



LESSON
PLAN

5

Safer sex



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5

DO... LESSON PLANS



LESSON PLAN 1: Let's start with you

LESSON PLAN 2: What is expected of you

LESSON PLAN 3: Love

LESSON PLAN 4: Communication, consent and sex

LESSON PLAN 5: **Safer sex**

LESSON PLAN 6: Problem solving

FINDING THE RIGHT BALANCE

Although they value it, young people consistently say that their relationships and sex education was too much about safer sex and not enough about relationships, emotions and themselves. Safer sex is an important topic but it's important that it doesn't overwhelm a balanced programme.

If RSE is dominated by safer sex topics, it reinforces some of the unhelpful 'norms' that make relationships and sex harder:

- Sex is essential and you will do it (or it will happen to you)
- Sex = penis in vagina sex (particularly if we focus mostly on contraception)
- Sexual health is mainly an issue for straight women and gay men

It can be a difficult topic to teach as there is a lot of information, which needs to be delivered in an accurate, non-judgemental and interesting manner. Here, we present you with a lesson plan which we hope you will feel able and confident to deliver well. However, this might be a lesson where you can bring in some local agencies to assist you – it can be particularly effective if staff from a local young people's service can attend.

Key learning areas

- Understanding the risks of sex (e.g. unplanned pregnancy, STIs, physical harm, emotional harm)
- Different kinds of sex with the same person can have different risks and rewards
- Sexual risks are about the behaviours we might choose to engage in and not our identities
- How can we look after ourselves and each other, whatever kind of sex we have?
- Using condoms (on penises, as dams, for toys)
- Local services and what they offer (e.g. free and confidential, contraception, STI checks, emergency contraception, pregnancy testing, someone to talk to)

Resources and links

TEACHING RESOURCES There is a wealth of resources for practitioners around safer sex. The following organisations have a good range:

- **FPA:** www.fpa.org.uk/shop
- **Brook:** www.brook.org.uk/shop/category/resources
- **Centre for HIV and Sexual Health:** www.sexualhealthsheffield.nhs.uk/resources
- **National Aids Trust:** www.nat.org.uk/Publications/Teachers-resources.aspx
- The **Child Exploitation and Online Protection Centre** (CEOP) has some resources for teachers on online safety: www.thinkuknow.co.uk/teachers

ONLINE

- **RSE Hub** Quick Reference guides to contraception: www.rsehub.org.uk/resources/quick-reference-guides
- **Sex Education Forum** has a very useful guide to lots of great resources: www.sexeducationforum.org.uk/resources/resources-for-sre.aspx
- **BISH** has a whole section on safer sex and is relevant to a UK audience: www.bishuk.com



SAFER SEX

Key learning aims

Safer sex, including using condoms

Risks associated with sex, and how to avoid/reduce them and look after ourselves

Where to get help if we need it

Key learning objectives for students

Write the lesson objectives on the board (without ALL, MOST, SOME) so you can refer to them later.



ALL students will be able to:
give examples of how to make sex and relationships safer



MOST students will be able to:
know what a condom is and how it is used



SOME students will be able to:
feel more confident to access any help they may need and know how to negotiate within relationships

Equipment



Condoms, condom demonstrator kit, dams (latex barriers which make oral sex safer), lubricant, other types of contraception. Your local sexual health service or young people's clinic may be able to provide these

Wet wipes for hands and tables afterwards

Separate bin bag for disposal of condoms and wrappers, rather than using the classroom bin

Six sets of sexual inventory cards printed, cut up and put in envelopes (available on page 13 of this resource)

'How to use a condom' handout on page 11. This is also available within the **DO... Lesson stimulus** resource available on the DO... website

Teacher's notes



Ensure you have ground rules set up with the class (sample ones can be found in the **DO... Lesson guidance** resource)

This lesson focuses more on making sexual relationships safer and supporting students to feel confident to negotiate that, rather than imparting knowledge about contraception and STIs. However, it is worth signposting to information about contraception and STIs throughout the lesson

Consider including the before/after assessment/evaluation activity



ACTIVITIES

STARTER

ACTIVITY 1: **Why have sex and what are the risks?** (10 mins)



Structured discussion

1. Ask the class: 'Why might people like to have sex?' Write their responses up on the board. These might include:
 - Pleasure
 - Fun
 - Orgasms
 - Bored
 - Pressure
 - It's what you do in relationships
 - Babies
 - Exercise
 - It feels comforting
 - Intimacy
 - Money
2. Ask the class: 'What are some of the risks of sex?'
3. Write up their responses on a different part of the board.

The sexual health risks may spring to mind but they may need a bit of prompting to think of others. Responses might include:

- STIs
- Unplanned pregnancy
- Breaking the law
- Physical pain
- Injury
- Emotional injury
- Shame
- Stigma
- Invasion of privacy
- Broken trust
- Ruining a friendship
- Not enjoying it
- Rumours
- Bullying
- Assault
- Forced or coerced into it
- Going beyond agreed boundaries



ACTIVITIES

MAIN

ACTIVITY 2: **Different sexual activities** (15 mins)



Card sorts

1. This activity is about exploring different kinds of sexual activity and different kinds of risk. Print the 'sexual inventory' handouts onto card and cut them up. Put the class into six groups (approx. five students per group) and give each group an envelope with the sexual inventory cards.
2. Ask the group to think about the risks associated with sex and to sort them into a continuum from least safe to most safe. Because you are asking them to reflect on all kinds of risk, this may take a few minutes. It's a good idea to stroll around and see if any groups want to ask questions.

Pro tip:

There are lots of different kinds of sexual activity out there – it's important to remember (and to point out) that this is not a 'to do list'. The point of this is that there are lots of different activities which people may, and may not, enjoy. Additionally, it's not just intercourse which 'counts' as sex and there should be no set order in which sex happens (this links to the consent lesson). Rather, it should be about what sex people might want to have, not sex they feel they should have.

You may also wish to point out that the average age when people start having sex is over 16 and increasing numbers of people don't have sex at all (often identifying as asexual).

3. Then, ask the groups to think of ways that the risks of these sexual activities can be reduced.

For example: penis in vagina sex might lead to unplanned pregnancy, using condoms or another method of contraception can reduce this risk. Or dressing up in a sexy way may make someone feel sad about their body. Or asking for something sexual in a text runs the risk of the other person sharing the text – or them feeling ashamed for asking for something.

4. Ask the groups to give examples of what they found and chart their responses on the board under 'How can we reduce risks of having sex?'

These might include: Condoms, dams (a barrier for safer oral sex), contraception, emergency contraception, knowing where to go if things go wrong (young people's clinics, Brook, pharmacies, school nurse, GP), having non-genital sex, having non-entry sex, keeping some clothes on, taking things slowly, not sending sexy pictures, making sure there's trust in the relationship, communicating with each other throughout sex, only having sex when over 16.



ACTIVITIES

MAIN

ACTIVITY 3: **Condom demonstration/practice** (15 mins)



Active experiential
learning

1. As the class will have pointed out, condoms are very useful at making sex safer by helping to protect against STIs and unplanned pregnancy. Other methods of contraception may have been mentioned, such as the pill, implant, IUD, IUS, diaphragm, injection, patch, ring. If you wish, you might want to go through these. You can find a useful overview of contraceptive methods at: www.bishuk.com/safer-sex/whats-the-best-contraception-for-you
2. Use the 'How to use a condom' PDF on page 14 to show how to use a condom.
3. If you are comfortable demonstrating this yourself, you can do that too but it may be easier and more interactive to just distribute condoms and condom demonstrators and to let everyone have a go. Make sure to point out that this is entirely optional – many young people won't want to take part. Ensure that there are plenty of condoms to go around and that a fresh, in-date one is used each time.

It is important to make sure young people know that they can get free condoms, dams (which make oral sex safer), emergency contraception and other confidential sexual health services from their local young people's clinic/GP/Brook. They are free and confidential, even to under 16 year olds. Find services in your area using the following link:

www.nhs.uk/Service-Search/Sexual-health-information-and-support/LocationSearch



ACTIVITIES

PLENARY

ACTIVITY 4: **How can we make sex safer?** (10 mins)



Charting



Active experiential
learning

1. Put four large sheets of paper up around the room, with the following questions written on:
 - **Sheet 1:** How can we communicate how people can make sex safer?
 - **Sheet 2:** What messages can affect our understanding of safer sex?
 - **Sheet 3:** Where are safe sources of information about safer sex?
 - **Sheet 4:** How can we become more comfortable talking about safer sex with partners and in general?
2. Give students some post-it notes. Ask them to write their answers down on them, and then stick these answers onto the relevant sheets.



ASSESSMENT AND EVALUATION IDEAS

Assessment



Ask the students to complete the following sentence: 'If someone asked my advice on how to make sex safer, I would tell them...'

Evaluation



Ask students how much they have learnt about how people can make sex safer on a scale of 0–5 by holding up the corresponding number of fingers on one hand.



OPTIONAL EXTENSION OR HOMEWORK ACTIVITIES

LEARNING METHOD: **Drawing, collage and comics**

Ask your students to produce a guide for young people about where to access condoms and other sexual health services locally.

LEARNING METHOD: **Active experiential learning**

Invite a guest speaker in from a local young persons' clinic to give a talk about the free and confidential services they offer. Write up a list of questions you want to ask them in advance.

LEARNING METHOD: **Active experiential learning**

Arrange a mock clinic visit with a local sexual health service where young people can visit a service, meet members of staff and then feedback to the class about what happens at the service.

SEXUAL INVENTORY

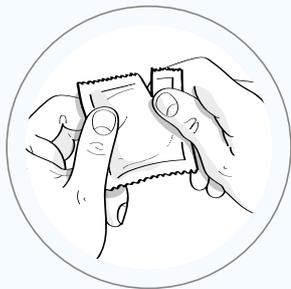
Below are different kinds of sexual activities with different kinds of risk. Think about the possible risks associated with each activity. Are some of them safer than others? How might you reduce the risks involved with some of them?

Stroking a naked knee with the tips of your fingers	Nibbling ear lobes and licking (another person’s) ear	Rubbing genitals together (naked)
Deep kissing with tongues (‘French’ kissing – if you still call it that)	Massaging each other naked	Wearing just underwear with someone
Whispering something sexy in someone’s ear	Kissing on the lips	Sending a sexy picture of yourself
Stroking the inside of the wrist and hand	Licking or sucking a clitoris or penis	Spending the night in bed with someone
Stroking naked nipples	Kissing all over someone’s face, eyes, neck, ears and cheeks	Sharing sex fantasies
Solo masturbation in front of someone	Having sex in the vagina (with a penis, fingers or sex toys)	Stroking someone’s genitals with their underwear on (them)
Stroking a penis or clitoris directly	Having sex in the anus (with a penis, fingers or sex toys)	Eating food off each other (e.g. ice cream or chocolate, not your dinner)
Touching someone’s chest/bum/body with clothes on	Getting totally naked with someone	A cuddle with clothes on, stroking each other’s arms, shoulders and head
Doing something which causes pain e.g. love bite or hair pulling	Sending a text asking for something sexual	Naked, rubbing thigh over other person’s genitals
Watching sexual media (e.g. porn) with someone	Holding hands in public	Rubbing genitals together with underwear on (dry humping)
Sex where it’s agreed that one person will tell the other person what to do	Dressing up for someone	Having sex with more than one person at the same time

HOW TO USE A CONDOM

Did you know? If condoms are used correctly, they are the only form of contraception that can reduce the risk of sexually transmitted infections.

STEP 1



Get ready – as soon as the penis gets hard, and before the penis touches the other person, it's time to put the condom on.

Tear the packet from the serrated zigzag edge and remove the condom. Handle the condom carefully as it can be damaged by things like sharp nails, jewellery and body piercings.

Always check the expiration date on the wrapper – preferably before you're ready to use it.

STEP 3



Squeeze the teat with your fingers so that there's no air trapped inside, then place the condom over the head of the completely hard penis.

The condom may split if air is trapped inside.

STEP 5

You're now ready to go.

Check the condom is in place, now and again, and if it rolls up during your activity, just roll it back down. If it comes off, you need to stop what you're doing and put a new condom on.

Never use oil-based lubricants with condoms – like baby oil or coconut oil – as these can make them break.

STEP 2

The condom can only easily roll on in one direction so you need to make sure the condom is the right way up.

The roll should be on the outside, not the inside.

STEP 4

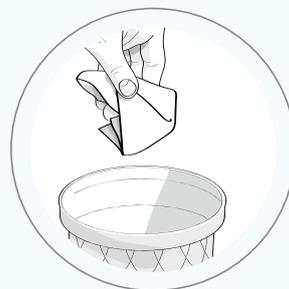


If the penis is uncircumcised, pull back the foreskin first. Then, keep one hand at the head of the penis with the teat of the condom between your forefinger and thumb.

Use the other hand to roll the condom on all the way down the shaft to the base.

If the condom will not unroll, it is probably on inside out – start again with a new condom, as there may be sperm on it.

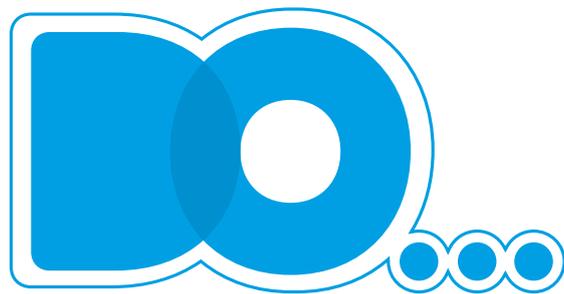
STEP 6



Remove the condom soon after ejaculation. Hold it firmly at the base of the penis, while it is still erect and before withdrawal, so that it doesn't slip off.

Take the condom off once the penis is completely withdrawn then wrap in a tissue and put it in the bin.

Don't flush condoms down the toilet.



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