



POST-PRIMARY PROGRAMME

Icebergs & Babies

Helping Year 10/11 to identify and respond to influences and pressures around relationships and sex as well as exploring the skills and values needed to build healthy relationships.



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.

Icebergs & Babies | Setting the scene

Icebergs and Babies follows the story of Oscar and Martha as they enter into Year 10/11. The two have remained best friends over the past few years, yet have started to develop feelings for one another. As these feelings arise we journey with Oscar and Martha as they start to date, set boundaries and expectations and get to know each other a little more intimately too! Along the journey their friends confide in them about all sorts of issues they are facing, from images being sent around to questions surrounding pressures to look and act a certain way.



CONTENT OVERVIEW

Overview

This presentation is aimed at Year 10/11, and gives pupils the opportunity to critically engage with the cultural messages and pressures when it comes to relationships and sex. They are also encouraged to examine their own values and beliefs as well as develop skills and strategies to build healthy relationships. The interactive programme includes issues such as: the media and sex, handling peer pressure, the impact of pornography, delaying sex, communication, consent, contraception, pregnancy and choices and STIs.

Topics Covered in the Presentation

- Identity & value
- Impact of media and peer pressure
- Body image and social media
- Pornography
- Sexting & sharing online
- Attitudes to, and expectations around, sex and relationships
- Communication in relationships
- Consent
- Pregnancy, STIs, contraception
- Pregnancy pathways



Curriculum Links

Learning Intentions	- The influences on a young person - How to develop strategies to promote personal safety - The qualities of relationships, including friendship - The importance of developing a moral framework - The emotional, social and moral implications of early sexual activity - How to develop strategies to deal with challenging relationship scenarios - Exploring the implications of sexual maturation
Skills & Capabilities	- Managing Information - Thinking, Problem-Solving, Decision-Making - Working with Others - Self-Management
Learning Experiences	- Enquiry Based - Challenging and Engaging - Supportive Environment - Choice Theory - Relevant and Enjoyable
Attitudes & Disposition	- Personal Responsibility - Concern for Others - Tolerance - Integrity - Moral Courage - Respect



We acknowledge that everyone in the room may have very different values, beliefs, and attitudes when it comes to relationships and so we create space for young people to reflect on where those can lead, and help them understand how those attitudes and (influences) can inform their choices, which in turn affects them and those around them.



Impact of media and peer pressure

We highlight the influences young people may be under and how these can make them feel.

Through activities we draw attention to some of the messages we are surrounded by in the media – for example in advertising, TV and music.

We highlight how sex is used to attract attention and sell products and we discuss the impact that can have.

We recognise that pressure can lead people to make different decisions and highlight that being under pressure is never a good enough reason to make a decision including when it comes to sex.



Body image and social media

We draw attention to social media and the pressures it can create for young people to look and behave a certain way.

Editing, airbrushing and photoshop are discussed in light of self-esteem and creating unrealistic expectations that cannot be met.

We affirm that value is not determined by what someone can see on the outside and that there is more to us than physical appearance. We emphasise uniqueness as well as the qualities and gifts each person has that have nothing to do with how they look or what culture considers to be sexually attractive.





Pornography

We highlight the ease of accessibility to pornography.

A real or fake game is played to highlight how difficult it can be to differentiate between what is real or fake.

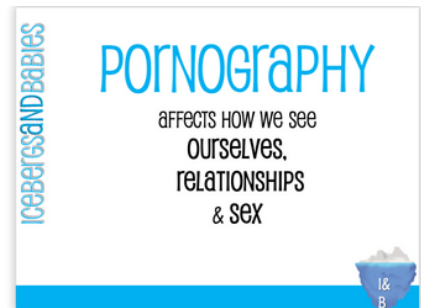
We remind young people that what is seen in pornography is often not realistic or real.

We discuss that porn can create unrealistic expectations and impact both our minds and relationships.

We recognise curiosity about relationships and sexuality, but we challenge young people to consider where they go to get information and if it will provide accurate and helpful answers.

We highlight that porn affects how we see ourselves, relationships, and sex.

We affirm that they can get help and support.





Sexting & sharing online

We share that it is important to consider how we can respect ourselves and others through what we do; to think through how our choices affect relationships not only now but further down the line; and consider what responsibility we have to make wise choices, to protect ourselves legally but also to protect the people around us.

We challenge the idea of labelling by acknowledging that we are all complex people, and that no one deserves to be defined by just one part of their story.

We discuss and present the emotional and legal implications of sexting.

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 other trusted adult.





Attitudes to, and expectations around, sex and relationships

We remind young people that we all have different expectations and that in relationships expectations could differ between people.

We highlight that the best way to understand expectations is to communicate them to allow discussion and agreement.

We present the age of consent, and legal limits for other activities.

We discuss the different attitudes to sex, including, the differing reasons why someone might choose to have sex, or not have sex yet.

We remind young people that when it comes to sex, we need to protect ourselves physically and emotionally.

We challenge young people's perceptions around how sexually active their peers are.

We explain that for some people sex has not been a choice but rather something that has been done to them. We explain that this should never be the context where sex happens but emphasise the importance of seeking support if that is someone's story.





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 state that pregnancy is not unhealthy, but it might not be what a young couple are planning for at this stage in their lives/relationship.

We inform them about the ways STIs can be transmitted and the different types – viral, bacterial, and parasitic.

We explain key factual information of five STIs including transmission, symptoms and treatment.

We explain that not all STIs show symptoms.

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

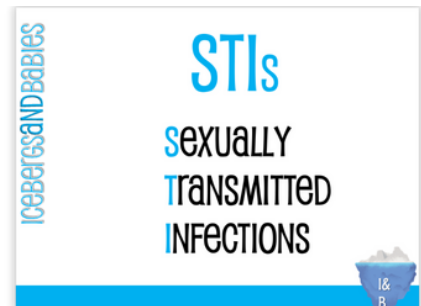
We inform them of the availability within GP services and GUM for testing and treatment.

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

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

We explain the following methods of contraception – condoms, pill, emergency contraception, 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.





Communication in relationships

We highlight the importance of discussing personal boundaries, expectations for relationships and potential outcomes of sex.

We remind young people that if these conversations seem too awkward or embarrassing then that could be a sign that a couple or individual isn't ready to have sex yet.

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 exploring 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 why a young person may delay their first sexual experience.





Teenage parenting, adoption, abortion

We dispel myths around how pregnancy can occur or be prevented.

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.

We remind them that every person has intrinsic value and worth and deserves 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.

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.

