

**RSPH Level 2 Award for Young Health Champions**

**(Unit 7 Understanding Sexual Health)**

**RSPH Level 2 Award in Understanding Sexual Health**

**Learner Workbook**



**How to use this Learner Workbook**

RSPH has developed this Learner Workbook to enable learners to provide evidence that the assessment criteria for the RSPH Level 2 Award for Young Health Champions (Unit 7 Understanding Sexual Health) and the RSPH Level 2 Award in Understanding Sexual Health have been met. Centres must ensure that the learner signs the declaration on the next page to confirm that they have read and understood the RSPH plagiarism statement.

The workbook should be signed where indicated by the Internal Assessor and Internal Verifier to confirm that the learner has met the assessment criteria and learning outcomes within this workbook. Further guidance for tutors and assessors can be obtained from the tutor guide version of this workbook.

The Learner Workbook is editable meaning that text can be inputted and saved.

Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

The RSPH plagiarism statement, tutor guides for the workbook and External Verification Procedures can be obtained from the Centre Area of the RSPH web-site.

|  |
| --- |
| **Learner Name Learner Registration No.**  Learner Declaration: *I confirm that I have read and understood the RSPH Plagiarism statement and that all of the accompanying work is my own work. I have identified any relevant sources of information that I have used in supporting my responses this workbook and these are cited within.*  **Learner Signature** **Date** |
| **Internal Assessor Comments**  Please use this space to comment on whether the submitted workbook has met the assessment criteria.  **Internal Assessor Signature Date** |

**Learning Outcome 1: Understand the Law on Sexual Relationships in the UK**

* 1. Outline the purpose of the law and the meaning of consent

**Task 1**

Using the information provided to you by your tutor and group discussion, outline what is meant by the following:

|  |  |
| --- | --- |
| **Definition of consent** |  |
| **Age of consent** |  |
| **The law on sexual activity between anyone under the age of 18 and a person in a position of trust** |  |
| **The Fraser Guidelines** |  |

**Task 2**

**Read the case study below, then answer the questions**

**Case Study: Accessing confidential Sexual Health Services/The Law.**

Katy is 15 and has been thinking about Contraception for a little while now but she is worried about speaking to her doctor about this. Katy’s mum knows the doctor well as he has been their family GP since Katy was a baby. Katy knows a little bit about the different methods of contraception that are available as she remembers some Sex Education that was taught last year. She has been with her boyfriend Luke for 5 months now. He's 16 and just started college and she is anxious that he might be expecting sex soon as he's slightly older. She feels ready to go to the next level but wants to avoid getting pregnant. She's not worried about STIs as Luke has never mentioned sex with anyone else.

**Who can Katy talk to?**

|  |
| --- |
|  |

**What does Katy need to do?**

|  |
| --- |
|  |

**Could Katy be ready for a sexual relationship?**

|  |
| --- |
|  |

**What do Katy and Luke need to talk about?**

|  |
| --- |
|  |

**If Katy and Luke were to have sex; would this be legal or illegal? Explain your response.**

|  |
| --- |
|  |

**Would the doctor need to tell Katy’s mum if Katy attended the GP Practice on her own to discuss contraception? Give a reason for your answer.**

|  |
| --- |
|  |

**Task 3**

**Case Study: Sexting**

Tom and Hannah met at a mutual friend’s 16th Birthday party. Tom, who is 16 already and Hannah, who is 15 got on really well and have spoken on messenger ever since. They talk and text for hours most days. They have met up a few times but they live more than 45 minutes away from one another therefore this makes it difficult for them to see each other.

Hannah and Tom were texting last night and Hannah sent Tom a picture of her lying in bed with the caption ‘Really annoying that we don’t get to see other that much’ Tom replies, ”We can, it might just have to be like this sometimes… fancy showing me a little more?”

**What type of picture do you think Tom is asking for?**

|  |
| --- |
|  |

**Is Tom or Hannah committing an offence by requesting and sending pictures of themselves? Give a reason for your answer.**

|  |
| --- |
|  |

**Explain whether it is okay to send and receive pictures of children and young people under the age of 18.**

|  |
| --- |
|  |

**What could happen if Hannah was to send a picture to Tom?**

|  |
| --- |
|  |

* 1. Outline the meaning of child sexual exploitation

**Task 4**

Using the information provided to you by your tutor and group discussion, outline your understanding of what child exploitation means and cite any official sources eg NSPCC, Dept. of Education etc.

|  |
| --- |
| **Meaning of child exploitation** |
|  |

**Task 5**

Read the case study below, then answer the questions.

**Case Study: Grooming/Sexual Exploitation**

Ben and Abi had been talking online via Messenger and Instagram for a few weeks. Ben received a friend request from Abi and although Ben didn’t know her, she appeared to be of a similar age. They seemed to have lots in common and had private messaged one another most nights. Ben felt that he could really talk to her as they often spoke about each other’s worries. On some occasions, they shared pictures of themselves. After a time, Abi asked if they could meet up, Ben was pleased she’d finally asked and agreed to meet in the town centre one evening after School.

On the day that they were due to meet, Ben waited for Abi to arrive but started to get concerned when no one of her description appeared. Instead, a male in his early 20s approached Ben, asking if he was waiting for Abi. The male explained that Abi wasn’t coming and that he wouldn’t tell anyone about their conversations or share the pictures they had sent online, as long as Ben agreed to have sex with him.

**Outline the process that was happening to Ben whilst talking to ‘Abi’ Online.**

|  |
| --- |
|  |

**Explain the factors that indicate whether Ben is able to consent freely to this man’s request for sex.**

|  |
| --- |
|  |

**What could Ben have done in terms of his safety when meeting ‘Abi’?**

|  |
| --- |
|  |

**Who can Ben talk to about this situation?**

|  |
| --- |
|  |

* 1. Identify services that can support individuals at risk of sexual exploitation

**Task 6**

Identify three services that can support individuals at risk of sexual exploitation. Give a brief description of the service

|  |  |
| --- | --- |
| **Service** | **Description** |
|  |  |
|  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 1.1 | | Met | Not met |
| Assessment Criterion 1.2 | | Met | Not met |
| Assessment Criterion 1.3 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Learning Outcome 2: Know that there is a range of sexual relationships**

* 1. List THREE different sexual relationships

**Task 7**

You should discuss with others in your group different sexual relationships.

In the space provided below list and briefly explain **THREE** different sexual relationships.

|  |  |
| --- | --- |
| Sexual relationship | Brief explanation |
|  |  |
|  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 2.1 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Learning Outcome 3: Understand factors that may result in high risk sexual activity**

3.1 Define what is meant by high risk sexual activity

**Task 8**

You should discuss with others in your group what is meant by ‘high risk’ sexual activity.

In the space provided below define high risk sexual activity.

|  |
| --- |
|  |

* 1. Describe THREE social factors that could lead to high risk or unwanted sexual activity

**Task 9**

After discussion with other learners, choose **THREE** social factors and describe how they could lead to high risk or unwanted sexual activity.

|  |  |  |
| --- | --- | --- |
| **Social norms** | **Media** | **Socio-economic Status** |
| **Education** | **Culture** |  |

|  |  |
| --- | --- |
| **Social factor** | **How can this lead to high risk sexual activity?** |
|  |  |
|  |  |
|  |  |

* 1. Outline THREE factors that are individual specific that could lead to high risk or unwanted sexual activity

**Task 10**

The following are individual specific factors that could lead an individual to take part in high risk or unwanted sexual activity:

|  |  |  |  |
| --- | --- | --- | --- |
| **Peer pressure** | **Alcohol/Drug use** | **Mental health issues** | **Self-esteem** |
| **Family** | **Personal beliefs** | **Role models** | **Employment** |

Select **THREE** of these factors (or other factors that are not listed above) and, in the space provided below, state how these factors could lead to high risk or unwanted sexual activity.

|  |  |
| --- | --- |
| **Factor** | **How this factor could lead to high risk or unwanted sexual activity.** |
|  |  |
|  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 3.1 | | Met | Not met |
| Assessment Criterion 3.2 | | Met | Not met |
| Assessment Criterion 3.3 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Learning Outcome 4: Understand the personal and social consequences of high- risk sexual activity**

4.1 Outline THREE possible effects on health of high-risk sexual activity.

**Task 11**

In the table below, give **THREE** examples of the possible effects on health that high-risk sexual activity could have, followed by a brief description of the effect.

|  |  |
| --- | --- |
| **Effect** | **How does this affect health?** |
|  |  |
|  |  |
|  |  |

4.2 Describe THREE sexually transmitted infections and their possible effect on health

**Task 12 Match up the STIs with their symptoms**

Can take over a year to develop after infection with the virus. Are not always visible. Can only be tested for if they are visible. If visible they present as a cauliflower-looking spot.

Fever, raised temperature, sore throat, body rash

Itching in the affected areas, inflammation and irritation in the affected areas caused by scratching, small spots of blood on your skin that are also caused by bites.

Tingling or itching on or around the genital area, appearance of small, painful blisters.

|  |
| --- |
| **Chlamydia** |
| **Herpes Simplex** |
| **Gonorrhoea** |
| **Genital Warts** |
| **HIV** |
| **Pubic Lice** |
| **Syphilis** |

4.3Identify THREE possible effects on the individual due to an unwanted pregnancy

**Task 13**

What are the possible effects of an unwanted pregnancy? Identify **THREE** possible effects and provide a brief account for each.

|  |  |
| --- | --- |
| **Effect** | **Description** |
|  |  |
|  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 4.1 | | Met | Not met |
| Assessment Criterion 4.2 | | Met | Not met |
| Assessment Criterion 4.3 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Learning Outcome 5: Know how to provide help and support to the individual with regards to their sexual health**

5.1 List THREE organisations which provide services for individuals relating to sexual health and outline the services provided.

**Task 14**

List **THREE** agencies or organisations which provide services relating to sexual health and give a brief description of the services/help provided.

|  |  |  |
| --- | --- | --- |
|  | **Name of service** | **Description of service / help provided** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

5.2 Describe THREE ways an individual could be supported to improve their sexual health

**Task 15**

You are provided with two case studies. How can the individuals in your case studies be supported in improving their sexual health? You can use one or both of your case studies to describe **THREE** ways in which the sexual health of people can be supported. Please use the boxes below for your answers.

|  |
| --- |
| 1 |
| 2 |
| 3 |

5.3 Identify THREE barriers to changing behaviour with regards to sexual health and how these can be overcome

**Task 16**

Using the case studies that you have been provided with and the table below, identify **THREE** barriers to changing an individual’s behaviour regarding their sexual health. For each barrier that you have identified, state how the barrier could be overcome.

|  |  |  |
| --- | --- | --- |
| **Peer pressure** | **Family** | **Disability** |
| **Low self-efficacy** | **Embarrassment** | **Culture** |

|  |  |
| --- | --- |
| **Barrier** | **How to overcome barrier** |
| 1. |  |
| 2. |  |
| 3. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Decision and Feedback** | | | |
| **Internal Assessor** | | | |
|  | | | |
| Assessment Criterion 5.1 | | Met | Not met |
| Assessment Criterion 5.2 | | Met | Not met |
| Assessment Criterion 5.3 | | Met | Not met |
|  | | | |
| Comments / feedback | | | |
|  | | | |
| Learning Outcome Achieved | | YES | NO |
|  | | | |
| Name | Signature | Date | |

**Internal Verifier declaration**

**Internal Verifier**

I have internally verified this assessment workbook and agree with the assessment decisions.

**Signed:**

**Name:**

**Date:**