

The Practical Guide to Love, Sex and Relationships

A teaching resource for years 7 to 10

[Let's go](#)

SEXUALITY TIMELINE

KEY MESSAGES

- Our ideas of what's right and wrong, what's 'normal', is one predictor of the choices we make and of the pressure we feel to be a certain way.
- Following what you believe is 'normal', may not be what's best for you or the people you are with. Stop and check what's important to you.
- Respect that you have your own goals, pressures and hopes. Appreciate that others' have their own stories too.



TOPIC 1 – INTRO TO LOVE, SEX & R'SHIPS

- Is there a rule book for love, sex and relationships? Are the rules the same for all? Not all of the 'rules' lead to treating ourselves or others with kindness and respect.

This activity aims to:

- help students identify and critique their beliefs about love, sex, and relationships
- consider an ethical framework which aims for fairness, equity, safety and fun in making sexual decisions.

PS. This is not assuming everyone is having sex but its good to talk about how sexual/romantic relationships can be done while you are 'learning' or starting this part of your life.

ACTIVITY 2: INTRODUCING THE LOVE, SEX AND RELATIONSHIPS ETHICAL FRAMEWORK



- We are going to look at a guidelines to check that sex and relationships are fun, less pressured, and fair.
- What is meant by doing something in an ethical way?



Ethics is knowing the difference
between what you have a right to
do and what is right to do.

Potter Stewart



LOVE, SEX AND RELATIONSHIPS ETHICAL FRAMEWORK



Love, Sex and Relationships Ethical framework
If you want to do things in an ethical way,
these are the 4 steps to be considered.

<p>1. TAKING CARE OF ME.</p> <p>This means asking, is this what I really want to do? Am I safe emotionally and physically? Is the other person treating me with respect and concern?</p>	<p>2. TAKING CARE OF YOU.</p> <p>How does what I want affect the other person? How do I know? I've got to check.</p>
<p>3. HAVING AN EQUAL SAY.</p> <p>Do we have equal power, or is one person getting their way most of the time? When it comes to sex, a person owns their body and has the right to control who has pleasure from it.</p>	<p>4. LEARNING AS WE GO</p> <p>Few of us are born knowing how to 'do' relationships. We can learn, and learn from our mistakes.</p> <p>What would have made the situation better? What am I doing, what am I not doing?</p> <p>What can I learn from this?</p>



It's ok to speak up of what I want to do and how to do it in the bedroom. (It's)

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I say 'what do you want' sort of thing, cause I don't believe in pressure' (Bill 19 years)

Talking to my partner about what she wants from the experience/how she feels, during or about sex (Jack 17yrs)

Helping and bein car that we shan she got

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I have done stuff before where I felt like I had to do it because it was expected kind of thing. But I didn't feel very good afterwards and I was too young. But you know, I know what love is now and that's what is important to me right now and it's the best thing... (Dan 19 years)

Taking care of me...

Taking care of you

How does what I want affect the other person? How do I know? I've got to check

Having an equal say

Learning as we go

Few of us are born knowing how to 'do' relationships. We can learn, and learn from our mistakes.

What would have made the situation better? What am I doing, what am I not doing?





TOPIC 2 - LOVE, ETC

KEY MESSAGES

- There is a lot of pressure to be in a relationship but it is not compulsory or necessary for personal happiness at different stages of one's life.
- One common belief about love is that we can get everything we need from one person. Hoping to get EVERYTHING from one person is not the best starting point for taking care of yourself, or your relationship.
- Maintaining the relationships you have is important - you've got someone to turn to if and when the relationship ends, it gives you and your partner breathing space, and it makes you less vulnerable to putting up with an unhappy relationship, even an abusive one.



TOPIC 3 - RELATIONSHIP CHECK-UP

KEY MESSAGES

- Feeling safe, respected and equal are fundamental elements of relationships and can lift a person up.
- One basic expectation is that a relationship is good for you. Sounds obvious, but once in a relationship it can get pretty confusing to know what's good for you (which is part of taking care of yourself), and what you can improve on. Some relationships end – and should.



TOPIC 1 - LOVE, SEX & RELATIONSHIPS

KEY MESSAGES

- There are a lot of myths about love, sex and relationships that can create a kind of 'normal' that's hard to measure up, or down, to.
- Part of the pressure about sex and sexual development is the belief that there is one kind of 'normal'. In fact, humans come in a large range, not only in ages of sexual development, or becoming interested in relationships, but in how people express their gender and sexual feelings.

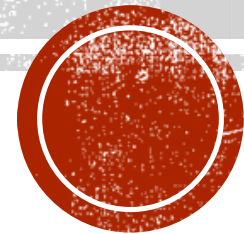




Results from 5th National Survey of Australian Secondary Students and Sexual Health 2013

Anne Mitchell, Kent Patrick, Wendy Heywood, Pamela Blackman and Marian Pitts, ARCSHS

April 2014



SEXUAL ATTRACTION IN 2013

Males: heterosexual – 83%; same sex – 8%; both sexes - 5%

Females: heterosexual – 76%; same sex – 4%; both sexes - 15%



GENDER DIVERSITY

- Students were given the option of 'other' when reporting their gender.
- 23 students chose the option of 'other'.
- These students were not included in the sample for the report due to low cell size.



ALL SEXUAL ACTIVITY

- 2008 78%

- 2013 69%



SEXUAL INTERCOURSE

	Year 10	Year 12
2008	27%	56%
2013	22%	50%



ORAL SEX

■ 2008 39%

■ 2013 33%



3+ PARTNERS

■ 2008 30%

■ 2013 23%



I HAVEN'T HAD SEX BECAUSE...

- I'm not ready to have sex (50%)
- Its important to be in love the first time you have sex
- Religion, culture and pressure from parents were less important than personal decision making.



SEXTING - 2013

Of all students:

- 50% received a sexually explicit text message.
- 25% sent a sexually explicit image of themselves.

Among sexually active students:

- 84% received, 72% sent a sexually explicit text message.
- 50% sent, 70% received a sexually explicit image.

Low proportions reported cyberbullying in the last couple of months.



CONDOMS

- Always 43%
- Sometimes 39%
- Never 13%



CONTRACEPTION

- Condoms 58%
- Contraceptive pill 39%
- Withdrawal 15%
- Emergency cont 4%



TEENAGE BIRTHS, SA

- The national rate of babies born has dropped, from 4.6% in 2003 to 3.6% in 2012.
- In South Australia
 - 2002 43.9 births per 1000.
 - 2012 29.1 (30% decrease)



ABORTION RATES, SA

- 2002 - 24.8 per 1000 teenage women
- 2012 - 13.7
- These reductions have been attributed to targeted sex education programs in schools, along with increased use of long acting contraceptive devices, such as contraceptive skin implants (SA Health, 2012).



BOYS

- Boys are less likely to receive education targeted to them.
- Parents are much less likely to talk to their sons about avoiding a teenage pregnancy.
- Boys' actions and attitudes can improve the use of contraception and reduce the risk of unintended pregnancy (WHO, 2011).



NEVER DRINK

- 2008 28%
- 2013 40%



NEVER USED MARIJUANA

- 2008 75%
- 2013 83%



UNWANTED SEX

- 2008 33% (f-38%; m-19%)
- 2013 25% (f -28%; m- 20%)



- **Jill:** *Just basically the whole expectation of sex. (19 years)*
- **Joanne:** *It depends on the girl ., but it is a really big problem for a lot of girls, it's awful. And that's how the whole regret thing happens anyway. (17 years)*
- **Melanie:** *It might not be that they're pressuring you, it might just be like you love them so much that you just want to do anything for them and make them happy. And you feel like they won't love you if you don't do the things that they want. (18 years)*
- **Rebekah:** *Yeah, cos' like when you're in love and everything, you're supposed to see the other person's happiness before your own, I mean, whatever it is. (20 years)*



- **Dan:** *I know that just the pressures, the external pressures I guess, expectations to be cool. You've to be doing that, you've got to be treating girls badly and you know, kissing them or whatever and just forgetting them, scoring I guess. If you're a young guy, that's what you think other people are going to be expecting of you. (20 years)*
- **Nath:** *There's pressure to conform to the way the other person in the relationship expects you to behave. (19 years)*
- **Justin:** *yeah, I think there's also the pressure that you put on yourself, because you feel you should be behaving a certain way. (20 years)*



RELATIONSHIPS AND SEXUALITY EDUCATION

- **Relevance:**
 - **7% Not at all**
 - **41% Somewhat**
 - **28% Very**



Teaching only about preventing pregnancy and STIs leaves young people ill-equipped for the complexities of sexual relationships.

Girls feel under pressure to be sexual from an early age, as well as to send explicit "selfies" to boys.

Boys have different concerns.

“Young men understand that no means no, but what about when a girl doesn't say no?”

"They're clear that what they see in porn isn't real but say it's really hard to know if a girl is comfortable with something sexually. There's confusion about how you know you've got consent and how you know if she's happy to be there.”

”Boys express anxiety about not understanding what it is that young women expect of them, and what's ok and not ok.”

- Prof Catharine Lumby, *Young People, Sex, Love and Media*.

Director of the Journalism and Media Research, University of NSW. , Education and Welfare Committee and the Research Committee, National Rugby League



A photograph of four people sitting on a wooden dock by a lake at sunset. The water is calm, reflecting the golden light of the setting sun. The people are seen from behind, looking out over the water. The scene is peaceful and contemplative.

Identify three implications of the research for:

- Your students
- Your teaching



TOPIC 2 – LOVE ETC

KEY MESSAGES

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TOPIC 6 — COMFORT ZONES

KEY MESSAGES

- Figuring out what you're ready for, how far you want to go, and what you want is your right.
- You are 'allowed' to be uncertain and have this respected by the other person. You are 'allowed' to change your mind.
- Often the pressure a person feels is not through physical force but by concern about how they will be judged. This is one effect of gender stereotypes.
- Ethical sex means that young women and men are more able to enjoy sex when they feel ready for it, as a mutually pleasurable and consensual experience.



TOPIC 8 – CONSENT & THE LAW

KEY MESSAGES

- Understanding the laws helps to prevent sexual assault from occurring.
- Even though asking someone whether they're comfortable or want sex can be very embarrassing and might mean sex doesn't happen that time, asking is important to prevent sexual assault.
- If a person says 'yes' but they were too frightened to say no, then it is not consent.
- It is the responsibility of the person asking/wanting sex to make sure they know that the other person wants sex too.



TOPIC - PORN, WHAT YOU SHOULD KNOW (YR 8)

KEY MESSAGES

- Porn is not a good teacher for how to be human and be sexual.
- The people in porn are paid to look like they like it like that.
- Porn is made to 'make you look', just like an action movie.
- It is often very rough on women, and is confusing for young people (especially sexually inexperienced young people) because they think its ok to have sex like that.
- • Watching porn all the time probably has the same effect as seeing images of beautiful people ALL THE TIME. We can know they are airbrushed and 'not real' but ideas still sneak into our heads and we contrast ourselves with them in a negative kind of way.
- • Sexual feelings are normal and natural.

