. Activity/with a partner: Make 2 lists – one a list of all the things that you think will make sex, good sex. And a second list, of all the things that would make sex, bad sex. Explain that the young people won't have to hand these in, the lists will just be used for some discussion coming up.
4. Ask the young people to put their lists to one side. Then ask: **Did anyone mention pleasure? Or enjoying sex?** Acknowledge any nods/responses. Explain that the Scottish research mentioned earlier asked young people about enjoying sex, about pleasure. Here is some of the things young people said. As you share the quotes/slides (4), encourage feedback, questions or discussion. (Note: explicit language)

- *Can I say something really obvious, I expect pleasure from sex. (female 16)*
- *You need to speak, but it's difficult, embarrassing. (female, 16)*
- *Pleasure to me is about making each other feel wanted and to have a nice romantic time together. Both partners should feel that sense of love and affection. (male, 19)*
- *Pleasure is... fun, enjoyment, friendship, love, lust. (male, 16)*
- *Pleasure is... cuddles and Netflix chill (male, 17)*
- *Most guys probably don't think about the girl's pleasure – or their feelings. (female 17)*
- *Pleasure? Don't rush it – like maybe getting a blowjob or finger first. You have to be comfortable to be intimate and to be comfortable you need to trust the person you are with. (male, 16)*
- *It's something that you should both enjoy. It means talking to each other and working stuff out. It's pretty unrealistic to think you will get it right first time together. (male 16)*

5. **Does pornography influence what people think sex will be like, or what they want from sex?**

Inform the young people that another thing that came up in the Scottish research is how pornography has influenced what young people think about sex and what they do, but what do they think? Pose the question and have some paired/small group discussion then feedback. Then share the slide, with quotes from young people, and discuss.

- *There is definitely an expectation to climax, even if you can't or aren't in the right mood, I think guys just expect a girl to come as soon as they touch you. They don't talk about orgasm and stuff in school so unless you tell them, or they ask you, which is just really awkward, how are guys meant to know about it? It's not like in the pornos. (female 17)*
- *Porn influences what people think, people might think they want something they see and then they can't say no. (female, 16)*

6. Back to the young people's lists about all the things that you think will make sex, good sex and a second list, of all the things that would make sex, bad sex. Share the slide: **Extensive online research tell us that good sex...** as you work through the list check/ask whether these things, or their opposites came up in the young people's lists. What do young people think of this list? Are there any items from their lists that they would insist go here?

7. **How do you know if someone wants to have sex with you?** To end this session, explain that we need to talk about **consent**, it's a basic part of good sex. Let's watch this short film. (3 minute 50 seconds) <https://youtu.be/qNN3nAevQKY> (Note for piloting, we are expecting some Scottish based films similar to this in the coming months) Leave a few minutes for any questions or thoughts and suggest that as a class young people will come back to this topic again. Collect in any paper/lists etc, rip and bin them.

Connecting with home

The learning activity S.1.1 has a suggested text for a note home to parents and carers in advance of this block of activity.

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

- S.1.1 The relationship I want
- S.1.2 How and why to end a relationship
- S.1.3 How do you know you are ready for sex?

Practitioner Notes