



What is SLIP?

SLIP (Sex, the Law, Internet, and Porn) is a short term educational and age-appropriate programme for young people aged 9-24 who have engaged in risky or potentially harmful sexual behaviour. The programme aims to support participants to understand the impact of the behaviours and attitudes they're displaying. The topics are delivered in an informal, interactive, creative, and accessible way, usually over 7 sessions. A young person is eligible for SLIP if they have no or little understanding about the possible consequences and impact of the risky or potentially harmful behaviours, they're engaging in.

Please note, that this is a Scheme of Work template and so, each programme will tailored accordingly, to meet the needs of all referrals.

Programme Aims

- Give the young people wider and more accurate knowledge about sex and relationships to encourage positive and informed choices.
- Give the young people tools to navigate their own sex and relationships in a healthy and legal way.
- Prevent offending and reoffending by helping the young people to understand the laws around sex clearly and the benefits of abiding by them.

The programme takes elements from the following acts:

Sexual Offences Act 2003
Principal Offences, and
Sexual Offences Act 1956
The Serious Crime Act 2015
Protection from Harassment Act 1997
Malicious Communications Act 1988
Communications Act 2003
The Protection of Children Act 1978

Scheme of work

| session | Topic | Objectives |
|---------|--------------|--|
| 1 | Introduction | <ul style="list-style-type: none">• Identify where young people learn about sex in modern society and decide |

| | | |
|-----------------|--|--|
| | <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 | <p>where the most accurate information comes from.</p> <ul style="list-style-type: none"> • 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. |
| <p>2</p> | <p>Body Image</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 -recognize a variety of genders and sexualities | <ul style="list-style-type: none"> • Understand the meanings of body image and self-esteem • Recognise factors which impact upon self-esteem and how this will be different from person to person • Reflect on how the media and pornography has distorted society's views • Have the opportunity to explore and challenge stereotypes • Come up with as many different sexualities and genders as we can and discuss what they mean. |
| <p>3</p> | <p>Am I normal?</p> <ul style="list-style-type: none"> -develop an understanding of how the sexual and reproductive body works -dispel myths and challenge harmful stereotypes -recognise the importance of good personal hygiene -reflect on the variation of physical development of all individuals -encourage having an awareness of one's own body and how to look after it | <ul style="list-style-type: none"> • Be exposed to a variety of body types and experiences • Examine the variety in healthy bodily and sexual development • Understand the science behind how a body works in relation to genitals and reproductive sexual organs in a gender inclusive way • Reflect on realistic and unrealistic expectations of physical development • Challenge harmful stereotypes relating to negative and body shaming ideologies. |
| <p>4</p> | <p>Consent</p> <ul style="list-style-type: none"> -build awareness around consent and who can legally give it | <ul style="list-style-type: none"> • Define 'consent' • Distinguish between who can and cannot give consent. |

-give the tools to ask for consent as well as the tools to be assertive when giving / not giving consent
 -enable students to recognize situations that are non-consensual

- Produce a list of ways to communicate around consent
- Explore scenarios and identify consensual and non-consensual situations and why
- Come up with constructive suggestions to deal with the scenarios, change behaviours, get support, report to police etc...

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Relationships

-identify the many different types of relationships and explore their purposes
 -enable young people to recognize the difference between positive and abusive relationships
 -allow time for reflection on one's own behaviours within relationships
 -build understanding around abuse laws in UK
 -explore options of support and who to talk

- Explore different types of 'relationships', why we have them and their purpose'
- Discuss how to make someone feel loved
- Distinguish between less positive traits and abusive traits in a relationship and explore positive changes to behaviour
- Define abuse and explore the 4 main types of abuse within domestic relationships
- Discuss groups with a higher amount of abuse and why this might be- e.g trans youth, disabled people...
- Understand how to seek support and where to seek it if needed

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Online Safety and Exploitation

-encourage young people to be conscious of their online activity
 -explore laws that affect our online use
 -raise awareness of online exploitation including the many different types of grooming

- Compile a list of all the social media we are aware of and use and consider the different uses for each
- 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
- Be conscious of online risks that are often normalised and consider how to protect ourselves and others when using social media and the internet

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Pornography and sexting

- raise knowledge of how laws affect young people's online use

- Explore the legalities around watching pornography and being involved with explicit imagery
- Understand why young people 'send nudes' and explore the impact of this behaviour on a young person's life

-ensure students realize
underage sexting is illegal
and why
-develop an awareness of
the risks and impacts of
'sending nudes'
-explore the realities of
porn
-programme evaluation

- examine how porn represents women, lgbt communities and BAME communities
- describe the positive and negative effects of watching porn
- Demonstrate understanding of the laws surrounding pornography and sexting
- Fill in an evaluation form about the programme

