**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 consentThis 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**
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