



LESSON  
PLAN

6

# Problem solving



durex committed to RSE in schools



LESSON  
PLAN

6

# 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**

## BRING IT ALL TOGETHER

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This final lesson is a way of bringing all these basics of RSE together by asking students to do some independent thinking and learning. The basics will include:

- Understanding ourselves and others
- The freedom to choose
- How to communicate
- Consent – what it is and how to get it
- Making sex safer
- What we want versus what's expected
- How to look after ourselves and others

Read the teacher notes for each scenario at the end of this lesson plan, and do a bit of thinking and reflecting on your own opinions and knowledge. Refer back to the rest of the **DO... Programme**, available on the DO... website – this lesson is all about combining and applying everything you and your students have discussed and learned throughout the course of your RSE lessons.

### Key learning areas

- All from lesson plans 1–5

### Resources and links

Refer back to previous lesson plans. Some key organisations that can offer a variety of resources include:

- FPA: [www.fpa.org.uk](http://www.fpa.org.uk)
- BISH: [www.bishuk.com](http://www.bishuk.com) and [www.bishtraining.com](http://www.bishtraining.com)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- RSE Hub: [www.rsehub.org.uk](http://www.rsehub.org.uk)
- National Aids Trust: [www.nat.org.uk/Publications/Teachers-resources.aspx](http://www.nat.org.uk/Publications/Teachers-resources.aspx)
- Sex Education Forum: [www.sexeducationforum.org.uk/resources/resources-for-sre.aspx](http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx)
- The Child Exploitation and Online Protection Centre (CEOP): [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers)
- NAHT: [www.naht.org.uk](http://www.naht.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)



# PROBLEM SOLVING

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## Key learning aims

Put what we have learnt into practice

Help advise others based on our new knowledge

## 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:**  
practice giving good advice to peers



**MOST students will be able to:**  
use their knowledge and understanding of themselves, their peers, gender, sex and sexuality to give good advice



**SOME students will be able to:**  
become more confident in giving and receiving help and advice for themselves and others

## Equipment



Scenarios and questions printed on sheets

Six sheets of flipchart paper with the headings written on

Flipchart pens

Blu tac

Teacher notes for each scenario to use as reference and to support groups with answers

## Teacher's notes



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



## ACTIVITIES

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### MAIN

#### ACTIVITY 1: Now you're the 'sexpert', answer these problems (up to 60 mins)



Charting



Independent learning



Active experiential learning



Structured discussion

Here are six in-depth realistic scenarios which students should try to answer as if they were giving advice. There are also notes available for you for every scenario to aid the discussion.

- **Scenario 1:** My friends are all into sex. I'm not. What's wrong with me?
- **Scenario 2:** I'm really worried I'm pregnant. What are my options?
- **Scenario 3:** I hate using condoms.
- **Scenario 4:** I really like someone online, shall I send them a nude selfie?
- **Scenario 5:** I'm queer but I'm worried about telling my mates.
- **Scenario 6:** He won't have sex with me – is it because of my disability?

With some of them, there will be information (e.g. about services) that students are encouraged to look up using their phones and computers. You may want to write a list of useful websites that they can access (make sure they are not blocked by your school server). Students could even prepare for this for homework.

Here are a few examples:

- [www.bishuk.com](http://www.bishuk.com)
- [www.scarleteen.com](http://www.scarleteen.com)
- [www.brook.org.uk](http://www.brook.org.uk)
- [www.HIVaware.org.uk](http://www.HIVaware.org.uk)
- [www.bbc.co.uk/programmes/articles/bwytJQcDBXDfLGIvB0vHCk/category-sex-relationships](http://www.bbc.co.uk/programmes/articles/bwytJQcDBXDfLGIvB0vHCk/category-sex-relationships)
- [www.nhs.uk/livewell/sexandyoungpeople/Pages/Sex-and-young-people-hub.aspx](http://www.nhs.uk/livewell/sexandyoungpeople/Pages/Sex-and-young-people-hub.aspx)
- [www.fpa.org.uk](http://www.fpa.org.uk)
- [www.nhs.uk/service-search/sexual-health-information-and-support/locationsearch/734](http://www.nhs.uk/service-search/sexual-health-information-and-support/locationsearch/734)
- [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- [www.thinkuknow.co.uk/14\\_plus](http://www.thinkuknow.co.uk/14_plus)

### GET GOING

1. Split the class into six groups. You will need to print off copies of each of the scenarios and you will also need to write the headings onto sheets of flipchart paper (or if you have a big board, divide this up into six areas with the headings at the top of each).
2. Each group will work on a different scenario at a time, discuss their answers and then write a bullet point summary on each of the flipcharts (the process should be repeated for each scenario). Flipcharts will gradually fill up with possible answers so that, by the end, the whole class will have 'crowd sourced' answers to all of the scenarios.
3. As the answers increase, the amount of time you need to give groups to think of answers decreases. So give 10 minutes for the first scenario, then eight, then six and then five minutes for the remaining three scenarios.



## ASSESSMENT AND EVALUATION IDEAS

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### Built-in assessment and evaluation

This whole lesson serves as an assessment of the learning that has gone on across all the previous lessons. It can provide opportunities for evaluating and reflecting on how well the lessons have gone, and what the learning needs might be for future sessions.

As a class, reflect on the answers to each scenario and how effective their responses are. Survey the class using 'thumbs up/ thumbs down' to determine whether the advice makes them feel more or less confident about how to seek help.



## ACTIVITIES

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### SCENARIO 1

#### My friends are all into sex. I'm not. What's wrong with me?

*I'm a 15 year old guy (I guess). My problem is that all my friends have had sex (or say they have) and are constantly talking about – like always – who they have had sex with, who they want to have sex with, what kind of sex they want to have. They think something is wrong with me because I don't show any interest in it, and I always look away when they show me porn pics on their phone (which I wish they'd stop doing, to be honest).*

*I used to feel really confident and happy, but in the last year this has been really getting me down. Is there something wrong with me? Will I grow out of it? What should I do? Should I just have sex so that I can say I've had it? It would be nice to fit in again.*

#### Think about:

- How can he rebuild his confidence?
- Are there possible identities for him that might help e.g. sexual, gender or religious identities?
- Are there other people he can talk about this with e.g. in online forums, a trusted adult, someone at school, or someone through a religious group?
- What is the average age when people first have sex? Will knowing this help?
- What role might gender play here? Both for him and his friends? How could this change?
- Race hasn't been mentioned before. Does it make a difference to your answer if the person asking is (for example) black, white, Asian? Does it make a difference to the kind of pressures he might be under?



## ACTIVITIES

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### SCENARIO 2

#### I'm really worried I'm pregnant. What are my options?

*I'm 15. I've been having sex with this guy (he's 16). I guess we're friends with benefits or something. We had sex about four weeks ago (it was my first time, it hurt but I guess it was okay). He used a condom but I wasn't sure that it was on the whole time. I'm now terrified that I'm pregnant – I really don't want a baby now and I don't know if I can have an abortion. I talked to him about it and he didn't really seem to care and just said "you best not be pregnant, yeah."*

*So, what should I do? Can I get help even though I'm underage?*

#### Think about:

- Are there services nearby that she can go to? How much do they cost? Are they confidential for under 16s? What does the law say about this?
- Can she get a pregnancy test? If so, what are her options in case of a positive test? Does the guy have any say?
- Her first time didn't sound great – what advice do you have about that?
- What do you think about her relationship with this guy? Can you help her think about what she wants from a relationship and whether this guy can offer it?



## ACTIVITIES

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### SCENARIO 3

#### I hate using condoms

*I'm a 21 year old guy. I'm worried I'm gonna get AIDS one day and die. I hate using condoms but I'm not going to stop having sex with women. If they don't bring up using condoms then I just do it bareback. How can I bring it up? It's so awkward – what should I do?*

#### Think about:

- What are the facts about HIV and AIDS? Can men get HIV from women, and vice versa?
- Where locally can they get a check-up to see what their HIV status is, and to see if they have any other STIs?
- Can you give them any advice on how to talk about using condoms, and tips on using them?
- Are there any other ways of making sex safer?
- What is this person's responsibility to the people they're having sex with, even if they are just having casual sex?



## ACTIVITIES

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### SCENARIO 4

#### I really like someone online, shall I send them a nude selfie?

*I'm 17. I don't really fit in at school and feel really unconfident. Online, I feel really interesting and desirable. There's someone I've got chatting to online and I think I really like them. Thing is, he's been asking me to send him sexy selfies. I'm not totally sure that I want to do them, but he really, really wants me to send them. He's kinda begging me for them actually. I have actually taken sexy selfies to make me feel better about my body but I haven't sent them – maybe if I show him I'll feel better?*

#### Think about:

- Are there any issues with having an online relationship?
- What are the issues about sending nude pictures online to someone?
- What could the person asking the question do to feel more confident about their body?
- The genders haven't been specified – how might your advice change depending on the gender of the person asking the question? Is that relevant?



## ACTIVITIES

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### SCENARIO 5

#### I'm queer but I'm worried about telling my mates

*I don't just fancy girls but also guys and other genders too (like trans and non-binary genders). I suppose I'm queer or bisexual? Anyway, I've known about this for years and that's not really the problem. The problem is that I haven't told some of my close mates. They constantly use the words 'gay' and 'queer' like they are insults so I worry that they won't accept me if I tell them. Thing is, they've been really supportive of me in the past when I was having a really hard time so I want to tell them, but how do I do it?*

#### Think about:

- What advice can you find online about how to come out, or how to tell someone big news?
- What can we all do (in society, school and for the people around us) to make this easier?
- Why is queer or gay sometimes a really positive word and sometimes a negative one?



## ACTIVITIES

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### SCENARIO 6

#### He won't have sex with me – is it because of my disability?

*I'm in a relationship with someone I really fancy. Thing is, we haven't had sex yet. We've snogged and cuddled and held hands and done things, but I want to do other stuff too. I want to get naked and, you know, have sexy times. What is making this difficult is that I have a disability. This is my first sexual relationship with someone and I think it will be difficult for me to find another one because of how people see me. So if I just came out with it I worry that he would just dump me (he's not disabled like me). I've tried dropping hints but he's hesitant. He wants to kiss and cuddle, I want him to rip my clothes off and throw me on the bed. HELP!*

#### Think about:

- Can you give advice on how people can communicate what kind of sex (and relationship) they want?
- What does 'sex' mean? Maybe if you could give ideas about different kinds of sex they might want to have then they could find a way between them?
- How does the difference in disability affect what is going on in the relationship?



## ACTIVITIES

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### SCENARIO 1 – TEACHER NOTES

#### My friends are all into sex. I'm not. What's wrong with me?

These notes will help you to break down the scenario into various topics so that you can identify areas to explore in more depth with your students. Topics you could consider discussing relating to the scenario are in **[square brackets]** and further discussion prompts are included below.

#### Scenario:

*I'm a 15 year old guy (I guess) **[perhaps ambivalent about gender]**. My problem is that all my friends have had sex (or say they have) and are constantly talking about it – like always – who they have had sex with, who they want to have sex with, what kind of sex they want to have. They think something is wrong with me because I don't show any interest in it and I always look away when they show me porn pics on their phone (which I wish they'd stop doing to be honest) **[made to look at porn when he doesn't want to]**.*

*I used to feel really confident and happy but in the last year this has been really getting me down. Is there something wrong with me? Will I grow out of it? What should I do? Should I just have sex so that I can say I've had it? **[reasons to have sex]**. It would be nice to fit in again.*

#### Teacher's prompts

##### How can he rebuild his confidence?

There is no need to prove himself. Sex is a big part of some people's lives but not others – that's fine. Are there hobbies or interests he could pursue? Other friendships? His friends are likely to have insecurities too on the inside. Try not to compare how he feels with how his friends behave.

##### Are there possible identities for him that might help e.g. sexual, gender, or religious identities?

Some people identify themselves as asexual, which means they don't really have sexual feelings or desires. Here's a very good support website about this: [www.asexuality.org](http://www.asexuality.org). Perhaps he could either think of different ways to 'be a man' and look to different role models? Perhaps he could explore his seeming indifference about his gender a little more? What does he think about the rights and wrongs of having sex? What does he think about sex? Is it ethical to have sex with someone to just prove yourself?

##### Are there other people he can talk about this with e.g. in online forums, a trusted adult, someone at school, or someone through a religious group?

Point out the resources available in school, as well as provide information about local services he could visit outside of school. Could he join some after school or lunchtime clubs? Or could he get involved in school politics or activism?



## ACTIVITIES

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**What is the average age when people first have sex? Will knowing this help?**

The average age when people have sex is 16. And because it's an average, this means that some people will have sex before 16 and others later. Most of the time, first sexual experiences are with someone they are already in a relationship with. This infographic is a useful source of information about sexual attitudes and lifestyles:

[www.natsal.ac.uk/media/2102/natsal-infographic.pdf](http://www.natsal.ac.uk/media/2102/natsal-infographic.pdf)

**What role might gender play here? Both for him and his friends? How could this change?**

Genders are often treated differently when it comes to sexual experiences. Men are given status for being sexually active and women are stigmatised for it. This is bad for women but it is also bad for men as it means they are placed under great pressure to prove their masculinity. Perhaps he can talk to one or two of his male friends and say that he is tired of people trying to be the big man all the time.

**Race hasn't been mentioned before. Does it make a difference to your answer if the person asking is (for example) black, white, Asian? Does it make a difference to the kind of pressures they might be under?**

Think of the messages that young white/black/Asian men might receive about being a man. Think of how they are shown in TV, music, films and sexual images. What different pressures might this place on them about how to be a man?



## ACTIVITIES

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### SCENARIO 2 – TEACHER NOTES

#### I'm really worried I'm pregnant. What are my options?

These notes will help you to break down the scenario into various topics so that you can identify areas to explore in more depth with your students. Topics you could consider discussing relating to the scenario are in **[square brackets]** and further discussion prompts are included below.

#### Scenario:

*I'm 15. I've been having sex with this guy (he's 16). I guess we're friends with benefits or something. We had sex about four weeks ago (it was my first time, it hurt **[sex should not be painful. Was this something she enjoyed or even really wanted?]** but I guess it was okay). He used a condom but I wasn't sure that it was on all the way through. I'm now terrified that I'm pregnant – I really don't want a baby now and I don't know if I can have an abortion. I talked to him about it and he didn't really seem to care and just said "you best not be pregnant yeah." **[threat?]***

*So, what should I do? Can I get help even though I'm underage? **[legal age for sex is 16. He is breaking the law, she isn't]***

#### Teacher's prompts

**Are there services nearby that she can go to? How much do they cost? Are they confidential for under 16s? What does the law say about this?**

Pass on information about local sexual health services, or allow them to use their phones to find the nearest place. All services are free and confidential to young people, even if they are under 16 (and so under the legal age for sex). You are not allowed to inform anyone that they have been to the service unless you consider them to be at serious risk of harm. The law allows for this under what's known as Fraser Guidelines. More information about these can be found here: [www.fpa.org.uk/factsheets/under-16s-consent-confidentiality](http://www.fpa.org.uk/factsheets/under-16s-consent-confidentiality).

**Can she get a pregnancy test? If so, what are her options in case of a positive test? Does the guy have any say?**

She can get a free pregnancy test at a local service or she can buy one from a pharmacy. Going to a sexual health service means that she can get immediate free advice about her options (for more about this visit Education for Choice: [www.brook.org.uk/our-work/category/education-for-choice](http://www.brook.org.uk/our-work/category/education-for-choice)).

If she is pregnant, the service will give her the information and counselling she needs about all the options open to her. They will not try to influence what she should do.

The options are to continue with pregnancy and raise the child herself; or arrange for fostering or adoption of the child. Or she could have an abortion, which is legal up to 24 weeks (though most abortions are carried out in the early weeks of pregnancy). She can also get impartial



## ACTIVITIES

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advice about contraception and emergency contraception for the future.

### **Her first time didn't sound great – what advice do you have about that?**

Sex should not be painful. Perhaps there are different kinds of sex that she might have preferred (see the 'sexual inventory' from lesson plan 5 **Safer sex**). Was she able to negotiate what kind of sex she wanted? How could she have asked for what she wanted? How could he have made it easier for her to ask for what she wanted? Are there any services you could point her towards depending on her answers?

### **What do you think about her relationship with this guy? Can you help her think about what she wants from a relationship and whether this guy can offer it?**

Ask open questions to make her think about whether this is a relationship she feels very happy in. What do her friends or family think? Do they even know? How can she take care of herself and think about what kind of people she wants in her life? (See lesson plan 1 **Let's start with you**).



## ACTIVITIES

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### SCENARIO 3 – TEACHER NOTES

#### I hate using condoms

These notes will help you to break down the scenario into various topics so that you can identify areas to explore in more depth with your students. Topics you could consider discussing relating to the scenario are in **[square brackets]** and further discussion prompts are included below.

#### Scenario:

*I'm a 21 year old guy. I'm worried I'm gonna get AIDS one day and die **[confusion between HIV and AIDS. There are also other STIs he could be at risk of catching and passing on]**. I hate using condoms but I'm not going to stop having sex with women. If they don't bring up using condoms then I just do it bareback. How can I bring it up? **[how does he communicate to get consent?]** It's so awkward? So what should I do? **[putting others at risk]***

#### Teacher's prompts

##### What are the facts about HIV and AIDS? Can men get HIV from women and vice versa?

HIV is a virus that attacks the immune system and weakens your ability to fight infections and disease. It's most commonly caught by having sex without a condom. HIV can also be caught by sharing infected needles and from mother to child during pregnancy, birth and breastfeeding. If left untreated, HIV can develop into AIDS where your immune system is so low that the body can no longer fight illnesses – some people can die from an AIDS related illness. There is no cure yet for HIV and AIDS but with early diagnosis and effective treatment, it doesn't shorten life. Anyone can get it. More about this at: [www.hivaware.org.uk](http://www.hivaware.org.uk). HIV is also not the most common STI. The most common STIs are HPV and chlamydia.

##### Where locally can they get a check-up to see what their HIV status is and to see if they have other STIs?

He should be advised to find a local sexual health service to get tested. Certain STIs have no symptoms to begin with and it's important that he is diagnosed and treated as soon as possible. Once he has the results, if any are positive, he must contact his partners to explain that they need to get tested too.

##### Can you give them any tips on how to talk about using condoms and tips on using them, for them or their partner(s)?

Explain that there are different types of condoms available, including some which can enhance the sexual experience. He should practice using them and have them nearby when he's likely to have sex. More advice is available at: [www.bishuk.com/safer-sex/make-using-condoms-easier](http://www.bishuk.com/safer-sex/make-using-condoms-easier).

He should consider a phrase to have ready, like 'just gonna put a condom on' and practice saying it. And once he starts talking about condoms with partners it will get easier with practice. He just needs to try to normalise it. After all, talking about condoms with a partner is a lot easier than talking about a potential STI.



## ACTIVITIES

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### **Are there any other ways of making sex safer?**

There are many different types of sex and certain activities are more risky than others. He needs to remember though that condoms are the only contraception that can protect against STIs so he will need to use them whenever there's a risk of transmitting infection. Refer back to lesson plan 5 **Safer sex** and the inventory of sexual activities.

### **What is this person's responsibility to the people they're having sex with?**

Even if they are not serious about the people they have sex with, they have a responsibility to them to make sure the other person's health isn't at risk too.



## ACTIVITIES

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### SCENARIO 4 – TEACHER NOTES

#### I really like someone online, shall I send them a nude selfie?

These notes will help you to break down the scenario into various topics so that you can identify areas to explore in more depth with your students. Topics you could consider discussing relating to the scenario are in **[square brackets]** and further discussion prompts are included below.

#### Scenario:

*I'm 17 **[legal to have sex, not legal to be in a sexual image]**. I don't really fit in at school and feel really unconfident. **[low self-esteem]** Online, I feel really interesting and desirable. There's someone I've got chatting to online and I think I really like them. Thing is, he's been asking me to send him sexy selfies. **[risks of the internet]** I'm not totally sure that I want to do them, but he really, really wants me to send them. He's kinda begging me for them actually **[coercion]**. I have actually taken sexy selfies to make me feel better about my body but I haven't sent them – maybe if I show him I'll feel better?*

#### Teacher's prompts

##### Do you think there are any issues with having an online relationship?

One of the main issues with online relationships is how to know whether you should trust that person. Consider how we know when to trust someone online and offline? What's good/ not so good about online relationships? How might an online relationship increase someone's confidence offline, as well as online? What are the risks with having an online relationship?

##### What are the issues about sending nude pictures online to someone?

The law states that it's illegal to possess or take sexual pictures of under 18s, though guidance from the CPS now indicates that the police may not prosecute consensual sharing of images. Taking nudes is risky whatever your age because it's really easy these days for images to be shared with other people or online. And once they're out there, it's extremely difficult to stop them from being copied or shared further.

##### The genders haven't been specified – how might your advice change depending on the gender of the person asking the question? Is that relevant?

Often advice about sexting is aimed at young women and yet sexting can involve anyone of any gender. Reflect on the messages that men receive about sex and those that women receive.

##### What could the person asking the question do to feel more confident about their body?

Trying to look at their body in different ways (as they have) can be helpful, and they should try not to compare their bodies to images in magazines, film, TV and online. They should think of what their body can do, rather than how it looks. Think about their character, personality and values – think back to the Big Up activity in lesson plan 1 **Let's start with you.**



## ACTIVITIES

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### SCENARIO 5 – TEACHER NOTES

#### I'm queer but I'm worried about telling my mates

These notes will help you to break down the scenario into various topics so that you can identify areas to explore in more depth with your students. Topics you could consider discussing relating to the scenario are in **[square brackets]** and further discussion prompts are included below.

##### Scenario:

*I don't just fancy girls but also guys and other genders too (like trans and non-binary genders). **[explore gender identity]** I suppose I'm queer or bisexual? Anyway, I've known about this for years and that's not really the problem. The problem is that I haven't told some of my close mates **[communication issues]**. They constantly use the words 'gay' and 'queer' like they are insults so I worry that they won't accept me if I tell them. Thing is, they've been really supportive of me in the past when I was having a really hard time so I want to tell them, but how do I do it?*

#### Teacher's prompts

##### What advice can you find online about how to come out, or how to tell someone big news?

Everyone assumes heterosexuality – why? You don't have to tell anyone about not being straight – it's up to you who you choose to tell and who not to tell. Start by telling one or two people you really trust – this will help build confidence and let you practice what to say and how to say it. LGBT support groups, online and/or offline, can help, as well as local youth services.

##### What can we all do (in society, school and for the people around us) to make this easier?

We all have a tendency to assume a person is heterosexual – we need to try not to make assumptions. We could also try not to assume that everyone wants to have sex and that this sex should be with someone of a different gender. We can be careful about our own use of language. Even if we don't mean to be nasty, our words still have the power to upset. We could talk about hypothetical situations to highlight that we would be accepting of a friend's gender or sexuality.

##### Why is 'queer' or 'gay' sometimes a really positive word but sometimes a negative one?

Some words have been used to insult and hurt marginalised genders, sexualities, races and people with disabilities. Many of these have been reclaimed by that group as a powerful word for them and are used in a positive sense. You should try to challenge this type of language or ask people to stop, if it is not being used in a positive way.



## ACTIVITIES

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### SCENARIO 6 – TEACHER NOTES

#### He won't have sex with me – is it because of my disability?

These notes will help you to break down the scenario into various topics so that you can identify areas to explore in more depth with your students. Topics you could consider discussing relating to the scenario are in **[square brackets]** and further discussion prompts are included below.

##### Scenario:

*I'm in a relationship with someone I really fancy. Thing is, we haven't had sex yet **[what counts as sex?]**. We've snogged and cuddled and held hands and done things, but I want to do other stuff too. I want to get naked and, you know, have sexy times. What is making this difficult is that I have a disability. This is my first sexual relationship with someone and I think it will be difficult for me to find another one because of how people see me **[due to the societal perception that people with disabilities are not seen as having sexual wants or needs]**. So if I just came out with it I worry that he would just dump me (he's not disabled like me). I've tried dropping hints but he's hesitant. He wants to kiss and cuddle, I want him to rip my clothes off and throw me on the bed. HELP!*

##### Teacher's prompts

**Can you give advice on how people can communicate what kind of sex (and relationship) they want?**

Encourage the group to think back to lesson plan 4 **Communication, consent and sex**. Think of all the different ways we communicate. Remember that he may be someone who might not want to have that kind of sex. He might like being gentle because that's what he likes – not because of a difference in ability. Be careful not to assume that someone is more active and dominant just because they're a man – think back to lesson plan 2 **What is expected of you**. Maybe he's unaware of any possible mobility issues. How could she communicate what is possible for her to do, in a sexy way?

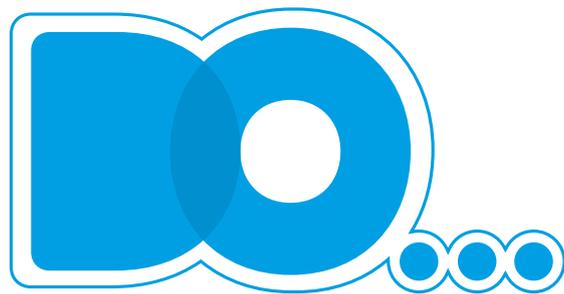
**What does 'sex' mean? Maybe if you could give ideas about different kinds of sex they might want to have, then they could find a way between them?**

Think of all the different kinds of sex they might want to have from lesson plan 4 **Communication, consent and sex**. Are there things they might be able to try that they might both like? How might they be able to use some of those things to communicate about other things they might want to do – e.g. sending texts or watching something sexy together?

**How does the difference in disability affect what is going on in the relationship?**

We are infrequently given very positive messages about people with disabilities and their sexualities. This might be to do with the fact that we often think of sex as meaning penis in vagina intercourse, in particular positions, which requires a lot of movement and agility. It may come from society saying that only certain kinds of bodies and people are sexy – and that it's only sexy people that have sex. Sometimes, it can be family, friends or carers who struggle to allow people with disabilities to have the independence to have solo sex, or to meet other people.





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