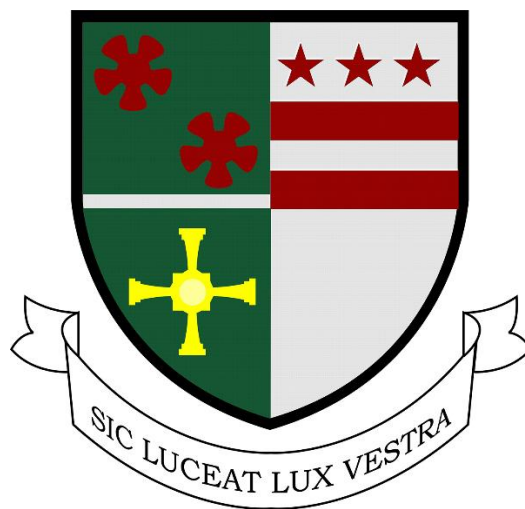


Year 9

Relationships, Sex and Health
Education



Ten Ten Resources

Name: _____

Tutor Group: _____

Relationships, Sex and Health Education

By the end of the RSE unit in Year 9 pupils should be able to demonstrate knowledge of:

1. The Search for Love:

- The different ways in which people love
- Romantic love, sexual attraction, and intimacy
- Different views about the purpose of sex
- The Catholic approach to pre-marital sex

2. Love people, use things:

- Views about sexual desire, casual sex, pornography, and masturbation
- The we should love people and use things (not vice versa)

3. In control of my choices:

- The difference between love and lust
- The importance and benefits of delaying sexual activity
- How values, attitudes and beliefs influence choices

4. Fertility and Contraception:

- Methods of contraception for the purpose of managing or achieving conception
- The difference between artificial and natural methods of contraception
- The Catholic Church's teaching on contraception

5. Marriage:

- Know the different types of committed relationships (civil marriage, civil partnership, forced marriage, monogamy etc)
- Know the Catholic teaching on marriage as a sacrament

6. One Hundred Percent:

- What is meant by consent?
- What is meant by non-physical, online, and physical consent
- The issues surrounding sexting and consent

7. Knowing my rights and responsibilities:

- That sexual exploitation and harassment is always wrong
- How human rights are there for our protection
- The typical human rights issues (prisoners voting, teachers searching students etc)
- How to act against injustice in our school and in the community

Key Concepts

Concept	Definition
Romance	A feeling of mystery and excitement associated with love
Intimacy	The feeling of wanting to be close to another person
Pornography	Printed or visual sexually explicit material
Masturbation	Stimulation of the genitals for sexual pleasure
Contraception	A natural or artificial method of preventing pregnancy from occurring
Marriage	A legal union between two people
Forced Marriage	A union where one or both partners do not consent to the marriage, and they may feel pressured into it.
Consent	Permission for something to happen or an agreement to do something

Diagnostic Assessment

Put a tick in the box that best describes your thinking. Be honest, it does not matter if you are not confident, the lessons that follow will help you think about these topics in more depth.

Topic	Not confident	Slightly confident	Fairly confident	Completely confident
The difference between romantic love, sexual attraction and intimacy				
The different views about the purpose of sex				
Different views about sexual desire and casual sex				
Different views about masturbation & pornography				
The difference between love and lust				
How to make sensible choices about sexual relationships				
The different methods of contraception				
The difference between artificial and natural methods of contraception				
The different types of relationships (civil marriage, civil partnership, forced marriage, monogamy)				
The meaning of consent and the issues surrounding sexting				
Sexual harassment and exploitation				

The search for love



Romantic Love

A feeling of love for, or strong attraction towards another person.

Sexual Attraction

Attraction on the basis of sexual desire.

Intimacy

Having a close, personal or romantic relationship with someone.

Pre-marital sex

Having a sexual relationship before you are married.

Different views about the purpose of sex

Increase intimacy

Sex can help people to have a close, personal and romantic relationship with one another.

Improves physical and psychological health

Regular sex can help to improve a couples physical and mental health, including lowering stress, improving sleep and boosting immune function.

Boosts happiness and increases pleasure

Sex between a couple can boost their happiness levels as it helps the couple to bond. Sex also provides physical stimulation which increases pleasure.

Procreation

Catholics believe that God created man and woman to procreate which means to have children. They believe that sex should be open to the possibility of new life.

Unity

Catholics believe that God also created sex to unite a married couple. Sex provides a married couple with pleasure and enjoyment.

Catholic beliefs about pre-marital sex

Sexual love between a man and woman should be kept back for marriage. Sex in marriage is a physical and sacred sign of the love and commitment between the couple.

Catholics believe that holding back sex for marriage will increase the happiness and intimacy between the couple. It is also a safe a secure place to have children and create a family.

Lesson One – The Search for Love

Enquiry Question: What is God’s plan for romantic love, sexual attraction, and intimacy?

This lesson begins the Year 9 module by exploring the search for love that is part of human nature, but is not ultimately satisfied by another human being, however wonderful this may be. You will learn that human love is a sign of the “greater love” of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human love that should be delayed until marriage.

Ground Rules

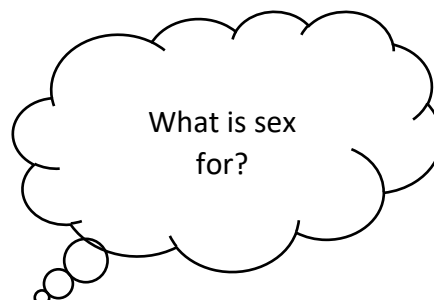
In this unit, we will discuss issues that are delicate and sensitive. It is important that we follow these simple rules in each and every lesson:

1. Students have the right to share their opinion and be listened to
2. Student opinions should not offend or make anyone feel uncomfortable
3. Students do not have to answer personal questions. What you write down in your work booklet can be shared, but you will not be asked to share anything you do not want to.
4. If you have questions that you do not feel you want to ask in class, you can ask these questions confidentially with your form tutor.

Video 1 (4 mins): Watch the opening video (3 mins) and listen to presenters Nathan and Mari discuss the importance of ground rules. Would you add anything to this list?

Video 2 (3 mins): Mairi poses an icebreaker question, and we hear the opinions of pupils around the country.

Discuss and write:



Video 3 (3 mins): Our presenters explain that it is in our human nature to love and be loved.

Personal Writing:

What or who do you love most in the world? Explain your answer in detail.

Discuss and write: Is love different depending on who or what you it is?

How can you show love to the people who you meet every day? Think of practical ways.

Video 4 (4 mins): Nathan and Mairi discuss the purpose of sex: for bonding and babies.

Discuss and answer the questions based on the video:

Why do you think romantic comedies are so popular?	What is romantic love?
Do you agree that marriage is the 'ultimate romance'?	What is meant by the 'gift of self'?
'Sex is just a physical act' - agree or disagree?	'You should never ignore feelings of sexual attraction' – Do you agree?

Video 5 (4 mins): Our presenters say that romantic love and sexual attraction are signs of a deeper, God-given longing: to love God and love others. They invite pupils to remain open minded, and finish with a prayer about God's love for us.

Task:

Gather different arguments for and against the statement: **Sex should only take place in marriage**
You should consider why some people, such as the Catholic Church accept this, and why others would reject this...










Sex should only take
place in marriage –
discuss

Love people & use things / controlling our choices



The Catholic Church understands that people have different values, attitudes and beliefs that influence our choices. The Church encourages young people to consider delaying sexual activity so that they can make mature and informed decisions.

Choices linked to love and lust		
Sexual Desire		Sexual desire is part of human nature. This comes from our evolutionary need to reproduce, which means that human life continues from generation to generation. When we have sexual desire, the brain produces the sex hormones oestrogen and testosterone, which leads to an increase in our sex drive.
Casual Sex		This is sex that takes place outside a committed relationship. Unprotected sex (often linked with casual sex) is considered risky due to the potential transmission of STI's and unwanted pregnancy.
Pornography		This is printed or visual sexually explicit material. Pornography is linked to sexual desire and lust and can give an unrealistic view of sexual activity.
Masturbation		Stimulation of the genitals for sexual pleasure.
Romantic Love		An intense feeling of deep affection toward another person. We do not choose who we love but we can choose how we treat people who we love.
Lust		Lust is when we allow our sexual desire to take over and obscure our ability to really see the other person. We don't really see them anymore as a someone, more as a some-thing.
Sexual Activity		Different ways in which people experience and express their sexuality. We each have choices regarding sexual activity but must remember to respect ourselves and others.

Lesson Two – Love People, Use Things

Enquiry question: Why can pornography, masturbation and casual sex be harmful?

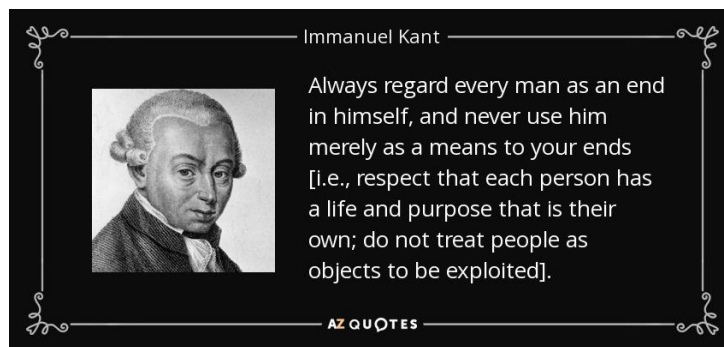
This session explores some key issues for Year 9 pupils regarding sexual desire, casual sex, pornography, and masturbation. It will empower you to love people and use things, rather than the other way around.

Video 1 (3 mins): Nathan answers questions about his favourite possession: his lion onesie

Discuss and write – what is your favorite possession? (Think about how you treat it and why it is so special to you)

Video 2 (5 mins): Mairi and Nathan address the problem of consumerism: we tend to use people when we love things. They discuss times when they have felt used.

Read the quote and extract below and answer the questions:



Kant thought that all human beings should be treated as free and equal members of a community. He promoted the importance of treating people properly. Kant believes that people should always be treated as valuable - as an end in themselves - and should not just be used to achieve something else. They should not be tricked, manipulated, or bullied into doing things.

Here are three examples of treating people as means and not ends:

1. treating a person as if they were an object
2. coercing (manipulating) a person to get what you want
3. deceiving (lying) a person to get what you want

Kant believed that we could use people if we were treating them with respect. For example, we use people who have particular skills to do jobs, we use people's talents to entertain, and we use what people create and make.

Summarise the views of Immanuel Kant below:



Video 3 (4 mins): Our presenters describe the innate dignity of humans, made up of inseparable body and soul. They say that objectification is to ignore the dignity and soul of a person, seeing and using them only as an object.

Extension Task:

Think of a time that you have felt used or a time when you have used another person. How did it make you feel?

Video 4 (6 mins): Nathan and Mairi introduce testimonies about how we shouldn't always act on our desires, including casual sex, pornography, and masturbation.

Scenarios: Read each of the scenarios below and write a response:

A

'I fell in love with a guy who was a couple of years older than me. We'd only been dating for about a month but we talked about growing old together! He said he wanted to sleep with me 'to show me that he loved me'. I was uncertain at first, but believed him and we slept together. I never heard from him again and now I feel awful.'

Advice:

B

'The first time I saw porn was at the back of the minibus on the way to a rugby match. One of the lads had it on his phone and showed us all. Everyone was laughing and getting really into it, but I didn't know what to think. It made me feel a bit uncomfortable. Maybe I don't have the sex drive of the other lads - I must be abnormal not to like porn.'

Advice:

C

'I'm a girl and I've masturbated on and off for years but I always feel so guilty and ashamed. Some of that shame is because I'm female - I feel that masturbation is kind of expected in men, but it's...different for girls. But besides that, it just makes me feel a bit...dirty. I want to stop, but I don't know how. Sometimes the desires are so strong.'

Advice:

D

'I'm taller than everyone else in my year and I feel really self-conscious - I'm already over six foot! Some of my friends are really jealous, especially the ones that are shorter than the girls. But I feel a bit uncomfortable in my skin - I'm all lanky with no big muscles. I wish I had a different body.'

Advice:

E

'I'm a boy, and I really fancy this boy in my year, but I don't think he even knows I exist. And I don't even know if he's into boys...Can it be true love if I've never even really spoken to him? I guess I don't know him, I just have a crush - but it feels so strong! What should I do?!!'

Advice:

Video 5 (2 mins): Nathan and Mairi encourage pupils that, with courage and the help of God, they can choose to go against the tide by loving people and using things.

How Pornography can affect the brain like a drug

Read and reduce the article into key points:

<p>Deep inside the brain, there's something called a <i>reward centre</i>. The reward centre's job is to release a pleasure chemical called <i>dopamine</i> into our brains in response to behaviours that we see as positive, like eating tasty food, exercise, kissing someone etc.</p>	
<p>Dopamine tells our brain, "This is a good thing! Keep doing this thing!" And it sends that message in such a powerful way, we become hardwired to do whatever things trigger this process. Normally, it's a great system. The problem, however, is that this process can be hijacked.</p>	
<p>When someone uses an addictive drug, that drug uses the same dopamine process as part of the high, flooding your brain with feelings of pleasure and positive reinforcement. Your hardworking brain then immediately starts doing its job: developing a preference for whatever produced those feelings and rewiring itself to find and experience those feelings again.</p>	
<p>The more the dopamine process is stimulated, the more it can begin to warp an individual's perception of the world around them. Seemingly everyday items and situations—maybe particular smells, images, or places—can become triggers that spike the desire and cravings for whatever brings on the next high.</p>	
<p>Pornography is an example of a trigger. Just like addictive products such as tobacco, porn can create pathways within the brain that lead to cravings, and those cravings can push people to search more and more examples. Each time a person turns to porn, they increase their cravings for more. This means that people may view images and videos to give themselves a high, but the images and videos are not giving a true coverage of what a loving sexual relationship is like.</p>	
<p>While the reward centre is largely responsible for making you want certain things, there is another part of your brain, the prefrontal cortex, which is largely responsible for putting the brakes on those wants when needed. Let's say you're watching Netflix late on a weeknight. When your reward centre is firing, you might find yourself thinking, "Just one more episode, this show is so good!" But once your prefrontal cortex kicks in, you might think, "Hold on, it's already after midnight, and I have school tomorrow—I should probably get some sleep." Any time you weigh the consequences of a decision, put off instant gratification for a long-term goal, or think your way through a problem, you're using your prefrontal cortex.</p>	
<p>Unfortunately, addiction often means that the reward centre becomes stronger than the prefrontal cortex and you find it too difficult to control your impulses. The good news is that addiction, in this case porn, can be managed and reversed. The brain can heal with time and effort. You should not feel ashamed, as addiction is common, but if you fill your time with other stimulating activities such as exercise, reading or spending time with others, you can regain control.</p>	

Lesson Three – In Control of My Choices

Enquiry Question: How do I make wise, informed, and mindful choices about sexual intimacy?

This session helps you to understand the difference between love and lust and the importance and benefits of delaying sexual intimacy. You will look at different attitudes and beliefs, and understand how these influence your choices.

Video 1 (3 mins): Nathan and Mairi discuss different places they have been to.

How far have you travelled? Discuss with the person next to you where you have travelled in the UK. Who in your class has travelled the furthest in this country?



Video 2 (6 mins): Nathan and Mairi discuss how wonderful sexual attraction can be when expressed in the right context.

Read the statements below and decide if you think they describe love or lust:

Love	Lust
An intense feeling of deep affection.	An intense desire or craving for something or someone

1. The feeling is sometimes sexual and is based on feeling attracted to a person for several different reasons.
2. It is a romantic, emotional, mental, and spiritual connection.
3. It is physically driven, and the focus is sexual.
4. You may not want to spend much time with this person or find out about who they are.
5. You enjoy spending time with this person, you care for them and are interested in what they have to say.
6. You fantasise about this person a lot.
7. You are respectful of someone's boundaries, and you don't apply any pressure or coercion.
8. The relationship you have may be toxic and unhealthy.
9. You have a strong bond and friendship.
10. You communicate very well with one another.

The Science of Love

Read the information below and fill in the blanks:

Desire	Lust	Pregnancy	Continues	Obscure	Time
Pornography	Evolutionary	Body	See	Oestrogen	Bond
Testosterone	Sex	Doesn't	Oxytocin	Mind	Break
Fantasy	Love	Heart	Reproduce	Stability	Dopamine
Produces	Attraction	Intimacy	Relationship	Attachment	Regret

Sexual _____ is part of human nature. This comes from our _____ need to _____, which means that human life _____ from generation to generation.

When we have sexual _____, the brain produces the sex hormones _____ and _____, which leads to an increase in our sex drive.

_____ is a separate but closely related human experience. When we're attracted to someone, the brain _____ the chemical _____. It's released when we do things that feel good to us, like spending _____ with loved ones and falling in _____.

The _____ effect _____ last. However, our own biology helps turn our _____ to someone into _____.

_____ is partly down to the chemical _____ and this is released during _____ and sexual _____. It's also released during _____ and breast-feeding and so it's the chemical which helps us to _____ with another person.

_____ leads to safety, _____ and well-being. It encourages us to stay in touch with each other's needs and wants.

_____ is when we allow our sexual _____ to take over and _____ our ability to really _____ the other person. We don't really see them anymore as a someone, more as a some-thing.

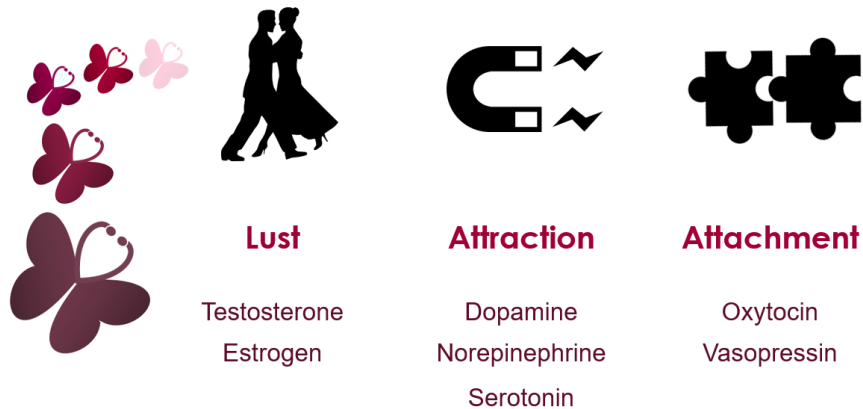
Video 3 (7 mins): Pupils respond to the question 'Sex is just a bit of fun - agree or disagree?' and we hear testimonies about sexual shame and regret.

Love, Actually: The science behind lust, attraction, and companionship

According to a team of scientists led by Dr. Helen Fisher at Harvard, romantic love can be broken down into **three categories**:

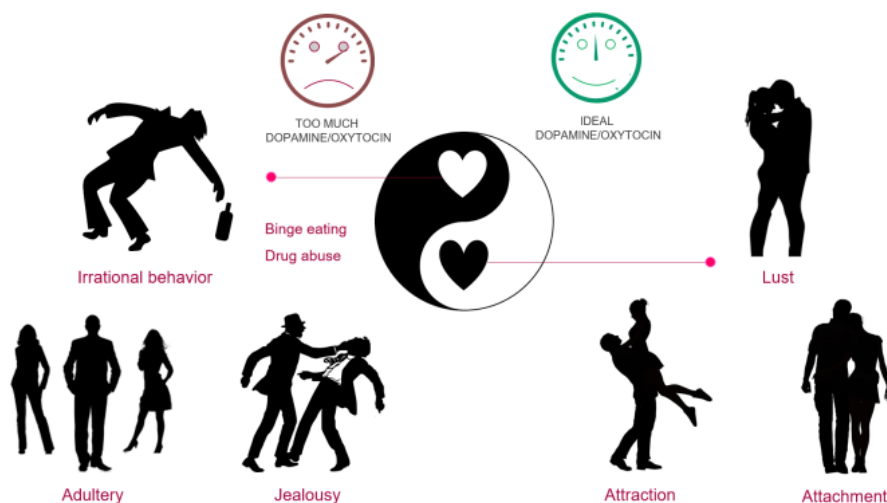
1. Lust
2. Attraction
3. Attachment

Each category is characterised by its own set of hormones stemming from the brain:



Healthy relationships are based on a balance of all three. If we focus too much on lust and attraction this can cause irrational behaviour which can damage relationships.

1. **Lust** is driven by the desire for sex.
2. Attraction describes your interest and desire for someone. This may be based on romantic, emotional, and sexual feelings.
3. Attachment is the important factor in a long-term relationship.



Feelings (Sexual Attraction)



Sex and Sexual Attraction	
Sexual Attraction	Attraction on the basis of sexual desire.
Self-Control	The ability to control your emotions and desires
Respect	Due regard for the feelings, wishes and rights of others
Kindness	Being friendly, generous and considerate toward others
Sex	Sexual activity, specifically including sexual intercourse

Catholic beliefs about the importance of sex and sexual attraction	<ul style="list-style-type: none"> Sexual love between a man and woman should be kept back for marriage. Sex in marriage is a physical and sacred sign of the love and commitment between the couple. Catholics believe that holding back sex for marriage will increase the happiness and intimacy between the couple. It is also a safe a secure place to have children and create a family.
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Healthy	Unhealthy	Abusive
<p>A healthy relationship means both you and your partner are:</p> <ul style="list-style-type: none"> Communicating Respectful Trusting Honest Equal Enjoying personal time away from each other Making mutual choices Economic/financial partners 	<p>You may be in an unhealthy relationship if your partner is:</p> <ul style="list-style-type: none"> Not communicating Disrespectful Not trusting Dishonest Trying to take control Only spending time together Pressured into activities Unequal economically 	<p>Abuse is occurring in a relationship when one partner is:</p> <ul style="list-style-type: none"> Communicating in a hurtful or threatening way Mistreating Accusing the other of cheating when it's untrue Denying their actions are abusive Controlling Isolating their partner from others

Use the knowledge organiser above to create a list below of features of positive and negative relationships:

Healthy Relationship	Unhealthy (Toxic) Relationship
<p>✓ Treating your partner with respect and kindness</p>	<p>☒ Calling you names and criticizing you</p>

Fertility and Contraception



Contraception

Methods that are used to prevent pregnancy from occurring during sexual activity.

Hormonal Methods

Contraceptive methods with use hormones to prevent pregnancy, usually used by Women only.

Barrier Methods

Contraceptive methods which prevent pregnancy by stopping the sperm from reaching the egg.

Combination Methods

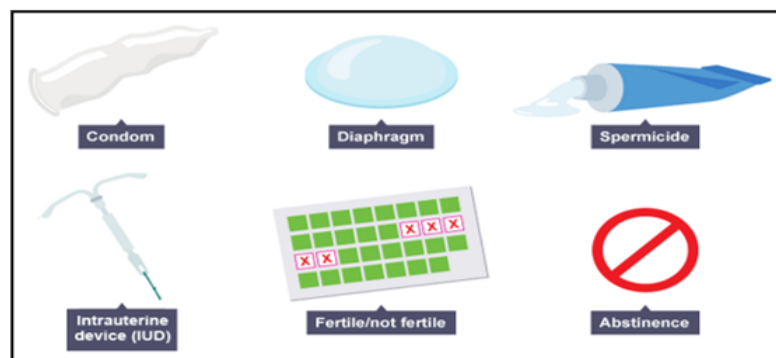
Contraceptive methods which use both hormonal and barrier methods to prevent pregnancy.

Natural Methods

Contraceptive methods which do not use hormones or barriers, mostly focused on fertility awareness . This is the method approved by the Catholic Church.

Forms of Contraception

Condom	Non-hormonal	Made of thin rubber, plastic or latex and it's put over the erect penis to stop sperm from entering the vagina.
Diaphragm/ Cap	Non-hormonal	A latex or silicone device that is put into the vagina to stop sperm entering the uterus to meet an egg. It uses spermicide to kill the sperm
Abstaining (NFP)	Non-hormonal	Not having sexual intercourse when an egg may be in the oviduct
Intrauterine devices (IUD)	Hormonal	A small T-shaped plastic and copper device that's put into your womb (uterus) by a doctor or nurse. It releases copper to stop you getting pregnant.
Emergency Contraception	Hormonal	A pill taken after sexual intercourse. It's not intended as a regular form of contraception. It can give you a headache or tummy pain and make you feel sick.
Contraceptive Pill	Hormonal	A pill a woman takes, which releases the hormones oestrogen and progesterone to stop ovulation. The pill sometimes prevents a fertilised egg (early embryo) from implanting in the womb
Injection, implant or patch	Hormonal	Long term forms of artificial contraception.



Where to get more help and support

- Your Doctor
- Community Nurse
- School Nursing Team
- NHS Online
- www.helathforteens.co.uk
- www.brook.co.uk

Lesson Four – Fertility and Contraception

Enquiry Question: What is a contraceptive and what is the Catholic approach to contraception?

Through interviews with experts and testimonies from couples, you will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. You will also be taught the Church's teaching on contraception and the value of life, and the specifics of how different contraceptives function.

Video 1 (2 mins): Nathan shares about his childhood pet spider that he kept in a raisin box.

Discuss and write:



Video 2 (3 mins): Nathan and Mairi discuss the dual purpose of sex: for bonding and babies.

Do Pop Songs, TV Programmes and Films help young people to learn about sex and relationships? (give examples in the table below of songs, programmes and films that help and those that do no help)

Yes	No

Video 3 (8 mins): Mairi and Nathan explore reasons why a couple might want to avoid pregnancy and interview a sexual health nurse about different methods of artificial contraception.

Match the forms of contraception to their definitions in the table below:



Condom



Diaphragm



Spermicide



Morning after pill



Intrauterine device (IUD)



Fertile/not fertile



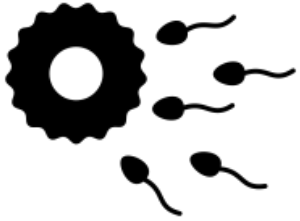
Abstinence



Injection or implant

Forms of Contraception		
	Non-hormonal	Made of thin rubber, plastic or latex and it's put over the erect penis to stop sperm from entering the vagina.
	Non-hormonal	A latex or silicone device that is put into the vagina to stop sperm entering the uterus to meet an egg. It uses spermicide to kill the sperm
	Non-hormonal	Not having sexual intercourse when an egg may be in the oviduct
	Hormonal	A small T-shaped plastic and copper device that's put into your womb (uterus) by a doctor or nurse. It releases copper to stop you getting pregnant.
	Hormonal	A pill taken after sexual intercourse. It's not intended as a regular form of contraception. It can give you a headache or tummy pain and make you feel sick.
	Hormonal	A pill a woman takes, which releases the hormones oestrogen and progesterone to stop ovulation. The pill sometimes prevents a fertilised egg (early embryo) from implanting in the womb
	Hormonal	Long term forms of artificial contraception.
	Non-hormonal	A chemical that stops sperm from getting to an egg

Conception



During Pregnancy



Birth



I think life begins at conception because...

I think life begins during pregnancy because...

I think life begins at birth because...

Video 4 (7 mins): Mairi interviews an expert on NFP and meets a couple practicing it.

There are **mechanical, chemical, surgical and natural** contraceptive methods used to prevent a pregnancy. The natural method is chosen by some groups opposed to contraception for religious or ethical reasons. The Catholic Church believe that sex should take place within a loving marriage and should be open to the possibility of new life.

Mechanical

Example	Method	Advantage	Disadvantage
Male condom	A barrier that prevents sperm entering the vagina.	Easily obtained. Protects against STIs (e.g. HIV).	Unreliable if not used properly.
Female condom	A barrier that prevents sperm passing up the female reproductive system.	Easily obtained. Protects against STIs (e.g. HIV).	Unreliable if not used properly.

Chemical

Example	Method	Advantage	Disadvantage
Contraceptive pill	Taken regularly by the female. Prevents ovulation by changing hormone levels.	Very reliable.	Female needs to remember to take the pill. Side effects include weight gain, mood swings or an increased risk of blood clots. Does not protect against STIs.
Contraceptive implant	A small tube placed under the skin of the upper arm. Releases hormones slowly over a long period of time. Prevents ovulation.	Very reliable. Can work for up to 3 years.	Does not protect against STIs. Can prevent menstruation.

Surgical

Example	Method	Advantage	Disadvantage
Vasectomy	Sperm tubes are cut preventing sperm entering the penis.	Virtually 100% reliable.	Difficult or impossible to reverse.
Female sterilisation	Oviducts are cut preventing fertilisation.	Virtually 100% reliable.	Difficult or impossible to reverse.

Natural

Example	Method	Advantage	Disadvantage
Rhythm method	Sexual intercourse is avoided around the time of ovulation.	No chemicals are used.	Not as reliable as other methods, especially if the menstrual cycle is irregular.

Read the statements below and decide whether you agree or disagree – try to explain your thinking by using the table on the previous page:

Statement	Do you agree?	Explain your thinking...
All acts of sex should be open to new life		
Some forms of contraception are a form of abortion		
Condoms are too unreliable		
Contraception is needed to prevent sexual transmitted disease		
Surgical forms of contraception are unnatural		
Natural family planning is the best form of contraception		
The pill and implant are the most reliable		

Video 5 (3 mins): Our presenters explore a 'God perspective' on fertility and contraception

Extension task:

'Natural forms of contraception should be used instead of artificial'

Arguments for the statement	Arguments against the statement

Review:










Write down 3 facts you have learned about contraception today:

Fact 1	
Fact 2	
Fact 3	

Marriage (Different Relationships)



Different Relationships

Monogamy		This means having a sexual relationship with one person at a time. An example would be being married to only one husband or one wife - having more than one is actually illegal in the UK.
Cohabitation		This is when a couple lives together without being married. This doesn't mean that they are friends sharing accommodation - that's called a flatmate! - but they are living together as a couple and having a sexual relationship
Civil Partnership		This relationship gives a couple the same legal rights as a married couple, such as property rights, tax, pension benefits and parental responsibility for children. On the 27th of February 2023, the legal age for marriage and civil partnerships was increased to 18 years old in England and Wales.
Marriage		The legal union of two people in a personal relationship (On the 27th February 2023, the legal age for marriage and civil partnerships was increased to 18 years old in England and Wales)
Civil Marriage		This is a marriage for opposite sex couples. This is when a woman and a man have a wedding ceremony and register their marriage by law
Same Sex Marriage		This is also a Civil Marriage but for same-sex couples. Same-sex marriage was permitted by law in England, Wales and Scotland in 2014, and a law was passed in Northern Ireland to allow same-sex weddings from January 2020
Catholic (Christian) Marriage		This is when the couple believe that their union is a gift from God. In a church ceremony, the couple publicly declare that God has brought them together. Marriage is a sacrament for Catholics and means they have the power to show the love of God to one another.
Arranged Marriage		This form of marriage takes place in some countries and communities. This is where parents may suggest a marriage partner, but where there is (or should be) freedom of choice
Forced Marriage		This is a marriage that does not involve proper consent and that is illegal in the UK. On the 27th February 2023, it became an offence to cause a child under the age of 18 to enter a marriage in any circumstance.

Lesson Five – Marriage

Enquiry Question: What kind of relationships would you like in the future?

In this session, you will discuss various types of committed relationships (e.g. civil marriage, civil partnerships, forced marriage, monogamy, etc) leading to teaching about the nature and importance of sacramental Christian marriage. You will also be encouraged to consider your own future relationship plans and give thought to developing the virtues you will need.

Video 1 (2 mins): Nathan tries - in increasingly extreme ways - to catch a fly.

Discuss and write: - What are you committed to? How do you show your commitment?

Video 2 (6 mins): We hear the story of ultra-committed Olympic marathon runner Stephen Akwhari, and the young adult group explore commitment in relationships.

Discuss and write: - What are the qualities of a committed relationship?



Video 3 (6 mins): Nathan and Mairi discuss different types of relationship according to law, and the young adult group discusses differing commitment levels of them.

Monogamy	means having a sexual relationship with one person at a time. An example would be being married to only one husband or one wife - having more than one is actually illegal in the UK. Another might be having one boyfriend or girlfriend and not being in a relationship with someone else at the same time.
Cohabitation	is when a couple lives together without being married. This doesn't mean that they are friends sharing accommodation - that's called a flatmate! - but they are living together as a couple and having a sexual relationship.
Civil Partnership	gives a couple the same legal rights as a married couple, such as property rights, tax, pension benefits and parental responsibility for children. In the UK, Civil Partnerships used to only be between same-sex couples, but from Monday 2nd December 2019, opposite sex couples could register their intent to enter into a civil partnership – meaning that the first mixed-sex civil partnerships could take place on 31st December 2019.
Marriage	is an umbrella term for various different types of marriage.
Civil Marriage	is for opposite sex couples. This is when a man and a woman have a wedding ceremony and register their marriage by law.
Same-sex Marriage	is also a Civil Marriage but for same-sex couples. This is allowed in many countries around the world, but not all. For example, same-sex marriage was permitted by law in England, Wales and Scotland in 2014, and a law was passed in Northern Ireland to allow same-sex weddings from January 2020.
Religious Marriage	is a broad term to describe marriage that is recognised by the religion of the couple who are getting married.
Christian Marriage	is when the couple believe that their union is a gift from God. In a church ceremony, the couple publicly declare that God has brought them together. In many Christian denominations, such as the Church of England and The Catholic Church, Christian marriage is between men and women only.
Sacramental Marriage	a marriage between two Christians is a 'Sacrament'. That means through their Baptism they have the power to transmit the love of God to each other. The sacrament is sealed when they freely commit themselves totally to each other for life in their wedding vows: 'For better for worse, to love and to cherish, till death us do part.'

Arranged Marriage	still takes place in some countries and communities. This is where parents may suggest a marriage partner, but where there is - or should be - freedom of choice.
Forced Marriage	is one that does not involve proper consent and that is illegal in the UK. It's also not recognised as a valid or real marriage by the Catholic Church. That's because, to be a real lifelong commitment marriage has to be promised freely.

Add the correct term to the descriptions below (use the previous page to help you):

Different Relationships

This means having a sexual relationship with one person at a time. An example would be being married to only one husband or one wife - having more than one is actually illegal in the UK.

This is when a couple lives together without being married. This doesn't mean that they are friends sharing accommodation - that's called a flatmate! - but they are living together as a couple and having a sexual relationship

This relationship gives a couple the same legal rights as a married couple, such as property rights, tax, pension benefits and parental responsibility for children. On the 27th of February 2023, the legal age for marriage and civil partnerships was increased to 18 years old in England and Wales.

The legal union of two people in a personal relationship (On the 27th February 2023, the legal age for marriage and civil partnerships was increased to 18 years old in England and Wales)

This is a marriage for opposite sex couples. This is when a woman and a man have a wedding ceremony and register their marriage by law

This is also a Civil Marriage but for same-sex couples. Same-sex marriage was permitted by law in England, Wales and Scotland in 2014, and a law was passed in Northern Ireland to allow same-sex weddings from January 2020

This is when the couple believe that their union is a gift from God. In a church ceremony, the couple publicly declare that God has brought them together. Marriage is a sacrament for Catholics and means they have the power to show the love of God to one another.

This form of marriage takes place in some countries and communities. This is where parents may suggest a marriage partner, but where there is (or should be) freedom of choice

This is a marriage that does not involve proper consent and that is illegal in the UK. On the 27th February 2023, it became an offence to cause a child under the age of 18 to enter a marriage in any circumstance.

Forced Marriages

What is a forced marriage?

A forced marriage happens when one or both people are coerced into marriage - without their free consent. They may have been emotionally blackmailed, physically threatened or abused.

Forced marriages differ from arranged ones, which may have been set up by a relative or friend but are willingly agreed to by the couple. Some young people have been taken on visits to other countries by their families, unaware of plans to marry them off. Passports have been confiscated to prevent them returning home.

Those who either have been or fear being forced into marriage can become depressed and frightened, develop mental and physical health problems and harm themselves. A number of those trying to escape unwanted marriage have even become victims' violence or committed suicide.

What does the law in the UK say?

You have the right to choose who you marry, when you marry or if you marry at all. If you're under 18 any marriage is considered a forced marriage, even if there is no physical or emotional pressure involved.

Forced marriage is illegal in England and Wales. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Arranging a marriage for someone who lacks mental capacity (whether they're pressured to or not)
- Arranging a marriage for someone before they turn 18

Forced marriage warning signs

Forced marriage could be happening to someone you know. Some signs that someone could soon be (or is already) a victim of forced marriage:

- running away from home
- self-harming or attempted suicide
- depression, or becoming worried or withdrawn
- poor performance at work, school or college or unexplained absence
- a surprise engagement to a stranger you've not heard of before
- a sudden holiday (some people are tricked into going abroad for a holiday or to see relatives)
- no control over their own money
- not returning from a visit to another country

Forced Marriage review: - answer the questions below based on the information:

What is a forced marriage?	How do forced marriages differ from arranged marriages?
Describe the impact that a forced marriage or fear of a forced marriage can have:	Outline 3 facts about the law on forced marriage:

Video 4 (6 mins): Nathan talks to a priest, and Mairi a couple about sacramental marriage.

Video 5 (3 mins): Mairi and Nathan discuss sacramental marriage as a sign of God's total love and commitment to us. They also discuss the benefits of teens planning for their future, and working to develop the virtues they will need.

Consent



<p>Sexual Consent</p> <p>Permission by a person to engage in any form of sexual activity including penetrative and oral sex.</p>	<p>Consent is:</p> <ol style="list-style-type: none"> 1 Freely given. It's not okay to pressure, trick, or threaten someone into saying yes. 2 Reversible. It's okay to say yes and then change your mind — at any time! 3 Informed. You can only consent to something if you have all the facts. 4 Enthusiastic. You should do what you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in. 5 Specific. Saying yes to one thing (like going to the bedroom) doesn't mean you're saying yes to other things (like having sex). 	<p>Signs of sexual exploitation</p> <table border="1"> <tr> <td data-bbox="1010 268 1249 376">Lots of attention</td> <td data-bbox="1261 268 2105 376">The perpetrator might give you lots and lots of attention to trick you into thinking you are in a loving and consensual relationship.</td> </tr> <tr> <td data-bbox="1010 384 1249 467">Gifts</td> <td data-bbox="1261 384 2105 467">The perpetrator may offer expensive gifts or large sums of money in return for sexual images or acts.</td> </tr> <tr> <td data-bbox="1010 475 1249 584">Isolate you</td> <td data-bbox="1261 475 2105 584">The perpetrator may prevent you from seeing close friends an/or speaking to family so you feel they are the only person you can trust.</td> </tr> <tr> <td data-bbox="1010 592 1249 700">Mood swings</td> <td data-bbox="1261 592 2105 700">The perpetrator may show very different emotions. At times they may be very kind and pleasant, whereas other times they might be very angry.</td> </tr> <tr> <td data-bbox="1010 708 1249 801">Promises and Threats</td> <td data-bbox="1261 708 2105 801">Sometimes the perpetrator might use violence and intimidation to frighten or force someone.</td> </tr> </table>	Lots of attention	The perpetrator might give you lots and lots of attention to trick you into thinking you are in a loving and consensual relationship.	Gifts	The perpetrator may offer expensive gifts or large sums of money in return for sexual images or acts.	Isolate you	The perpetrator may prevent you from seeing close friends an/or speaking to family so you feel they are the only person you can trust.	Mood swings	The perpetrator may show very different emotions. At times they may be very kind and pleasant, whereas other times they might be very angry.	Promises and Threats	Sometimes the perpetrator might use violence and intimidation to frighten or force someone.
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Mood swings	The perpetrator may show very different emotions. At times they may be very kind and pleasant, whereas other times they might be very angry.											
Promises and Threats	Sometimes the perpetrator might use violence and intimidation to frighten or force someone.											
<p>Sexual Exploitation</p> <p>The actual or attempted abuse of a person's vulnerability to obtain sexual favours. The vulnerability might be examples such as Age or finance.</p>	<p>When can consent <u>NOT</u> be given?</p> <ol style="list-style-type: none"> 1 When a person is drunk or high, to the point that they are unable to speak or look after themselves. 2 Asleep or Passed Out – if they are not conscious they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP! 3 They are underage – Legally a person under the age of 16 cannot give consent to any sexual activity. 4 Mental disability or learning difficulties which mean they are unable to fully understand what they are consenting to. 	<p>Sexting and Consent</p> <p>Sexting may be consensual by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:</p> <ul style="list-style-type: none"> children and young people share images claiming to be from a peer children and young people digitally manipulate an image images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame 										
<p>Coercion</p> <p>Persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.</p>	<p>Who can you turn to for help and support?</p> <table border="1"> <tr> <td data-bbox="1010 1230 1570 1286">Parents or trusted family members</td> <td data-bbox="1581 1230 2105 1286">The Police / Community support officers</td> </tr> <tr> <td colspan="2" data-bbox="1010 1294 2105 1337">School Safeguarding Team or any member of staff.</td> </tr> <tr> <td data-bbox="1010 1345 1503 1406">NSPCC</td> <td data-bbox="1514 1345 2105 1406">Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk</td> </tr> <tr> <td data-bbox="1010 1414 1503 1471">Childline</td> <td data-bbox="1514 1414 2105 1471">Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk</td> </tr> </table>	Parents or trusted family members	The Police / Community support officers	School Safeguarding Team or any member of staff.		NSPCC	Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk	Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk			
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<p>A person who is a minor</p> <p>A person who is under the age of 18 and legally considered a child.</p>												
<p>Sexting</p> <p>Sexting is the sending or posting of nude/semi-nude images, videos or live streams online by young people under the age of 18.</p>												

Lesson 6: One Hundred Percent

Enquiry Question: What is consent and exploitation?

In this lesson, you will learn about non-physical and online consent (physical consent and sexual exploitation are covered in the next session). You will learn that consent given under pressure or coercion is not true consent.

Video 1 (3 mins): Nathan asks Alexa a moral question which they are unable to answer.

Discuss and write: - Is it ever ok to take something without permission?

Video 2 (5 mins): Our presenters introduce issues around consent as non-physical, online and physical (including sexual exploitation). The young adult group shares examples of non-physical consent.

Understanding Consent

1. Natalie and Kane have been dating for three months. Kane tells Natalie that his parents will be away at the weekend and that Natalie should come and stay over so that they can have sex. Natalie declines, saying that it is too soon, and she doesn't feel ready, but that she will stay at his house. On the weekend, Kane restates his desire to have sex. Natalie says again that she doesn't want to, and Kane expresses disappointment. They spend the evening kissing instead.

What do you think about this situation?

Was there consent? How do you know?

2. Reema has liked Fred for ages. She sees him in an art room after school and decides to enter the room. When she does, she realises that he is alone. Fred moves to leave the room, but Reema blocks the door and says, 'I'll let you pass, if you kiss me.' She moves forward to try to kiss him, but Fred pushes her away and leaves.

What do you think about this situation?

Was there consent? How do you know?

3. Noah and Krystal meet each other at a party. At the start of the night, they are both quite sober and kiss and dance together. As the night goes on, Krystal gets progressively drunker, and finds it hard to speak and stand. Noah takes Krystal back to his place and they have sex.

What do you think about this situation?

Was there consent? How do you know?

Video 3 (4 mins): Nathan and Mairi compare consent in real life to the super-fast, snap decision world of online consent.

In pairs, discuss and write: - how can you stay safe online? Mind map your thoughts below.



Is true consent gained for each scenario? Explain your answers below each scenario.

A

Kelly wants to go shopping in town with her friends, but her Mum asks her to stay at home to look after her younger sister Sophia. Kelly doesn't want to say yes to start with, but her Mum doesn't often ask her favours like this and Kelly knows it would really help her out. Also, she might have fun with her little sister after all...Kelly says she'll stay at home and she and Sophia decide to bake cookies.

B

Marcus is at his mate's houseparty. People are drinking lots and put pressure on Marcus to join in. Marcus hasn't ever had an alcoholic drink before - his family are teetotal. But Marcus doesn't want people to think he's boring because they might not invite him to the next party! People start to make fun of Marcus, saying that maybe he's "not grown up enough to handle it". He says yes, doesn't enjoy the drink but keeps going for the sake of appearances, and has a bad headache the next day.

C

Jemima is in Topshop with Daisy, the most popular girl in school. Even though Daisy had asked her to go shopping days ago, Jemima still couldn't believe that Daisy wanted to hang out with her outside of school!

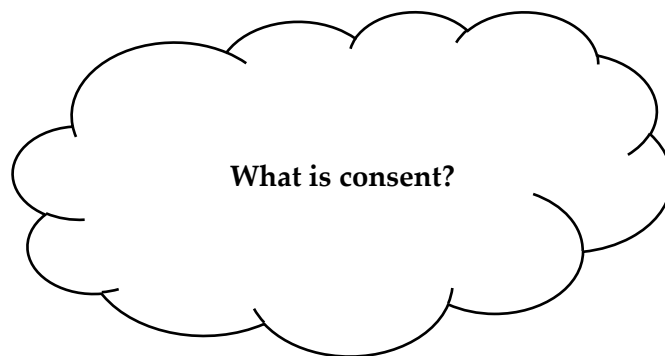
In the accessories section, Daisy checks around to see no-one is looking and then slips a fancy hair bow into her pocket. She turns to Jemima, puts her finger on her lips and then says, "now it's your turn". Jemima doesn't want to steal anything but feels she doesn't have a choice if she wants Daisy to carry on hanging out with her. She puts a packet of hair grips into her pocket. When she gets home, she throws them straight in the bin.

D

Benji receives a nice message from his girlfriend Beth, which says “I’m so happy we’re together. I love you.” He is really pleased and so shows his best mate Nick, who promptly grabs Benji’s phone from him. Benji tries to grab it back, but before he does, Nick has already texted Beth asking for a nude picture. Benji only knows that Beth has sent a picture by Nick’s reaction. Before he is able to get the phone back, Nick has already sent the picture on to a few of their other friends.

Video 5 (4 mins): With reference to traditional marriage vows, Nathan and Mairi discuss the true nature of consent.

Based on what you have learned in this lesson, complete the mind map with points about what consent is below:



Knowing my rights and responsibilities (Sexual Harassment)



Sexual Harassment
Unwanted and inappropriate sexual remarks or physical advances.

Sexual Exploitation
The actual or attempted abuse of a person's vulnerability to obtain sexual favours. The vulnerability might be examples such as Age or finance.

Coercion
Persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.

Human Rights
Rights which belong to every person e.g. the right to life.

Injustice
A lack of fairness of justice in how someone is treated.

The Law on Sexual Harassment	
Lawful definition	When someone carries out unwanted sexual behaviour towards another person that makes them feel upset, scared, offended or humiliated.
Equality Act 2010 includes a range of behaviours:	Sexual comments and noises (whistling), sexual gestures, leering and suggestive looks, unwanted flirting or sexual advances, sexual requests, unwanted messages, intrusive questions, commenting on someone's body, spreading sexual rumours, standing too close to someone and unwanted contact, stalking, indecent exposure and upskirting.
Discrimination	Sexual harassment is a form of unlawful discrimination under the Equality Act 2010
Criminal features of sexual harassment	Stalking, indecent exposure, upskirting and physical contact automatically break criminal law
Consequences	<ul style="list-style-type: none"> Police can arrest the person who has committed the crime The person can be charged and face a criminal trial The punishment could lead to a prison sentence

Who can you turn to for help and support?	
Parents or trusted family members	The Police / Community support officers
School Safeguarding Team or any member of staff.	
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk

Lesson 7 – Knowing My Rights and Responsibilities

Enquiry Question: What is physical consent, sexual exploitation, and human rights?

The final session of this programme explores issues around physical consent and sexual exploitation. It also explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.

Video 1 (9 mins): Nathan and Mairi explore issues of consent, sex and ‘signs’ of sexual exploitation, stating that we have the right never to be manipulated or used.

Discuss and write:

What do you think about what Nathan and Mairi said in the video?

Physical Consent Scenarios

A

Fliss and Naomi are best friends and are at a party together. Fliss notices that Naomi is drinking a lot and starting to slur her words. Jake, a cute guy at the party, approaches Naomi, who is totally drunk. Jake asks Naomi if she wants to hook up. Naomi nods her head and is led upstairs by Jake. Fliss can see that Naomi is stumbling up the stairs.

- What do you think about this situation? Is consent possible? Why or why not?
- Would it be different if both Jake and Naomi were intoxicated?
- What could Fliss do to help her friend? What could one of Jake’s friends do?

B

Nick and Aisha have been dating for 6 months. Nick feels he is ready to have sex. Nick invites Aisha over to his house one weekend night when his parents are out. Alone in the house, Nick talks with Aisha about wanting to have sex and Aisha tells him she's not ready. A little later while making out in Nick's room, he asks her again about having sex. Aisha shakes her head no and looks away. Nick is disappointed but goes no further.

- Was there consent in this scenario? What did the person say or do to let them know?
- What do you think about Aisha and Nick's relationship?

C

Elena and Rob are in the library, working on a school report. At the computer station, Elena begins to give Rob a backrub. "This research is boring," she says. Rob shrugs his shoulders under her hands. Elena puts her arms around him from behind and pulls him close to her. Rob leans forward and hisses, "Cut it out, you're going to get us in trouble." Elena pulls him into the corner. As Rob puts his hands on her shoulders and tries to push her away, she pulls him to her and kisses him.

- Was there consent in this scenario? What did the person say or do to let them know?
- Compare this with a different version of the same story:

D

Lottie walked Chloe home after they saw a movie together. When they got to Chloe's house, they stood talking for a while. When Lottie gave Chloe a hug goodnight, Chloe responded with a quick kiss on the lips. Lottie smiled and said, "Can we do that again?" Chloe laughed, and they kissed for a long time. They went inside and kept kissing. Lottie wanted to go further, but couldn't really tell what Chloe wanted by her body language.

- Was there consent for the kiss? What did the person say or do to let them know?
- Was there consent to do anything further sexually?
- What should Lottie do in this situation?

E

Lisa, or Miss Meredith, is 23 years old. She is a PE teacher and coach for the girl's hockey team at Lakeside Academy. She has been coaching the boys' hockey team lately because the boys' coach has been off sick. Some of the girls notice that Miss Meredith is quite flirty with some of the boys on the team. She has also been offering a few of the boys private coaching sessions, but tells them to keep it a secret, so the girls don't get jealous. A member of the boys' team tells his friend Taylor that he and Miss Meredith got together on the weekend.

- What do you think about this scenario?
- Is consent possible in this situation? Why or why not?
- What would you do if you were Taylor?

F

Freya and Jordan have been going out for a year. They have been next door neighbours since they were little, so they know each other really well and really care for each other. Freya is 13 and Jordan is 15. Recently they have been talking about having sex with each other. They discuss what is OK and what is not OK with each other.

- What do you think about this scenario? Is there consent? Is it legal?
- If they have sex, will the experience be a good experience for both of them?

G

Lacey and Callum meet at a house party. They are having fun telling jokes and talking about movies they have both seen recently. Callum reaches over to kiss Lacey. Lacey enjoys it. Callum then starts to touch Lacey. Lacey does like it for a little while and then she starts feeling a little uncomfortable and unsure. She tells Callum she doesn't want to go any further right now. Callum ignores her and continues.

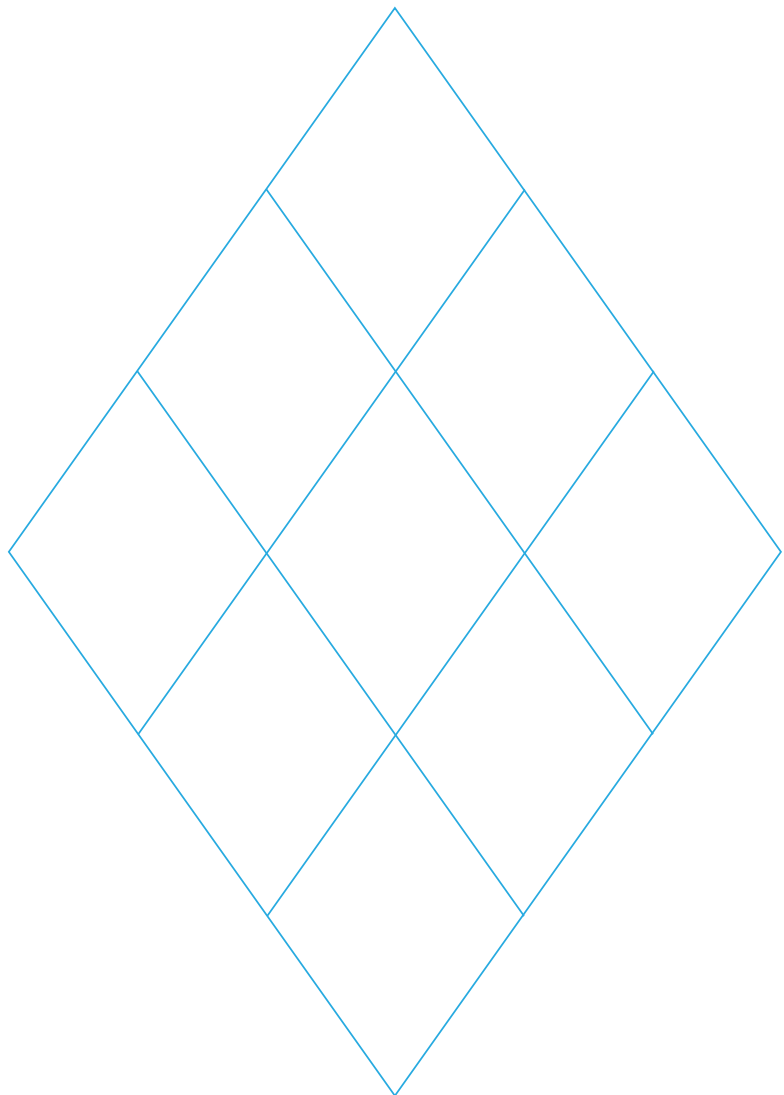
- What do you think about this scenario? Is there consent?
- Is it OK to withdraw consent? Is it OK to consent to some things and not others?

Video 2 (8 mins): Nathan and Mairi discuss the Human Rights Act of 1998 and bring a 'God perspective'.

Look at these rights below from the 1998 Human Rights Act. Which ones do you think are the most important and why? Complete the Diamond 9 below and be ready to justify your answers to the class.

15 Rights from the Human Rights Acts 1998

- 1) Right to life
- 2) Prohibition of torture
- 3) Prohibition of slavery
- 4) Right to liberty and security
- 5) Right to a fair trial
- 6) No punishment without law
- 7) Right to a private and family life
- 8) Freedom of thought, conscience and religion
- 9) Freedom of Expression
- 10) Right to protest and freedom of association
- 11) Right to Marry
- 12) Right not to be discriminated against
- 13) Right to property
- 14) Right to education
- 15) Right to vote



Human Rights: How far do you agree?

Question	Opinion
<p>Should an illegal immigrant who is also a criminal be allowed to stay in Britain because their sexuality means they would be tortured in their own country?</p>	
<p>Should prisoners be given the right to vote?</p>	
<p>Should mosquito devices (high pitched sounds that only babies and children can hear and are used to prevent young people congregating outside shops) be made illegal?</p>	
<p>Given the rise in knife crime, should teachers have extra powers to search students?</p>	

Video 3 (3 mins): Our presenters share a story about Mother Teresa to show that true love is to give the best of ourselves, and this is what makes us truly alive.

Summative Assessment

Complete the table below put a tick in the box that best describes your thinking now, at the end of the unit:

Topic	Not confident	Slightly confident	Fairley confident	Completely confident
The difference between romantic love, sexual attraction and intimacy				
The different views about the purpose of sex				
Different views about sexual desire and casual sex				
Different views about masturbation & pornography				
The difference between love and lust				
How to make sensible choices about sexual relationships				
The different methods of contraception				
The difference between artificial and natural methods of contraception				
The different types of relationships (civil marriage, civil partnership, forced marriage, monogamy)				
The meaning of consent and the issues surrounding sexting				
Sexual harassmtent and exploitation				