



KEYS TO

sexual health and relationships

for young people aged 11 – 14 years old



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An Overview of the 10 Key Sessions

Key Session	Title	Content	Approach
Key Session 1 Years 7, 8 and 9 Knowledge	What do you already know about sex and relationships?	Assessing knowledge and asking what the students feel they would like to know	Questionnaire Feedback Discussion
Key Session 2 Year 7 Knowledge	What changes are young people going through?	Revision of changes in puberty How to look after themselves (hygiene) Body image	Annotating a body outline: changes in puberty Collage of body images
Key Session 3 Year 7 Attitudes	What makes a positive relationship?	Considering what makes a positive friendship and how this links with positive relationships	Completing chart Developing an advertisement
Key Session 4 Year 7 Skills	How can you make sure that you have positive relationships?	Assertiveness Refusal skills	Role play
Key Session 5 * Year 8 Knowledge	How can young people keep themselves safe?	Safe behaviour in everyday activities and in sexual relationships	Discussion around dealing with different scenarios
Key Session 6 Year 8 Attitudes	Why do young people choose to have or choose not to have sex?	Exploring sexual language Why do young people choose to engage in sexual activity or choose not to If choosing to have sex, how to make it safer	Discussion Negatives and positives of different choices
Key Session 7 + # Year 8 Skills	Where can young people get more information and support on sexual health issues?	Research into safer sex and the local and national agencies that provide help	Research skills Presentations by groups on different topics
Key Session 8 Year 9 Knowledge	Fact or fiction?	Exploring some myths relating to sex and testing out their own concerns in SRE	Quiz
Key Session 9 Year 9 Attitudes	What are the positive ways to behave in relationships?	Exploring beginning and ending relationships with care and respect	Discussion Graffiti sheet
Key Session 10 + # Year 9 Skills	What would you suggest?	Assessing scenarios and suggesting appropriate courses of action	Research and presentation skills

* Access to computers for students is desirable for this session

+ Access to computers for students is essential for these sessions

In order to fully achieve the learning outcomes these Key Sessions will require more than the 45 – 60 minutes intended for the other Key Sessions: recommend over two separate sessions
In addition, these sessions would benefit from having a selection of pamphlets/leaflets/books about sex and relationships from the

school or library service. Free or low cost posters and pamphlets/leaflets are available to order through some of the organisations listed in the section **Useful sources of information and support about sexual health and relationships**. Local Health Providers may be able to provide these additional materials free to schools. They can also give information on local agencies that can provide support for young people.

Key Session 5:

How can young people keep themselves safe?

Aim:

The session will provide an opportunity for students to consider risky behaviour and strategies for keeping themselves safe in a variety of settings.

Learning outcomes:

Students will have:

- ✦ Discussed the issues of risky behaviours
- ✦ Discussed practical advice to help in a variety of settings
- ✦ Considered some general thoughts on how young people can keep safe.

Resources:

- ✦ One copy of SS5 **How can young people keep themselves safe?** per pair/small group
- ✦ Paper/pens/pencils
- ✦ (Optional: access to the Internet).

Activity:

- ✦ Refer the students to the 'Group Agreement' developed at the start of Key Session 1 and revise as necessary. In the same session, students in Year 8 were asked to consider how young people could keep themselves safe. It will be helpful to refer to these responses at the start of this Key Session
- ✦ Divide the students into pairs/small groups and provide each with a copy of SS5. Ask them to talk through their thoughts on each situation in Task 1 and complete the table. If some pairs/small groups are struggling, use some of the information on the Teacher Prompt Sheet to help them
- ✦ When all pairs/small groups have completed SS5 Task 1 take feedback from the whole group, discussing in turn each situation/the risks/the strategies
- ✦ (Optional activity) There may be certain questions that students feel still need to be answered. These may be something the teacher is able to do with the help of the Teacher Prompt Sheet or, if not, refer the students to the Suzy Lamplugh Trust site for young people: <http://www.livelifesafe.org.uk/> for some additional advice. The site provides 'Personal Safety Tips' in language aimed at young people that may be read online or downloaded. Some examples to provide a focus for students that would support this activity are:

- ☆ Personal safety when cycling
 - ☆ Safety on the Internet
 - ☆ How to stay safe on a night out
 - ☆ You + alcohol + safety
 - ☆ How to stay safe on the street
 - ☆ Safe dating
- ✦ After discussing all the issues, ask the group if there are any other specific situations where there are risks involved, and what strategies they might employ to reduce the risks and keep them safe. These ideas will form a basis for more general rules that could help keep young people safe
 - ✦ Ask the pairs/small groups to complete Task 2 on SS5, where the students discuss and decide '**Five Steps to Keeping Safe**'. Share these with others in the group.

Reflection/review:

Ask students to work in pairs to identify two things they have learned from this session.

Extension activity:

The '**Five Steps to Keeping Safe**' can be written up as a poster, with appropriate illustrations, that may then be put up around the school or in other appropriate community venues where young people congregate, such as leisure centres or local shops.

Key Session 5:

Teacher Prompt Sheet

Activity	Risks	What to do to keep safe
Visiting friends who live across town	<ul style="list-style-type: none">- Walking or using public transport at night- Being on your own- Being in unfamiliar surroundings/ neighbourhoods	<ul style="list-style-type: none">- Walking: take main, well lit path; keep valuables hidden- Plan your route in advance- Tell someone your arrangements- Phone when you get there- Public transport: sit near the driver- Arrange to stay over
Going out with someone for the first time and meeting in town	<ul style="list-style-type: none">- Being with someone you might not know well- Not being with other friends- Not being sure where you are going	<ul style="list-style-type: none">- Suggest a local meeting place- Tell someone your arrangements- Phone when you get there
Visiting a chat room on-line If Internet available, direct students to: http://www.websafecrackerz.com/ 'Helping teens have fun and stay safe online'	<ul style="list-style-type: none">- Being asked to give personal details- Not knowing if the person you are chatting to is who they say they are	<ul style="list-style-type: none">- Keep in mind you do not know who you are chatting to- Don't give personal information- Don't arrange to meet anyone- If you are made to feel uncomfortable, tell someone
Going to a party and drinking alcohol	<ul style="list-style-type: none">- Drinking too much and losing inhibitions: having an accident, insulting someone, making a fool of yourself, having unprotected sex- Having too much to drink vomiting and passing out- Having drink spiked	<ul style="list-style-type: none">- Be careful with alcohol. Drink slowly and have some non-alcoholic drinks- Stay with friends- Drinking from a bottle and keeping an eye on it
Being pressured into having sex in a relationship	<ul style="list-style-type: none">- Doing something regretted later- Having unprotected sex- Feeling used, unhappy	<ul style="list-style-type: none">- Be clear that you have the right to say 'no'- Be assertive in saying 'no'- If someone respects you they will not expect you to do something you do not want to do- Good relationships involve both people enjoying themselves and being safe and secure