



**Title: Human sexuality and sexual rights**  
**Part 1: The idea of sexual rights (including FGM)**

**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
- Prop/Cards for the group activity: *Are these activities anything to do with human sexuality?*
- *Sara's story* (duration 5 minutes 53) <https://www.fgmaware.org/>

## Activity

1. Explain that this session will ask young people to think about two big ideas – Human Sexuality and Sexual Rights. Start with the slide

**We are all sexual beings** – this does not mean that we are all having sex. It could be put like this: Sexuality is something we feel, something we do, that exists within ourselves.

Take any questions, first thoughts, then share the next slide:

**Sexuality** is about our sexual feelings, thoughts, attractions and behaviours towards other people. We can find other people physically, sexually or emotionally attractive, and all those things are a part of our sexuality.

2. The next slide acknowledges that a person can choose to identify their sexual orientation in a particular way. It can be used just to encourage respect for how a person identifies. Young people may want to discuss further, introduce other terms or ask what a term means (see the note at the end of the Activity Plan).

The most common ways you might hear a person describe their sexuality is for them to say they are heterosexual, lesbian, gay or bisexual.

But there are other ways a person can choose to describe it – for example you may have heard people say they are asexual or pansexual. What is important is to respect the individual's choice when they describe their sexuality.

3. Tell the young people that to help us think about this a bit more there is a group activity: **Are these activities anything to do with human sexuality?** Explain that on the cards there are lots of different things people do – the task is to organise them into 3 piles (keeping in mind the definition of sexuality): **About sexuality/Not about sexuality/Not sure**. Use feedback to explore views, respecting differences as you talk, acknowledging some explanations might begin “well, that depends if....”.

Watching a film

Fancying someone

Feeling good about yourself

Having an argument

Drinking alcohol

Being pregnant

Choosing to not have sex

Using condoms

Being lesbian, gay or bisexual

Being heterosexual

Being trans

Kissing

Having a shower

Masturbating

Singing

Driving a car

Using contraception

Getting married

Having a coffee

Dancing

Eating chocolate

Sunbathing

Going to school

Going to the dentist

Cuddling

Going to the gym

Having friends

4. **Introducing sexual rights:** Having thought about what we mean by sexuality, introduce the idea of sexual rights. Acknowledge that the young people will know about human rights, and that human rights belong to every child, young person and adult. (Can anybody say anything about the rights they have?) When it comes to sexuality there are also rights for everyone – these are called sexual rights – use the slide.

**Sexual rights** relate to a person's sexuality, sexual orientation, gender identity, sexual behaviours and sexual health. Sexual rights, because they are human rights, belong to everybody.

5. Explain that you have some slides that will tell the young people about their sexual rights, and that there are **10 core sexual rights**, the slides will help explain what these sexual rights mean to them as young people. As you work through check understanding, take views and questions. For each ask young people: *Do you think you have this right day to day?* They can use a thumbs up, down or wavering to indicate not sure. (The rights are also on a handout you can share). Another question as you go might be: *Whilst important for everyone, do you think some groups of young people might need this right protected?*

1. **The right to equality:** Everyone is born free and equal in dignity and rights. No person should be discriminated against on the basis of their sex, gender or sexuality.
2. **The right to participation:** Young people should have a say on anything that affects their lives. This includes what sexual health information and services they get, including what they learn at school.
3. **The right to life and to be free from harm:** No one should be harassed, harmed, punished, trafficked or killed because of their sexual practices, gender identity or expression, nor as a way to protect the reputation or honour of a family or community.
4. **The right to privacy:** Young people have the right to privacy about their sexuality, they should decide if they want to share information about themselves.
5. **The right to personal autonomy and to be recognized as an individual before the law:** Young people have the right to decide on matters about their sexuality. They are free to explore their sexuality in safe and pleasurable ways, as long as they do not interfere with someone else's rights.
6. **The right to think and express oneself freely.** All young people have the right to explore their sexualities and should be able to have dreams and fantasies, and express their sexuality without fear, shame or guilt, while respecting other people's rights.
7. **The right to health:** all young people have the right to the best physical and mental health and wellbeing and to be protected from anything that might harm their health, including their sexual health.
8. **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, including in school.
9. **The right to choose whether or not to marry or have children:** Every young person has the right to choose when, if, how and whom to marry and have children in an environment that recognizes diverse family types. No-one should be forced to marry or marry when they are a child.
10. **The right to have your rights upheld:** Governments must respect, protect and fulfil all sexual rights for young people.

*(Note if discussion follows: Respect means not interfering directly or indirectly with young people's enjoyment of their rights. Protect means taking measures to prevent others from interfering with young people's human rights. Fulfil means adopting laws, policies and programmes that enable young people to fully realise their sexual rights).*

6. **Rights infringed/FGM:** As the class are talking about sexual rights it is important to think about how these rights might be infringed. Explain that the example they will hear more about now is about Female Genital Mutilation, called FGM. Check initially if young people have heard of FGM. Share the slide:

#### **Female Genital Mutilation**

FGM for girls is child abuse. It involves a girl's genitals (private parts) being cut so they are removed or altered in different ways.

Girls can feel pressured or forced to have FGM, especially if other people in the family have been cut.

It is a painful and dangerous procedure.

It is illegal in Scotland and is considered a form of child abuse.

Women and men all over the world are campaigning to stop FGM.

7. Then watch *Sara's story* (duration 5 minutes 53) <https://www.fgmaware.org/> This is the story of a woman who has been cut as a child, and who has come to Scotland and has her family here.
8. In discussion of Sara's story and the experience of FGM ask the young people to think about the sexual rights that are infringed by this practice. After any discussion explain to young people that if they have concerns about FGM they should speak to a trusted adult, this could be you, but they can also get information on ChildLine and they can speak to someone in confidence there. Share the ChildLine page as you speak. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/female-circumcision-fgm-cutting/>  
Use this slide:

#### **FGM**

If you're worried you might be forced to have FGM in the future, talk to a trusted adult, such as a teacher at school, or a doctor. If you think you're in immediate danger of being cut or being taken abroad for this to happen, you can call the police (dial 999).

9. Finish with this slide (from The International Planned Parenthood Federation) and explain that you will pick up again on this discussion in the next class/meeting: **Let's face it – young people are sexual. We have sexual needs, desires, fantasies and dreams. But we also have a lot of questions and uncertainty. It's important for all young people around the world to be able to explore, experience and express our sexualities in healthy, positive, pleasurable and safe ways. This can only happen when our sexual rights are guaranteed.**

#### **Note:**

**Asexuality** is the lack of sexual attraction to others, or low or absent interest in or desire for sexual activity. A person who is asexual may still have loving, romantic or intimate relationships with others.

**Pansexual** refers to someone who is romantically, emotionally, or sexually attracted to people of any gender or regardless of their gender. Some pansexual people may say that, when it comes to attraction, they don't see gender or they find it irrelevant.

## Connecting with home

*The following could be the basis of a short email/message home to parents/carers about this series of learning activities:*

As part of our learning about relationships, sexual health and parenthood we will be exploring what *human sexuality* is and also the idea of *sexual rights*. The term *human sexuality* helps young people to understand that we are all sexual beings, this is not the same as 'having sex' rather the term helps us develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours. We also then talk about *sexual rights* because this helps young people consider what they should expect (and how they should behave with others) in their own relationships. As an example of the infringement of sexual rights and human rights we will learn about Female Genital Mutilation (FGM).

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

- Claiming our sexual rights

## More on FGM

- You can do more work on FGM with the help of these materials <https://www.fgmaware.org/work-with-children-and-young-people.html>
- The ChildLine information also has Hada's story which young people can read later: <https://www.childline.org.uk/get-involved/real-life-stories/fgm-hadas-story/>
- If you are worried as teacher/educator about someone who is at risk of FGM or has had FGM, you must share this information with your designated Child Protection officer/senior member of staff. More information for teacher/educators here:
- Scottish Government guidance on FGM: <https://beta.gov.scot/policies/violence-against-women-and-girls/female-genital-mutilation-fgm/>
- FGM aware is an organisation providing resources and information to help tackle FGM in Scotland <https://www.fgmaware.org/>
- NSPCC Information regarding female genital mutilation (FGM) <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/preventing-protecting/>

## Practitioner Notes

