

Session	Overview	Objectives
Session 1	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> • Introduce Diverse and SLIP • Build a relationship with YP • Set classroom rules • Build an open atmosphere • Motivate learning • Assess the level of learners 	<ul style="list-style-type: none"> • Identify where young people learn about sex in modern society and decide where the most accurate information comes from. • Identify who we feel comfortable talking to about sex and relationships • Identify what topics we feel comfortable talking about, what we feel uncomfortable talking about and what is taboo. • Identify what makes good sex and relationship education and plan how we can achieve this as a class.
Session 2	<p style="text-align: center;">Am I normal?</p> <ul style="list-style-type: none"> • Examine the media's influence on body image • Dispel myths perpetuated by the media and pornography • Discourage the idea of 'normal' and encourage healthy diversity • Recognise a variety of genders and sexualities 	<ul style="list-style-type: none"> • Be exposed to a variety of body types and experiences • Reflect on how the media and pornography has distorted society's views • Have the opportunity to ask questions • Examine the variety in healthy bodily and sexual development • Come up with as many different sexualities and genders as we can and discuss what they mean.
Session 3	<p style="text-align: center;">Consent</p> <ul style="list-style-type: none"> • Build awareness around consent and who can legally give it • Give the young people tools to ask for consent <p>Enable students to recognise situations that are non-consensual</p>	<ul style="list-style-type: none"> • Define 'consent' • Distinguish between who can and cannot give consent. • Produce a list of ways to ask for consent

<p>Session 4</p>	<p>Abuse and exploitation</p> <ul style="list-style-type: none"> • Enable young people to recognise their own and other people’s vulnerabilities • Encourage young people to be selective about who they entrust with their vulnerabilities • Enable young people to recognise abusive relationships • Build understanding around abuse laws in UK 	<ul style="list-style-type: none"> • List and explain the things that can make someone vulnerable. • Discuss groups with a higher amount of abuse and why this might be- e.g trans youth, disabled people. • Distinguish between negative traits and positive traits in a relationship • Create a list of warning signs for an abusive relationship • Define abuse, including the terms ‘exploitation’, ‘controlling behaviour’ and ‘coercion’. • Discuss how to make someone feel loved.
<p>Session 5</p>	<p>Online safety and exploitation</p> <ul style="list-style-type: none"> • Encourage young people to be conscious of their online activity • Explore laws that affect our online use • Raise awareness of online exploitation 	<ul style="list-style-type: none"> • Compile a list of all the social media we can think of • Define the term ‘digital footprint’ • Identify ways in which to protect your digital footprint • Watch a video about laws that affect our online use and discuss the implications through case studies • Identify how to protect ourselves when meeting people online and off
<p>Session 6</p>	<p>Pornography and sexting</p> <ul style="list-style-type: none"> • Raise knowledge of how laws affect young people’s online use • Ensure students realise underage sexting is illegal • Programme evaluation 	<ul style="list-style-type: none"> • Identify the legal age to watch porn • Explore how the porn industry works and what it is trying to achieve • Describe the positive and negative effects of watching porn • Examine how porn represents women, LGBT communities and BAME communities • Demonstrate understanding of the laws surrounding pornography and sexting • Fill in an evaluation form about the programme