

## Title: Finding and using sexual health services and online information

Level: SENIOR

### 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 and outcomes	Benchmarks
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	<ul style="list-style-type: none"> <li>Explains how to access both local and national information, guidance and help.</li> </ul>

### Learning Intentions

- Young people know how to access services, information and support in terms of their sexual health and wellbeing.
- Young people learn how confidentiality works in sexual health services.

### Success criteria

- I know how to find and access sexual health services.
- I understand what happens when a young person engages with a sexual health service.
- I know good sources of online information about sexual health.

### Resources to support this activity

- PowerPoint slides – *the teacher/educator must ensure that these include information about local services.*
- Flipchart paper

**NOTE: For this lesson the teacher/educator should familiarise themselves with any local sexual health services, youth sexual health clinics and young person friendly pharmacies in the local area that give out free condoms (this might include free condoms by post in your area) and emergency contraception. Photographs and contact details of these could be incorporated into PowerPoint slides. Information leaflets about local services could be given out during the lesson.**

Information about sexual health services can be found here: <https://www.sexualhealthscotland.co.uk/> with a service finder here : <https://www.sexualhealthscotland.co.uk/get-help/sexual-health-service-finder> While ideally the teacher/educator could contact local sexual health services/pharmacist/ health improvement team to request a staff member to come visit to speak about the experience of visiting a clinic and accessing local services this may be unlikely in terms of the capacity these services have to do 'outreach' work. It is also worth checking whether local services can accommodate visits from small groups of young people out of normal clinic hours. This can be especially beneficial for young people with additional support needs.

**Impact of Covid-19:** Due to the pandemic some services may be offering some adapted services, you will find this out as you research local services to prepare this input. For example some services may be being offered as initial telephone or video call consultations. It is important to assure young people that no matter what changes there may have been they will always be provided what they need and all services are confidential.

## Activity

1. **Introduce the learning activity along these lines:** This session is about taking care of your sexual health. Explain that there is no assumption that young people are in a relationship or having sex - this will be a useful learning activity if they are, or useful in the future when they might be. Share the slide and check understanding, take questions or comments as you go:

Having sex should be a positive and enjoyable experience when you and your partner feel ready for it. **Good sexual health is about:**

- Feeling safe
- Feeling confident about your sexuality
- Knowing how to treat others with respect
- Being able to talk about likes and dislikes
- Not having any regrets
- Taking steps to avoid getting any sexually transmitted infections
- Making informed choices about contraception and pregnancy.

2. **Scenarios: Who can you go to... to talk, to get information or to find support?** Use 5 pieces of flipchart paper each with a title: **Parents/Carers, Friends, Google, GP/Local doctor, Pharmacy, Sexual health clinic/service** written on each. Place these around the room on the floor and ask pupils to 'vote with their feet' and stand on or near the person/place they would be most likely to go in relation to the scenarios you will read – acknowledge that not all will be relevant to them personally (either in terms of experience or gender) but the ask is to go with the general idea of the task which is to put themselves on the shoes of someone in such a circumstance. Explain that in each situation they will make a first choice then a second best choice. After each choice (both first and second) have some feedback and chat, explore reasons for choices.

Encourage discussion around the idea of 'well it depends...' as then young people will extend the very brief examples. You can also ask in terms of those situations where gender/sexuality is not clear – would either matter in terms of choices and source? And overall, what barriers (or misconceptions) are there to finding someone to talk to, get information or find support?

### **Who can you go to... to talk, to get information or to find support?**

1. **You are going out with someone for the first time, its like a date, just you two, but you're not too sure how it's going to go....**
2. **You have been going out for a while, you are thinking about having sex, you're not quite sure what kind of sex yet....**
3. **You are a boy, you had (penetrative penis/vagina) sex with your girlfriend last night, didn't use a condom and your girlfriend isn't using contraception...**
4. **You have had sex with a couple of people in the past couple of months, different kinds of sex...**
5. **You're not having sex with anyone, you are leaving school soon to go to college, you think you should probably be thinking about your options...**
6. **You are a girl, having sex (penetrative penis/vagina) with your boyfriend, you haven't had your period this month.**

Following from these discussions it is worth clarifying information on these 3 points: confidentiality, emergency contraception and condoms:

3. **Confidentiality.** The issue has likely come up. Use the slide to remind young people that the age of consent in Scotland is 16 but that young people under the age of 16 (are any of the class 15?) can access confidential services to get contraception, STI testing and information or advice. This is a fundamental part of their **sexual rights**.

#### **Confidentiality**

If you are under 16 and want contraception, an abortion or tests for sexually transmitted infections (STIs), the doctor, nurse or pharmacist won't tell your parents (or carer) as long as they believe that you are not at risk of significant harm. **You have the same rights to confidentiality as an adult.**

4. **Emergency contraception.** Use the next 3 slides and clarify understanding.

#### **Emergency contraception**

- If you've had unprotected sex, that is, sex without using contraception, or think your contraception might have failed, you can use emergency contraception.
- An emergency contraceptive pill needs to be taken as soon as possible after sex to have the best chance of working. There are 2 kinds available – one can be taken up to 3 days after having sex, the other up to 5 days after. BUT they are most effective if you take it as soon after unprotected sex as possible.
- In most areas the Emergency Contraceptive pill is available from your local pharmacy and of course nearest sexual health clinic or drop in or your GP. In most areas pharmacies provide it free and it is available to under 16s.
- Another kind of emergency contraception is the IUD which is sometimes called the coil. It is a small copper and plastic device which is put into the uterus. This must be fitted by a doctor or nurse.
- **INSERT DETAILS OF LOCAL SERVICES IN THIS SLIDE**

5. **Condoms.** Use the slide to affirm some key messages

#### **Condoms**

- Condoms protect against STIs
- They also prevent pregnancy.
- **INSERT DETAILS OF LOCAL FREE CONDOM SERVICE**

6. **What happens at a sexual health clinic?** If a visit from a colleague who works in a local service – this could be a medical professional or a youth worker/outreach worker associated with the service – is not possible the slides and text provided give a general view on what happens when young people visit a service. Work through the slides slowly, checking understanding and taking any questions, clarifying and re-assuring where helpful.

NOTE: If young people have had similar information at Third/Fourth Level acknowledge this but go through as a refresh and opportunity to ask questions now. This may be a point at which you need to inform and reassure young people about any changes made due to Covid mitigation (and adapt slides as necessary).

- 7. Online information.** Acknowledge that young people might know good sites where they can get information or ask questions. Ask: **Where do young people your age go to online if they have a question or worry about relationships or sexual health?** In discussion explore the pitfalls of a general google search, or going to chats where people really aren't informed enough to give advice.
- 8.** Stress that googling something might not take you to a place that will have the right information, and ask the young people to be cautious about chats with people who are not medically trained. Suggest if young people have a question they would rather ask or find out about online then here are some good sites: *NOTE: Insert you local service in this slide if they have a young people's information or service description online. Otherwise the services mentioned – even if they are not in your area – have good information.* Make sure young people can access tablets/iPads or their phones and ask them to check out one or more of the sites for a few minutes – *encourage them at all times to use NHS branded sites for information or an agency they know by reputation.*

<p>Being ready for sex - and being healthy happy and safe - means you can find and go to the people and places that will help make sure you get what you need – this could be someone to talk to, condoms, contraception and sexual health check-ups. If you go online use NHS branded sites for information or an agency you know has a good reputation.</p>	<p><b>Online Help and Advice</b></p> <ul style="list-style-type: none"><li>• <a href="http://youngpeoples.sandyford.org/">http://youngpeoples.sandyford.org/</a></li><li>• <a href="http://www.healthyrespect.co.uk">www.healthyrespect.co.uk</a></li><li>• <a href="http://www.wavehighland.com">www.wavehighland.com</a></li><li>• <a href="http://www.bpas.org">www.bpas.org</a></li><li>• <a href="http://www.bishuk.com">www.bishuk.com</a></li><li>• <a href="http://www.lgbtyouth.org.uk">www.lgbtyouth.org.uk</a></li></ul>
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### Practitioner Notes