



**POST-PRIMARY PROGRAMME**

# Dating & Mating

A thorough exploration of relationship skills, decision-making, and coping with conflict, this session will ask helpful questions and offer key information about a range of issues around relationships and sex.



# STORYLINE OVERVIEW

## Context

In each programme we create a storyline to help us share our information effectively throughout the Key Stages. This creates an opportunity for the pupils to consider the information objectively. There are a number of characters in our story, but Oscar and Martha are the hero characters, featuring throughout all the programmes, growing up with the pupils through their school years.

## Dating & Mating | Setting the scene

Dating and Mating follows Oscar and Martha as they enter into Year 12/13! As both our characters grow older, they begin to become more independent of one another, leading to lots of ups and downs along the way. Oscar makes some choices which lead to Martha feeling isolated, yet Martha too decides to confide and get cosy to one of Oscar's best friends. As Oscar and Martha navigate their relationship further, other characters' stories are explored, from Leon and the football team, to Elliot and Molly, all of which lead to a discussion of the different issues faced and how they could navigate them well.



# CONTENT OVERVIEW

## Overview

This presentation investigates the challenges and pressures that young people face, as well as exploring the knowledge, skills and values that further equip them to build strong and healthy relationships. The presentation covers issues such as: healthy relationships, personality and character, Child Sexual Exploitation, the impact of pornography, consent, sexting, positive values in a relationships, pregnancy and choices, STIs and contraception.

## Topics Covered in the Presentation

- Impact of media and peer pressure
- Identity & self-awareness
- Positive friendships & choices
- Sexting
- Pornography
- Healthy relationships and conflict resolution
- Child Sexual Exploitation
- Consent
- Pregnancy, STIs, contraception
- Pregnancy pathways
- Values & expectations



## Curriculum Links

<p><b>Learning Intentions</b></p>	<p>Exploring and expressing a sense of self          The importance of developing a moral framework          The emotional, social and moral implications of early sexual activity          Developing strategies to promote personal safety          How to develop strategies to deal with challenging relationship scenarios          Exploring the implications of sexual maturation</p>
<p><b>Skills &amp; Capabilities</b></p>	<p>Managing Information          Thinking, Problem-Solving, Decision-Making          Working with Others          Self-Management</p>
<p><b>Learning Experiences</b></p>	<p>Challenging and Engaging          Enquiry Based          Supportive Environment          Choice Theory          Relevant and Enjoyable</p>
<p><b>Attitudes &amp; Disposition</b></p>	<p>Personal Responsibility          Commitment          Integrity          Concern for Others          Tolerance          Moral Courage</p>



# PRESENTATION OVERVIEW

## Introduction

The presenters introduce themselves and the work of Love For Life.

We affirm relationships are really important and that we want to learn to manage them well.

We acknowledge that young people will have varied experiences and have many questions about relationships and sex - including identity, sexual orientation, and gender identity.

We acknowledge that we live in a diverse culture and that everyone is a person of value and worth who deserves to be treated with dignity and respect.

We encourage all young people to listen, respect each other & take this time to pause to consider carefully what they deserve and what a healthy relationship looks like.

We introduce Oscar & Martha here.

## Impact of media & peer pressure

We encourage young people that they can make great choices.

We highlight and discuss the importance of being aware of societal messages and their impact.

We remind them that they have control of who they listen to and what they consume in the media.

We affirm that their worth is not dictated by media and celebrity culture.





## Identity & self-awareness

We ask pupils to consider ways in which they define themselves.

We encourage them to recognise that we are all complex people, and no one deserves to be defined by just one part of their story.

We encourage young people to become more self-aware, understanding their personality and how they behave and respond to the people around them.

Acknowledging there are similarities and differences, we encourage responsibility for making good choices.



## Positive friendships & choices

We remind young people that whatever their personality, they can have a positive influence on the people around them.

We explain that all our choices have consequences, so we need to think carefully and reflect on how we want to respond.

We encourage them to reflect and to be aware of those who could be influencing their choices and ascertain whether their influence is positive or negative.

We acknowledge that they always have responsibility for their own choices and actions.

We empower young people to recognise their roles and responsibilities within friendships and to recognise the qualities of a healthy or toxic relationship as well as bullying behaviour.

All forms of bullying are challenged and young people are encouraged to seek support if they, or others, are in this situation



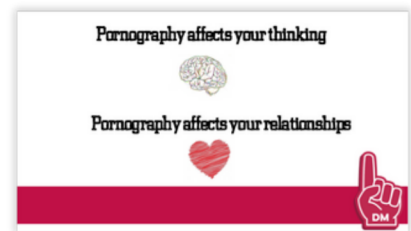
## Sexting

Recognising the phenomenon of sexting, we remind young people that it's important to respect ourselves and others.

We discuss the impact of sexting on relationships and their responsibilities personally and legally.

As always, we recognise it is a serious situation, but not a hopeless one.

We remind young people who have further questions or need help to speak to the police, pastoral care team, parent/carer, or another trusted adult.



## Pornography

As part of our discussion about pornography, we identify triggers and recognise the potential addictive nature of pornography.

We remind young people that porn can impact their brain and relationships.

We affirm that they can get help and support and that damage can be undone.



## Pregnancy, STIs, contraception

We affirm that sexual health is more than just the absence of STIs. It is also about our emotional, mental, and social well being.

We dispel myths around STI transmission, pregnancy, and contraception.

Type, Symptoms, Transmission and Treatment for eight STIs are presented.

We inform them that condoms are the best form of protection against many STIs.

Using current Global Health Strategies from the World Health Organisation, we inform young people of other ways to avoid the transmission of STIs.

We explain that not all STIs show symptoms.

We emphasise the importance of discussing sexual history prior to any sexual activity.

We inform young people of the availability within GP services and GUM for testing and treatment.

We affirm that STIs need to be considered in any sexual relationship - same sex or opposite sex.

We explain the following methods of contraception - condoms, contraceptive pill, patch, injection, implant, medically inserted, emergency contraception and natural family planning including how they work and their effectiveness in protecting against pregnancy.

We remind young people who have further questions or need help to speak to a trusted adult - e.g. parent/carer, pastoral care team or GP







## Teenage parenting, adoption, abortion

We ask the young people what options might be presented to them in an unplanned pregnancy - parenting, abortion and adoption.

We look at each of these and recognise that there is no easy decision, but we acknowledge there are social, emotional, physical, ethical and legal implications of each. We do this to encourage young people to think through and continue the conversation as they establish their own perspective.

We acknowledge the recent law change and indicate that abortion is now accessible in Northern Ireland .

In this and all decisions, we remind them that all people have intrinsic value and worth and deserve to be treated with compassion and respect.

We remind young people who have further questions, or need help to speak to a trusted adult - e.g. parent/carer, pastoral care team or GP.



## Consent

The age of consent, and the other laws around sexual behaviour, are upheld as protective legal standards in our programmes.

We give the opportunity to reflect on the respect that consent confers on another person, as well as explore the importance of clarifying and communicating sexual boundaries.

We take these 5 A's to help structure the conversation - age, agreed, alcohol, always, able.

We affirm that consent needs to be given in any relationship - same sex or heterosexual.

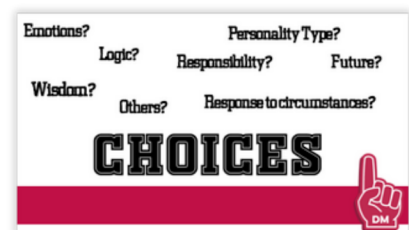
In line with the Sexual Health Promotion Strategy Objective to delay first sex in young people, we outline possible reasons a young person may delay their first sexual experience.

We explore through a pupil-led activity when consent can/cannot be given.

We remind them of their mutual duty of care in a relationship.

## Healthy relationships and conflict resolution

We invite pupils through activities to explore healthy relationships and conflict resolution, promoting open and honest communication throughout.





## Child Sexual Exploitation

We explore the two primary indications of child sexual exploitation.

We encourage them to speak up and seek help, if they, or someone they know is being exploited.

We inform them of: CEOP, Think you know, their pastoral care team or Childline.

## Values & expectations

We encourage young people to consider what their values are and how these could shape their expectations of current or future relationships.

We affirm this is an important question to ask, regardless of their current relationship status, sexual orientation, or gender identity.



Throughout our programmes we encourage young people to speak to a trusted adult, parent/carer, pastoral care team or GP to further the conversation started during the programme or to seek help. We signpost to the Health Trust Website for their area for further information.