



POST-PRIMARY PROGRAMME

Sex Drive

Designed for Year 14, this session offers a comprehensive and mature approach to relationships and sex, tackling key sexual health issues and facilitating discussion around choices and values.



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.

Sex Drive | Setting the scene

As Oscar and Martha prepare to learn how to drive and leave school, Sex Drive follows these two characters as we conclude their storyline! Oscar and Martha thought that they had recovered from the tension that arose in their past, yet that is not the case. As 'university' comes up, both of our characters make different decisions, ultimately leading to a break up for our couple. As they break up, we catch up with their friends as they find themselves facing various challenges. From dating apps, to the topic of consent right to the importance of asking questions with regards to expectations and boundaries. In the conclusion of this programme, Oscar and Martha see each other at a party, go on a romantic drive one final time, and well, the story is for our young people to conclude!



CONTENT OVERVIEW

Overview

This presentation is aimed at Year 14 and gives pupils the opportunity to reflect on their current and future choices around relationships. It is aimed at preparing pupils for the opportunities, responsibilities and challenges of life beyond the school classroom by equipping them with appropriate knowledge, skills and values to build strong and committed relationships into the future. The programme covers issues such as: healthy and unhealthy relationships, managing relationship challenges, consent, coercive control, pregnancy and choices, STIs, contraception, and future hopes and aspirations.

Topics Covered in the Presentation

- Self-awareness and understanding difference
- Relationship skills
- Communication in relationships
- Sexting
- Pornography
- Consent
- Pregnancy, STIs, contraception
- Pregnancy pathways
- Sex and alcohol
- Preparing for independence



Curriculum Links

Learning Intentions	Exploring and expressing a sense of self 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 Exploring the emotional, social and moral implications of early sexual activity Exploring the qualities of a loving, respectful relationship
Skills & Capabilities	Personal Development Healthy Living Citizenship
Learning Experiences	Supportive Learning Environment Active Enquiry-Based Learning Critical Thinking Skills
Attitudes & Disposition	Personal Responsibility Concern for Others Commitment Tolerance Integrity Respect Moral Courage



PRESENTATION OVERVIEW

Introduction

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

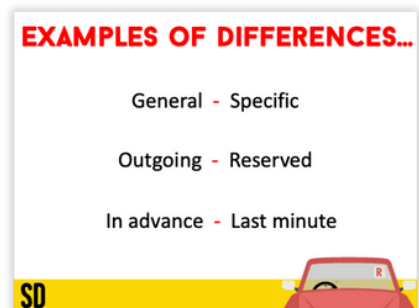
We affirm relationships are really important and that we want to learn to manage them well.

We acknowledge that young people will have varied experiences and may 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.



Self-awareness and understanding difference

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

Acknowledging there are similarities and differences in our personality types, we encourage responsibility for making good choices.

In light of differences, we encourage strategies for good communication and managing conflict.

Relationship skills, including communication

We affirm a communication as a key skill in building healthy relationships and outline helpful steps:

- Talk and listening
- Be willing to say sorry
- Be aware of sensitivities and insecurities
- Be patient with flaws

Examples of unhealthy communication, including coercive control, are explained.

We highlight the indicators and patterns of behaviour to be aware of and explain how to seek help as well as detailing the potential legal ramifications for the perpetrator.

Through a pupil led activity, we ask young people to think through what might lead to a couple breaking up, or continuing with their relationship, and we encourage them to consider their own boundaries in this area.

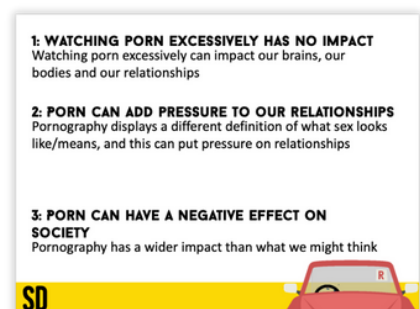
Pornography

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 and have an impact on wider society.

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

We remind pupils that if porn is part of their relationship and they are not happy, they have the right to speak up, challenge the behaviour or end the relationship



Sexting

We discuss the potential ramifications of sexting through scenarios focused on sextortion and revenge porn including the legal definitions.

We remind young people that this is relevant in any relationship – same sex or opposite sex.

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.



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 Objectives, we outline possible reasons why a young person may delay their first sexual experience.

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

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





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.

Through interactive activities and quizzes, we identify stages of pregnancy and other factors to be considered during pregnancy.

We explain key factual information of eight STIs including transmission, symptoms and treatment taking into account increased risk for specific types of sexual activity.

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

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

We explain the following methods of contraception – condoms, contraceptive pill, patch, injection, implant, emergency contraception, IUS/IUS, diaphragm/caps 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

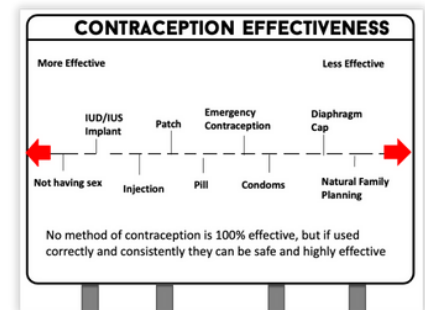
We ask the young people what options might be presented to them in an unplanned pregnancy - parenting, abortion, and adoption.

We invite the pupils' opinions and feedback on the various questions raised by these options.

We acknowledge that there are differences of opinion and responses - we reinforce that everyone has intrinsic value and worth and deserves to be treated with compassion and respect.

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 perspectives.

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





Sex & alcohol

We highlight the impact that alcohol and drugs have on the ability to identify risk and give consent.

We encourage young people not to allow anyone to pressurise them to drink any more than they are comfortable with.

We highlight the risk of drink tampering and outline steps to reduce risk.

We encourage responsibility to each other and to make choices based on their value and worth.

We explain the importance of knowing your limits and your own boundaries.

Preparing for independence

Recognising their stage of life, in each of the topics covered we are encouraging young people to consider how they are preparing for independence.

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.

