



Title: Sexual Health: Getting advice and support

Level: THIRD/FOURTH

Links to Curriculum for Excellence

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 3-48a	<ul style="list-style-type: none">• Knows how to access confidential information, guidance and help.

Learning Intentions

- Young people will learn about the key elements of sexual health service provision, including how confidentiality works.
- Young people will learn how to access local sexual health services, information and advice.

Success criteria

- I understand the benefits of regular sexual health checks when I am sexually active.
- I can describe how to access sexual health services.
- I can explain how confidentiality works.

Resources to support this activity

- PowerPoint slides
- Prop for discussion activity/Cards.

NOTE: There are a series of learning activities at this Level that might usefully be delivered as a package of learning. Delivered as a group there is more flexibility in terms of how long to give each activity, depending on the conversation generated this learning activity and the others may not each need a 50-minute slot – or you might return to review learning after working through several. The other activities are:

- **Getting pregnant/truths and myths**
- **Choices about contraception**
- **Condoms**

The teacher/facilitator should have and will need to provide (see slides) information about local services that young people can access for confidential advice or support on relationships, contraception or condoms.

Activity

1. **Introduce the learning activity** along these lines: This session is about taking care of yourself – especially when you have something that you really want to talk about or get information or support about. This includes sexual health. Explain that there is no assumption that young people are in a relationship or having sex, but that this will be a useful learning activity if they are or when they are in the future.
2. **Where would I go when...**
Introduce the group task. On the prompt sheets young people will find a series of scenarios. Each young person needs a copy, so that after some group chat they can make individual choices. Explain that these might not be circumstances they have experienced. Stress there is no need to agree, but to have a discussion on each. They should discuss each in turn and then each person decides where they would go – they are encouraged to make a first choice but recognise there may be options. One idea would be to have a timer set so that the young people give each scenario a full discussion – when the buzzer sounds they need to decide (if they haven't done so) and move on. Perhaps 3 minutes per scenario.

Where would I go when...	I would go to...
<ul style="list-style-type: none"> • I've had a fall out with a friend. • A teacher is being really unfair to me. • I'm not getting on with people at home. • I'm bored. • I am worried about an exam coming up. • I am going out with someone, and we have started thinking about having sex. • Someone I know is hassling me to do something I don't want to do. • I'm feeling a bit down. • People I know are hassling me online. • I'm not having sex yet but thought I should check out condoms and how they work. 	<ul style="list-style-type: none"> • An adult in my family • A brother, sister or cousin • A friend • A partner • A teacher • School nurse • A GP (doctor) or a nurse at the health centre • A sexual health clinic or a young people's clinic/drop-in • No-one • Look online

3. **In terms of feedback** rather than the main focus on the scenarios, look at the people or places young people go to. Ask who might be willing to talk about why they would go to a friend about something... or why an adult in their family about... etc. The discussion will raise issues around **trust, reliability, confidentiality, listening, availability...** and this is worth reflecting back as you hear it.
4. **What is Sexuality/Sexual health?** To help frame understanding of the rest of the session, and the descriptions and discussion that comes (about sexual health services) it is worth establishing/refreshing a shared understanding of some key ideas that run through many of the RSHP leaning activities; 2 slides support this.

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.

Sexual health: You have a right to be healthy, happy and safe. When you are ready, having a relationship and having sex should be a positive and pleasurable experience. There are professional people and services that can help you to have good sexual health.

5. **What is a sexual health service?** To start, acknowledge that young people might have people around them that can help and support them in their relationships and sexual health. Explain that they can also find professional help if they ever need it in a sexual health service. Ask whether young people have heard of sexual health services before, they may already know the names of a local provider, or you can give a local provider as an example. Use the 2 slides to inform and check understanding.

What is a sexual health service or clinic?

A sexual health service is a place where you can get information and support about anything to do with sex and relationships. It can be at a sexual health clinic, a young people's drop-in or a service at your local GP.

At a sexual health service or clinic, you can get:

- Free pregnancy testing
- Testing for STIs (sexually transmitted infections)
- Advice and referrals for termination of pregnancy (abortion).
- You can talk about relationships.
- Free contraception and condoms.

These services are for everyone – you are welcome whatever your gender or sexuality.

6. **Going to a service: This is what happens:** Use the next 5 slides to give basic information about things to know before you go to a clinic, what happens when you arrive and finally what happens when you see the nurse or doctor. As you go, ask for any questions that young people might have. This is a lot of information, but the intention is to allay any fears and address misconceptions. Split the information across more slides if this will help your learners. The issue of confidentiality might come up at this point, explain you will get to the detail of that soon. *(As you have researched to plan this session you may have been told about some adaptations to services because of Covid-19 mitigation. Incorporate what you know here and make any changes to slides that may be required).*
7. **Confidentiality: 5 things to know.** Acknowledge the importance of confidentiality. Rather than ask what young people understand it means (in case there is confusion or misinformation) use the 5 slides that follow to explain but discuss (as you go) how confidentiality works. When you reach the final slide ask young people to have a chat in a pair – can they explain how confidentiality works to their friend? Each should have a go. Then, back in the main group ask for volunteers to explain to the class – fine tuning and explaining any details as necessary.
8. End with **information about local services**, ensure everyone knows where they are. (if you have a free condoms by post scheme make sure to include information about it too) .

A note on confidentiality and the interface with child protection: The slides explain how confidentiality works for 13, 14- and 15-year-olds. The slides explain that if there is a concern about harm then the professional person may need to share information, it explains this is called child protection. Should young people want more on this, examples might be: if a young person had a partner who was much older; or if a young person was being told to keep a relationship secret, perhaps being given presents or money to do so; or perhaps if a young person was being made to do things they did not want to do.

A child under the age of 13 who uses a sexual health service and discloses sexual activity would *not* have their information kept in confidence – this would always be a child protection concern. *However*, it is worth noting that under 13s can legitimately use sexual health services for discussion about sexuality or gender identity or contraception for period pain. These engagements (while parental/carers involvement is always encouraged) would be confidential.

Connecting with home

The text below could be used to communicate with home about this learning activity:

As part of our RSHP (Relationships, Sexual Health and Parenthood) learning, we are exploring the services that young people can go to if they ever need information, support or help when it comes to relationships and sexual health. We encourage young people to find these things from parents and carers, but we also want them to know reliable and professional places to go if they ever need them in the years to come. There are local services that support young people to be healthy, happy and safe in their personal relationships. You can also find out more about them here: **INSERT LOCAL SERVICE INFORMATION.**

Practitioner Notes

