



Relationships and Sexuality Education

Key Stage 4
Learning for Life and Work

Relationships and Sexuality Education (RSE)

Aim: To foster an understanding of and a healthy attitude towards human sexuality and relationships in a moral, social and spiritual framework.

Session 1

Talking about sexual matters

Session 2

Peer pressure and contraception

Session 3

Relationships





Teaching Plan Outline

Title	Relationships and Sexuality Education (RSE)
Aim	To foster an understanding of and a healthy attitude towards human sexuality and relationships
Duration	3 class periods
Resources	<p>For each of the three sessions you will require the following;</p> <ul style="list-style-type: none">• A flipchart/white board• Large sheets of paper for group activities• Markers/Pens• PowerPoint projector/interactive whiteboard (optional) <p>The following classroom resources are provided at the end of this document:</p> <p>Resource 1: In-Class Questionnaire Resource 2: Questionnaire Tally Chart Resource 3: Questions for Students Resource 4: 2011 Young Life and Times (YLT) Survey Findings (for Teachers) Resource 5: More 2011 YLT Survey Results Resource 6: Contraceptive Use and Access Resource 7: Additional 2011 YLT Survey Results Resource 8: <i>The Power of Words</i>- Instructions for Students Resource 9: <i>The Power of Words</i>—Discussion Guide Resource 10: Responses from YLT Survey Participants</p>
Learning intentions	<ul style="list-style-type: none">• Explore human sexuality;• Reflect on how and where they receive information about sexual matters, and how they access contraception;• Understand their peers' experiences of pressure when it comes to sexual matters, and how they feel about relationships and when to begin having sex;• Promote positive attitudes towards health, enable students to improve their knowledge about their health and bodies;• Foster self-awareness and self-esteem;• Understand what are positive, healthy relationships and what are not;• Explore personal values and attitudes towards



	early sexual activity;
Skills & capabilities	<ul style="list-style-type: none">• Practical skills for supporting others, future parenting, accessing health and advisory services;• Communication;• Decision-making and problem-solving; making personal decisions and sensible choices; developing independence in thought and action;• Inter-personal skills—managing relationships effectively and confidently;• Leadership.
Cross-curricular skills	<ul style="list-style-type: none">• Communication;• Using Math;• Using ICT.
Links to other curricular areas	<ul style="list-style-type: none">• GCSE English Language*<ul style="list-style-type: none">– Expressing ideas & information clearly;– Forming independent views & challenging what is heard or read on the grounds of reason, evidence or argument;• GCSE Maths*<ul style="list-style-type: none">– Select & apply mathematical techniques & methods in mathematical, everyday & real-world situations;– Reason mathematically, make deductions & inferences, & draw conclusions;– Interpret & communicate mathematical information in a variety of forms appropriate to the information & context.
Assessment for Learning	<ul style="list-style-type: none">• Effective questioning to probe student understanding;• Opportunity for peer assessment;• Engagement in group learning.

* More specific information about cross-curricular links is provided below.



Session 1: Talking About Sexual Matters

Main objectives: This lesson is an opportunity for students to explore how and where they received information on sexual matters. It will also discuss how students would have preferred to get information on sexual matters. Research has shown that students wish to get their information from schools, but often get it from their peers.

This session will involve a short questionnaire asking students to describe where they received information on sexual matters and whether they ever felt pressure to have sex. It will **not** ask individuals to discuss specific details about their own sexual experiences. Students will be asked to consider their own experiences of sexual education via the questionnaire and also discuss the results of a questionnaire commissioned by YLT survey.

Note: This session is one of a three part series of sessions on relationships and sexuality education. It is important to be prepared for the sensitive nature of the discussion and remind pupils of the support systems available inside and outside of school.

Activity 1: In class questionnaire

[Use Resources 1 and 2]

How it works:

Distribute questionnaire (**Resource 1**) to students individually and allow time for completion. The questionnaire is made up of four short sub-sections that are specific to issues discussed in the three modules. The first is gender, which will help identify how males and females may have different experiences or opinions on the areas covered. The second sub-section includes two questions regarding peer pressure. The third section explores the resources and places where students learn about sexual matters, and where they would prefer to get this information. The final subsection is concerned with the ease with which students feel contraception is available to them and the places they can access this. Once students have completed the questionnaire the responses can be collected and totalled up using the tally chart provided (**Resource 2**). Please note that responses should remain anonymous. Teachers/facilitators should avoid reading out any responses that could lead to identifying any individual student.



Activity 2: Young Life and Times (YLT) survey

[Use Resources 3 and 4]

This activity will look at statistics obtained from the 2011 YLT survey and allow students to relate to these. The group will be asked to identify how they think participants in 2011 responded to the following questions [Resource 3]:

1. How easy or difficult is it to talk to certain people about sexual matters?
2. From which people do 16-year olds get the **most** helpful information about sexual matters?
3. How would young people have preferred to get more information about sexual matters?

How it works:

Divide class into three groups and hand them out one of the three questions from **Resource 3**. Ask students to fill in the gaps in the bar charts with the possible responses identified in the Table below the graph. **Note:** one of the questions is an open ended question, so students will be required to identify where they feel they would prefer to get information on sexual matters and write down their own responses. Give each group a short time (5-10 minutes) to complete the task. When all groups have completed the activities, present them with the actual YLT survey findings (**Resource 4**) and allow time for discussion. **Resource 4** includes the YLT responses for the two graphs as well as YLT respondents' views on how they would have preferred information about sexual matters.



Session 2: Peer pressure and contraception

Main Objectives: The aim of this session is to explore whether students experience pressure regarding sexual matters, and where this pressure comes from. It will also look at students' perceptions of the availability of contraception, and the benefits of using this as well as challenges to accessing it.

Activity 1: Discuss in class questionnaire

Present findings of 'in class' questionnaire (**questions 2 and 3 only**) collected in **Session 1** to students and allow time for discussion on each result. Encourage students to discuss their thoughts on the result of each question.

Students may wish to discuss any differences that gender had on the likelihood of the students reporting that they felt pressure to have sex, or perhaps how their answers regarding sexual education compared to those reflected in the YLT survey.

Activity 2: Contraceptive use among 16-year olds (YLT survey)

[Use Resource 5]

Resource 5 outlines two questions and their corresponding responses taken from the 2011 YLT survey. Present the questions to the class and allow time for discussion on each.

Possible discussion points include:

- Why it may or may not be easy to access contraception (family opposition, lack of transportation, stigma around using different kinds of contraception, etc.);
- Places to get contraception (see **Resource Guide** at end of this Module for suggestions);
- Reasons why some people might not use condoms when they first had sex (e.g. they didn't have one on them, it would 'have ruined the moment', they didn't know how to use them, etc.);
- Why condoms/femidoms are so important (only form of contraception that, if used correctly, prevents both pregnancy and the transmission of STIs);
- How condom/femidom use during non-penetrative sex (including oral sex) prevent the transmission of STIs.



Activity 3: Accessing Contraception

[Use Resource 6]

This activity will allow the class to work in groups and identify key points for one of the following questions:

- What are some reasons young people might want to use contraception?
- What are some reasons young people might NOT want to use contraception?
- How can young people access contraception?
- What are some fears young people might have when asking for contraception?

Divide the class into four groups and hand out one question from **Resource 6** to each group. Provide a large page and markers to the groups in order for them to display their ideas, and allow ample time for the class to complete the task. Students may wish to present their ideas in a spider diagram or bullet points. Each group will need to appoint a spokesperson. When all groups have completed their brainstorm session, the spokesperson of each group will present their ideas to the rest of the class for discussion.

Activity 4: In-Class Opinions

[Results from questions 7 and 8 in **Resource 1** and 2; **Resources 4 and 5**]

Session 2 will close with a short presentation of the results from **questions 7 and 8** of the questionnaire students completed at the beginning of **Session 1** [**Resource 1** for questionnaire, **Resource 2** for results tally]. These questions look at whether students felt they could access contraception easily and the places they found it easiest to do so. Again, compare how the results were similar or different from the YLT survey [**Resources 4 and 5**], and allow students to express their thoughts regarding this.



Session 3: Relationships

Main objectives: The third and final session in this module will focus on the concept of relationships and how sex can affect this.

Activities 1 and 3 will use responses from the YLT survey to display how young people feel and act regarding sex and relationships. The questions explore whether respondents had planned to have sex or not, whether retrospectively they feel it happened at the right time, how they were feeling at the time it happened and how long the relationship with their sexual partner lasted. The discussions will address these questions as well as what constitutes a healthy relationship. **Activity 2** seeks to address issues of homophobia, bullying, and the power of words.

Activity 1: YLT responses

[Use Resource 7]

This activity will involve a discussion centred on responses that participants gave in the 2011 YLT survey. A number of graphs and pie charts of responses are displayed in **Resource 7**, and can be used to present to students. Allow time for each visual to be discussed and encourage students to explore how they may have felt, if they were in some of the scenarios that the respondents were in.

Possible discussion points include:

- Pressure to have sex—where does it come from? How might one be able to avoid the pressure or counteract it?
- 34% of respondents said their first time having sex was too early—what might be the benefits to waiting to have sex until you're older?
- The legal age of consent for sex is 16, but a lot of people start having sex earlier than that—what do you think about this? Do you think people should wait because of the law? Are there other reasons why young people might want to postpone having sex?
- A sizeable group of people said they were a bit drunk the first time they had sex. How do you think alcohol or drugs might affect someone's decision to have sex? How might it change someone's ability to "consent"? How about to use condoms?
- What do you think about sex in a long-term relationship vs. sex in a one-night or a short time relationship?



Activity 2: Homophobia, Bullying, and the Power of Words*

[Use Resource 8]

* Adapted from The Education Equality Curriculum Guide, by Cara-Friend and the Rainbow Project, 2011.

In this activity, students will carry out their own research and critically look at how words are used in everyday life. The point is to show the students how often sexual orientation/gender identity words are used in a negative and derogatory way in general conversation. First, the teacher should conduct a discussion about what “sexual orientation” means (whether a person identifies as gay, lesbian, bisexual, or straight), and how gender is sometimes confused with this. Here, the teacher can refer to the results of the 2012 YLT survey which shows the proportion of 16-year olds who have contact with somebody who is lesbian gay or bisexual (www.ark.ac.uk/ylt/2012/Identity/).

Discuss whether the students hear terms in contexts that have nothing to do with sexual orientation, such as “that’s so gay”. Do students ever hear these words used in a positive way? Students should also walk away from discussions after their research with a better understanding of how words can have power, and how even if someone is not being physically harmed, they can still be extremely hurt and feel bullied.

Students should keep a daily log for a week recording every time a certain word was used, the intention of the speaker when using it, and the context in which the words were used. No names should be used- the speaker should remain anonymous—but the students should note whether any adults were around, their approximate age, and position (mother, teacher, shopkeeper, etc.). At the end of the week, you should pool the data and hold a discussion with the students about what they’ve found.

Please see **Resource 8** for a hand-out with instructions for the students.

Resource 9 outlines some possible questions help guide your discussion with the students once the results of their observations are compiled.

Activity 3: More Information?

[Use Resource 10]

The 2011 YLT survey asked respondents to identify anything that they now feel they should have known more about before they had sex. **Resource 10** contains a number of real responses that participants gave as well as a summary table of all responses.

The final activity asks students to explore, in groups, statements YLT respondents gave, and present their groups’ statement to the class. Students may wish to present their ideas on paper using a spider diagram or bullet points, and they will require paper and markers for this.

Possible discussion points include:

- Discussing each response in turn and eliciting how the students would have answered-- do they agree or disagree with the respondents?
- What else would they add to this list?
- How might sexuality play a role? Do you think lesbian, gay, bisexual young people might have a harder time getting information or contraception?



Notes to Teachers

This teaching guide is based on data gathered for the 2010, 2011 and 2012 Young Life and Times (YLT) surveys. The aim of the survey is to record the views of 16 year olds in Northern Ireland on a range of issues, such as community relations, health, politics, and education.

The sample for YLT is taken from the Child Benefit Register. All young people who celebrated their 16th birthday during February and March of each survey year and in receipt of Child Benefit were invited to take part. This represents a random sample. The YLT survey questionnaire is sent to 16-year olds home addresses to complete.

The topics relevant for this module covered by the YLT surveys are:

- Identity (2010-12)
- Sexual Health (2011)
- Sexual Risks (2010)

The full results are available on the YLT website (www.ark.ac.uk/ylt).

Relationships and Sexuality Education:

[Information sourced from: *Factsheet: Relationships and Sexuality Education in Schools*, Family Planning Association, 2012]

In 2001, the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) distributed guidelines on the teaching of relationships and sexuality education (RSE), with the intent to assist schools in developing a program of RSE appropriate to the needs and maturity of their students. It advocates that teaching should “*put primary emphasis upon what is positive and good in relationships between the sexes and should also include treatment of those matters about which people have diverse and deeply held views, for examples, methods of family planning, including contraception, abortion, HIV/AIDS and other sexuality transmitted diseases, homosexuality and pornography*”.

This is in line with international ideas of sex education. According to the Sex Education Forum, an umbrella body bringing together organisations working on this issue, sex education should: “*be an integral part of the learning process...encourage exploration of values and moral issues, [and] consideration of sexuality and personal relationships...foster self-esteem, self-awareness, a sense of moral responsibility and the skills*” to engage in healthy relationships and make informed choices on sex, ideally delaying sex until a later age.

In 2006, the Education (Northern Ireland) Order was approved, and in 2007 new statutory requirements, Learning for Life and Work, came into effect. The requirements of the personal development section includes ensuring the understanding and exploration of developing and maintaining appropriate and healthy relationships, establishing physical and emotional boundaries in relationships, considering consequences of sexual activity, accessing contraception, teenage pregnancy, abortion, responsibilities of parenthood, and dealing with rejection.



In 2009, the Sexual Offences (Northern Ireland) Order 2008 lowered the age of consent for sex from 17 to 16. It is illegal to have sex before the age of 16, though it is acknowledged that young people often do, and should also be given information about safer sex and healthy relationships.

Surveys among young people, as well as adults, show a consistent lack of knowledge about sex and sexuality, or access to misleading information. This may lead to unplanned pregnancies, sexually transmitted infections (STIs) (including HIV), or unhealthy relationships. Ideally, young people should be provided information about relationships and sex from both their school and their parents. According to research conducted in 2002 by ACCORD, 95% of parents surveyed thought their child's school should be teaching RSE, and according to the YLT survey, 42% of young people think that school lessons are the most helpful source of sex education.

Homophobic bullying and the power of students' words are addressed. Research suggests that Northern Ireland has the highest rate of homophobic violence in the United Kingdom, and young LGBT (lesbian, gay, bisexual, and trans) people are at a higher risk of school bullying than the general student population, leading to higher risk for suicide, depression, and feelings of isolation. Academically, young LGBT people who were bullied also attain less than expected, and are more likely to skip or drop out of school. Often, bullying can manifest itself just through the power of words, with homophobic language or words such as 'gay' being used to mean negative ideas. [The Education Equality Curriculum Guide, by Cara-Friend and the Rainbow Project, 2011]

Current Status of Sexual Health in Northern Ireland- Some Statistics

Attitudes and experiences on sexual health of 16 year olds across Northern Ireland were surveyed in the 2010 and 2011 YLT surveys.

The surveys revealed statistics that offer context for this module, and show the importance of comprehensive relationship and sexuality education in schools and at home.

- 26% of respondents said they had had sex
- Only 4% said it was easy to talk about sexual matters with a teacher; paradoxically, 42% said school lessons were the most helpful source of sex education
- 81% said they'd used a condom the first time they had sex
- 26% had used after-sex (or emergency) contraception at least once
- 1 in 9 had been groomed by an adult (grooming is when someone tries to build a relationship or gain the trust of a young person with the aim of getting them to take part in some kind of sexual activity)
- 1 in 15 had been taken advantage of sexually when they were under the influence of alcohol, solvents, or drugs

According to FPA, the teenage (under 20) birth rate in 2008 was 23%, considerably lower than the rate in 2000 at 29.6%. According to the Public Health Agency's 2012 report, *STI Surveillance in Northern Ireland*, new STI diagnoses decreased by 2% to 7,661 in 2011, but 55% of new diagnoses (for which age group information was available) occurred in young people under the age of 25.



Curriculum Fit

Drawing on the Key Stage 4 statements of requirement, these teaching activities aim to offer a skills-based teaching plan, based on 3 consecutive sessions. Links to other curricular activities are also highlighted below.

<p>Relationships and Sexuality Education Aim: To foster an understanding of and a healthy attitude towards human sexuality and relationships in a moral, social and spiritual framework.</p>	
<p>Learning intentions (KS4 statements of requirement) Learning for Life & Work: Personal Development</p>	<ul style="list-style-type: none"> • Develop an understanding of how to maximise and sustain their own health and wellbeing • Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences. • Recognise, assess and manage risk in a range of real life contexts
<p>Skills and capabilities</p>	<ul style="list-style-type: none"> • Problem Solving • Self-management • Working with Others
<p>Links to other curricular subjects</p>	<ul style="list-style-type: none"> • GCSE English Language* <ul style="list-style-type: none"> - Expressing ideas & information clearly - Forming independent views & challenging what is heard or read on the grounds of reason, evidence or argument • GCSE Maths* <ul style="list-style-type: none"> - Select & apply mathematical techniques & methods in mathematical, everyday & real-world situations - Reason mathematically, make deductions & inferences, & draw conclusions - Interpret & communicate mathematical information in a variety of forms appropriate to the information & context.
<p>Assessment for Learning</p>	<p>Opportunity for peer assessment</p>

* More specific information about cross-curricular links is provided below.



GCSE English Language		
Key Features	<ul style="list-style-type: none">- Expressing ideas and information clearly- Forming independent views and challenging what is heard or read on the grounds of reason, evidence, or argument	
Unit 1	Personal writing	<ul style="list-style-type: none">- Select language to engage the reader
	Reading multi-modal texts	<ul style="list-style-type: none">- Read and understand texts- Collate from different sources
Unit 2	Functional writing	<ul style="list-style-type: none">- Write accurately and effectively- Use an appropriate writing form- Express ideas and information precisely and accurately
Unit 3	Individual contribution	<ul style="list-style-type: none">- Choose and adapt language appropriate to an audience
	Group discussion	<ul style="list-style-type: none">- Interact with others- Listen and respond to others' ideas and perspectives- Challenge what they hear where appropriate
	Role play	<ul style="list-style-type: none">- Participate in a range of real-life contexts- Experiment with language to engage the audience

GCSE Mathematics		
Key Features:	<ul style="list-style-type: none">- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations- Reason mathematically, make deductions and inferences, and draw conclusions- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context	
Tier 1	Statistics and probability	<ul style="list-style-type: none">- Extract data from printed tables and lists- Interpret a wide range of graphs and diagrams and draw conclusions- Look at data to find patterns and exceptions



Relationships and Sexuality Education

Key Stage 4
Learning for Life and Work

Aim: To foster an understanding of and a healthy attitude towards human sexuality and relationships in a moral, social and spiritual framework.

Session 1

Talking about sexual matters

Session 2

Peer pressure and contraception

Session 3

Relationships





Resource 1: In class questionnaire

Please answer the following questions.

1. Are you male or female?

Male

Female

Peer Pressure...

2. Have you ever felt pressured into having sex by the media, friends etc.?

Yes [complete question 3]

No [skip to question 4]

3. Who or what did you feel pressure from?

Friends

The media

Boyfriend/ girlfriend

Other peers

Other- (*Please specify*)

Learning about sex...

4. How much sex education do you feel you have received, from any source?

Too little

Just about enough

Too much

None

**5. How easy or difficult is it for you to talk to the following people about sexual matters?**Please tick **ONLY ONE** box for each person.

	Very easy	Somewhat easy	Somewhat difficult	Very difficult	Don't know	Don't have this person
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boyfriend/ Girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6a. From which ONE of the following people did you get the MOST helpful information about sexual matters?

- Mother
- Father
- Brother
- Sister
- Friends
- Girlfriend/boyfriend
- Doctor, nurse or clinic
- Other (*Please specify*)
-



6b. In which ONE of the following ways did you get the MOST helpful information about sexual matters?

- Lessons at school
 - Books and/or magazine
 - TV and/or radio
 - The internet
 - Help lines or agencies
 - Church
 - Other (Please specify)
-

Contraception...

7. From which source was it easy to access contraception? (Please check all that apply)

- Parents
 - Doctor/GP
 - Chemist
 - Vending machines in restrooms
 - Friends
 - Other (please specify)
-

8. Would you find it easy to get contraception if you needed it?

- Yes
- No

**Resource 2: Questionnaire tally chart**

		Male	Female	Total
1. Are you male or female?				
Male				
Female				
2. Have you ever felt pressured into having sex by the media, friends etc.?				
Yes (complete question 3)				
No (Skip to question 4)				
3. Who or what did you feel pressure from?				
Friends				
Media				
Boyfriend/ girlfriend				
Other peers				
Other				
4. How much sex education do you feel you have received, from any source?				
Too little				
Just about enough				
Too much				
None				
5. How easy or difficult is it for you to talk to the following people about sexual matters?				
Mother	Very easy			
	Somewhat easy			
	Somewhat difficult			
	Very difficult			
	Don't know			
	Don't have this person			
Father	Very easy			
	Somewhat easy			
	Somewhat difficult			
	Very difficult			
	Don't know			
	Don't have this person			
Brother	Very easy			
	Somewhat easy			
	Somewhat difficult			
	Very difficult			
	Don't know			
	Don't have this person			
Sister	Very easy			
	Somewhat easy			
	Somewhat difficult			
	Very difficult			



	Don't know			
	Don't have this person			
Close friend	Very easy			
	Somewhat easy			
	Somewhat difficult			
	Very difficult			
	Don't know			
	Don't have this person			
	Boyfriend/girlfriend	Very easy		
Somewhat easy				
Somewhat difficult				
Very difficult				
Don't know				
Don't have this person				
Teacher	Very easy			
	Somewhat easy			
	Somewhat difficult			
	Very difficult			
	Don't know			
	Don't have this person			
Doctor	Very easy			
	Somewhat easy			
	Somewhat difficult			
	Very difficult			
	Don't know			
	Don't have this person			
6a. From which ONE of the following people did you get the MOST helpful information about sexual matters?				
Mother				
Father				
Brother				
Sister				
Friends				
Girlfriend/boyfriend				
Doctor, nurse, or clinic				
6b. In which ONE of the following ways did you get the MOST helpful information about sexual matters?				
Lessons at school				
Books and/or magazine				
TV and/or radio				
The internet				
Help lines or agencies				



Church			
Other			
7. From which source was it easy to access contraception? (Please check all that apply)			
Parents			
Doctor/GP			
Chemist			
Vending machines in restrooms			
Friends			
Other			
8. Would you find it easy to get contraception if you needed it?			
Yes			
No			

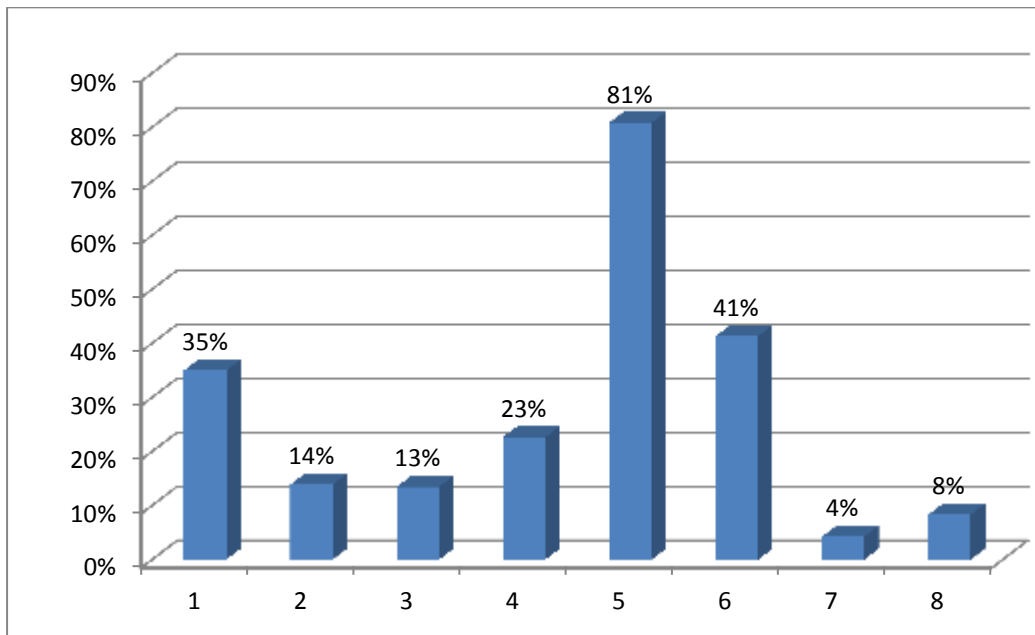


Resource 3: Questions for Students

[3 groups, one question per group]

1. How do you think 16-year old YLT survey respondents in 2011 answered this question?

How easy is it to talk to the following people about sexual matters?



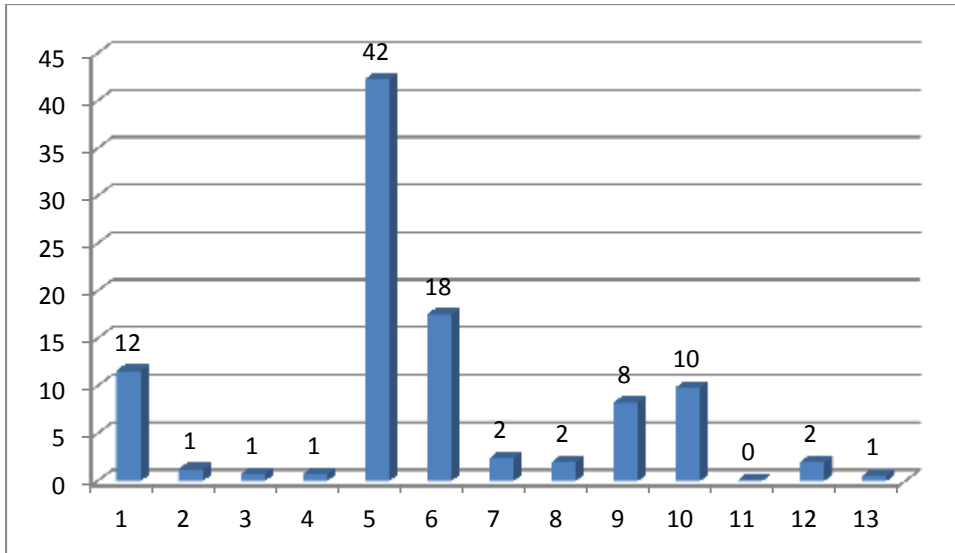
Have a look at the chart above and guess what column number (proportion) represents which of the following people (e.g.: Mother= column nr 5 (81%))

Person	Column number (proportion)
Mother	
Close friend	
Teacher	
Brother	
Sister	
Father	
Boyfriend/girlfriend	
Somebody else	



2. How do you think respondents in 2011 answered this question?

Looking at the same list again, from which **one** of ways did you get the **most** helpful information about sexual matters?



Have a look at the chart above and guess what column number (proportion) represents which of the following sources (e.g.: Mother= column nr 6 (18%))

Person	Column number (proportion)
Mother	
Father	
Brother	
Sister	
Friends	
Boyfriend/girlfriend	
TV/Radio	
Helplines/Agencies	
The Internet	
Books or magazines	
Church	
Doctor/Nurse/Clinic	
Lessons at school	



3. How do you think respondents in 2011 answered this question?

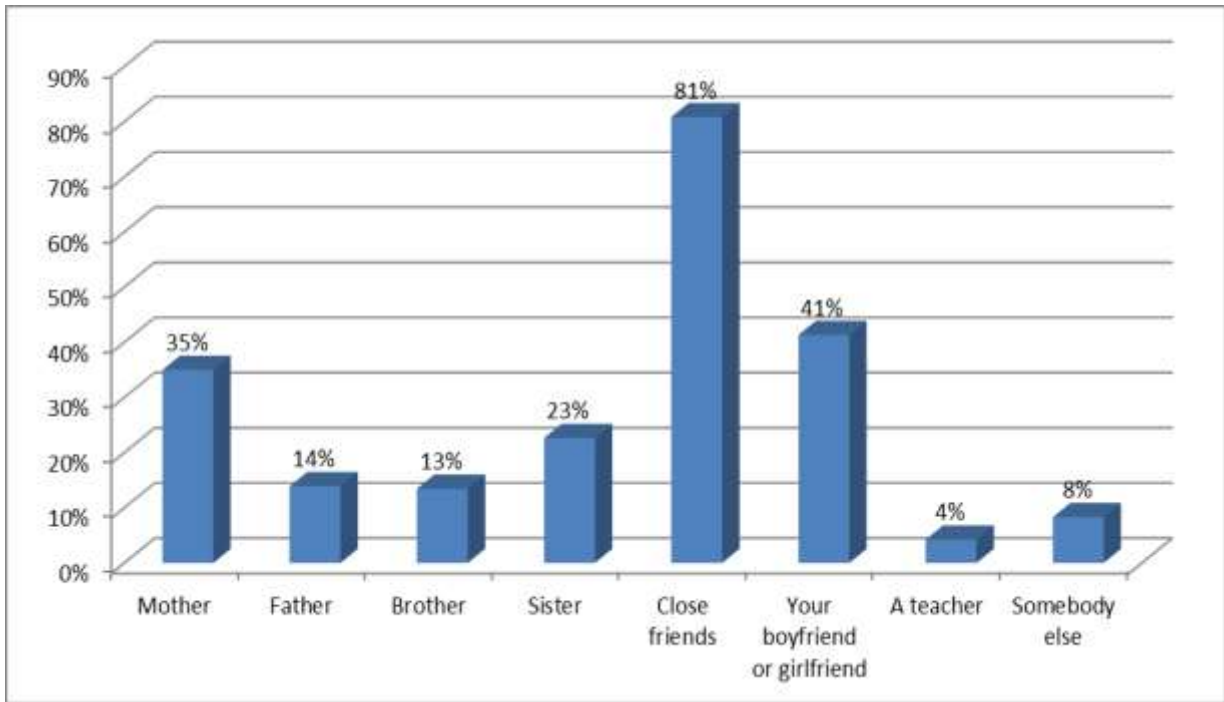
“How would you have preferred to get more information about sexual matters?”

Please discuss a few ideas within the group.

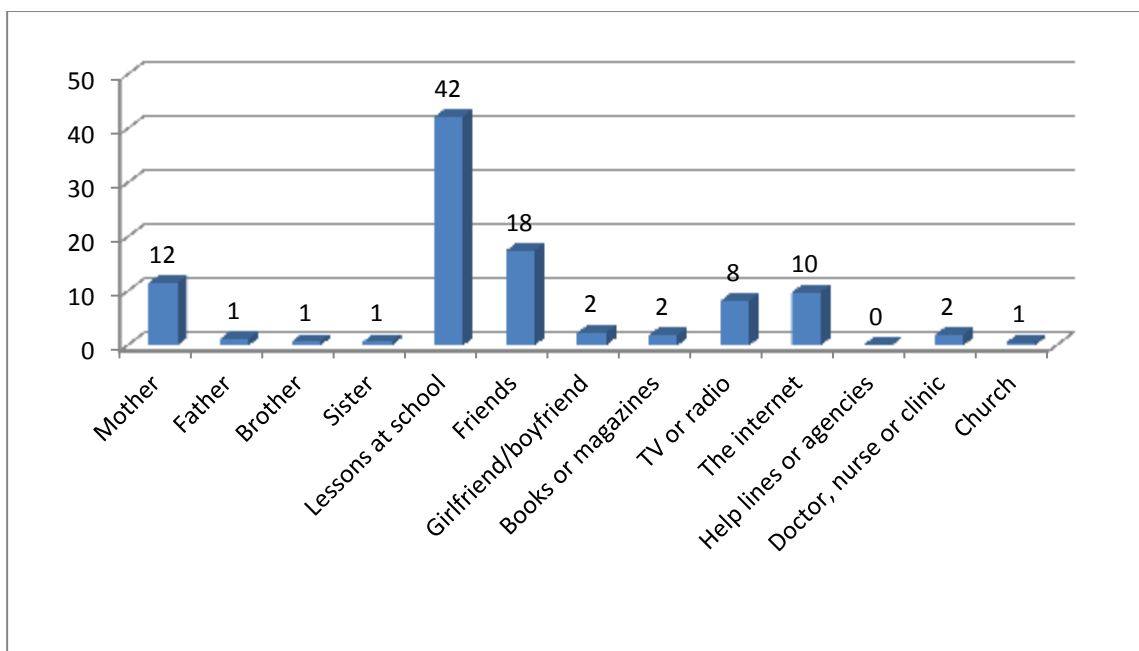


Resource 4: 2011 Young Life and Times Survey Findings (For Teachers)

How easy is it to talk to the following people about sexual matters?



Looking at the same list again, in which **one** of these ways did you get the **most** helpful information about sexual matters?





How would you have preferred to get more information about sexual matters?

Below are some answers given by YLT respondents. A table of categorised responses to this question can be found below or accessed on the YLT website:

(www.ark.ac.uk/ylt/2011/Sexual_Health/PREFER.html)

- *“At lessons in school where everyone is equal and learning together”*
- *“A leaflet given to a year/years at school with facts and information”*
- *“From my parents, teachers, friends or doctor”*
- *“Happy enough the way I got it”*
- *“I would have preferred if we had members of the health agencies who came to our school to give us information and get us talking about it to make talking about it feel more natural”*
- *“I would love to be able to talk to my mum about sexual matters, but she is unaware of my sexuality and we talk about lots and have so much in common, it's a shame”*

	% of respondents saying this
Happy with received provision	16
School	35
Mother	7
Parents/Father	5
Friends	5
Family/Other family member	3
Doctor, nurse, clinic or health professional	5
Internet	4
TV/Radio	3
Other	9
Don't know/don't care	7

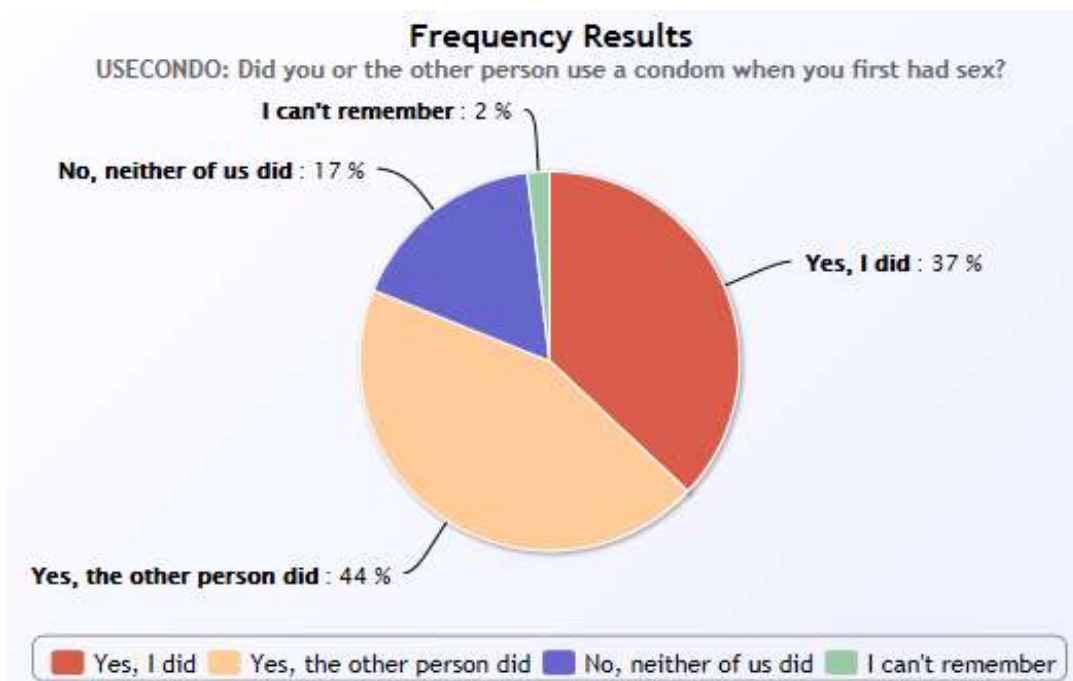


Resource 5: More 2011 YLT Survey Results*

Question: Would you find it easy to get contraceptives if you needed them?

	Males	Females	Total
Yes	62.8%	60.5%	61.5%
No	11.7%	12%	12.3%
Don't know	25.6%	27.2%	26.5%

Question: Did you or the other person use a condom when you first had sex?



*All results are also available from: www.ark.ac.uk/ylt/2011/Sexual_Health/



Resource 6: Contraception use and access



<http://amplifyyourvoice.org/>

Reasons why people want to use contraception

Reasons why people might not use contraception

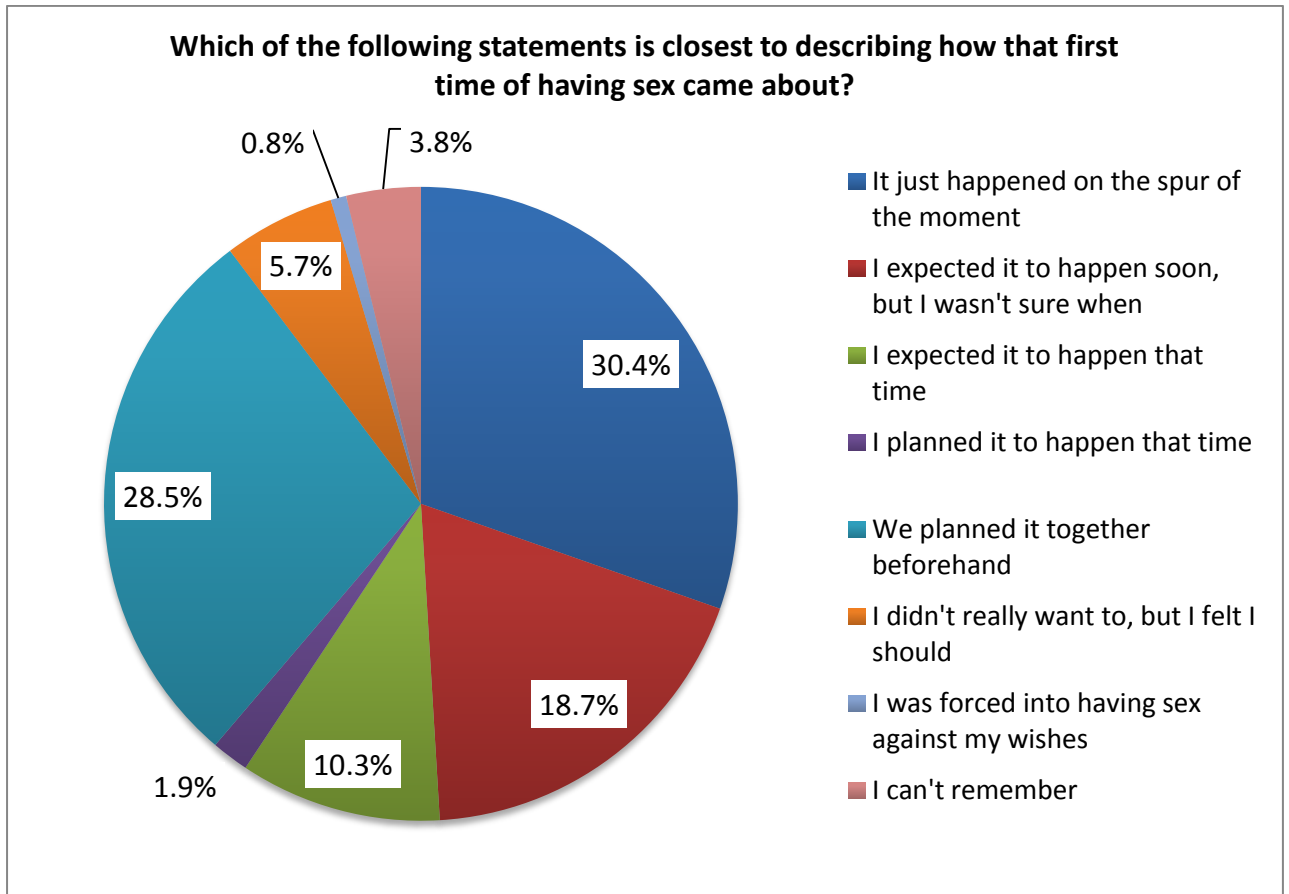
The ways people can access contraception

Fears people may have when asking for contraception



Resource 7: Additional 2011 YLT Survey Results*

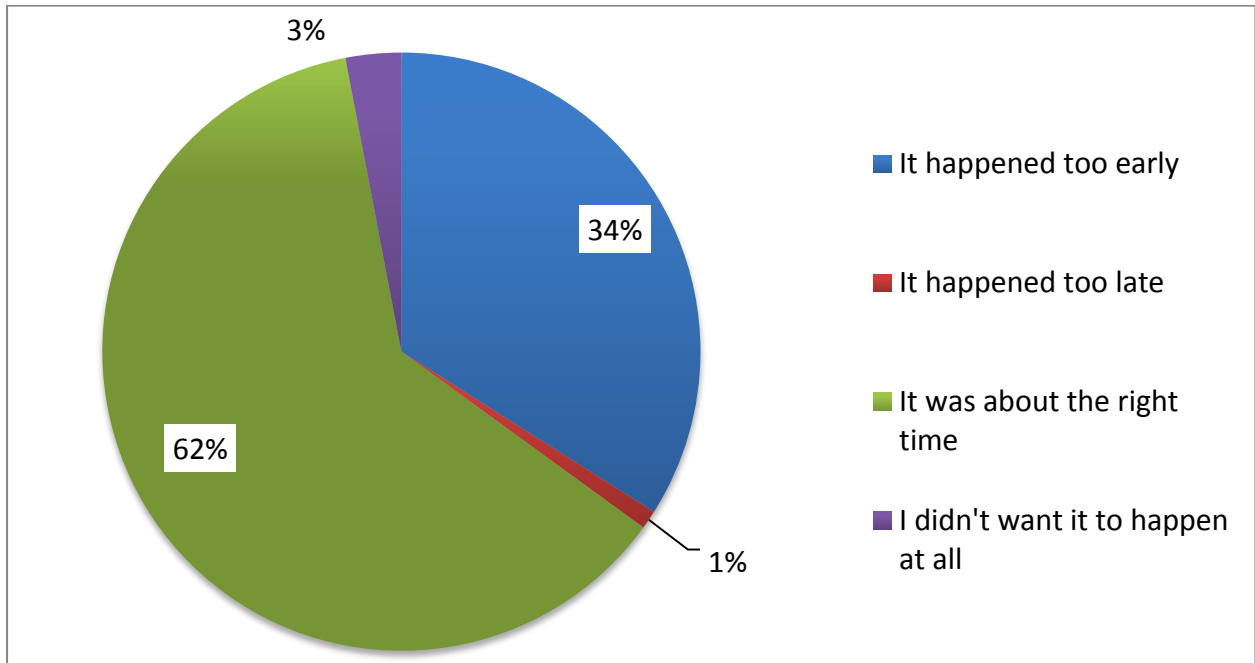
Question: How did the first time having sex come about?



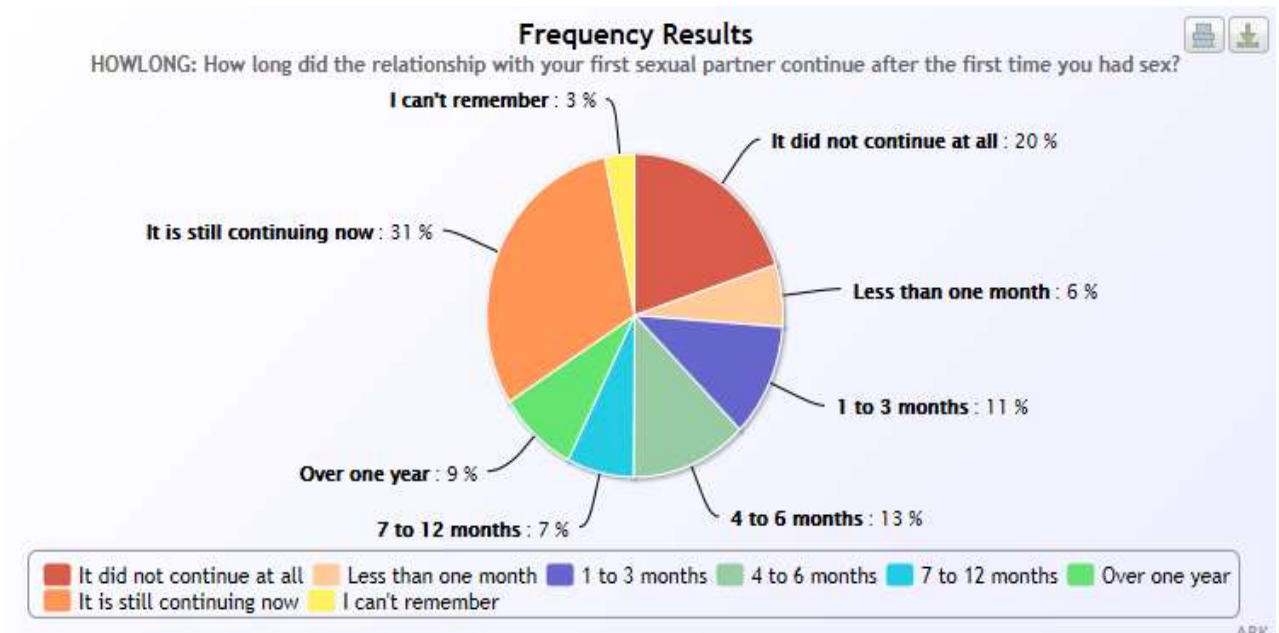
*All results are also available from: www.ark.ac.uk/ylt/2011/Sexual_Health/



Question: Looking back, which of the following describes best how you feel about the first time you had sex?

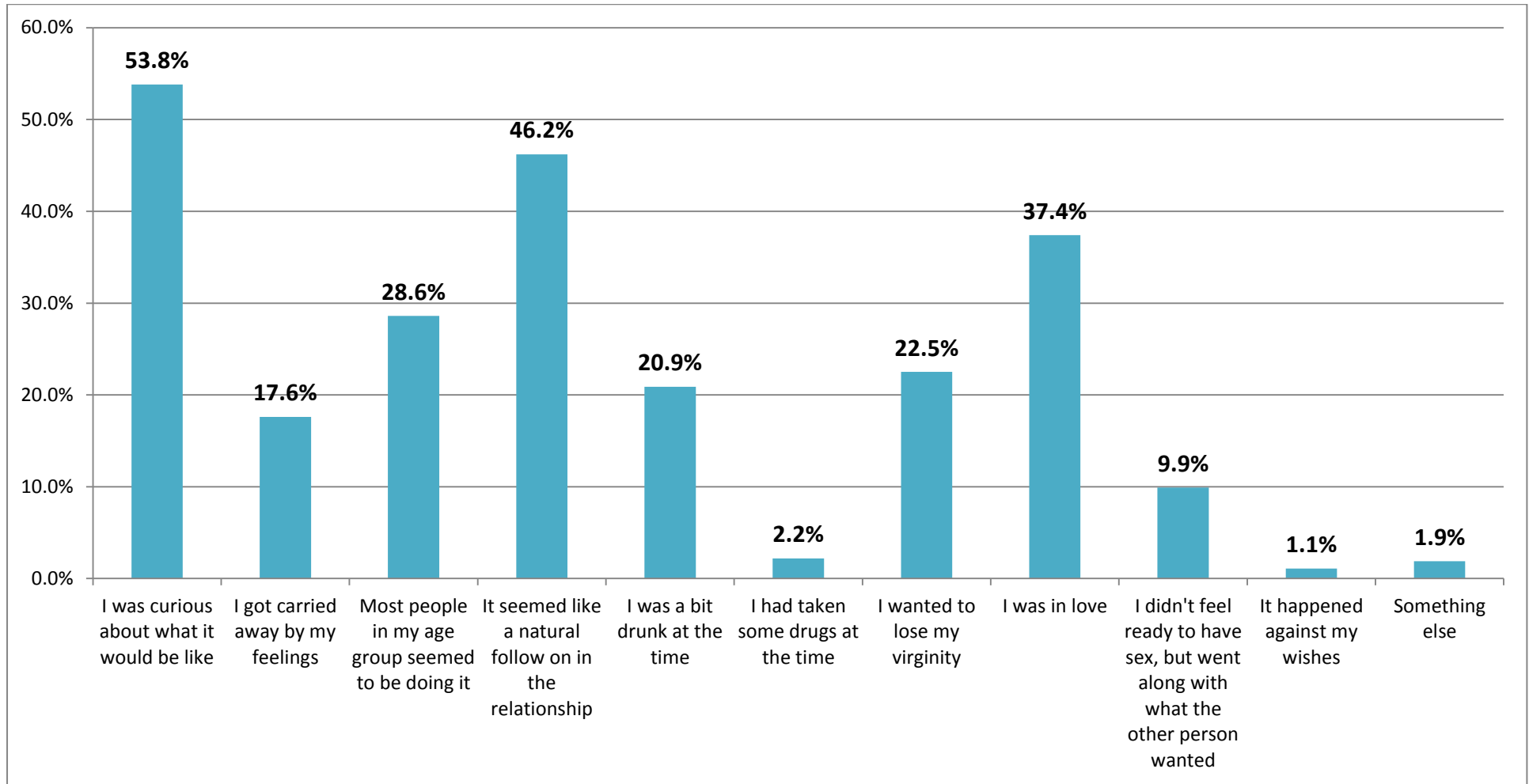


Question: How long did the relationship with your first sexual partner continue after the first time you had sex?





Question: Which of the following things applied to you at the time you first had sex?





Question: Which of the following things applied to you at the time you first had sex?

	Males who answered yes	Females who answered yes
I was curious about what it would be like	58.2%	50.9%
I got carried away by my feelings	19.2%	16.5%
Most people in my age group seemed to be doing it	29.5%	28%
It seemed like a natural follow on in the relationship	43.2%	48.2%
I was a bit drunk at the time	23.3%	19.3%
I had taken some drugs at the time	3.4%	1.4%
I wanted to lose my virginity	32.2%	16.1%
I was in love	28.8%	43.1%
I didn't feel ready to have sex, but went along with what the other person wanted	6.8%	11.9%
It happened against my wishes	<1%	1.8%
Something else	<1%	2.8%



Resource 8: The Power of Words- Instructions for Students

Instructions

Over a period of one week, keep a diary and note phrases and conversations you hear/encounter where words describing sexual orientation (gay, queer, lesbian, bi-sexual etc.) come up. Record the phrases or conversation alongside what you think the speaker means when using these words/phrases (For example, is he/she using the word 'gay' to mean stupid or boring), and the contexts in which the word was used (e.g. as an insult when talking with friends etc.). **Don't** record the names of the people using these phrases (to protect the speaker's identity), but you should note whether any adults were around, their approximate age, and position (mother, teacher, shopkeeper, etc.). Try to make notes as soon as possible to remember it all. At the end of the week, we'll pool our data and analyse it.

What will your diaries reveal?



Resource 9: The Power of Words—Discussion Guide

At the end of the week, students will pool their data.

Possible questions to guide the discussion of the pooled data include:

1. What words and phrases were most commonly used?
2. Were the words used in a positive way, to praise or celebrate something, used neutrally, or used in a negative way, aimed at insulting or hurting someone or something, or meaning something negative?
3. Were the words used to refer to a person, or a thing or idea?
4. What do you think the intention of the speaker was in using these words?
5. What reactions, if any, did the remarks produce in those listening to the speaker? What about in you, the student, recording the event?
6. How do you think hearing these words so often might make someone feel who might be gay, lesbian, queer, etc.? How would you feel if someone kept using the word “straight” to refer to something in a negative way?
7. What, if anything, could you do the next time you hear someone use these words in a negative way?



Resource 10: Responses from Survey Participants

“Is there anything that you now feel you should have known more about when you first had sex?” (Young Life and Times Survey 2011)

Some responses:

- “More about STI’s and clinics”
- “How relationships change after sex”
- “It can lead to regrets”
- “No, it wasn’t a negative experience”
- “STI’s and pregnancy”
- “To not to have lost my virginity to a one night stand”
- “It wouldn’t make me feel better about myself”



Useful sexual health resources and links for young people:

National Health Service Choices (Sexual Health):

www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx?WT.mc_id=110903

NI Direct Government Services: www.nidirect.gov.uk/sexual-health

Brook: www.brook.org.uk/

(Brook Northern Ireland: www.brook.org.uk/index.php/northern-ireland)

- Brook is a registered charity and the UK's leading provider of sexual health services and provides free and confidential sexual health information, contraception, pregnancy testing, advice and counselling, testing and treatment for sexually transmitted infections, and outreach and education work.
- Brook has two clinics in Northern Ireland, in Belfast and Coleraine.

Family Planning Association (FPA): www.fpa.org.uk/

- FPA is a sexual health charity working across the UK, providing advice and counselling, information, resources, and training for health professionals, information on finding sexual health clinics, information on contraception and sexually transmitted diseases, and running advocacy campaigns aimed at changing people's perceptions and behaviour, and improve sexual health services.

Advocates for Youth: www.advocatesforyouth.org/

- Based in the United States, but working globally, Advocates for Youth provides resources, technical assistance, and training to promote research-based practices; they also work with health care providers, educators and other professionals working with young people to promote youth-friendly sexual health services and discussions
- Advocates for Youth also engages in advocacy work in the United States to encourage policymakers to ensure young people have the right to comprehensive sex education and access to all sexual health services.

International Planned Parenthood Federation:

- IPPF works in 172 countries to ensure that even the most vulnerable women, men, and young people can access reproductive and sexual health services, education, resources, and information.

Planned Parenthood Federation of America: www.plannedparenthood.org/info-for-teens/

- Based in the United States, Planned Parenthood Federation of America provides health care for women, men, and young people, delivering vital reproductive and sexual health care, sex education, and information, as well as engaging in advocacy work to ensure policies that allow everyone to access comprehensive reproductive and sexual health care and sex education



If I Were Jack: <http://www.qub.ac.uk/sites/lfiWereJack/>

- Developed by a research team at Queens University Belfast, If I Were Jack is an educational resource about young men and dealing with unintended pregnancy. It includes an interactive video drama which tells the story of Jack, who finds out his girlfriend is unexpectedly pregnant. The user is encouraged to put themselves in Jack's shoes and discuss all the options that might be available.

Discussing Sexual Health: Independence Educational Publishers:

www.independence.co.uk/shop/health-and-wellbeing/issues/discussing-sexual-health

Useful legislative background information

2001 Department of Education Northern Ireland RSE Guidance for Post-Primary Schools:

www.deni.gov.uk/2001-15-3.pdf

2009 Northern Ireland Assembly Research Paper (82/09) on RSE:

www.niassembly.gov.uk/researchandlibrary/2009/8209.pdf

FPA/DHSSPS/PHA Factsheet on RSE (August 2010):

www.fpa.org.uk/media/uploads/professionals/factsheets/northern-ireland-factsheets/northern-ireland-relationships-and-sexuality-education-in-schools.pdf

CCEA Key Stage 4 guidance on Personal Development classes:

www.nicurriculum.org.uk/docs/key_stage_4/areas_of_learning/learning_for_life_and_work/ks4_PD_guidance_Aug2011.pdf

Related Research

2010 Young Life and Times Survey: <http://www.ark.ac.uk/ylt/2010/index.html>

2011 Young Life and Times Survey: <http://www.ark.ac.uk/ylt/2011/index.html>

2012 Young Life and Times Survey: www.ark.ac.uk/ylt/2012/index.html

Messed up? Sexual lifestyles of 16-year olds in Northern Ireland (ARK Research Update 80), by Dirk Schubotz

www.ark.ac.uk/publications/updates/update80.pdf

Towards Better Sexual Health: A survey of sexual attitudes and lifestyles of young people in Northern Ireland, 2000-2002

www.ark.ac.uk/sol/surveys/gen_social_att/health/20002/website/