**FACILITATORS NOTES**

**Session Twelve: WHEN IS A SEXUAL RELATIONSHIP OFFENSIVE?**

Key Stages 3 and 4

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| OVERVIEW: | This session will provide an understanding of the Sexual Offences Act, Child Sexual Exploitation, Trafficking and consent  This session covers a sensitive subject matter. There are some facilitators notes provided and it is recommended that anyone delivering this session completes the e-learning Child Sexual exploitation course.  This can be accessed online at <http://cypvle.lancsngfl.ac.uk>.  The course is a basic introductory course and will take about 30 minutes to complete. |
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| LEARNING OBJECTIVES: | *SKILLS*   * Talk about sexual relationships and associated feelings * Recognise when others are taking advantage and resist it * Resist pressure to behave in a way which would make them feel uncomfortable   *KNOWLEDGE*   * Have a sense of their own identity and know the roles they have and want to have * Understand what exploitation in relationships means   *ATTITUDES AND VALUES*   * Have a sense of purpose about their future * Be positive about the control they have over their own behaviour * Consider whether personal values and attitudes have to be the same as other people’s * Respect their body * Costs of early sexual activity |
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| PSHE Key Concepts | **Personal Identities**   * Understanding that identity is affected by a range of factors, including a positive sense of self * Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem * Understanding that self-esteem can change with personal circumstances such as those associated with family and friendships   **Healthy Lifestyles**   * Recognising that healthy lifestyles and the well being of self and others depend on information and making responsible choices * Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened * Dealing with growth and change as normal parts of growing up   **Risk**   * Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. * Appreciating that pressure can be used positively or negatively to influence others in situations involving risk * Developing the confidence to try new ideas and face challenges safely individually and in groups   **Relationships**   * Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised * Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups teams and communities is important. * Understanding that relationships cause strong feelings and emotions   **Diversity**   * Appreciating that in our communities there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation * Understanding that all forms of prejudice & discrimination must be challenged at every level in our lives |
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| YOUNG PEOPLES SERVICE | **CURRICULUM TOPICS**   * **Alcohol** * **Crime** * **Harm Reduction** * **Illegal drugs** * **Impact on relationships, sexual health** * **Impact on personal safety** * **Peer pressure and belonging** * **Physical health** * **Role of media** * **Law and consequences for young people** |