

Young People's Sexual Wellbeing Training

Trainers:

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Education, Services and Information



Training and events



Professional resources



Latest news

Services

- ✓ Safe place to talk about sexual health and relationships
- ✓ Local trusted adult
- ✓ Confidential
- ✓ Non-judgemental & friendly

[Services | Healthy
Respect](#)



*healthy
respect* 

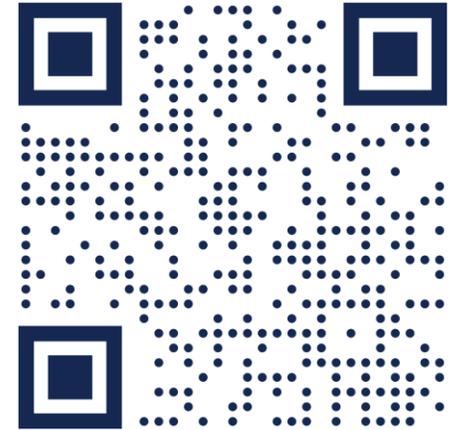




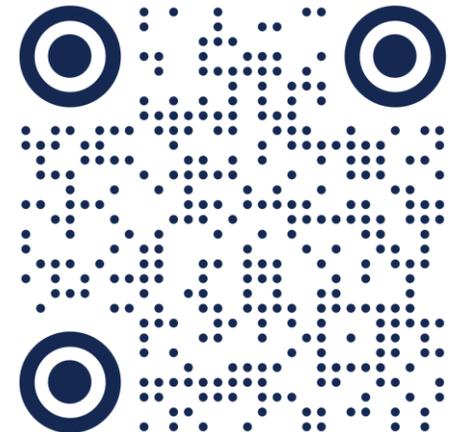
Information

- Up to date sexual health and relationship information
- Great tool to support conversations with young people

www.healthyrespect.co.uk



- [Easy to Understand \(ETU\)](#) accessible sexual health and relationships information for young people with learning disabilities





Scottish national RSHP resource for 3-18 years

[RSHP.Scot](#) Poll



Sexual health and parenthood (RSHP) education for children and young people. The resource is available for schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence.

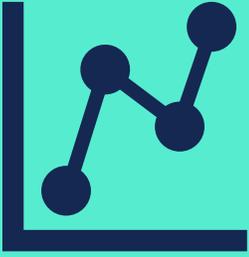
If you are subscribed, you will be kept informed of any developments in the delivery of RSHP education.

This resource will, in the course of this school year, be provided in Gaelic. To undertake this work, we are inviting the Western Isles to complete the work. Please watch out for updates across the coming term.

Chan, fallaineachd feise agus Foghlam phàrantachd (RSHP) do chloinn agus do dhaoin' òga. Le bhith a' dèanamh goireas RSHP air a thoirt thugaibh ann an Gàidhlig thairis air a' bhliadhna sgoile seo. Gus seo a' dèanamh, bidh sinn a' dèanamh a' ghoireis ag obair còmhla ris an t-seirbheis slàinte sna h-Eileanan an Iar. Cumaibh sùil a-mach airson ùrachaidhean.



**What is going on for
young people and
their sexual health?**



What do we know about young people's sexual activity? **Poll**

The next slides will show data from the Health Behaviour in School-Aged Children (2018) Scottish cohort.



Since 1990, prevalence of sexual intercourse among 15-year-olds has fallen (self-report)

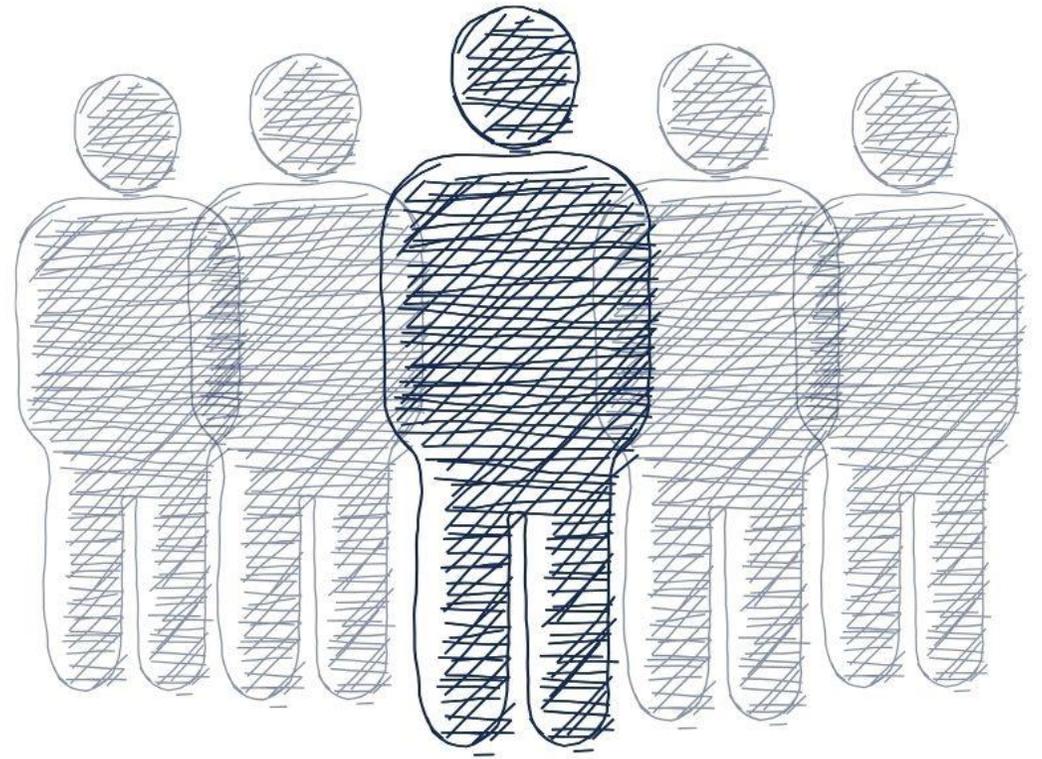
Boys

25% to 22%

Girls

27% to 21%

1 in 5 young people
have sex before their
16th birthday



The average age
people have sex
for the first time is

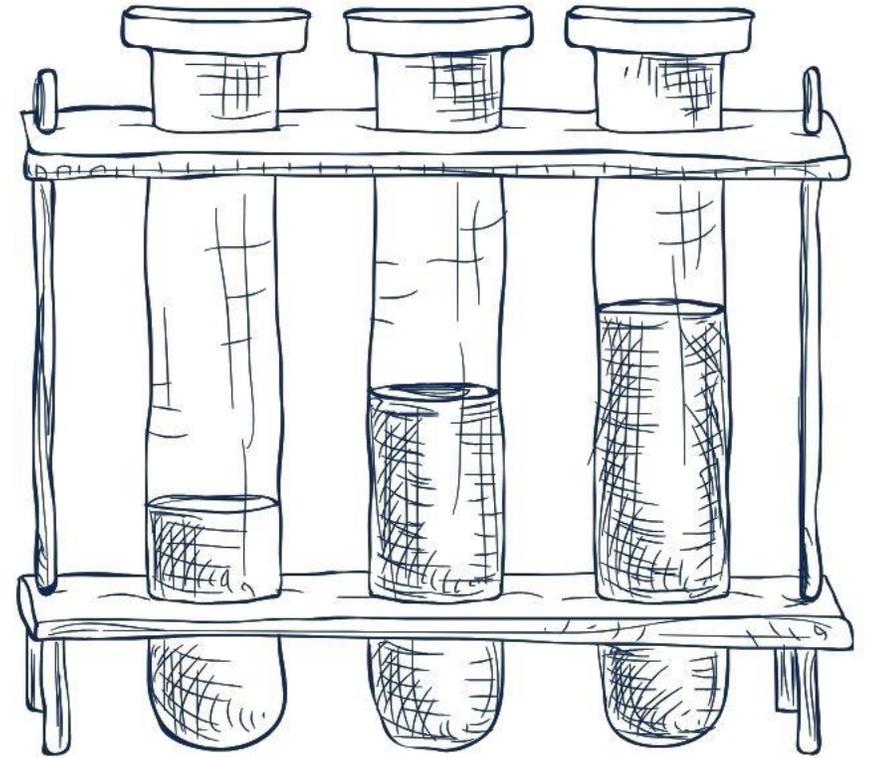


75% of male and **72%**
of female 19–20 year-olds with a
learning disability have had sexual
intercourse

vs. 89% of male and 88% of
female 19–20 year-olds
without a learning
disability

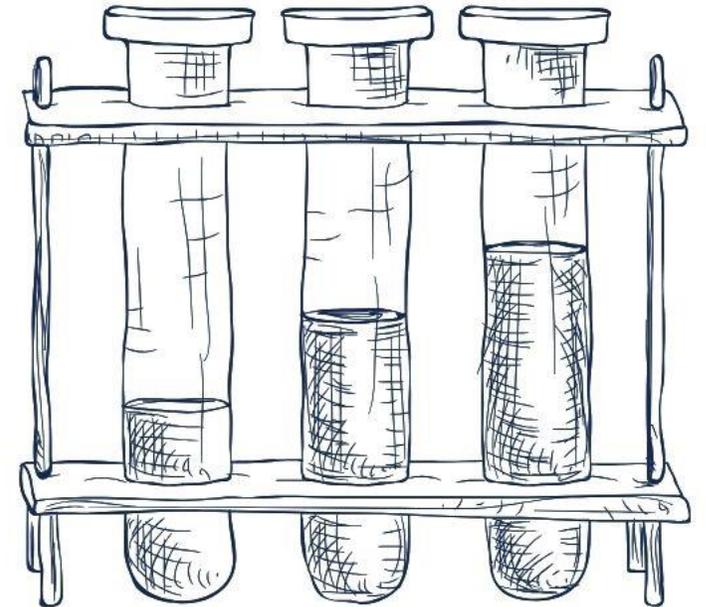


Since 2019, gonorrhoea infections among sexually active people under 25 years of age have doubled



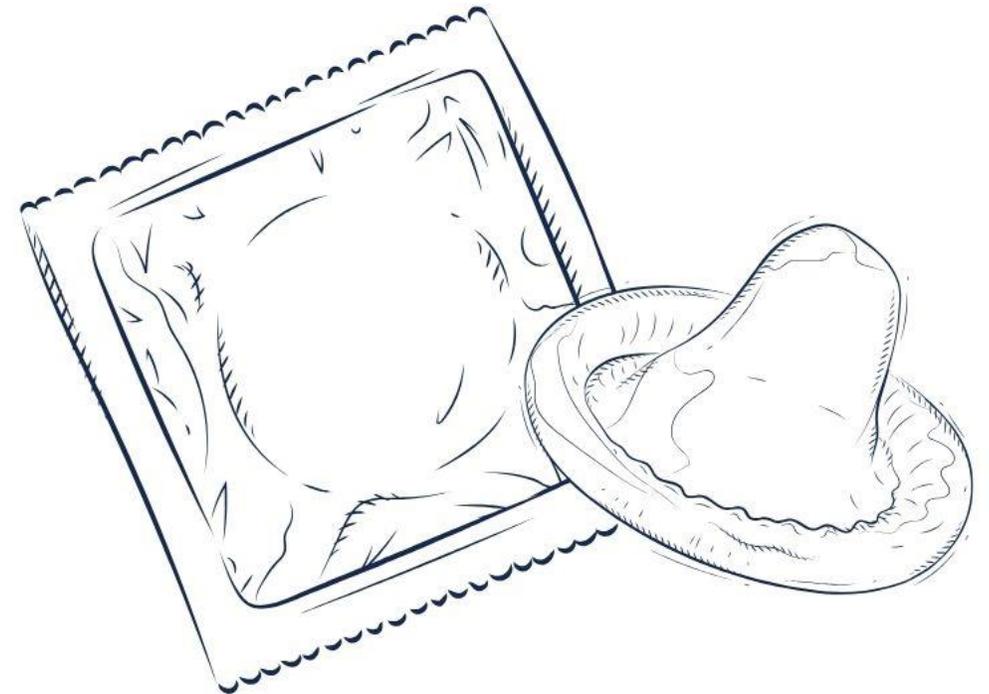
66% of chlamydia infections in Scotland are among young people

In 2022, Lothian reported **22%** of all infections in Scotland and the highest population of infections in men of any Board.



50% of young people said they didn't use a condom the last time they had penetrative sex

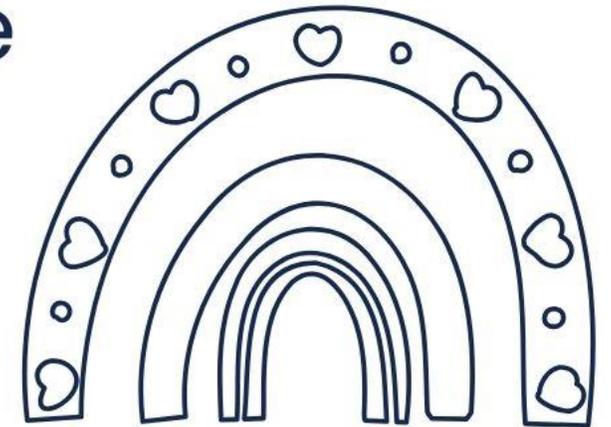
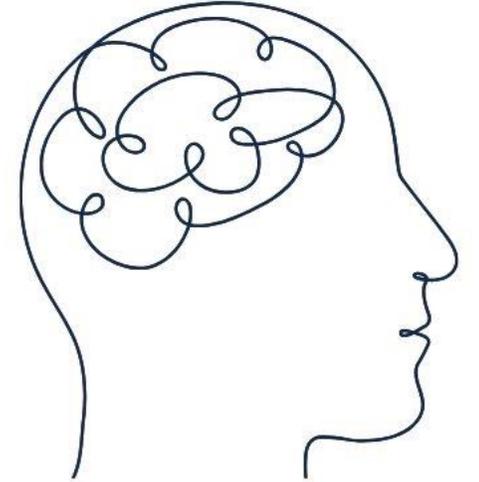
34% said they hadn't used a condom or a birth control pill



Young people have missed out on RSHP education due to the pandemic

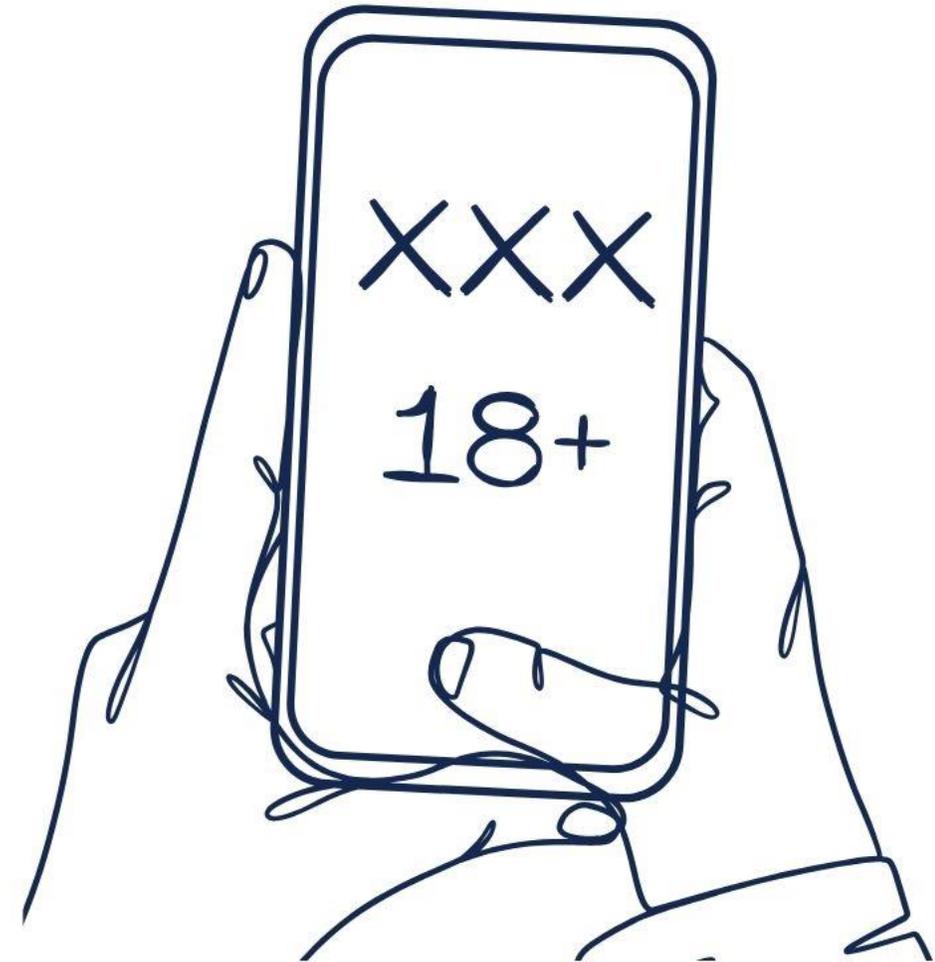
Only **50%** of people with learning disability say they have received sex education

Only **20%** of the people who have received formal sex education have seen LGBTQ+ topics discussed within them



13 is the average age at which children first see pornography

79% have encountered violent pornography before the age of 18





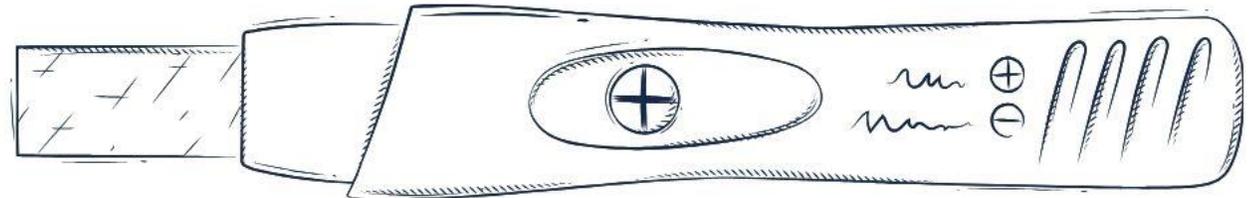
52% of reported child sexual abuse cases involved reports of children (aged 10 to 17) offending against other children

14 is the most common age of children committing sexual abuse offenses

Teenage pregnancies are higher in the most deprived areas, with:

- 13 times the rate of delivery compared to the least deprived areas
- double the rate of abortion

Pregnancy rates are double in 19-20 year-olds with a learning disability

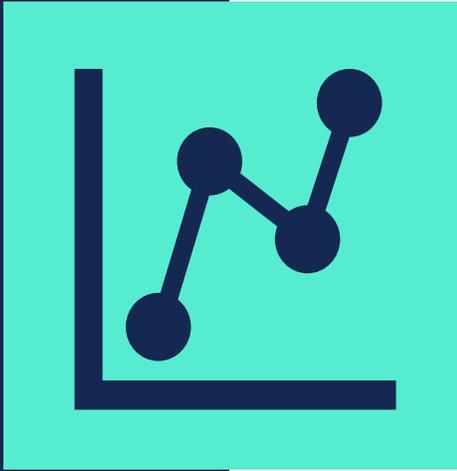


Teenage pregnancy



- The teenage pregnancy rate in Scotland rose for the first time in over a decade.
- Published in July 2024, end date of info Dec 2022.
- Increase mostly driven by pregnancies in those aged between 17 and 19 years.
- Under 16's accounted for 5% of teenage pregnancies and under 18's for 32%.

[Teenage pregnancy summary report](#)



Social factors and impact

- Access to services not back to pre pandemic rates
- Inequalities
- RSHP Gaps
- Cost of living crisis
- Hormone hesitancy



Values, Norms & Rights

Values, Norms & Rights

Our **views** on what behaviour constitutes as appropriate sexual behaviour, are driven by our values, perceived norms and the laws of where we live.

Sexual / intimate/ romantic behaviour is deeply rooted in **values and norms** e.g. loyalty, respect, modesty, kindness, honesty, equality, getting married, monogamy.

Our values are very **personal** and maybe quite ingrained.

Crucial to **be aware** of our personal views and how they might **impact on our approach** with young people.

Values & Norms

Values

Personal principles or standards of behaviour; a person's judgement of what is important in life.

Norms

Attitudes and behaviours that are considered normal, typical or average within that group.

What we think others do & what we think others think we do/should do.

Sexual behaviour is one of the most judged aspects of life. There are huge pressures on people to behave in a sexually **appropriate** manner and **conform** to perceived norms.



Values Activity

1. As individuals reflect in private on the following statements and think about whether these things are... **Right, Wrong or Ok** in some situations
2. In groups discuss some of the statements that had the biggest emotional reaction
3. Discuss the impact strong emotional responses might have on our approach to delivering RSHP to young people

3. Values and Norms session

	Right	Wrong	Ok in some situations
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



1. Abortion
2. Sex under the age 16
3. Having an operation to change your sex (to align with your gender identity)
4. Discussing pornography with S2 pupils
5. Teaching young people with learning disability sexual health education
6. A trans girl using the girls toilet
7. Parents removing their child from RSHP lessons
8. Same sex couples adopting children
9. Talking to young people about sexual pleasure
10. Under 16's accessing confidential sexual health services without parental knowledge
11. 'Sexting'
12. Casual sex

How could not being aware of our personal values impact on children and young people?

- Gaps in learning, putting young people at risk
- Might feel unsupported, isolated, judged
- Reinforce negative stereotypes
- Might impact on access to support & services
- Deny them of key life skills
- Restrictive, protective measures



Strategies for working with strong values

- Recognise that we all have areas/topics that we are less comfortable with
- Knowing your triggers/topics that make you feel uncomfortable, or you have strong feeling about
- Share good practice - Ask for help from peers
- Plan across the organisation and create an honest and supportive culture
- 121 Supervision
- Role model/share
- Be open to other approaches





Key messages

- Aspects of RSHP may be challenging but it is an essential area of learning for children and young people (Rights)
- It is important to be aware of any areas that are challenging for us personally but...
- Our practice needs to take place within the legislation and policies we are expected to work within.



Policies, Planning & Practice

Preparing to deliver RSHP

1 Check internal policies & procedures e.g.

- Child protection
- Managing sexualised behaviour
- Confidentiality
- YP leaving site for appointments

1

2 Check local authority policies, procedures & guidance e.g.

- Child protection
- Underage sexual activity

2

3 Check national policies, procedures & guidance e.g.

- Child protection
- Harmful sexual behaviour
- Underage sexual activity
- Conduct of RSHP education
- Healthy relationships and consent: key messages

3

Check your training is up to date and reflects current issues for young people.

4

Identify local support services and youth resources

- School nurse details
- Youth sexual health clinics
- LGBT support services
- Local youth services
- Trusted websites for YP (Healthy Respect, Childline, etc.)

5

Assess needs in your context

- What topics are coming up with your young people?
- Any recent incidents that highlight a need for additional focus in RSHP

6

Assess group/individual needs

- What does this group/YP need?
- Can everyone learn effectively in this group?
- Group rules and boundaries

7

Gather resources e.g.

- RSHP.Scot lesson plans
- Topic boxes (contraception, period products, condom demonstration)
- Videos
- Accessible materials for LD/ASN learners
- Posters for websites and for services

8

Plan your delivery

- When will students learn what topics?
- What do your YP want to know?
- Practice core messaging on key topics like, consent, porn, local services, confidentiality, etc.

9

Communicate with home (schools)

- Inform parents and caregivers of planned delivery
- [RSHP.Scot has information on communicating with home about RSHP delivery including a parents evening presentation.](#)

10



Working With Children And Young People Who Have Displayed Harmful Sexual Behaviour:

Evidence Based Guidance For Professionals Working With Children And Young People.

Scottish Government Guidance on Harmful Sexual Behaviour

- The continuum of sexual behaviour in childhood
- Harmful sexual behaviour and the Law
- Preventing harmful sexual behaviour in childhood and adolescence
- Practice Examples – Identifying and responding to behaviours
- Links to other relevant guidance and resources to use with children &YP

The continuum of sexual behaviour in childhood

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
Shared decision making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking, or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

Teenage Sexual Behaviour (13-18)

Green

- Occasionally making light hearted sexual jokes with friends of a similar age
- Flirting or sending sexual images to someone the same age, if both consent
- Asking questions about sex and relationships
- Looking at online information about sex and relationships
- Masturbating at home, when alone in a private space
- Showing affection and experiencing physical intimacy, such as kissing, hugging and holding hands
- Sexual activity, including sexual touch, oral sex and penetrative sex amongst older consenting teenagers
- Not having sexual feelings or choosing not to experiment sexually

Amber

- Choosing to spend time viewing sexual pictures and videos over other hobbies and interests they enjoy
- Sending pornography to others
- Using overly sexualised language
- Exploring extreme sexual fetishes, involving physical harm or illegal behaviour
- Seeking sexual advice from untrustworthy sources such as pornography or unmoderated forums
- Willingly engaging in sexual activity with someone of a similar age during early adolescence
- Sharing sexual pictures or videos of themselves with someone of a similar age. This might be common, but can be risky and it is illegal to possess, make or share a sexual picture or video of someone under 18

Red

- Taking or sharing sexual pictures of someone without their consent
- Having sexual conversations or sharing sexual images with children much younger than themselves or with those that are particularly vulnerable
- Pressuring other young people or children to do sexual things online or offline, using threats, force, constant hassling or other types of manipulation
- Having sexual interactions with strangers (adults or other young people) online or offline
- Looking at illegal sexual material, for example involving animals, children or extreme violence
- Having sexual contact with an animal
- Exposing their genitals in public or sending unsolicited pictures of their genitals to others

Edinburgh and Lothians Multi-Agency Under-Age Sexual Activity Guidance

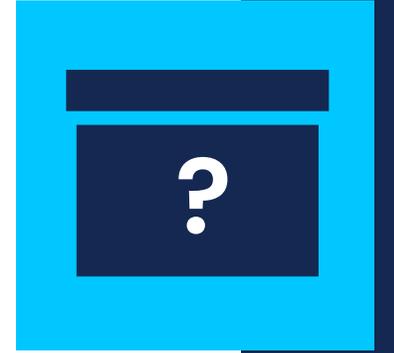


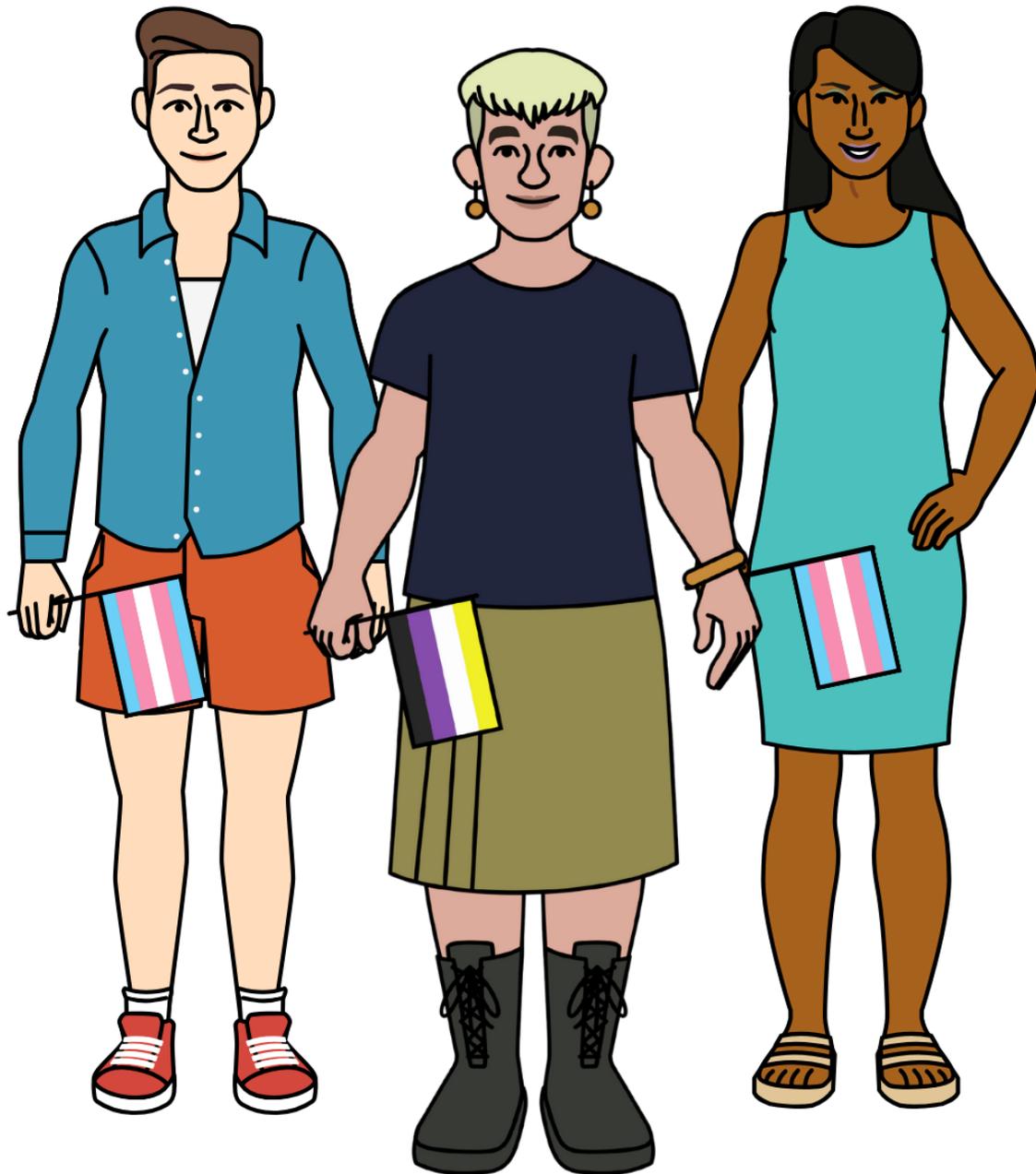
Edinburgh and Lothians Multi-Agency Under-Age Sexual Activity Guidance

- Guidance for practitioners in responding to underage sexual activity (on and off-line) including;
 - Risk assessment guidance
 - Information Sharing and Confidentiality
 - Examples from practice
 - Links to other relevant local guidance

Anonymous question boxes

- Establish clear rules about personal questions and respect (no personal questions)
- Supply matching paper to every student
- Everyone puts something in the box
- Questions about you can be about what is 'normal'
- Porn categories don't have to be defined
- Answer all questions earnestly if possible
- If you don't know the answer, research and come back to it another time





Understanding LGBT+ identities

Poll





Lesbian



Gay



Bisexual



Trans



Queer



Intersex



Asexual

Others

L

G

B

T

Q

I

A

+

Sexual orientation

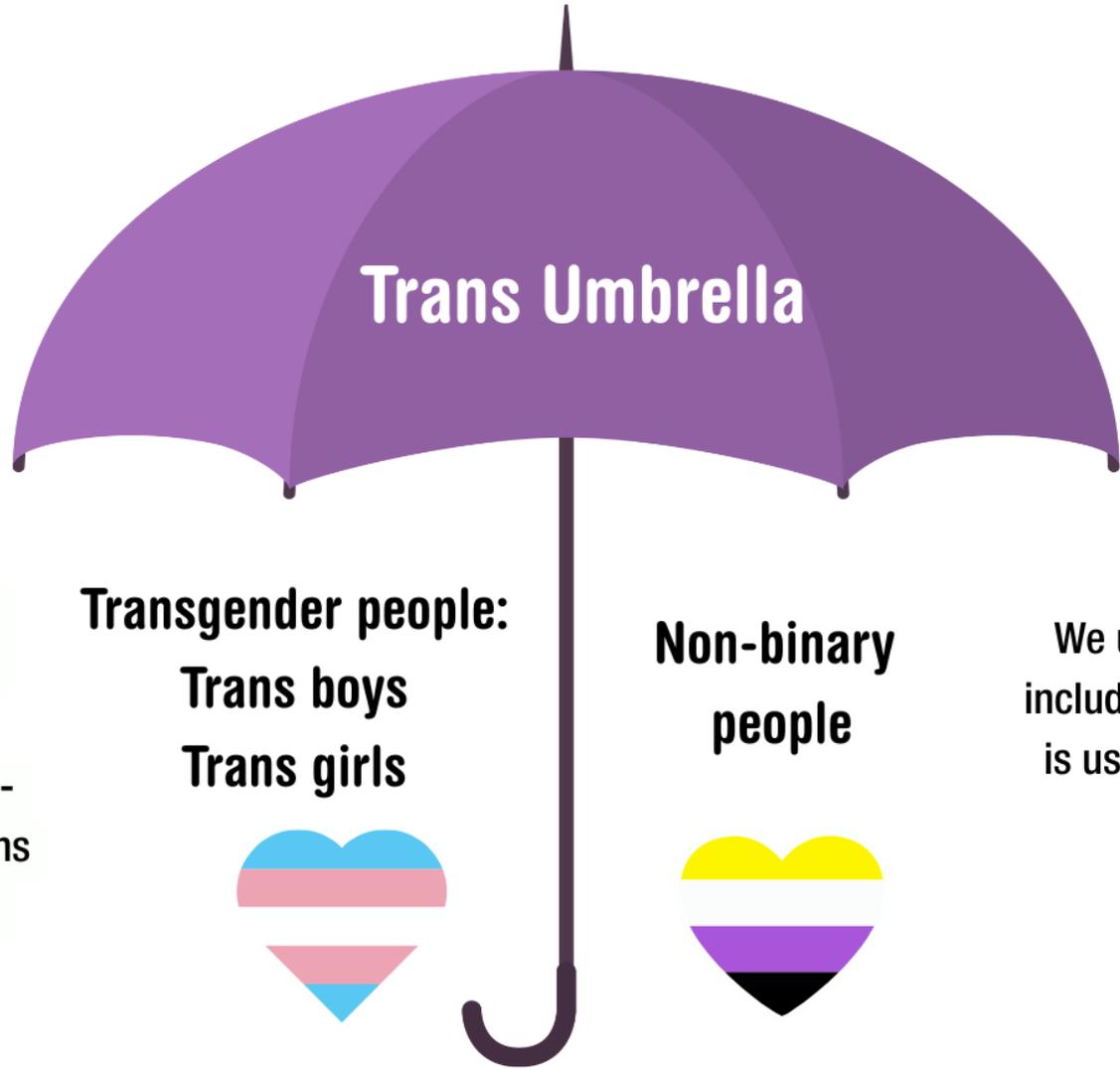
Gender Identity

Umbrella term

Biological sex characteristics

Sexual orientation





Trans Umbrella

'Trans' as an umbrella term including (but not limited to) transgender, transsexual, genderqueer, genderfluid, non-binary, agender, trans man, trans woman, trans masculine and trans feminine.

Transgender people:
Trans boys
Trans girls

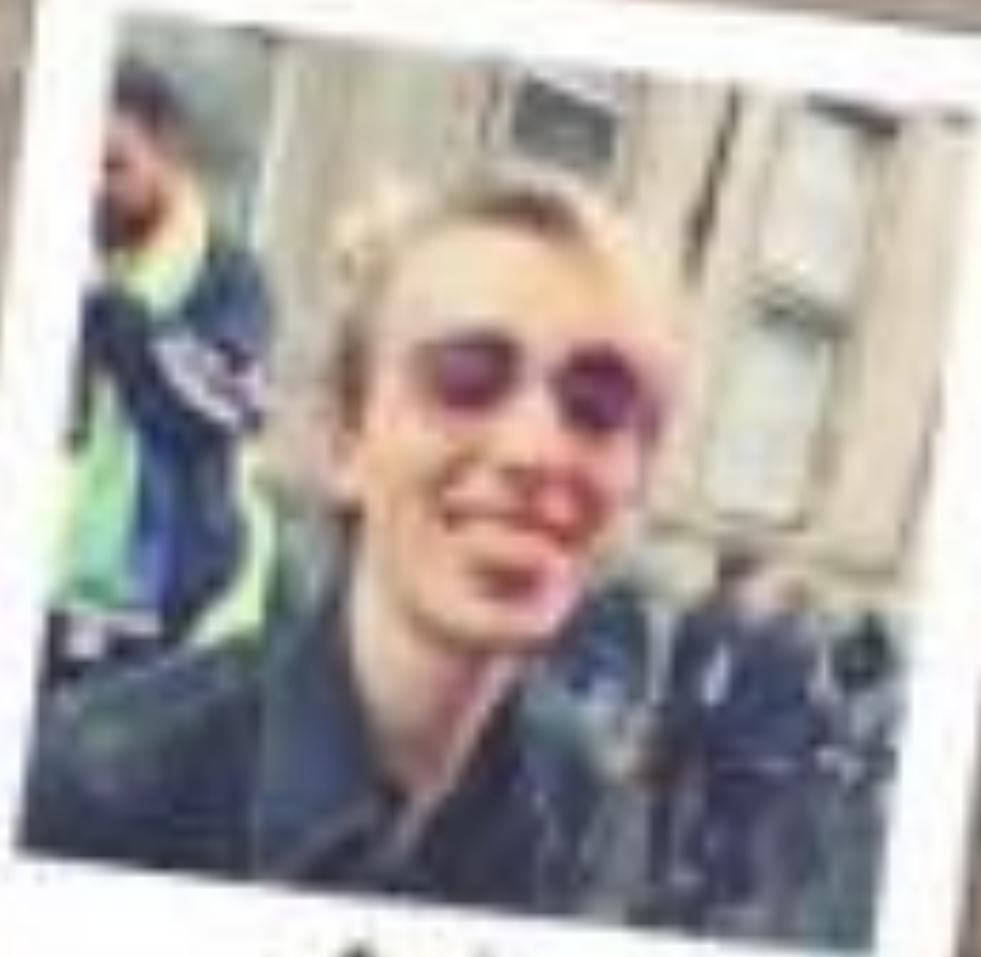


Non-binary people



We use the 'umbrella' term to include all trans identities: 'trans' is used widely to include many identities





Emily



Intersex (VSC)

Someone whose biological sex is different in some way from what is traditionally considered clearly male or female.

VSC – Variations of Sex Characteristics

[What It's Like To Be Intersex \(youtube.com\)](#)





As shown above:

- A slightly higher percentage (**67%**) of bisexual participants know where to go for information and help with sexual health than gay/lesbian participants (**59%**).
- **66%** of cisgender participants indicated that they know where to get this information, however this figure was lower for transgender participants at **57%**.
- There was also a difference found between older and younger participants, with **77%** of 18+-year-olds knowing where to go for information and help on this issue but just **52%** of under-18s knowing where to obtain this.⁵⁸

Just **46%** of participants believe that they have enough information about sexual health, and this figure again varied between older and younger participants with **59%** of 18+-year-olds believing they have enough information but this figure was only **38%** for under-18s.⁵⁹

68% of participants have received formal classes in sex education,⁶⁰ however only **25%** of the people who received these classes saw LGBTI topics discussed within them.⁶¹

55%

of LGBTI participants

56%

of trans participants

*feel comfortable
coming out to
their doctor*



*Percentage who have enough
information about:*



mental health

56%



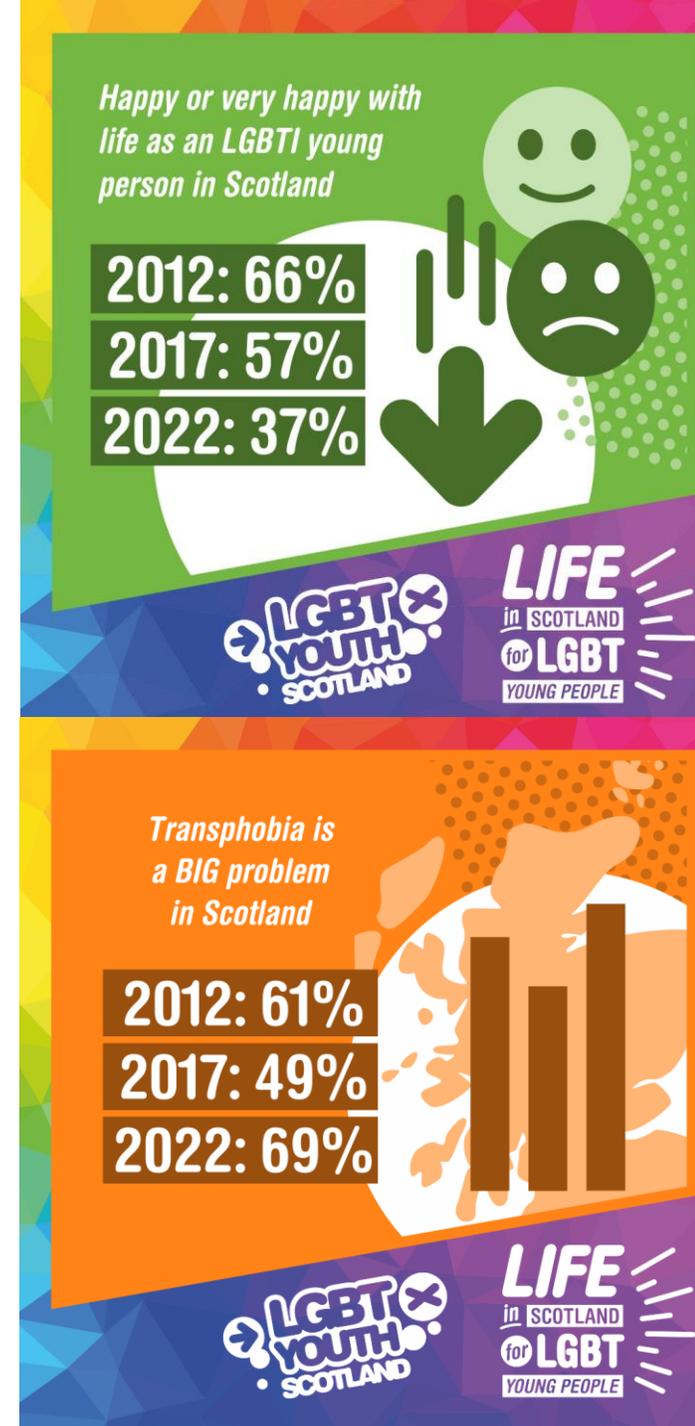
sexual health

46%

Life in Scotland Report by LGBTYS (2022)

- Only 25% of the people who received formal sex education classes have seen LGBTQ+ topics discussed within them
- Only 10% of participants rated the experience of school for LGBTQ+ people as 'good'
- 70% of gay/lesbian participants report experiencing bullying due to their sexual orientation
- 37% are 'happy' with life as an LGBTQ+ young person in Scotland

[LGBTYS LiS e-use \(lgbtyouth.org.uk\)](http://lgbtyouth.org.uk)



Sexual Orientation RSHP Progression



First and second level

The concepts of lesbian gay and bisexual are reference in relation to the concept of love

Lesbian

“A woman who falls in love with another woman.”

Third and fourth level

From primary 7 up the concepts of physical and sexual attraction are introduced

Lesbian

“A woman who is emotionally and/or physically attracted to another woman.”

Transgender in RSHP

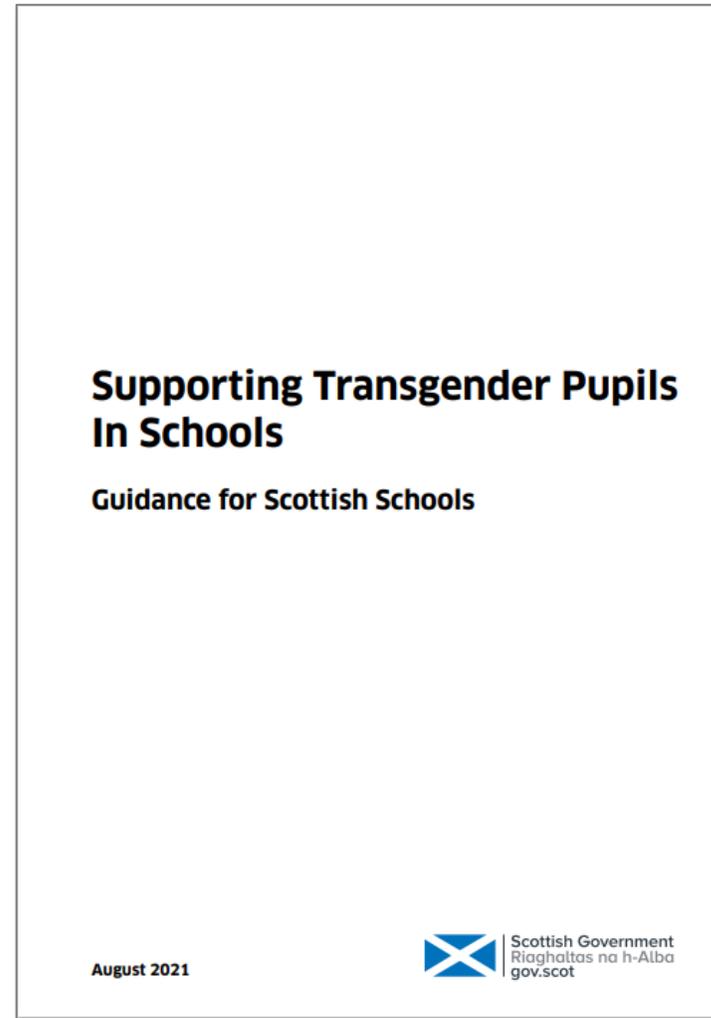
Transgender – (Primary 5)

If a person describes themselves as **transgender** (sometimes people just say **trans**) they feel that the sex they were born doesn't match how they feel inside.

“A **transgender woman** lives as a woman today but was born a boy.”

[Transphobia - RSHP](#)

[Transgender \(S1+\)](#)





Scroll for details



[You Being You
animation](#)

[You Being You
Easy Read](#)



"Gender expression" is how we show

Top tips for trans inclusion and youth work spaces



Top Tips for Trans Inclusion in Youth Work Spaces

Youth clubs and services are spaces where transgender and non-binary young people should feel welcome, relaxed, respected and able to be themselves.

This resource offers practical advice to help you make your setting inclusive for trans and non-binary young people. This is not an exhaustive guide, and we hope you find it useful.

Definitions used:

Gender identity: a person's internal sense of self in relation to their gender, which may or may not align with the gender assigned to them at birth.

Some people may use words like trans and non-binary to describe their gender identity.

Transgender: sometimes shortened to trans. An umbrella term for those whose gender identity or expression differs in some way from the gender assigned to them at birth.

Non-binary: someone who does not identify as only male or female. They may feel like a blend of both or feel like neither.

Cisgender: sometimes known as cis. A term for someone whose gender identity or expression matches the gender they were assigned at birth.

Sexual orientation: This is different from gender identity. It refers to who a person is romantically, physically and / or sexually attracted to. This includes lesbian, gay, bisexual, heterosexual and asexual identities.

We use the term LGBT+ to be inclusive of lots of identities.

Create a welcoming environment

The **visibility** of trans and non-binary people is important. Some simple and practical ways to do this are:

- ✔ Putting posters and LGBT+ flags on walls throughout the building
- ✔ Displaying leaflets around the building
- ✔ Staff and volunteers wearing rainbow lanyards and badges
- ✔ Including LGBT+ information in your publicity and social media channels

Create an **Equalities statement** and display it around your building and on your website. If it is not possible to have on display, then highlight the statement wherever possible.

Be inclusive

Use of pronouns

- ✔ Always respect and use young people's pronouns. Using the correct pronouns for trans and non-binary young people can make them feel safe and respected. Examples of pronouns are she/her, they/them, he/him.
- ✔ Provide opportunities for young people to say their pronouns. A simple way to do this is for a worker to introduce themselves with their pronouns, then ask the young people what pronouns they use.
- ✔ Include the use of names and pronouns into activities.
- ✔ Check with the young person if they want you to use their pronouns all the time or just in certain circumstances. Some young people may 'come out' in some spaces but not others.
- ✔ Use pronouns and different gender identity options on paperwork. For example, male, female, non-binary, prefer not to say or how do you identify?
- ✔ Provide a space on paperwork for young people to state their preferred name. As with nicknames this may be different to the name used in official documents.

Implications for our practice

Don't assume.....

- 🏳️‍🌈 Everyone is heterosexual
- 🏳️‍🌈 Everyone is cisgender (anyone who is not trans or nonbinary)
- 🏳️‍🌈 That everyone will want a relationship and/or sex
- 🏳️‍🌈 That everyone will want or be able to have children
- 🏳️‍🌈 That babies come into families in the same way





LGBT Youth Scotland

www.lgbtyouth.org.uk

Life in Scotland for LGBT young people

<https://lgbtyouth.org.uk/media/1354/life-in-scotland-for-lgbt-young-people.pdf>

#OurLives: Trans Youth in Focus

<https://www.youtube.com/watch?v=PivoFISFBqk>



Break



Online Life



Much of YP's world and relationships are online.

We can't keep up with all the online changes, but we can have conversations, make connections and build relationships with young people to support them to navigate the online world.

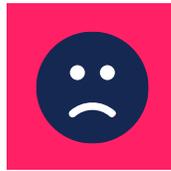


Group discussion

What is online life like for young people today?



What are the benefits of being online for young people?



What challenges or risks might they face?



How does being online affect relationships, sexual health, and wellbeing?

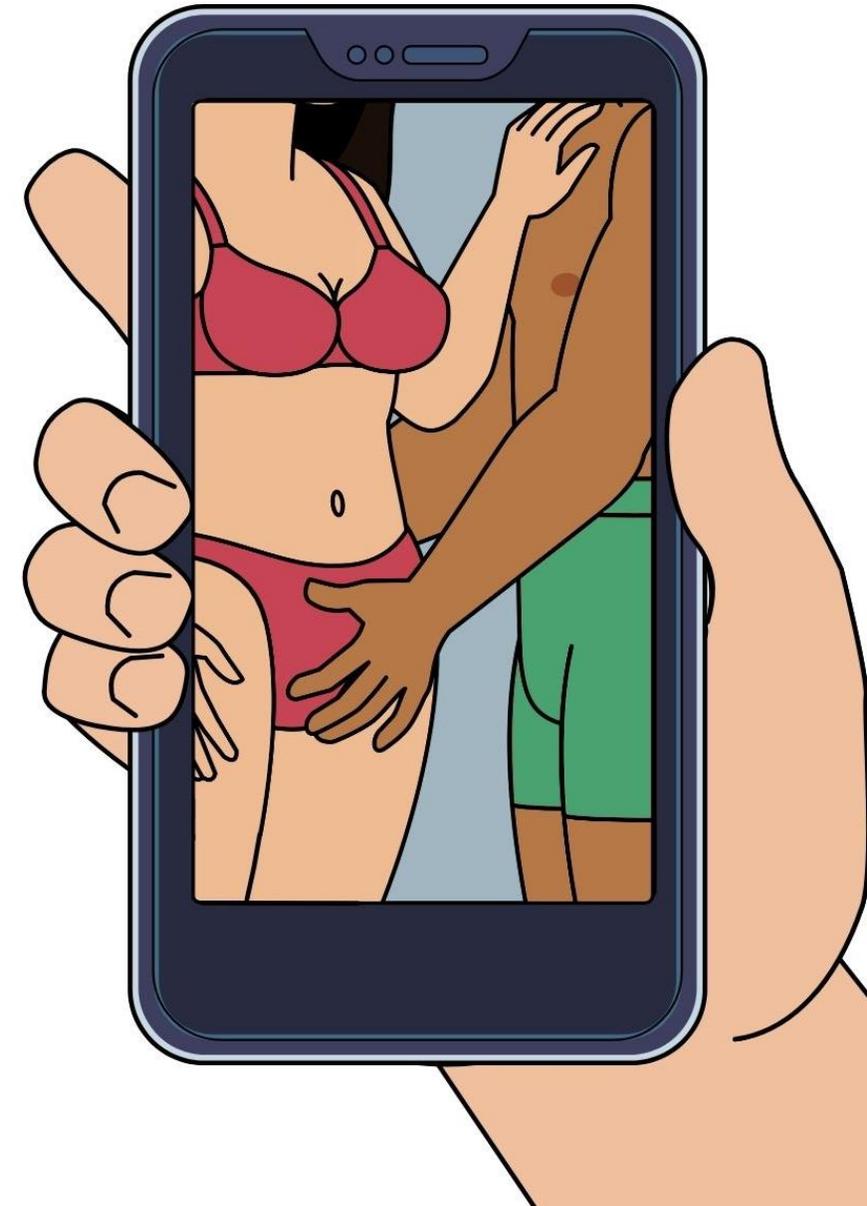
Topics of concern for RSHP

- Porn exposure underage
- Cyberbullying
- Body image concerns
- Online hate
- Grooming /sexual exploitation
- Misinformation (contraception, healthy relationships)
- Nudes
- AI chatbot use



Porn Exposure Research

- 1 in 4 children in the UK report seeing porn before age 11
- 62% of 11–13yrs who had seen pornography report that they stumbled across it unintentionally.
- 75% of parents did not believe their children had watched pornography (58% had)
- LGBT and LD/ASN young people more likely to have early exposure
- 35–45% of heterosexual porn scenes contained physical aggression
- 47% of teens report seeing content online they wish they hadn't seen



([BBFC 2020](#)) (Children's commissioner [2023](#), [2025](#))

Approaches for Porn

- RSHP.Scot has lesson plans and suggested progressions for discussing porn
- Promote critical literacy
- Be non-judgmental and realistic
- Establish yourself as a trusted source
- Promote trusted sources of information about sex and relationships online
- Be honest about legal risks of sharing



Progressions | Porn



First Level

Early learning provided under:

- Private body parts
- Being safe online
- Help seeking behaviours

Second Level

Concepts introduced;

- The term 'porn'
- Simple definition "images or videos private body parts and sexual touching"
- Reinforcing help seeking behaviour

Third & Fourth Level

Concepts introduced;

- Critical Literacy
- Realism vs. Fantasy
- Choice, Consent, & the law
- Reflecting on their own views
- Managing Exposure and seeking support

Senior Phase

Concepts introduced;

- Understanding pornography as a profit-driven global business
- Understanding the effects of pornography exposure on attitudes and brain development
- Recognising pornography's influence on self-image, choices, and behaviour

Porn & Online Safety Resources

Primary

[Online porn](#) | Childline - aimed at 12+ but great resource for teachers to support RSHP.scot & give more content to draw on.

[Online Porn](#) | NSPCC

Secondary

[Important things to know about porn](#) | Brook

[Viewing pornography online](#) | CEOP

[Sex and sexual content online](#) | CEOP

[Pornography](#) | Shore Space

LD/ASN

[Pornography ASN](#) | RSHP.Scot

[Porn](#) | Healthy Respect ETU (Easy read)

Parents

[Online Safety](#) | Parents Protect

[Keeping Children Safe Online](#) | NSPCC

Professionals

[Guidance, policy and research](#) | CEOP

[RSHP.Scot Curriculum Resource](#)

Underage Exposure to Porn | Webinar

Date: 1st December 2025

Time: 4-5pm

Location: Microsoft Teams

[Sign up here](#)

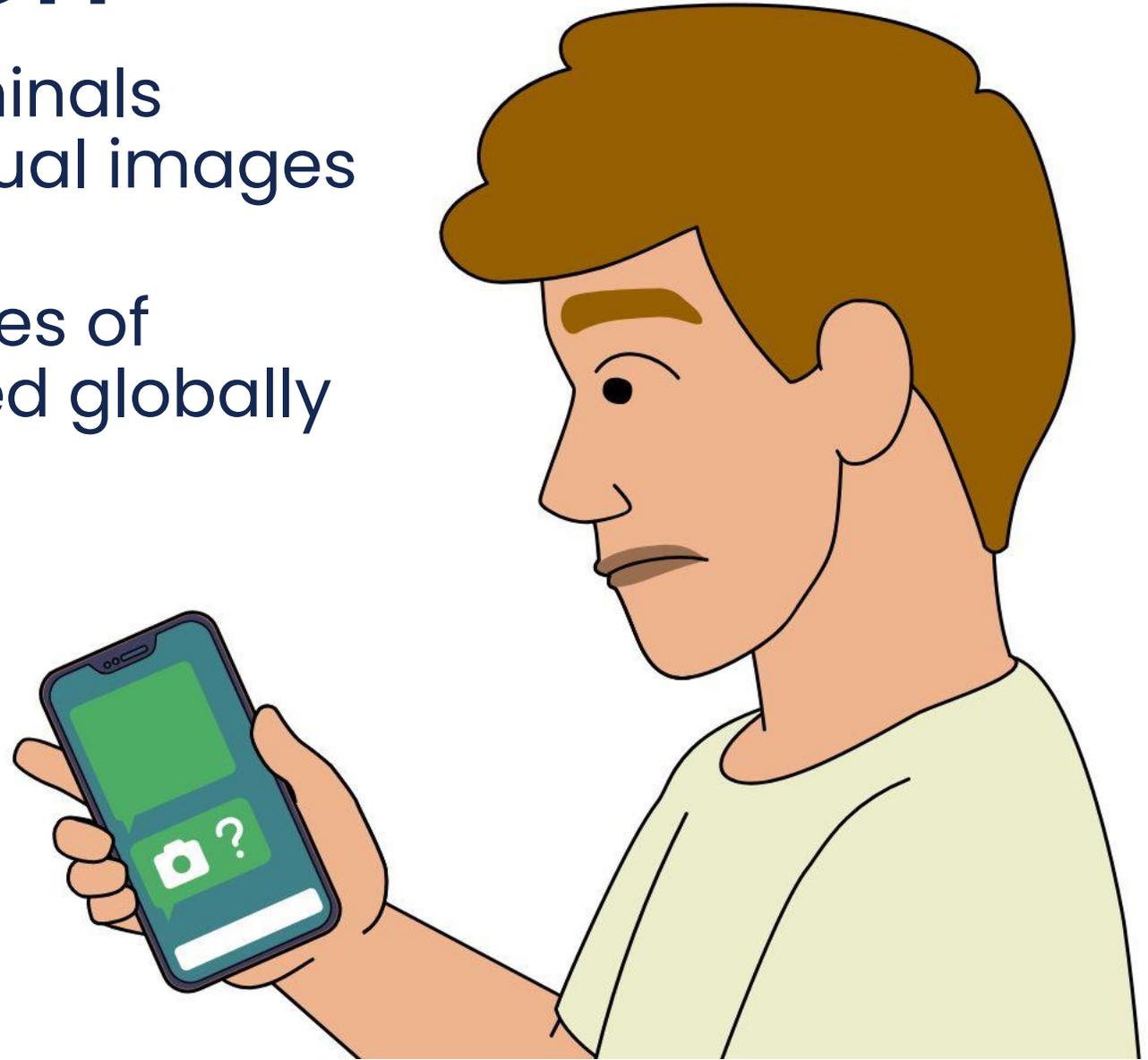


www.healthyrespect.co.uk



Online Sextortion

- Online blackmail where criminals share/threaten to share sexual images for money or CSAM
- The number of reported cases of sextortion more than doubled globally in 2023.
- Most cases of sextortion in Scotland involve male victims aged 14-18.
- Deepfake porn is a known factor in some cases of sextortion



Approaches to Sextortion

- RSHP.Scot includes information in lesson plans relevant to preventing sextortion
 - [Fearless also offers a specific lesson plan](#)
- Ensure that young people know you are a nonjudgmental person to seek help from
- Know your child protection lead
- Familiarize yourself with the [CEOP reporting](#) and [Childline report to remove tools](#)
- Place [CEOP](#) and [Childline](#) posters in your spaces



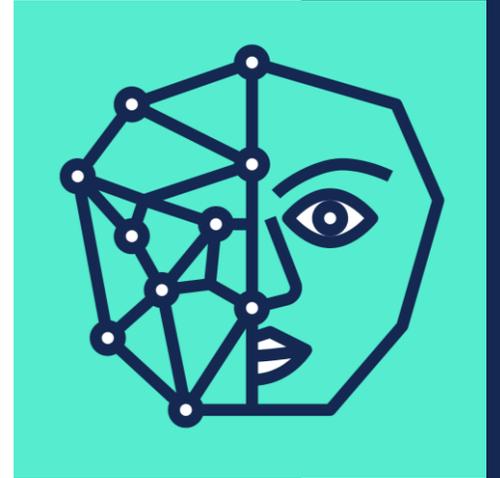


Deepfake Porn & CSAM

Deepfake pornography is created via using an existing photo or video of an individual to create sexual images or videos of that person. This is done by manually editing or via AI technology.

Deepfake porn & CSAM

- Easily accessed and produced
- Recent incidents and UK, EU, US & AUS High schools
- Can result in same trauma as real CSA
- It is illegal to:
 - share deepfake porn of adults
 - share deepfake porn of an adult with a child
 - share AND create sexual deepfakes of children (under 18s)

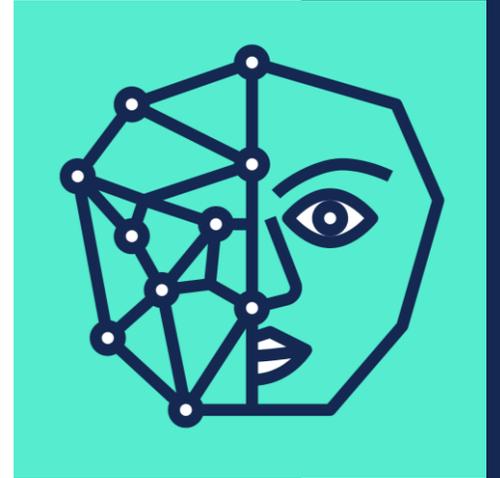


Approaches to Deepfake porn & CSAM

Minimal guidance on safe delivery of education available currently.

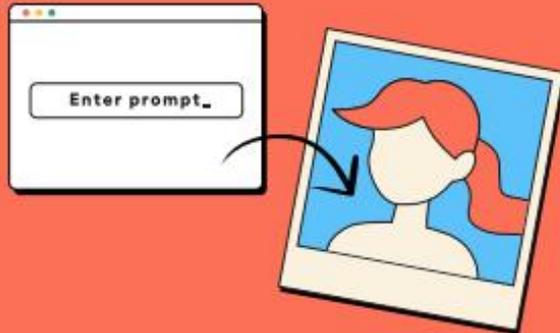
Can fit under education about sharing nudes. When you establish that it is illegal to share nude images of an under 18-year-old, you can specify that it does not matter if the image is 'real or not', it is still illegal.

Caution advisable on making students aware of methods of creating deepfake porn/CSAM.



Child sexual abuse material generated by artificial intelligence

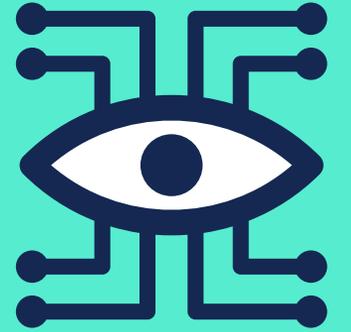
An essential guide for professionals who work with children and young people



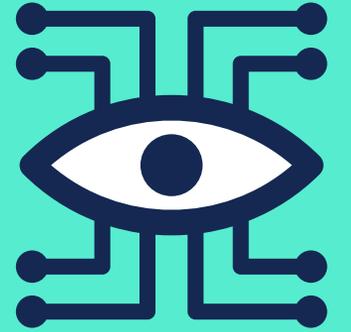
Guidance on AI CSAM

- AI generated sexual images of under 18's is CSAM and should be reported immediately to your Child Protection Lead
- Do not share, download or save the content – even for reporting purposes. Do not view any imagery unless necessary.
- It is not your responsibility to work out how CSAM has been created & if AI was used

Digital surveillance of partners



- Increasing normalization of digital surveillance and control in young people's relationships
- This includes;
 - Sharing passwords/Login details
 - Controlling who they can be friends with or follow online
 - Location tracking
 - Digital activity tracking



Approaches to digital surveillance

- Include information about the right to digital privacy and autonomy when educating about healthy relationships
- Educate about what control looks like in relationships
- Discuss healthy ways to deal with jealous feelings in relationships



Online safety webinars for schools

Register now 



Price
Free



Format
Webinar



Duration
1 hour

Call us: [0116 234 7246](tel:01162347246)

Email us: learning@nspcc.org.uk

Online: [Contact us](#)

Free training to help you keep children safe online, supported by Vodafone

[Link](#)

Scenario 1

Part 1



You discover that a 17-year-old student/young person has air-dropped (shared) porn onto the phone of another 14-year-old student as a joke.

- What would you do next?
- What is the main concern here?
- How do you support?



Working With Children And Young People Who Have Displayed Harmful Sexual Behaviour:

Evidence Based Guidance For Professionals Working With Children And Young People.

Working with Children and Young People Who Have Displayed Harmful Sexual Behaviour

Evidence Based Guidance For Professionals Working with Children and Young People

Teenage Sexual Behaviour (13-18)

Green	Amber	Red
<ul style="list-style-type: none">Occasionally making light hearted sexual jokes with friends of a similar ageFlirting or sending sexual images to someone the same age, if both consentAsking questions about sex and relationshipsLooking at online information about sex and relationshipsMasturbating at home, when alone in a private spaceShowing affection and experiencing physical intimacy, such as kissing, hugging and holding handsSexual activity, including sexual touch, oral sex and penetrative sex amongst older consenting teenagersNot having sexual feelings or choosing not to experiment sexually	<ul style="list-style-type: none">Choosing to spend time viewing sexual pictures and videos over other hobbies and interests they enjoySending pornography to othersUsing overly sexualised languageExploring extreme sexual fetishes, involving physical harm or illegal behaviourSeeking sexual advice from untrustworthy sources such as pornography or unmoderated forumsWillingly engaging in sexual activity with someone of a similar age during early adolescenceSharing sexual pictures or videos of themselves with someone of a similar age. This might be common, but can be risky and it is illegal to possess, make or share a sexual picture or video of someone under 18	<ul style="list-style-type: none">Taking or sharing sexual pictures of someone without their consentHaving sexual conversations or sharing sexual images with children much younger than themselves or with those that are particularly vulnerablePressuring other young people or children to do sexual things online or offline, using threats, force, constant hassling or other types of manipulationHaving sexual interactions with strangers (adults or other young people) online or offlineLooking at illegal sexual material, for example involving animals, children or extreme violenceHaving sexual contact with an animalExposing their genitals in public or sending unsolicited pictures of their genitals to others

Scenario 1

Part 2



The student (14) who received the porn discloses to you that the porn sent to them is an AI generated sexual picture of themselves.

- Does this information change the situation?
- What do you say to the student in response to this info?

Scenario 2

Part 1



Sam, (age 15) shares with you that they have a new partner who they met via online gaming 2 weeks ago. The partner attends high school in Manchester, and they have mutual friends on social media. They intend to meet up next month.

Sam has come to you for help accessing contraception/condoms.

- What questions do you have for Sam?
- Do you have any concerns?

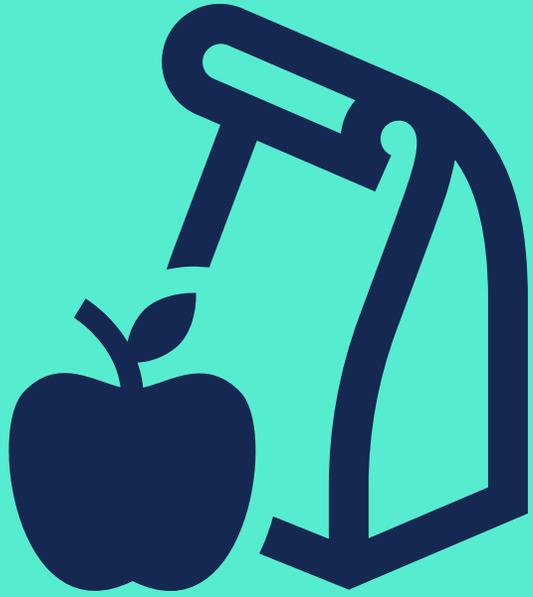
Scenario 2

Part 2

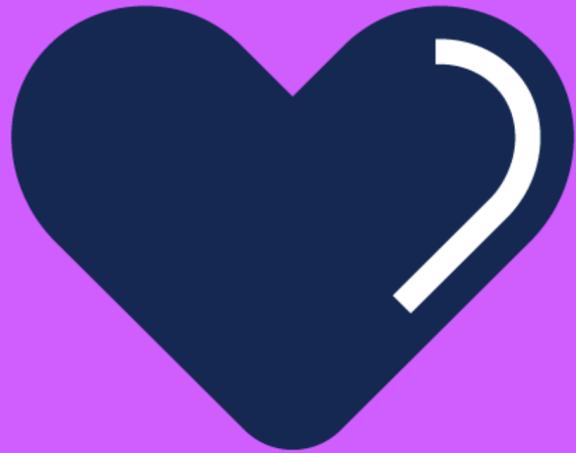


Sam returns to see you the next day and shares they have sent sexual images to their partner, and they are now blackmailing them. Their partner is threatening to share the images online and with Sam's friends and family if they don't send them money/more images.

- What would you do next?
- What is the main concern here?
- How do you support Sam?



Lunch Break



Relationships



Navigating Relationships:

- What makes a **healthy / unhealthy / abusive** relationship?
- How do I **behave** in a healthy relationship?
- How should a healthy relationship **feel**?
- How do I behave if I want to create/maintain a healthy relationship?
- How might it **feel** to be in an **unhealthy** relationship?
- How would I **recognise** an **abusive** relationship?
- How do I behave if I want to avoid creating/maintaining an abusive relationship?
- **How do I get out of an abusive relationship?**

Relationship activity





I'm not jealous. I'm territorial. Jealous is when you want something that's not yours. Territorial is protecting what's already yours.

A real boyfriend 🥰

- Calls you for nothing
- Texts you all the time
- Wants to see you
- Gets jealous
- is overprotective
- loves you



**WHAT TEENS
THINK ABOUT:
RELATIONSHIPS**

[What Teens Think About: Healthy Relationships](#)

We can help by

- Promoting and modelling healthy relationship behaviours
- Teaching relationship skills
- Highlighting unhealthy and abusive behaviours
- Promoting services that support those in unhealthy/abusive relationships





Pleasure



Pleasure – mixed messages...

Naughty

Tidy

Shameful

Thirsty

Hot

Wonderful

Dirty

Passionate

Wicked

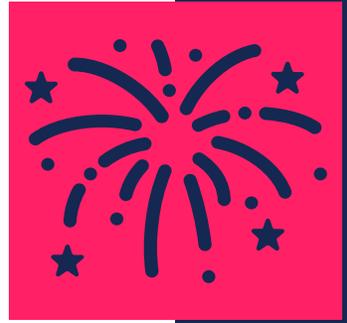
Guilty

Wrong

Ecstatic

Amazing

Boys produced negative narratives in relation to sex and relationships; frequently used words were "**bad**" and "**dirty**" to describe sexual acts. Lack of any positive words or pleasure.



Discourses surrounding perceptions of sexual health repeatedly produced a clean versus dirty dichotomy.

Personal hygiene, visual appearance of genitals, and the absence of infection were incorporated into the meaning of being clean and therefore sexually healthy.

This reflected the focus on the negative consequences of sex from the messages often received in experiences of sex and relationships education within schools.

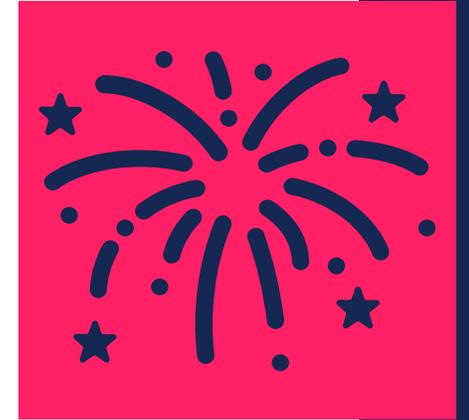
MacGilleEathain, R (2017)

Karim

Brook volunteer



Do we talk to young people about pleasure?



Do you talk about the pleasurable & enjoyable aspects of sex with young people?

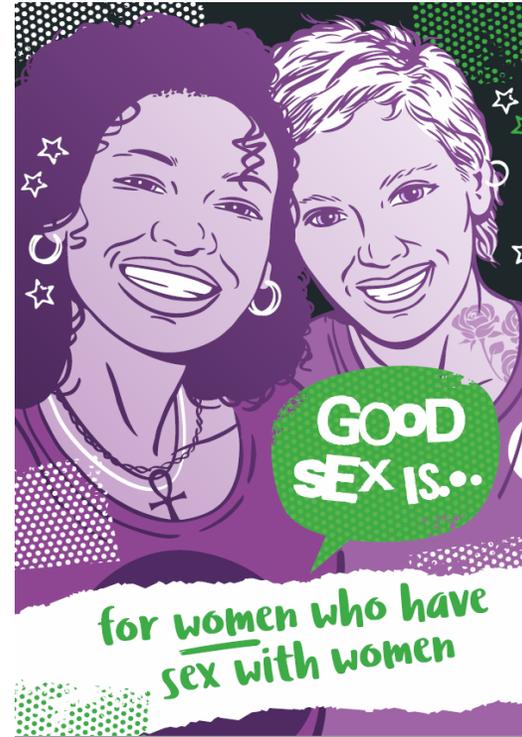
If you don't, what are some of the reasons why?



Pleasure & safeguarding

- Understanding pleasure is an essential part of safeguarding – if young people don't know how it's supposed to feel, how will they know if it doesn't feel okay?
- If they are not enjoying it (emotionally as well as physically) – why are they doing it, are they being coerced or pressured? Is it about expectations?

Supporting resources



[Good sex guide - LGBT Youth Scotland](#)

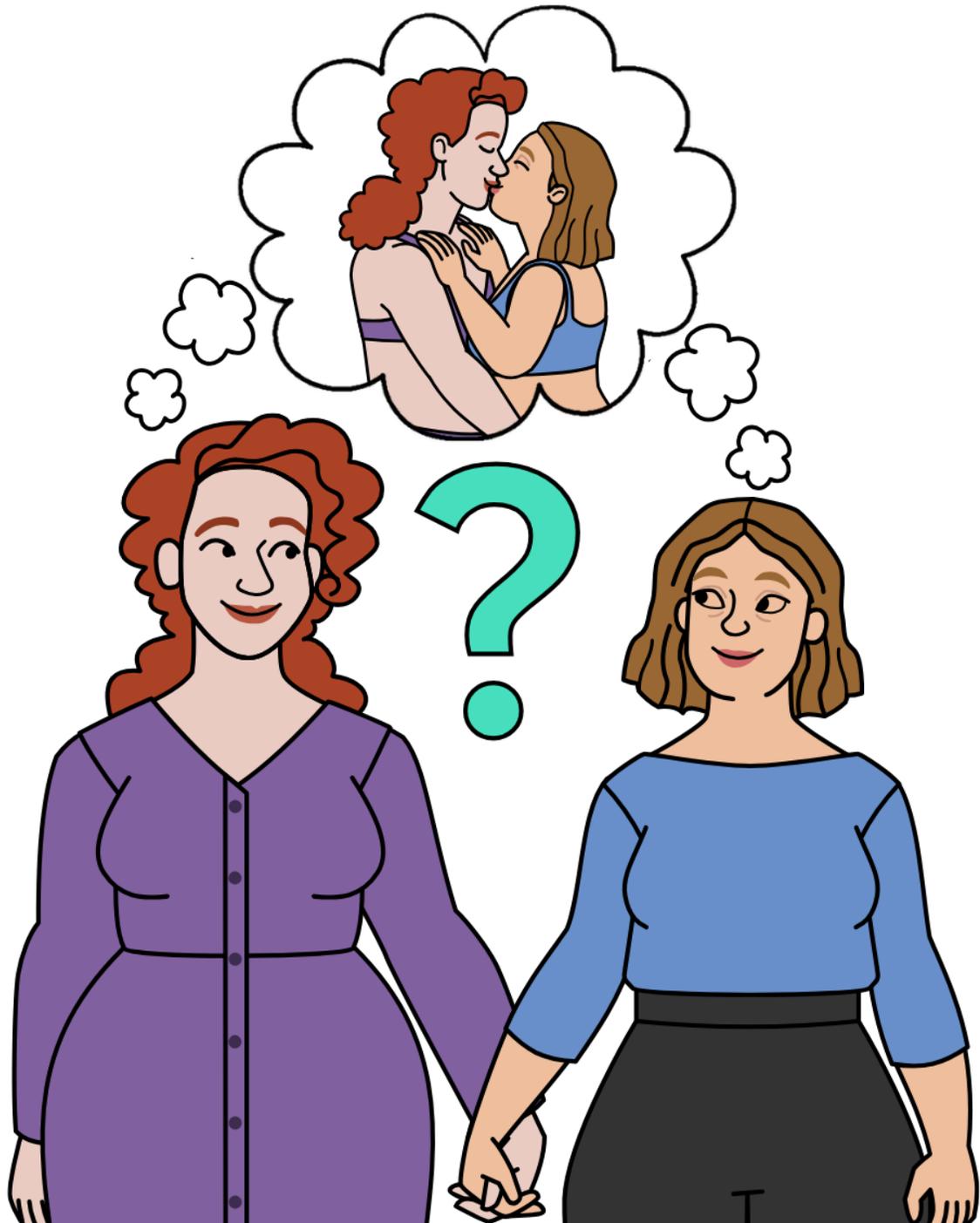
Supporting resources



RSHP.Scot

- **Second level:** [My senses – things I like, things I don't like](#)
- **Third and fourth level:** [My body now: Part 2: How my body changes as I grow](#)
- **Third and fourth level:** [My body now: Part 4: Masturbation](#)
- **Third and fourth level:** [Sexual intercourse: Pressure, pleasure and first-time sex](#)
- **Senior Phase:** [Make it good relationships Part 4: The sexual relationship I want](#)

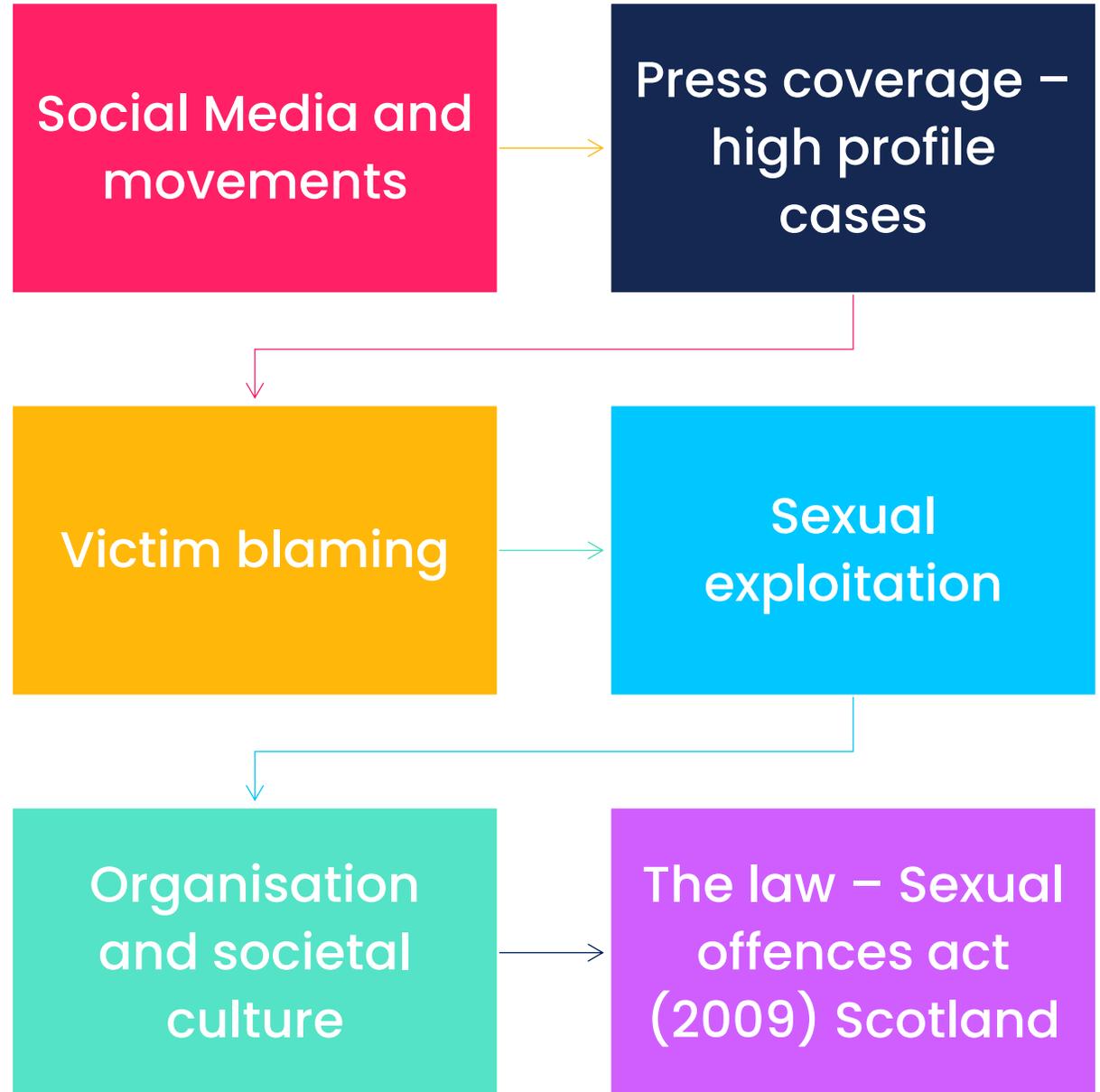
www.childline.org.uk



Let's talk about sexual consent



How is our current understanding of consent shaped?



Sexual Consent and the law

In Scottish law consent is now defined as “free agreement”.

- Can you list up to 6 situations where a person may not be able to give proper consent?

Unable to give consent

- Drugs or alcohol
- Held against their will
- Asleep or unconscious
- Mental disorder where they do not have the capacity to consent.
- Being forced with fear of violence





What is free agreement?

Free agreement' is: willing, freely chosen, active, positive participation. It must be actively given at the time and not presumed. It can be withdrawn at any time, by anyone. For example, just because someone agreed to sex the last time, does not mean they have agreed to sex every time.



Rape

Rape, attempted rape and assault with intent to rape: 'rape' is when a penis is used to penetrate someone's vagina, anus or mouth without their consent (the person did not agree to it). The victim of the offence can be of any gender.



Sexual assault by penetration

....is when the someone sexually penetrates the vagina or anus of another person without their consent. The penetration could involve a part of the attacker's body (for example a finger) or an object (for example a bottle or a vibrator).

The offence of '**sexual assault**' makes it a crime to do any of the following without the person's consent and any reasonable belief that they consented:

Penetrate	Sexually penetrate the vagina, anus or mouth
Touch	Sexually touch the victim
Engage in	Engage in any other form of sexual activity which results in physical contact with the victim, directly, through clothing, with a part of the body or an object
Ejaculate	Ejaculate semen onto the victim or urinate or emit saliva onto the victim sexually

**What is the age of
consent in Scotland?**

16 years old, regardless of sexual orientation or gender

[Local Underage sexual
activity guidance](#)

[National Underage Sexual
Activity Guidance](#)

For under aged sexual activity the law splits children into two groups

Older children are those who are **13, 14 or 15** years old, Sexual Offences (Scotland) Act 2009

Younger children are those who are **12 and under** (up to and including 12 but not yet 13)

Older group '**Teenage consensual sex**'

**In some
circumstances
the age of
consent rises
to 18 years**

It is an offence for a person in a position of trust (e.g. a teacher, youth worker or a carer) to engage in sexual activity with a child under the age of 18 or a person with a mental disorder.

The logo for 'Awkward Moments' is set against a square background split diagonally from the top-left to the bottom-right. The upper-left triangle is purple, and the lower-right triangle is cyan. The text 'Awkward Moments' is written in a bold, white, sans-serif font with a thick black drop shadow, slanted upwards to the right.

**Awkward
Moments**

A sexual health campaign about consent

Targeting 16 – 19 year olds



[NHS Awkward Moments](#)

Key messages
for young people
about healthy
relationships
& consent

Key Messages for Young People on Healthy Relationships and Consent

A resource for professionals
working with young people



Key messages for consent...

Sought not
assumed

Under the
influence
Alcohol/Drugs

Consent for each
sexual activity

Consent can be
withdrawn at
anytime

You need
consent in a
relationship

Check-in and
communicate
with your partner

Enjoyment and
pleasure

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 Planned Parenthood®

FRIES for Consent

The 'FRIES' acronym from Planned Parenthood is a useful tool for exploring the core messages related to consent with young people.

[Read more about FRIES for consent here.](#)

Sharing intimate images and consent

It is illegal to share images of people under the age of 18, even if they gave permission

We all have a responsibility to respect each others' privacy and consent

Think very carefully before asking for, or sending, intimate images

If you share an intimate image of yourself with another person you have a responsibility to make sure that you are happy to send it and you know the other person is happy to receive it.

NEVER share images, shared privately, with anyone else

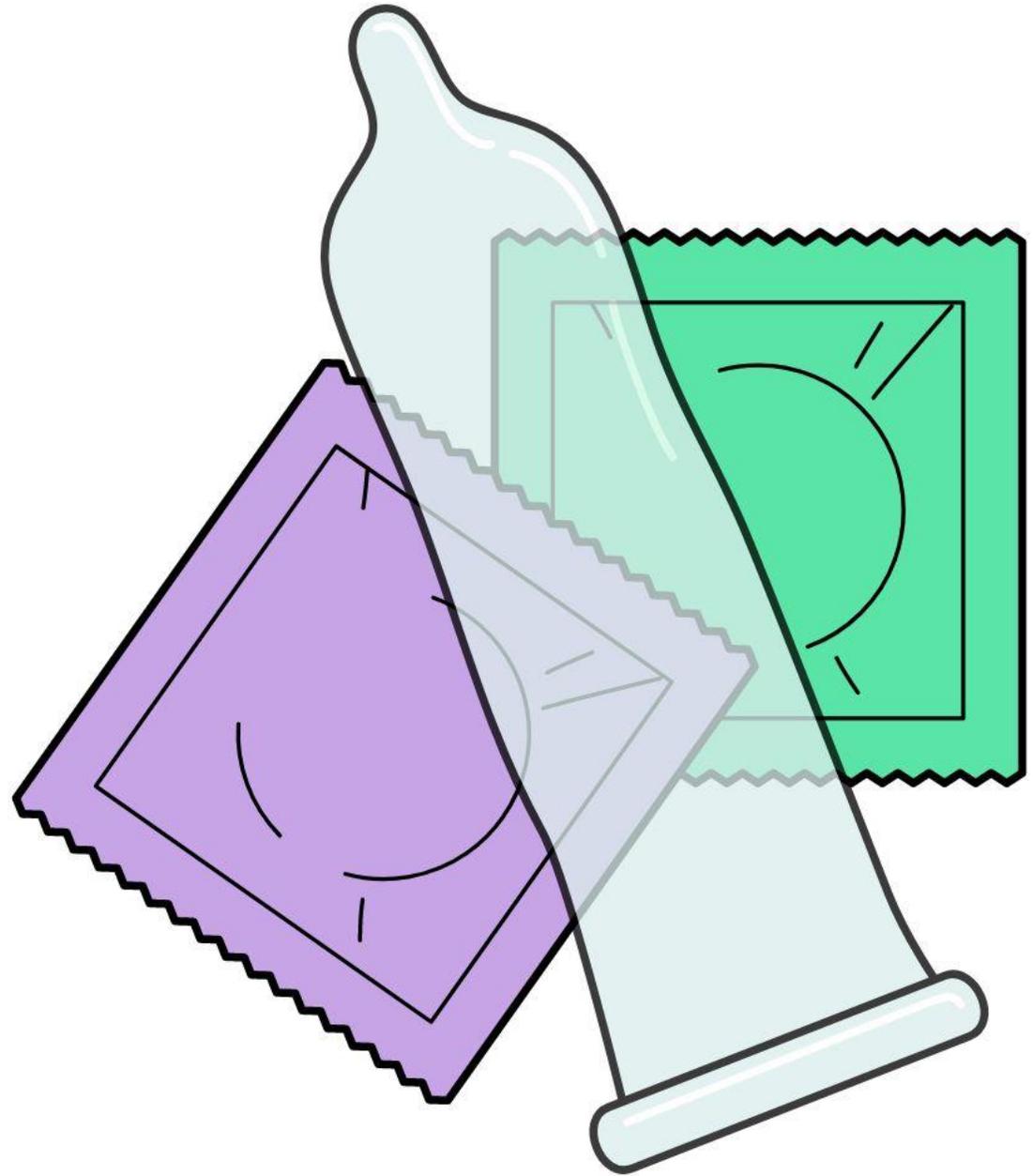
If an image is shared without your consent, the person who did this has committed a crime and you have the right to report the matter to the police or tell another adult who you trust.

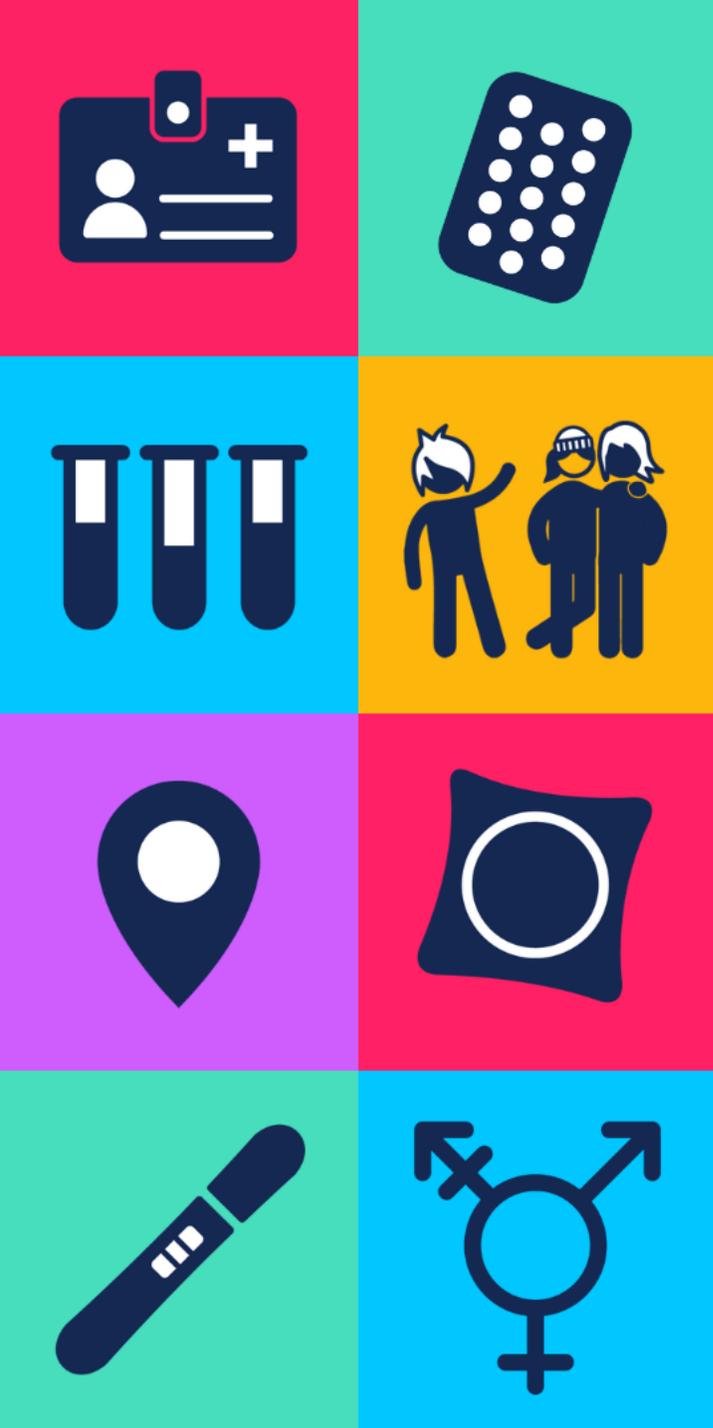
Tea & Consent

(199) Tea
and Consent
- YouTube



Condoms





Sexual health services for young people

In partnership with



Promoting youth sexual health services

The Healthy Respect website has a suite of resources you can use to promote services to young people including:

- Presentation slides for assemblies, group presentations or digital screens
- Posters
- Images for screens
- Post cards

We also provide promotional materials for our young peoples and 'easier to understand' website.

[Find them on our website using this link and selecting 'promotional resources'](#)

Are you 13+? Looking for sexual health advice?



Contraception



Pregnancy
and STI
testing



Speak to a
trusted adult



Free
condoms

Our services are confidential.
All identities welcome!



Find your local service



Free condoms by post



A sexual health service is a safe place:

- for young people to talk about relationships and sexual health.
- to talk to a trusted adult, such as a nurse, doctor or youth worker.

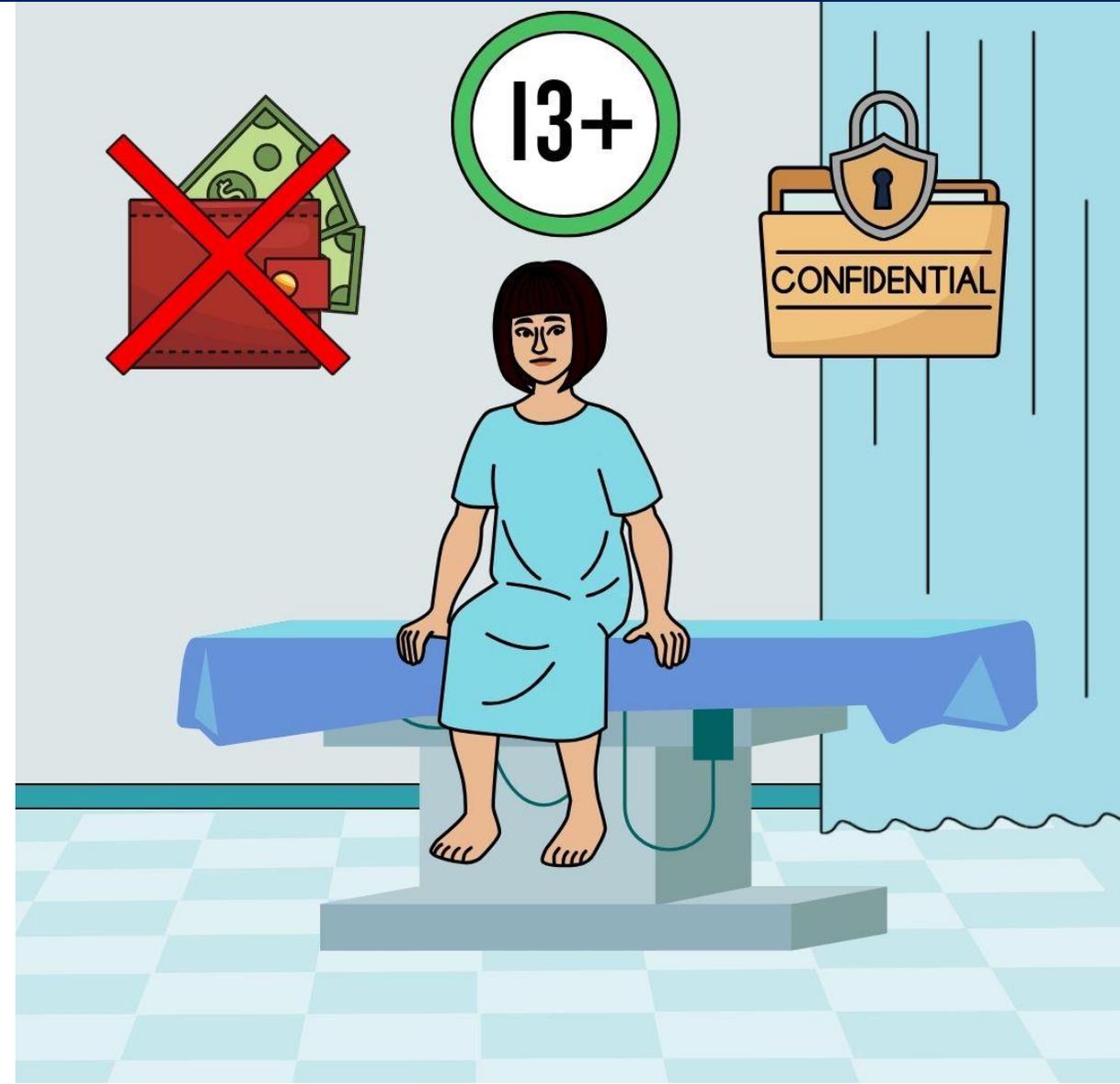


All identities welcome



Young people aged 13 and older have the right to:

- free, confidential sexual health help, advice and treatment.



Young people aged 13 and older can get:

- free condoms
- pregnancy testing and advice
- STI testing and treatment
- emergency contraception
- contraception (pill, implant, coil)



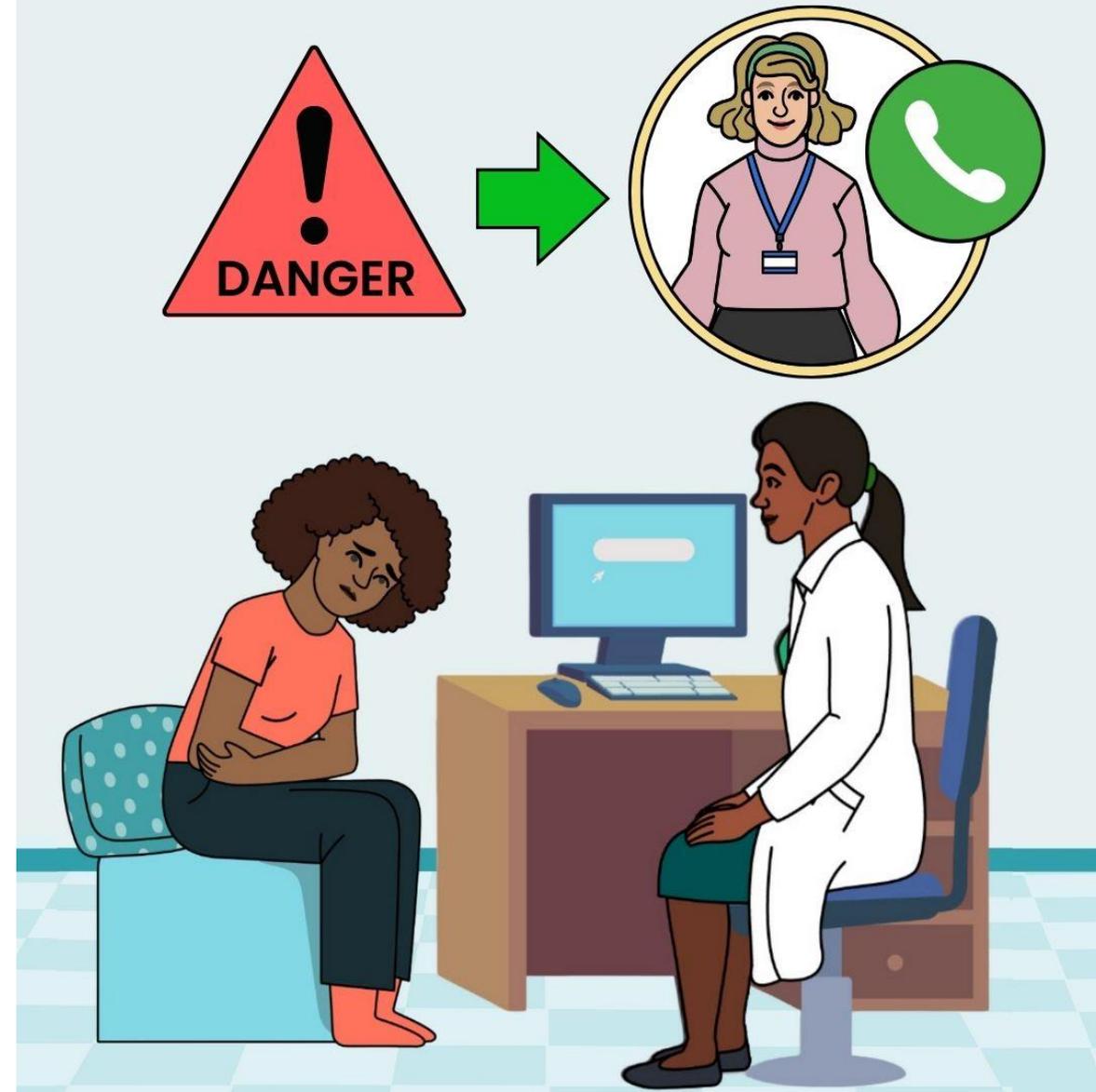
These services are confidential

This means the information you share with that service will stay private.



If the service thinks you are in danger or need further support, they may share some information with another professional to keep you safe.

Learn more about [confidentiality](#)





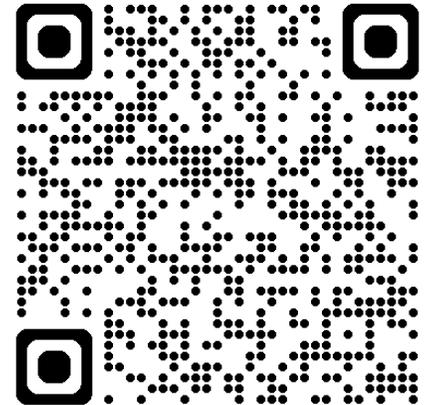
Talk to a school nurse

- NHS Lothian school nurse in every school.
- Get support, pregnancy testing and free condoms.
- They offer the same confidentiality.
- Ask your Pupil Support Leader about how to get an appointment.

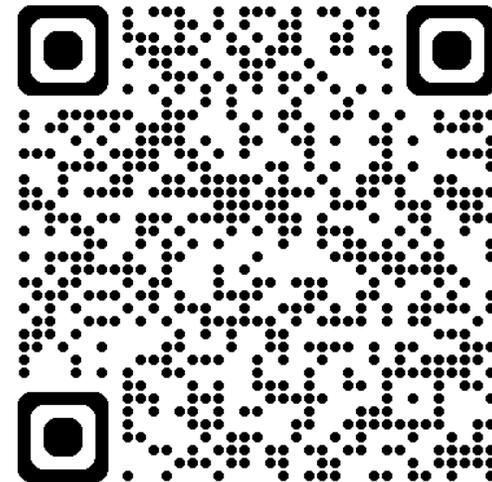
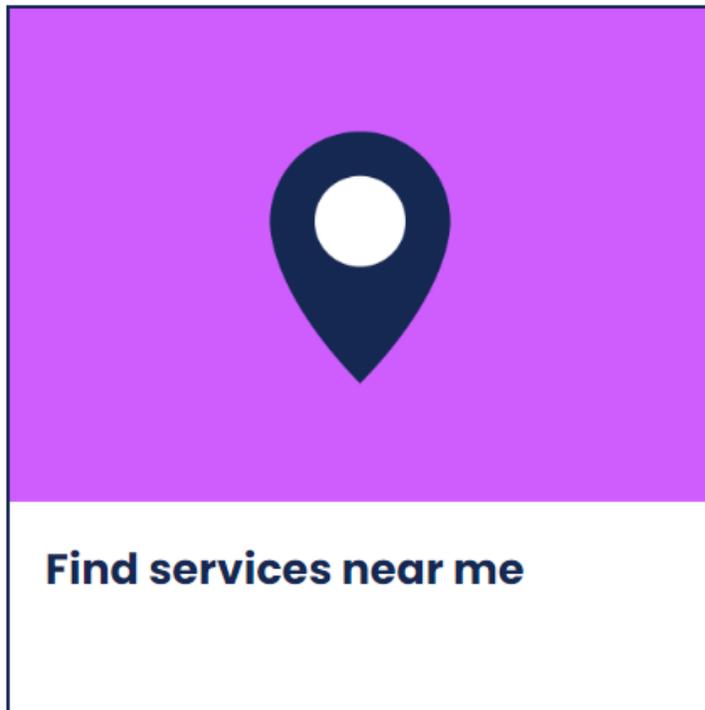


Talk to a youth worker at a Healthy Respect drop-in

- Get support, pregnancy testing and free condoms.
- For more information choose 'Talk to a youth worker' from services list on [this page](#) or scan code



Where can young people find sexual health services?



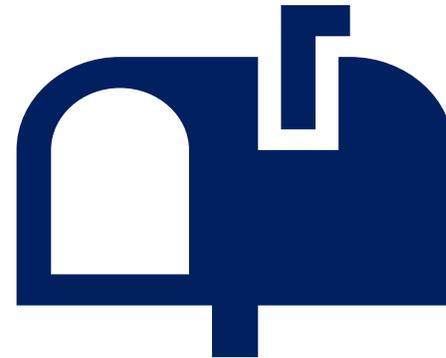
Scan code or visit
bit.ly/services-lothian



Get free condoms

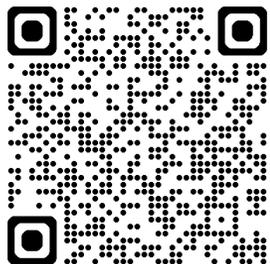


at c:card points

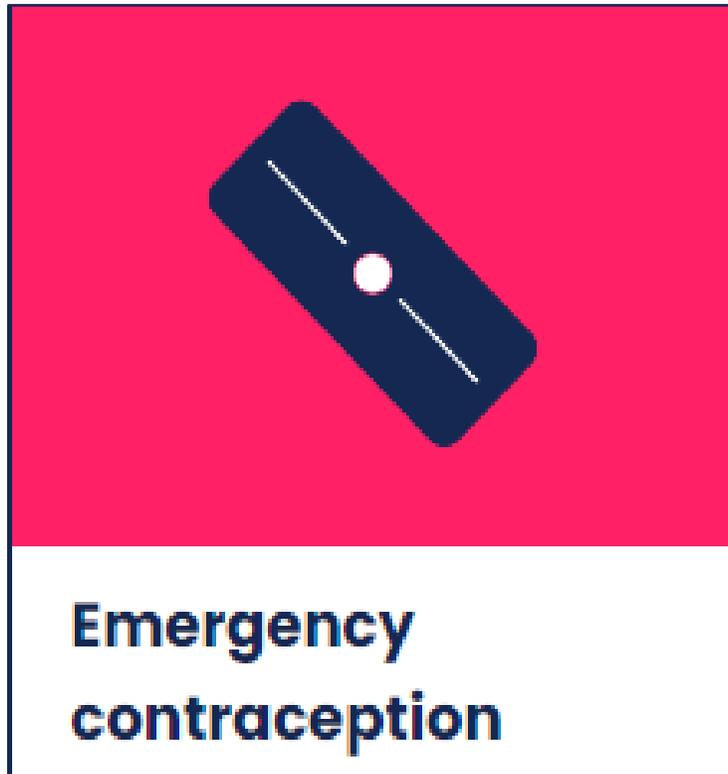


by post.

Scan code or [visit ccard.org.uk](https://ccard.org.uk)

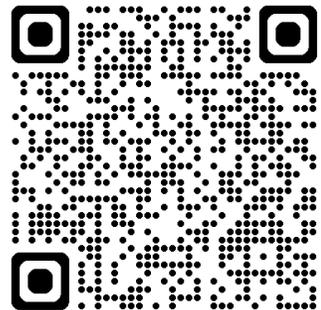


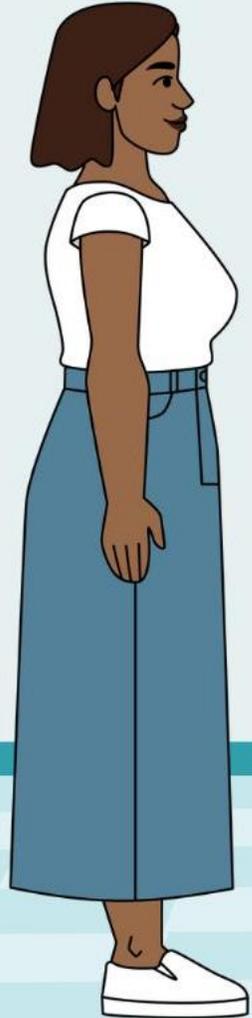
Get emergency contraception



Free from any pharmacy or
Healthy Respect + clinic

Scan code or find more [here](#)





Healthy Respect + young people's clinics in Lothian.

- pregnancy testing and advice
- STI testing and treatment
- emergency contraception
- contraception (pill, implant, coil)
- Talk to a trusted adult – Youthworker, Nurse or Doctor



2a Chalmers Street Edinburgh

Edinburgh

Healthy Respect + young people's clinic at Chalmers

For age 13-18

Monday to Thursdays
3:30pm to 7pm

Fridays 1pm – 3:30pm

There are no appointments, just come during the drop-in times.

healthy
respect



NHS Lothian



Young People's Drop-in Service Unit

NHS
Lothian

Chalmers Centre

Monday-Thursday

3.30pm-7pm

Friday

1pm-3.30pm

2a Chalmers Street Edinburgh

Edinburgh



Healthy Respect + young people's clinic at Pennywell

For age 13+

Pennywell All Care Centre

Fridays 1pm – 3:30pm

There are no appointments, just come during the drop-in times.

Monday–Thursday

3.30pm–7pm

Friday

1pm–3.30pm

East Lothian

Tranent Health Centre, Loch Road, EH33 2JX



Healthy Respect + young people's clinic at Tranent

For age 13+

Tranent Medical Practice

Tuesdays, 4:00pm to 5:00pm.

There are no appointments, just come during the drop-in times.

18 Croft Street Dalkeith

healthy
respect

Tuesdays

4pm-7pm

Fridays

1pm-3.30pm

Midlothian

Healthy Respect + young people's clinic at Croft St

For age 13+

Croft Street, Dalkeith

Tuesdays, 4pm – 7pm
Fridays, 1pm – 3.30pm

There are no appointments, just come during the drop-in times.



Responding to young people



Strategies

- Take a moment
- It is okay to say I don't know
- If appropriate let us find out together
- Clarify their understanding
- Ask questions
- Keep to the question avoid overloading
- Keep facial expressions and body language non-judgemental

Find services



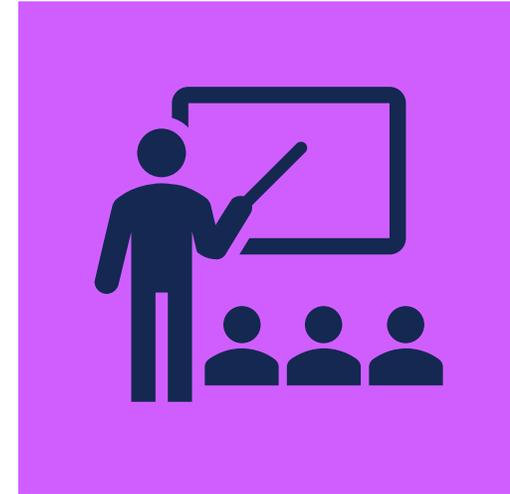
[Bit.ly/services-lothian](https://bit.ly/services-lothian)



How can we increase young people's uptake of services?



The more relaxed we are about discussing RSHP with young people, the stigma and fear is lessened, and we can 'normalise' the use of services and accessing condoms.



Young people's uptake of sexual health services increase when information about services is shared in educational settings.

LAYC Training Course: Young People's Sexual Wellbeing Training



Thank you for attending this course.

It is very important for us to gather feedback on our courses,
please scan below for our survey form:



<https://www.laycbookings.org.uk/evaluations/submit/987845>

Rachel.Barr@nhslothian.scot.nhs.uk www.healthyrespect.co.uk





Thank you

Keep up to date with **information** and **training** on relationships, sexual health and parenthood.



Join our Network
bit.ly/Network-HR

