



**Title: Human Sexuality and Sexual Rights**  
**Part 2: Claiming our sexual rights**

**Level: THIRD/FOURTH**

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</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> <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"> <li>• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</li> <li>• Understands the rights and responsibilities required for safe and enjoyable sex.</li> <li>• 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.</li> </ul>

**Learning intentions**

- Young people understand that we are all sexual beings.
- Young people develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours.
- Young people understand the idea of sexual rights.

**Success criteria**

- I know that my sexuality is about my feelings, thoughts, attractions and behaviours.
- I can talk about my sexual rights including the right to personal and intimate relationships that are healthy, happy and safe.
- I know where to find information, help and support if I need it.

**Resources to support this activity**

- PowerPoint slides
- Recording sheet/prop for group task: *The right to know and learn*
- Card/pens to write their chosen 'right'
- Sexual Rights – produced by IPPF <https://youtu.be/mPwfRBXVgxl> (duration 1 minute 44)
- **Teacher/educator should prepare a slide with information about local sexual health/confidential health services for young people.**
- This activity draws on Exclaim! Young People's Guide to 'Sexual Rights: An IPPF declaration' <https://www.ippf.org/resource/exclaim-young-peoples-guide-sexual-rights-ippf-declaration>



## Activity

1. 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.
2. 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. Firstly, watch the short campaign film that promotes sexual rights as human rights: **Sexual Rights** – produced by IPPF <https://youtu.be/mPwfRBXVgxl> (duration 1 minute 44) Discuss any initial thoughts, use the prompt questions on the slide to help: *What do young people say about their sexual rights? Why might some people have their sexual rights denied?*
3. 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.
4. **The right to know and learn: If young people have such a right what should it be like in practice?** Introduce the task. 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.
5. **Making the case for sexual rights:** 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. 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' a the piece of card so they can hold it up as they speak later. (Why not make placards like for a demonstration?) 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?*) So:
  - 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.
6. 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.
7. 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? Share the pre-prepared slide with local information.

### Additional ideas

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

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

- The idea of Sexual Rights

### Practitioner Notes

