



**Title: Sex: Making my choices/Waiting for sex (V3)**

**Level: THIRD**

**Code: 3.4.2**

**Links to Curriculum for Excellence**

| Experiences and outcomes  | Benchmarks  |
|---|---|
| <p>I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 3-44a</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a</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 3-49a</p> | <ul style="list-style-type: none"> <li>• Explains why commitment, trust and respect are central to being cared for and caring for others.</li> <li>• Identifies negotiation skills required to have safe and enjoyable sex, for example, knowing when the time is right, mutual responsibility to prevent unintended pregnancy, use of contraceptives, confidence to refuse unwanted sexual contact.</li> </ul> |

**Learning Intentions**

- Young people discuss sex as part of adult relationships which are characterised by kindness, love and intimacy.
- Young people explore what a positive first sexual experience might be like, framed as young people’s right to be healthy, happy and safe in their personal and intimate adult relationships.
- The age of consent is clarified.
- Young people are encouraged to delay sexual activity.

**Success criteria**

- I can discuss what I am looking for in relationships.
- I understand that it is okay not to be in a relationship.
- I understand that romantic relationships need not include sex.
- I recognise the pressures young people face to be sexually active.
- I am developing understanding and skills to cope with the strong feelings that come with romantic relationships.

**Resources to support this activity**

- Slides/PowerPoint
- *Are you ready to have sex?* From amaze.org (duration 3 minutes 20) <https://youtu.be/LV5IoN-Hds0>
- Interview cards: What kind of relationship do I want?
- Priority game: Having sex for the first time – what would matter most to me?
- **Teacher/educator prepared slide/information about local sexual health services or drop-ins and/or online services provided by your Health Board or partner third sector agency**

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

## Activity

1. In advance, review the anonymous cards/questions from the last session, incorporate information where you can. It might be helpful to group them together on broad themes for some discussion where appropriate, during or at the end of the session. Begin with a recap on the last lesson – the young people talked about the worries or pressures young people can be under about having sex. Introduce this session is about the kinds of relationships young people want, the kind of partner they would like to have, and about how a young person decides about when it's the right time to think about having sex. explain that you will deal with the questions (now/during the lesson)
2. **What kind of relationship do I want?** Ask the young people to work with a partner (a friend or someone they get on with) and using the *prompt question cards* they can interview each other – nothing to be written down. To set the tone, ask them to think quietly for a minute and imagine being a bit older, maybe later in their teenage years, maybe further ahead. Ask them to imagine being in a relationship, what do they see in their heads? What do they want or hope for?

### **What kind of relationship do I want?** Interview cards/Pair discussion

- Do you imagine going out with someone, living with someone, being married?
- In your relationship, what will you and your partner do together?
- How do you make each other feel?
- What do they say to you? / What do you say to them?
- In 5 words describe how you imagine your partner should be:
- In 5 words describe how your relationship should be:

After the paired discussion, on a voluntary basis, get some feedback and discuss, explore similarities and differences, where young people are unsure etc.

3. Explain that part of an intimate or romantic relationship can be sex, and that its important ot consider when is the right time for you. Start with the animation, fun and informative in its approach: **Are you ready to have sex?** From amaze.org (duration 3 minutes 20) <https://youtu.be/LV5loN-Hds0> Take any initial thoughts after viewing.
4. **Having sex for the first time – what would matter most to me?** Restate the idea that relationships can be sexual, when the time is right for both people. Explain the task along these lines: Before you have sex with someone for the first time there are lots of things that are important, worth considering. On the cards (prop to be shared) there are 9 things that can influence whether a relationship becomes sexual – *not just the first time but anytime*. The question is *which are most important to you?* In your pair/3 try and agree a prioritisation of these things – and think about why so? If you can't agree, you could have different versions. (Share the 9 shape/diamond prioritisation idea/prop). Pose the question on the slide then young people can order the cards:

### **Having sex for the first time – what would matter most to me?**

- We trust each other
- We have strong feelings for each other
- We respect each other
- We talk about things
- We feel happy with each other
- We like each other for who we are
- We have a laugh
- We both know what we want
- We have talked about being safe (condoms and/or contraception)

In feedback and discussion reiterate that ALL are important, but use feedback to explore what and why they matter to the young people. Ask: *Did anything come up that is missing from this set of ideas?*

5. **Why might people regret having sex?** Acknowledge that sometimes people do regret having sex. Share the slide:

**To regret something means to feel sad or disappointed over something.**

Pose the question, *in the light of the things we said would be important to consider before having sex, why do you think someone might regret having sex?* Use the next slide when it supports, reflects or builds on the conversation:

**Why might people regret having sex?**

- Turns out they are not the person you thought they were.
- The feeling that you should have waited
- It wasn't fun, it wasn't what was expected
- Had unprotected sex/risk of an STI/risk of getting pregnant
- The other person just wanted sex, they don't want to know you really
- You like someone else already – wish you hadn't done it.

*NOTE:* Be attentive to any suggestion that a young person might personally regret something that was in fact *abusive, non-consensual or violent*, so for example being pressured into sex, threatened etc. Acknowledge any such contribution but stress this would *not* be something for the young person to regret as it was another person's behaviour, and that a young person should always find someone to talk to.

6. **Advice to young people.** Ask the young people to work in a 2 or 3. Use the slide to explain the task. Imagine you are 21. You are looking back on your teenage years and have been asked to come back to school to give some advice to young people in school about relationships and sex. What would your advice be? Think of 5 things and count them off on your hand. Follow with feedback and discussion – looking for similarities, differences and themes. Where possible identify where young people refer to making choices to wait for sex, for the right relationship. If helpful, record key ideas or themes on the smartboard.

7. **Information and advice**

- Share some information with young people about local sexual health services or drop-ins – if not local then the web details of services offered by your local Health Board. Stress that even if they don't think they might want to go now, this is for future reference.
- ChildLine: Remind the class/group that ChildLine is the confidential service *that young people their age use* if they have any worries or need to talk about anything to do with growing up – either on the phone or online.

8. **Questions:** If you have grouped together any remaining questions from last session (and they haven't been dealt with during the session) this would be the place to give responses. If some questions were very specific, about a circumstance or sexual activity that you don't feel you can talk about in class, say this. Encourage young people to seek out information and help from the sources mentioned. Remind them they can come to you individually if they have a worry or concern.

9. **Discussion.** If there is time.... The last session ended with this: **Sex is about how you feel in your head and in your body. So, it's not just about 'doing it', it's about how you feel about it too.** Share again and ask the young people for their thoughts on what it means to them now.

### Connecting with home

Suggested text is provided with activity 3.4.1

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

- 3.4.1 Sex: How people have sex/Having sex for the first time

### Practitioner Notes

