

Principles of healthy sexual experiences

Duration: 45 minutes

Learning objective:

To understand the core principles that should be present between two people during positive and healthy sexual experiences

Learning outcomes:

- I can identify the principles of healthy sexual experiences
- I can explain how these principles can be demonstrated in healthy sexual experiences, online and offline
- I can describe what someone could do if the principles of healthy sexual experiences were not being followed

Resources:

- Ask-it-basket
- Slides: Principles of healthy sexual experiences
- Worksheet 1: Which principles aren't being followed?
- Worksheet 2: Chat log
- Handout: Support services
- Handout: Principles of healthy sexual experiences symbols (optional communication tool to support additional learning needs)

Before using this resource, it is your responsibility to ensure that:

- You have read all of the advice in the '*Respecting me, you, us* introduction and guidance' document.
- You have considered adapting the content to meet the needs and characteristics of individuals, or the class as a whole. We recommend using:
 - **Key vocabulary** lists and **alternative activities** to support young people with different learning needs.
 - **Extension activities** and **optional homework** to support young people who finish the activities quickly, or need further challenge.



- **Editable worksheets** and **slides** to make content changes for young people with special educational needs or difficulties.
(Further information can be found on page 4- 6 of the introduction document)

- You are following your organisation's policies and procedures for safeguarding and delivering Relationships and Sex Education.
- The designated person responsible for safeguarding in your setting is aware that you are delivering this resource.

Key vocabulary

Sexual activity (sexual experience): This can be *online* and *in person* and includes kissing, sharing sexual messages, photos and videos, sexual touching, oral sex, vaginal or anal sex.

Consent: Consent, in simple terms, means to agree to something. When applied to sex, **sexual consent** means to agree to engage in a sexual activity, with full understanding and capacity.

1. Introduction (5 minutes)

Slide 2. Introduce the learning objectives and outcomes for the lesson. Explain that the lesson is about sexual experiences.

Slide 3. Explain that 'sexual experiences' or 'sexual activity' means:

Any way that people connect with each other sexually. This can be *online* and *in person* and includes:

- Kissing
- Sharing sexual messages, photos and videos
- Sexual touching
- Oral sex
- Vaginal or anal sex

Explain that during the lesson, you will only be talking about sexual experiences between two people.

Slide 4. Share the ground rules, adding any additional rules that are relevant.

Introduce the **Ask-it-basket**. Explain that young people can write questions anonymously and put them in the box at any time throughout the lesson or as



exit cards. Let young people know when you will answer important questions (this could be at the end of the lesson or at another point over the next week. For example, schools may wish to answer these during form time). Remind young people that the ground rules also apply to the use of the Ask-it-basket.

2. Baseline activity – Scenario (5 minutes)

Slide 5. Explain that the conversation on the slide shows messages between two 16-year olds who are talking about their friends Sam and Alex (also 16). Sam and Alex could be any gender.

Read the conversation out to the class.

Ask young people to write down the answers to these questions, leaving space to add to their answers at the end of the lesson:

1. Do you think Sam and Alex consented to sexual activity?
2. Should both people have to enjoy sexual activity?
3. How might someone be able to tell if another person is comfortable with sexual activity?

Explain that they will not have to share their answers with anyone else if they don't feel comfortable. Also mention that it doesn't matter if they are unsure of the answers, they will be discussed at the end of the lesson.

3. Consent (5 mins)

Slide 6. Use the slide to explain consent:

What does consent mean?

- Consent, in simple terms, means to agree to something
- When applied to sex, *sexual consent* means to agree to engage in a sexual activity, with full understanding and capacity
- Consent can be given with words as well as body language
- Consent to sexual activity can be withdrawn at any time

Someone doesn't have full capacity to consent if they:

- Are asleep or unconscious
- Are under the influence of alcohol or drugs
- Cannot speak or communicate clearly
- Don't understand what is happening
- Are under 16 years old



Slide 7. Explain that these are the signs that someone may or may not consent to sexual activity:

Consent

- Saying 'yes'
- Saying that the sexual activity is enjoyable
- Eye contact
- Being relaxed
- Touching or kissing
- Being responsive

Non-consent

- Saying 'no'
- Avoiding eye contact
- Crying or shaking
- Flinching
- Resistance
- Silence or stillness
- Rigid or tense body

Tell young people that if someone is unsure if their partner consents, they should check in with them before and during sexual activity to make sure they do. This could be as simple as asking 'is this ok?'

Slide 8. Use the slide to cover the legal aspects of sexual activity. Explain that:

- In UK law the age of consent is 16 years old. This means anyone below 16 cannot give consent even if they are saying yes to sexual activity.
- For sending nude or semi-nude images and videos this is 18 years old.
- Sexual activity without consent is always illegal.

Note: This section may elicit lots of questions and discussion from young people. Prompt them to use the ask-it-basket on any questions about sex, consent and the law. Advise young people that you will be sharing a handout at the end of the lesson with sources of information and support, where they can find answers to questions on these topics. You may wish to refer to the CEOP Education 11-18s ['Sex and the law'](#) article for more information on this topic.



4. Core principles of healthy sexual experiences (10 mins)

Slide 9. Share the four core principles with young people. Explain that these should always be present in healthy sexual experiences. Ask the class if they can think of any examples of how each of the principles could be demonstrated in a sexual experience – what **might** that look like and how would **someone** know it was present?

Slide 10. Ask young people to match the core principles with how the principles are demonstrated in sexual experiences, either as a class, individually or in pairs.

Slide 11. Share the answers below:

- 1. Respect.** Before, during and after sexual activity, both care about and respond to their own and the other person's feelings. Each person's body, boundaries and feelings are as important as the others. Neither person sees or treats the other as of less worth than themselves and each listen to what is being communicated, both verbally and non-verbally.
- 2. Enjoyment.** Both people should be enjoying the sexual activity and checking in with the other person about their feelings.
- 3. Consent.** Both people only do sexual activities which they both want to do; without any force, pressure or persuasion. Both people have full capacity to consent to sexual activity. Both people feel positively about sexual activity and have no negative emotions about it. It is always ok for either person to withdraw at any stage from sexual activity, and both respect this and stop.
- 4. Honesty.** There isn't any deception, trickery, or withholding of relevant information. This includes someone being honest about: who they are – not lying or embellishing to 'get them into bed'; any health issues - including sexually transmitted diseases; and what both people want from sexual activity – including which sexual activities they are ready for.

5. Which principles aren't being followed? (10 mins)

Slide 12. Worksheet 1: Which principles aren't being followed? Explain that there are three scenarios depicting sexual experiences on the worksheet. In pairs, ask young people to read through each of the scenarios and tick which principles are not being followed in these situations.

Ask young people what someone could do if they found out their friend had been involve in a sexual experience that did not follow the principles. Discuss answers as a class, mentioning these points if not covered:



- Tell their friend that it's not their fault if someone has made them feel uncomfortable or pressured them into sexual activity.
- Offer to support their friend emotionally, letting them know they can talk to them if they feel upset about something that's happened.
- Mention that there are support services and trusted adults (like a teacher) who can give them advice.
- If what's happened to their friend is illegal (consent was not given), speak to them about if they would feel comfortable reporting the crime to the police.

Alternative activity (discussion based)

Read out each of the scenarios or display them on the board. Discuss as a group which principles are not being followed, encouraging young people to use evidence from the scenarios to explain their opinion.

Extension activity

Ask young people to pick one of the scenarios. In pairs, ask young people to write down some advice for Jules, Luca or Glen based on the principles of healthy sexual experiences.

Use the possible answers below to support group feedback after pair discussion:

1. Jules & Kat: **Enjoyment** – Jules is not attracted to Kat but is thinking of kissing her to impress others. **Honesty** – Jules isn't being honest with Kat about not being attracted to her, Kat may wrongly believe that Jules is attracted to her. **Respect** – Jules isn't respecting her own needs or Kat's feelings.
2. Zakia & Luca: **Respect** – Luca is not respecting Zakia's privacy or her feelings. **Consent** – Luca does not have consent to share Zakia's nude, this was only shared between the two of them.
3. Glen & Charlie: **Consent** – both are heavily under the influence of alcohol and cannot have the capacity to consent to sexual activity. They may not understand what they are agreeing to when under the influence, even if they say yes. **Respect** – Glen is not respecting Charlie's wishes (to go home) and seems to be thinking about his needs only.

Remind young people that consent is a principle that is illegal when not followed.

Note: Young people may express victim-blaming attitudes in this discussion. Pages 10-11 on the '*Respecting me, you, us* introduction and guidance' document provides information about how to challenge these attitudes if they arise.



6. Healthy attitudes towards nude image sharing (10 minutes)

Slide 13. Explain that all of the principles of healthy sexual experiences should be present in online situations too. Play the video (from CEOP Education resource [Send me a pic?](#)) and explain that the chat shows a healthy exchange where KS asks for a nude and from J7 who says no, KS accepts this and moves on.

Note: The gender and sexuality of the characters in the *Send me a pic?* films are not specified. Young people may make assumptions about the characters' gender and sexuality – this provides a useful learning opportunity for young people to explore and potentially challenge assumptions, expectations, and stereotypes.

Slide 14. Ask young people to highlight or underline the parts of the chat on **Worksheet 2: Chat log** which show some of the principles of healthy sexual experiences in action.

Discuss the possible answers which could include:

- Would you send me a picture after your shower? [seeking consent to receive a nude image]
- Umm I don't think so, sorry [being honest about how they feel]
- Haha okay cool, don't worry about it [respecting the other person's decision]
- I get to see you tomorrow anyway. Which is even better [respecting quality time over a sexual experience].

Alternative activity (discussion based)

Display the chat log on a screen or on the board. Read out the chat log and ask young people to interject (raise a hand or shout out) when and how they think the exchange displays a principle of healthy sexual experiences.

Extension activity

Play Chat 3 from CEOP Education's [Send me a pic?](#) resource - link: <https://vimeo.com/632001546/9f8e0567e8>. Discuss the differences in the nature of the chat, compared to the previous video they watched. Ask young people if they can pick out any specific parts of the chat where the principles of healthy sexual experiences seem to be missing.



7. Closing activity - Scenario (5 minutes)

Slide 15. Ask young people to revisit their answers to the questions on the slides, using another pen colour to change or add to answers where necessary. Then ask young people to answer the new question on the slide.

Note: Sam and Alex have not been given a gender. As with the *Send me a pic?* film, young people may make assumptions about the characters' gender and sexuality – this provides a useful learning opportunity for young people to explore and potentially challenge assumptions, expectations, and stereotypes.

Discuss the answers to the questions as a class covering these key points:

1. If Alex was drunk they wouldn't have been able to consent to sexual activity.
2. Both people should always enjoy sexual activity.
3. Someone could tell that another person is comfortable with sexual activity by noticing if:
 - They say 'yes'
 - They say that they are enjoying it
 - They keep eye contact
 - They're relaxed
 - They're kissing and touching the other person
 - They're responsive
4. RS and LM could support their friend by:
 - Telling Alex that if anything happened to them without their consent, it is not their fault and they can report this to the police
 - Offering to support Alex emotionally
 - Mentioning support services where Alex can get advice from trained professionals

Slide 16. Explain that there are sources of support available to young people who are worried about something that's happened to them or others.

Explain that there are lots of places that they can go to for advice about sexual activity and sexual health. Give young people a copy of **Handout: Support services** to take with them.



Worksheet 1: Which principles aren't being followed?

1) Jules is at a house party, chatting to Kat, who is flirting with her. Jules picks up (correctly) that Kat is interested in her. Jules is not attracted to Kat but is thinking about kissing her and seeing how far they might go, because Kat is really popular.

Trust	Respect	Enjoyment	Honesty
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2) When Zakia and Luca were going out, Zakia sent Luca a nude. A few months later, Zakia ended the relationship with Luca. Luca is thinking about showing his friends Zakia's nude because he feels bitter and wants to somehow 'get back' at her.

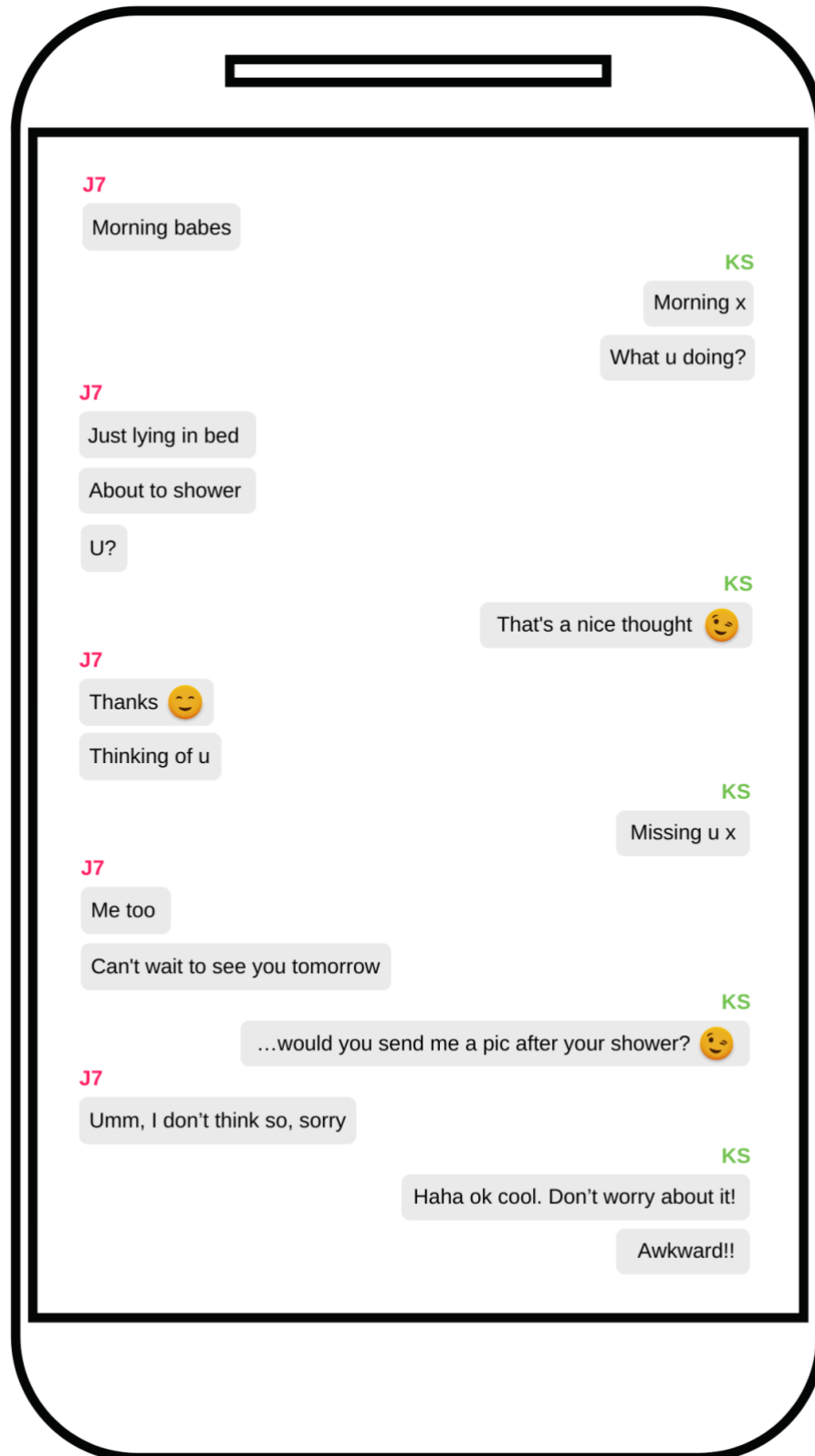
Trust	Respect	Enjoyment	Honesty
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3) Glen and Charlie are flirting at a house party. They are both very drunk, at one point Charlie falls over and starts talking about wanting to go home. Glen feels that if he doesn't make a move now, the opportunity will be missed.

Trust	Respect	Enjoyment	Honesty
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Worksheet 2: Chat log





Worksheet 2: Chat log





Handout: Support services



CEOP Education provides information for young people about relationships and sex online.

Thinkuknow.co.uk/11_18/



Brook provide young people under 25 with sexual health services and support and advice. Their website has information on contraception, pregnancy, sexually transmitted infections (STIs) and more. **Brook.org.uk**

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

Childline is a free, private, and confidential service where young people can talk about anything. Whatever the worry, Childline can be contacted online, on the phone, anytime. The Childline website also has lots of helpful advice, games, and activities.

Childline.co.uk.

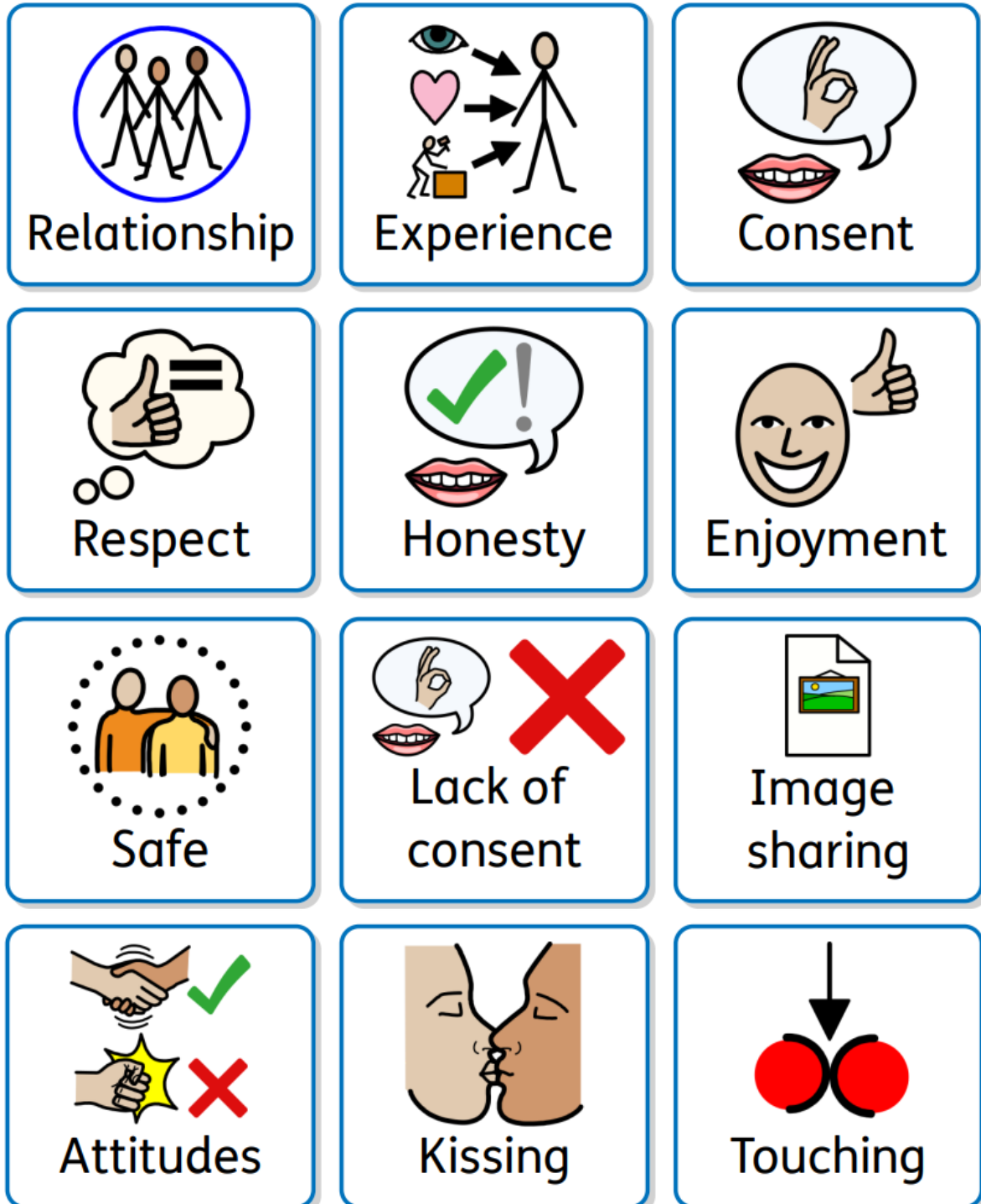


The NHS have information about the sexual health services available in the UK. This includes contraception, pregnancy, abortion, and sexually transmitted infections (STIs) services. They also have a tool where you can search for your nearest sexual health clinic. **Nhs.uk/nhs-services/sexual-health-services/guide-to-sexual-health**.





Handout: Principles of healthy sexual experiences symbols (optional)



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