



**Title: Make it Good:**  
**Part 3: How do you know you are ready for sex?**

**Level:** SENIOR PHASE

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

**Learning intentions**

- Young people consider what would characterise a 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 a good relationship would mean for me.
- I am building skills and confidence to make decisions about my own personal relationships, including sexual relationships.

**Resources to support this activity**

- PowerPoint slides
- Paper/pens
- Film How do I know I am ready to have sex (7 minutes 11) <https://youtu.be/BrUMvQjEkvo>
- CARDS: Top 10 questions about *the first time*.

*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. After a brief recap of the previous session, introduce the learning activities along these lines: Young people have been thinking and talking about relationships, and may be thinking about whether a relationship should include sex – acknowledge some in the group/class may have had sexual experiences, some won't have. Explain this session is not about individuals talking about that personal stuff, and the plan is to be respectful of each other and respect the privacy of others. With that in mind, it's good to consider what makes a person ready for sex, either for the first time for them, or the first time in a relationship (this point is about considering that there is a first time in every relationship).
2. **What are the most common questions young people have about having sex for the first time?** Hand out some squares of paper and ask young people to work in pairs to come up with the questions they think young people might have about having sex for the first time - this could be for the first time ever, or the first time in a new relationship. These don't need to be their questions, but the kinds of questions young people their age might be wondering about. Tell them they will just fold them in half and keep a hold of them for the time being, and that they won't be collected in.
3. **How do you know if you are ready to have sex for the first time?** Watch this short film from a UK based show (7 minutes 11 seconds) <https://youtu.be/BrUMvQjEkvo> Note: the final 20 seconds or so are links to discussion hosted by the show and so just turn sound down and end at this point. Any immediate responses or questions from the group?
4. **Top 10 questions about *the first time*.** Explain that having watched the short film it's clear that young people can have lots of questions about this, what you want to share now is a series of cards (see prop) that have the top 10 questions that come up whenever young people talk about this topic online –working in their pair as the young people to go through what's given and see if these cards match your own 'first time' questions. Highlight that as well as the questions, these cards also have some answers. Hand out the collection of cards to each pair. Give them time to work through.

After some time, ask for feedback: Without sharing their own questions in detail, did the cards cover the questions they expected? Were the answers helpful? Tell the young people that the class today will end with some information about where they can go to ask questions like this and get good support and information.

5. Moving on, the young people have thought about questions people have and the film talked about what it's like to be thinking about first sex. Now, ask young people to work with a partner again and think of up to 5 responses (no need to write anything down) to the question: **So, how do you know if you are ready to have sex?**
6. Share the slides with the top 5 things (over 2 slides) that are suggested. Explore: Does this match their lists? Where's the difference if there is any? Collect in the cards, ask the young people to rip up their earlier questions and pop them in the bin.
7. **Finding good information, advice and support about sexual health including condoms and contraception.** A further learning activity is provided at SENIOR Level which supports learning about services, but the provision of some basic information as part of this learning activity is important. Use

the slide provided, inserting local information regarding sexual health clinics/targeted young people's sexual health services in your locality, these might be services a young person can travel too or available online/on the phone.

8. **To end**, remind the young people that having sex is their decision. Most young people have not had sex by the time of their 16<sup>th</sup> birthday. And importantly, even if you have agreed to have sex once or more times with a person, you always have the right to stop and say no to having sex again.

### Connecting with home

The learning activity *The relationship I want* 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

- The relationship I want
- The sexual relationship I want
- How and why to end a relationship

### Practitioner Notes