



Title: Sex: Pressure, pleasure and first-time sex

Level: THIRD/FOURTH

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>Using what I have learned, I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 4-47b</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>	<ul style="list-style-type: none"> • Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness. • Understands the rights and responsibilities required for safe and enjoyable sex.

Learning Intentions

- Young people are reminded that sex is more than penetrative penis/vagina sex.
- Young people's discussion of sexual relationships includes learning about consent.
- Young people understand that pleasure is a component of a happy adult sexual experience.
- Young people view sex in the context of a loving, committed relationship.

Success Criteria

- I can describe what sex/sexual intercourse can involve.
- I can describe what consent is.
- I understand the physiological and mental responses in the body when having sex.
- I can articulate what is important to me before embarking on intimate/sexual relationships.

Resources to support this activity

- PowerPoint slides
- Male vs Female orgasm: which is better? <https://youtu.be/5ioQ8a7o3Mo> (3 minutes 59 seconds but can be ended at 3 minutes 24 before further films are promoted)
- Activity/Discussion cards: Having sex for the first time

Choice of films on consent:

- Cycling through Consent (3 minutes 47 seconds) <https://youtu.be/-JwlKjRaUaw>
- Consent Explained (duration 2minutes 44) <https://youtu.be/5vmsfhw-czA>
- Consent – cup of tea (duration 3 minutes) <https://youtu.be/u7Nii5w2Fal>

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.

NOTE: The issue of sexual consent is part of this activity, more in-depth consideration is given to consent in other activities at this Level and at SENIOR Level. If young people participating in this activity have not explored consent, then the more in-depth activities will be appropriate.

Activity

1. Introduce the session along these lines: At 14 or 15 years old many young people are thinking about sex and thinking about the choices they might make when it comes to relationships and sex. The session today is about sex as part of a relationship – *but it is about thinking ahead*, it's not about saying you need to be in a relationship, nor that a relationship needs to involve sex.

Today's session is about: Pressure, Pleasure and First-time sex.

Explain that first time sex can be the first time you ever have sex, or the first time you have sex with a new partner.

2. **First of all: what is sex?** As young people might think that 'sex' is only penetrative penis/vagina sex, use the slide to explain:

The law says that sexual activity includes mutual masturbation, oral sex or penetrative sex. Penetrative sex is when a person puts their finger or penis or something else (like a sex toy/dildo) into a person's vagina or anus (bottom).

Explain that this matters because it influences everything the young people are talking about today. First, we will talk about **pressure**.

3. **Pressure.** Explain along these lines, using the slide, read and explore: What do you know about consent? Why does it say *free and enthusiastic*?

Putting pressure on someone to do something sexual is the opposite of them giving their free and enthusiastic consent.

Watch one or more of the animations – young people may have seen them, but be happy to view their favourite again - and discuss what young people understand from it with a focus on what we might mean by pressure and its conflict with consent:

- Cycling through Consent (3 minutes 47 seconds) <https://youtu.be/-JwKjRaUaw>
- Consent Explained (duration 2minutes 44) <https://youtu.be/5vmsfhw-czA>
- Consent – cup of tea (duration 3 minutes) <https://vimeo.com/128105683>

4. **Pleasure.** Share the slide with some introduction along these lines: One thing that makes human beings special is that they have sex for pleasure, they enjoy it. If people want to have pleasure from sex then it needs to be something they both want to do, and they need to be relaxed and happy to be in the moment.

Pleasure: a feeling of happy satisfaction and enjoyment

Acknowledge that pleasure and sex is often associated with having an orgasm, but what is it that happens at this moment? Explain that scientists have worked with animators on this fun short video exploring what happens when we experience pleasure when having sex, including when a person has an orgasm: **Male vs Female orgasm: which is better?** <https://youtu.be/SioQ8a7o3Mo> (3 minutes 59 seconds but can be ended at 3 minutes 24 before further films are promoted)

5. Pause to review what's been covered so far – *what sex is, that pressure is never okay, that consent is essential, that sex is something adults do because it is pleasurable.*
6. **First time sex: things to consider.** In this activity ask the young people to consider what needs to be in place before a young person considers having sex with a partner for the first time. Set the parameters, so they are thinking about sex with no pressure, with consent and that will be pleasurable. Clarify again, this could be the first time ever, or the first time with a new partner. Use the prop provided. The task is to take the 11 items on cards (see prop), work in a 2 or 3 and sort into 2 piles - one is to be '**First time sex: Essential/must have things**' and the other is '**First time sex: Important things**'. Clarify that *all cards are important*, it's up to the young people to decide essential/must have alongside other important things. They can have as many cards as they agree in each pile, no minimum or maximum.

Having sex for the first time: Things to consider

1. I feel ready.
 2. I feel safe.
 3. I have someone I can speak to about this before I do anything.
 4. We are both 16 years old or older
 5. If we need contraception, it's sorted.
 6. If we need condoms, it's sorted.
 7. We are both sober.
 8. We have the time and we are in a safe comfortable place.
 9. I trust him/her.
 10. I want to.
 11. I know I can change my mind, say 'no' or stop at any time.
7. After enough time, have feedback and discussion – focus on how young people differentiated, which feel like the most important elements to such a choice and why. Where young people are happy to respond (to general questions rather than personal/targeted questions) you might also ask – What does feeling ready feel like? What does feeling safe feel like? Trust? Etc. Discussion also provides an opportunity to reinforce knowledge of sources of information or contraceptive advice.
 8. **Discussion/debate.** Introduce young people to the idea that for many people sex should only be part of a relationship where people are committed to each other, perhaps in marriage. Ask them to work with a partner/in a 3 to decide what they think. If they have a strong view one way or the other they can report this back, if they think different things they can report back points where they *agree* and *disagree* with the statement. Use the slide as a prompt. After some time explore the range of views.

Some people think that sex should be part of a relationship where people are committed to each other, perhaps in marriage. What do you think?

Practitioner Notes

