



Metropolitan  
Borough of Wirral

## **DRAFT POLICY.**

### ***Sexual Health of Looked After Children and Care Leavers.***

***Version 1.3***

**Approved by:**

**Date:**

**To be reviewed by:**

**Date:**



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## Introduction

Children and Young People in public care are, as a result of life experiences, more likely to need a greater level of information and support in making and maintaining positive personal relationships. They are also less likely than other young people to get good and consistent guidance regarding sex and relationships from their parents, carers, schools or other significant adults. The aim of this policy is to provide good sex and relationship education to looked after young people in order to promote their sexual health and reduce the number of teenage conceptions, and to improve their overall life chances.

J. Bremner and A. Hillier in their study “Sexuality, Young People and Care; Creating positive Contexts for Training, Policy and Development.” (1993), found that young women who are Looked After by the Local Authority are more likely than other young people to become pregnant or have a child by the time they are 16 years old and that they are also more vulnerable to abusive relationships. The Family Planning Association and Children’s Society provide the following figures in their publication “ Let’s Make it Happen –Training on sex, relationships, pregnancy and parenthood for those working with looked after children and young people.” (2003) - Looked After Children are 2.5 times more likely to become teenage parents, 25% of young women who are Looked After will have a child by the time they are sixteen years and within two years of leaving care 50% will be mothers.

In societies where there is openness about sex and relationships there are lower rates of teenage conceptions.<sup>1</sup> Countries, which have the best provision of Sex and Relationships Education, tend to have lower rates of teenage conceptions.<sup>2</sup>

Looked After Young people may also have experienced changes in placement and school, they are likely not to have had the opportunity to develop and sustain long term relationship with their peers, and may also have missed out on sex and relationships lessons in school.

The Local Authorities current Sexual Health Policy for Looked After Children refers only to those placed in Residential Homes. There is a need to ensure all Looked After Children and Care Leavers have access to the same consistent, good quality sexual health information.

This policy applies to all Looked After Children and Care Leavers. Social workers and foster carers need to use judgement based on the needs and developmental progress of individual children to determine the type of information provided and mode of delivery. Metropolitan Borough of Wirral, Dept. of Educational and Cultural Services document “Sex and Relationships Guidance” 2002 provides an overall guide to the nature of the information given to children and young people at different stages of development (see Sex and Relationships Education curriculum in Appendix 2) and in turn should provide a reference point for social care professionals and foster carers providing sexual health support and information.

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<sup>1</sup> Reducing the rate of Teenage conceptions: An overview of effectiveness. Health Education Authority 1998.

<sup>2</sup> E. Jones et al Teenage Pregnancy in Developed Counties: Determinates and policy implications. Family Planning Perspectives 17(2) 1985.

The subject matter itself needs to be subject to regular review to ensure that all the most up to date information is available.

All Looked After Children and Young People will be eligible to benefit from support in relation to their sexual health and relationships. Judgements will need to be made about the level of the child's maturity in this area and the child's need for appropriate information. As a benchmark staff must consider all the sexual health needs of children aged nine years plus. This is the age when the school curriculum becomes more specific, and the age group thought to be most appropriate when consultation was carried out.

No child should be excluded from receiving support in accordance with the policy on grounds of age or ability – their individual needs must be given priority.

Central governments introduction of a comprehensive cross government Teenage Pregnancy Strategy in 1999 has provided an excellent opportunity to develop a multi disciplinary policy.

### **The Development of this policy**

It was identified by Social Services staff in the multi – agency forum of the Teenage Pregnancy Strategy that the current Sexual Health Policy applied only to those young people placed in residential children's homes and not to those placed in foster care and that the policy needed updating in the light of changes in guidance and legislation.

The review of the policy is an action point in the Teenage Pregnancy Strategy Action Plan for 2003-5 and consequently a working party consisting of Health and Social Care professionals was convened. This group has drawn up this policy using guidance from the Teenage Pregnancy unit – Toolkit for Children in Need and Teenage pregnancy.

During the process of writing this policy consultation has been widespread. Consultation has taken place with young people, carers, social services staff and the teenage pregnancy strategy steering group, the children's services management team and the steering group for children abused through prostitution. The views of all those who have contributed to the consultation process have been taken into account when writing up the final version. The overall response to the consultation process was excellent.

Having drawn upon the expertise of colleagues in health, education and from within social services this policy sets out to provide the rationale and methodology to ensure all looked after young people will be able to make informed choices about their own sexual health.

The policy has been written by the Teenage pregnancy co-ordinator, who is employed by the Primary Health Care Trusts and the Local Authority, The lead for Sexual Health and HIV, from the primary health care trusts, and Children's Involvement Officer – Children with Disabilities, Named Nurses for Looked After Children, the Family Placement Team Leader for Teenage Fostering Scheme and the Project Development Co-ordinator for Social Inclusion from Social Services.

# Policy

## Policy Statement

### 1.1 Overview

Children and Young people who are looked after have the same need for and rights to consistent and accessible sexual health information as any other child or young person. This information needs to be provided in schools and in the foster or residential children's homes. All young people who are looked after should have equal access to this support and information.

The Children Act 1989, Volume 4 gives Local Authorities specific obligations in respect of Looked After Children to safeguard and promote their health. In particular:

- Ensuring that health care includes education about Alcohol, substance misuse, sexual health and HIV/AIDS and should not be restricted to treatment of illness.
- Recognising that the needs and concerns of gay young men and lesbian young women should be recognised and approached sensitively.
- The preparation for leaving care should include sexual health.

The responsibility for care, health and development of children who are looked after falls to parents, carers and the local authority. It is through partnership working between those people involved with the young person that we will ensure those needs are met.

Sexual health education of all children who are looked after is essential; those who are not able to access full time education may miss out on this element of the school curriculum.

Children and young people with disabilities and/ or learning difficulties have the same rights to sexual health and relationships education as any other young person. Information should be presented in an appropriate way, based on assessments of individual needs.

This policy fits with the "Sex and Relationships Guidance" issued by the Education Dept in 2002 in order to ensure a consistent approach.

Sex and relationships education is a process which continues throughout life, young people need to be encouraged to discuss this as a matter of course so that they continue to seek and access other information as it becomes pertinent to their needs.

### 1.2 Background Information

This Policy will apply to all children and young people who are looked after. The profiles of the children looked after is constantly changing there are in the region of 600 children and young people looked after at any one time (2004/2005). The majority of who are placed in foster placements, approximately 18% are in residential placements and approximately 16% children or young people are looked after and placed with their parents.

This policy will also be of particular relevance to care leavers. They should be able to leave the care of the Local Authority equipped with the skills needed to take good care of themselves. This includes their sexual and emotional health.

Young People who are Looked After have the right to expect any Sexual Health support or information they receive to be presented in such a way that it is sensitive to their cultural, religious and social perspectives and beliefs. The needs of each young person may be different in this respect, so the person delivering the information needs to be flexible and well informed regarding the individuals young persons needs, including disability and their special educational needs.

Experiences of young people with physical and/ or learning disabilities are often overlooked or stereotyped by the media, where many other young people are able to pick up information. Whatever the abilities or disabilities of young people they have the same requirement for good and appropriate sexual health information and support.

Young People need Sexual Health education on three interrelated levels. They need support to explore and formulate their **attitudes, skills** and **knowledge**.

Young People also need to be equipped to make informed choices and to be confident in asserting them. Children who are looked after are a particularly vulnerable group in the community, we need to be particularly alert to the signs that Looked After Children or Young People are being sexually exploited through prostitution and having recognised those signs act accordingly within a protective framework.

### **1.3 The moral and values framework for sex and relationships work**

Sex and relationships education is a process of life long learning about physical, moral and emotional development. It has three main elements:

- Attitudes and values – This includes encouraging the young person to consider choices taking account of the need to give and receive respect, love and care. The importance of loving stable relationships in the nurturing of children. To consider moral dilemmas and develop critical thinking as part of decision making.
- Personal and Social Skills – This includes managing relationships sensitively and confidently, developing self respect and empathy for others, developing an appreciation of the consequences of choices, managing conflict and learning how to recognise and avoid exploitation and abuse.
- Knowledge and understanding – This includes learning and understanding physical development at appropriate stages, understanding human sexuality, reproduction, sexual health, emotions and relationships, learning about sexual health advice, contraception and support services, learning reasons for delaying sexual activity and benefits gained by that delay and the avoidance of unplanned pregnancy.

(Ref. Sex and Relationships Education Guidance, DfES 2000).

- All children and young people are placed at risk by not having good information about sexual health, relationships and behaviours risky to health.
- All young people who are looked after have their own individual needs in terms of sex and relationships education. They all have the right to be able to make informed choices and to be supported with those choices.
- The careful use of material and resources, which are non-judgemental, is crucial.
- Parents of young people who are looked after should be involved in supporting the young person as much as is possible in a way that is consistent with the young persons best interests and wishes.

### **1.4 Context of the Policy**

Support and Education of young people regarding their sexual health and relationships needs to be established within the care planning system and should be identified routinely as a specific health need. The review co-ordinators play an important role in promoting the sexual health of young people who are Looked After via the review system. One of the issues discussed at review will be the health needs of a young person this will include the promotion of sexual health. Whilst there will be no expectation that such personal issues will be discussed in detail it should be recorded that the young person has access to all relevant information and services. It will initially be identified on the placement plan (LAC Documentation, DOH 1995) and will also be considered at their initial or subsequent review of their health assessments.

Health assessments are more holistic, as a result of government guidance **Promoting the Health of Looked After Children. DOH 2002**. The holistic health Assessments carried out by Named Nurses for Looked After Children, address sexual health in an age appropriate manner and provide a benchmark for measuring the changing needs of the young person. The sexual health needs of young people can, in addition, be monitored through their Assessment and Action records (LAC Documentation DOH 1995), which are completed by the young person, carer and social worker and contribute to the overall reviewing process for children who are looked after.

It is important that the information and support given by staff and carers within social services complements the Sex and Relationship Education curriculum provided in schools. Metropolitan Borough of Wirral, Education Department, Sex and Relationships Education Guidance 2002, aims to address Sex and Relationships Education in the three areas referred to in section 1.4 of this policy. For further details of these aims and a list of resources used by schools, which may also be useful to carers and social workers, see Appendix 3.

All children and young people have access to Sex and Relationships education, to varying degrees at school and the content of the information given to young people should compliment this. See Appendix 2.

All young people who are Looked After have a personal education plan. Sexual Health needs are specifically recorded on this plan.

### **1.5 Implementation**

Children and young people will be routinely given the opportunity to discuss their awareness of sex and relationships at an age appropriate level.

- The Social Worker as key worker will be responsible for the implementation of the Sexual Health policy in relation to the individual young person within the overall care plan.
- Procedure and guidance produced to support this policy will direct its implementation so that the policy objectives are met.
- The key people in the delivery of this policy will be foster carers and/or residential social workers.
- The expressed wish of the parents of a young person who is looked after, about sex and relationship education or contraceptive advice, should be taken into account and where possible respected.
- The overriding principle however must be to safeguard the health and welfare of the young person.
- All Looked After Children from the age of 9 years until they leave care should have access to support, education and advice. Children younger than 9 years should also be able to access advice and support should they need to do so.
- Young people aged between 12 – 14 years should receive support in accessing sexual health services if they are or are likely to become sexually active and services are needed to manage any associated risks.
- Young people aged between 14 –16 years should also be supported in accessing services as appropriate in accordance with their needs.
- Young people aged 16 years and over should receive full support in accessing any services they need.
- In all circumstances Social Services employees should act as reasonable parents. The age and level of understanding of the young person should be balanced against the seriousness of the decision to be made.
- When supporting any young person who is under 16 years of age to access services

staff must apply the Frazer Guidelines (see Appendix 1). The term Frazer Competent is a medical definition, however the Teenage Pregnancy Unit Guidance advises that social care professionals should apply this if giving out condoms as contraception.

- All advice about choices of contraception should be given by a health professional.
- Confidentiality should be maintained for all Looked After Children in relation to matters concerning their sexual health. However should the young person or another young person be at risk then confidentiality should not be maintained and child protection guidance should be followed.
- Disagreements about any area of sexual health support or information a young person receives should be addressed in the first instance by the Team Manager responsible for the young person and if not resolved the complaints procedure should be instigated.

### **1.6 Pregnancy.**

- The Authority should act as a good parent and ensure that any young woman it is looking after is supported in accessing timely and appropriate medical and support services, including pregnancy testing and counselling.
- Counselling should include provision of information to the young woman about the various options available to her. These options would include keeping her baby, adoption and termination. Some of the people a young woman could talk to would be a family planning nurse or doctor, their school nurse or a teenage pregnancy midwife or the Brook Advisory Service.
- The person chosen should have a relevant understanding of any religious and cultural issues and the impact her pregnancy would have on these. Wherever possible the young woman will be involved in deciding who to involve in discussions. Although the father/father-to-be has no rights in relation to the decision it may be that the young woman would wish to involve him in discussions.
- Confidentiality is an important issue; the young woman may not want her parent and others involved/informed of her pregnancy. The Authority will need to decide whether her wishes can be respected. This decision will be based on the young woman's age, level of understanding, relationship with her parent and others involved and her reason for not wanting them informed. The young person should always be involved in the discussions and informed, even if they are not in agreement. In such circumstances social workers should always refer via their team manager to the appropriate service manager and to legal services.
- If there are any child protection issues, the Wirral Area Child Protection Committee Procedures should be followed in all relevant circumstances. Where the young woman is under 16 years, consideration should be given to whether to notify the police if, for example, her partner were significantly older. Reference should be made to relevant sections within the Wirral Area Child Protection Procedures.
- Where there are implications for the Care Plan, the Social Worker should convene a review.
- If the young woman is considering a termination, the Social Worker should arrange for her to be counselled by an independent agency/person, e.g. the Brook Advisory Service or teenage pregnancy midwife.
- The Social Worker should ensure that the young woman is referred to the agreed

agency/person and that appropriate links are maintained between Social Services and the agency/person whilst a decision is being made.

- If the young woman is under 16 years and her parent refuses to consent or the young woman does not wish them to be consulted, legal advice should be sought and the relevant service manager notified.
- If the young woman decides to keep her baby she should be provided with all appropriate levels of support, including help to achieve suitable accommodation, education and social supports.
- The choice of accommodation should include all possible and suitable options, including where appropriate a fostering placement.
- She should also be provided with suitable information about health issues within pregnancy, including drug and alcohol misuse, tobacco smoking and sexually transmitted infections.
- If the young woman decides that she wishes to consider adoption she should be enabled to receive suitable counselling and support both prior to, during and after the birth of the baby.
- It should be recognised that boys/young men who are Looked After may also be about to be/be parents and they should be encouraged and enabled to offer appropriate levels of support to their child.

### **Policy Objectives**

The overall aim of :

- **Ensuring good and consistent sexual health information, reducing the number of teenage conceptions and improving the life chances of young people who are or have been looked after.**

will be supported by the following objectives :

- To provide Looked After Children and Young People with good quality guidance and support about sex and relationships.
- To use discussion about sex and relationships to help young people develop their self-esteem and self-awareness.
- To allow young people space to explore their values and attitudes.
- To encourage young people to make informed decisions about their behaviour, personal relationships and sexual health.
- To enable young people to develop social skills including assertiveness and negotiation that will also benefit other areas of their lives.
- To enable young people to neither exploit nor to be exploited.
- To enable young people to be able to protect themselves against sexually transmitted infections, unwanted sexual experiences and unwanted pregnancies.

### **Equal Opportunities Implications**

This policy complies with the requirements of Metropolitan Borough of Wirral Social Services dept. Equal Opportunities and Race and Culture Policies.

It reinforces the requirement to treat all Looked After Children and Young People equally, providing the same level of care and support regardless of gender, race, culture, sexuality or

special needs.

This policy also complies with the corporate Race Equality Scheme.

The subject matter referred to in this policy can present specific challenges, Staff should maintain a non-judgemental stance throughout any work undertaken.

This requirement applies to all those who have contact with children and young people who are looked after, including social workers, managers, residential care staff, family support staff and foster carers.

#### **Arrangements for Dissemination and Review of the Policy.**

The policy will be centrally disseminated by Social Services Policy Development section to all those working within Children's Services. It will also be put on the intranet.

The policy will initially be reviewed after twelve months by Social Services Department and by the Teenage Pregnancy Strategy Steering Group.

Training for social workers, residential social workers and foster carers will support the policy.

## Appendix 1

### Relevant Documents and References

#### Legislation, Statutory Guidance and Government initiatives supporting the Development of this policy.

The **Children Act 1989** requires that every Looked After Child should have an individual care plan considering all their needs including health and education. This is further developed by Children Act Guidance Vol. 4.

**Promoting the Health of Looked After Children (DOH 2002)**, which requires that a holistic health assessment specify particular areas including sexual health. These health assessments will be reviewed regularly. This guidance states, “the experience of being cared for should include the sexual education of the young person”.

**The Children (Leaving Care) Act (2000)** again requires that young people’s pathway plans take into account health and development as specified in the DOH guidance.

**The Quality Protects Programme** launched by the DOH in 1998 is intended to improve the quality of care and life chances of children who are looked after and of young people leaving care. Key elements include establishing and measuring clear outcomes for children who are looked after; this includes health, social care and education and involves the use of Assessment and Action Records to monitor all areas of development.

**The National Care Standards Commission** established as an independent body to regulate and inspect residential services against national standards. The national minimum standards for children’s homes require that there is a policy and written guidance, implemented in practice, on promoting the health of children in the home, including: immunisation and screening, nutrition and diet, exercise and rest, personal hygiene, sexual health, the effects of alcohol, smoking and other substances, HIV and AIDS and other blood borne diseases.

The **Teenage Pregnancy Strategy** is a government initiative involving partnership between local Health Authorities and Local Authorities. Its aims are to develop an integrated strategy to cut rates of teenage parenthood and to propose better solutions to combat the risk of social exclusion for vulnerable teenage parents and their children. Locally the review of this policy is part of the Action Plan and is aimed at enabling Looked After Young People to make informed decisions.

**Every Child Matters 2003 –now the Children’s Bill 2004** - in response to the Climbe report sets out an intention to support carers and parents in bringing up children, Sexual Health support and education is an important element of this role.

**Safeguarding Children Involved in Prostitution (DOH 2000), A supplement to working Together to Safeguard Children (1999)** this guidance should ensure that local authorities act quickly and sensitively in the best interests of children concerned so that preventative strategies can be put in to place.

**The National Strategy for Sexual Health and HIV (2001)** This strategy aims to develop a

framework for the development and delivery of sexual health promotion and services so that information advice and services are accessible to all young people including young people in public care.

**The DfES Sex and Relationships Guidance for Schools (July 2000)** emphasises the importance of effective sex and relationships education if young people are to make responsible and well informed choices about their lives.

**The Sexual Offences Act 2003.** This bill received Royal Assent on 20/11/03 and became law in May 2004. The government has ensured the Act will not prevent health and other professionals providing confidential advice and treatment to young people under 16, including those under 13 years. This covers not only health professionals but also anyone who acts to protect a child.

**The legal and policy framework for social workers, residential social workers, foster carers and other social care practitioners on enabling young people to access contraceptive and sexual health information and advice. Revised guidance produced by the Teenage Pregnancy Unit, 2004.** This guidance was written to address uncertainties some social care practitioners had about their role and to reflect some recent changes in legislation. This guidance has shaped the development of this policy.

**The Frazer Guidelines.** Criteria outlined by Lord Frazer in 1985 in the House of Lords. Considered good practice for health and other professionals to consider when giving contraceptive advice to young people under 16yrs, without parental consent.

The criteria is as follows:

- The young person understands the health professional's advice.
- the health professional cannot persuade the young person to inform his or her parents.
- the young person is very likely to begin or continue to have intercourse with or without contraceptive treatment.
- unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer.
- the young person's best interests require the health professional to give contraceptive advice, treatment or both without parental consent.

### **Corporate and Departmental Documents**

Wirral Education Dept. Sex and Relationship Guidance 2002.

Wirral Equal Opportunities Policy.

Wirral Social Services HIV Policy.

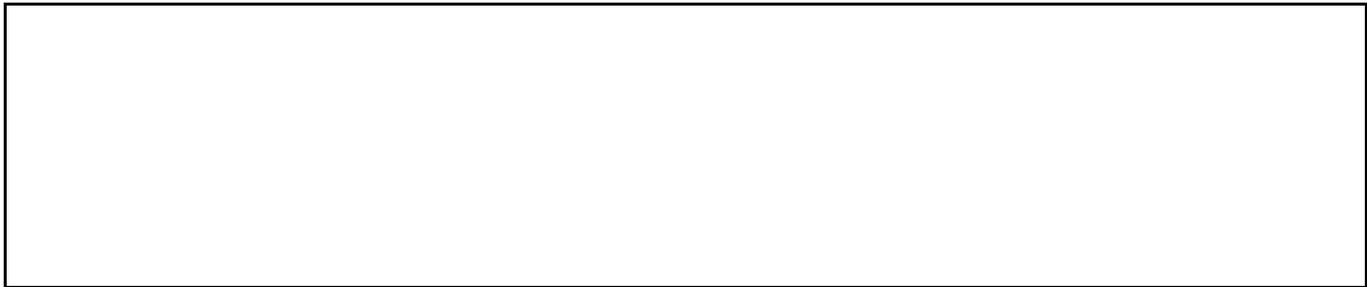
Wirral Social Services Dept. Confidentiality Policy.

Policy and procedure re: Safeguarding Children Abused through Sexual Exploitation and Prostitution.

Local Teenage Pregnancy Strategy.

Corporate Race Equalities Scheme.

Area Child Protection Committee Guidelines.



**Information for Users and Staff**

**Wirral Sex and Relationship Education Guidance** produced by Education Dept. 2002.

The sections on aims of guidance, resources and summary of curriculum in age appropriate bands particularly relevant and are appended to this policy.

Sex and Relationship reference materials will be available from Moreton Family Centre for use of young people, carers and staff.

**List of Useful Contacts for Support Services.**

Children’s Involvement Officers	638 3814
Confidential Adolescent Service	638 2080
Chlamydia Office	653 4416
Family Planning Association	0207 837 4044
Genito Urinary Medicine (GUM Clinic)	604 7338
Health Links (Resources)	647 0211
Jigsaw	649 8129
Looked After Children – Named Nurses	666 4642
National Aids Help Line	0800 567 123
RASA	650 0155
Response	647 7762
Sahir House	708 9080
Social Worker for People with HIV and Aids	606 6921
Wirral Brook Advisory Centre	670 0177
Woman’s and Sexual Health Services (NHS Trust)	670 1223

**List of Useful Contacts For Guidance.**

Sex Education Forum	020 7843 6000
Sexual Health Co-ordinator	651 0011
Teenage Pregnancy Co-ordinator	651 0011

**Definition(s)**

**Sex and Relationships Education** is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.  
(Sex Education Forum 1999).

**Sexual Health** – Sexual Health is a state of physical, emotional, mental and social well being related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual Health

requires a respectful and positive approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.  
(World Health Organisation).

### **Data Protection and/or Caldicott implications**

In order to plan effectively and meet the needs of the Looked After Child it will be necessary to share confidential information between the health professionals and the social worker. When sharing confidential information, a balanced view has to be taken about the professional or carer's need to know and the right of the child to confidentiality. The principles of the Data Protection Act and the Caldicott Protocols should be considered. Personal information will only be processed in accordance with the fair processing principles as set out in the Data Protection Act. Any organisations with whom information is shared will have complied with the notification requirements under the Data Protection Act.

The health professional has a general duty to protect patient confidentiality. When approached by the child's social worker for health information, it is good practice for the health professional to:

- Check why the information is needed
- Check that the child, parent or person with parental responsibility has been informed that this information is being sought
- Consider if disclosure is appropriate and the amount of information that can be disclosed
- Seek advice from Senior Nurse Child Protection or Co-ordinating Nurse for Looked After Children or Consultant Paediatrician in Community Child Health. If still uncertain about disclosure then further advice should be sought from the Caldicott Guardian for the Trust or the Designated Doctor with responsibility for Looked After Children
- Record what has been shared and with whom
- In view of the nature of this work and the sensitivity of the subject matter all staff should themselves be aware and ensure that the young person is aware of requirements to safeguard children and young people. Staff should from the outset be explicit about the need to share any information, which may indicate that, the young person is at risk of harm or that another child or young person is at risk.



## Appendix 2

### SRE CURRICULUM OUTLINE

#### SRE CURRICULUM OUTLINE NURSERY – YEAR 6

TOPICS	3/4 years	4/5yrs	5/6yrs	6/7yrs	7/8yrs	8/9yrs	9/10yrs	10/11yrs
<b>FAMILY ISSUES AND RELATIONSHIPS</b>	PSHE 4a recognise how their behaviour effects other people Sc 2.4a recognise similarities and differences between themselves and others, and to treat others with sensitivity PSHE 4c identify and respect the differences and similarities between people PSHE 2f know that they belong to various groups and communities PSHE 4d know that family and friends should care for each other PSHE 3a how to make simple choices that improve their health and well-being PSHE 2d know that there different kinds of responsibilities, rights and duties at home, school and in the							
<b>CULTURAL VALUES AND BELIEFS/GENDER/RACE/ CULTURE/ DISABILITY *</b>				Mention if appropriate	Basics of stereotyping	Different cultural practices	Stereotyping	Revisit
<b>EQUALITY</b>	Taking turns with toys etc	Sharing with others	Recognising the needs of others	Roles	Introduction to stereotyping	Recognise that people belong to different groups	Stereotyping	Coping with Conflict
<b>FAMILIES *</b>	Relationships with adults	Develop life cycles	Love, jealousy, anger in families	Mention if appropriate	Roles of those who look after them	Talking to parents	Importance of belonging to family	Revisit
<b>MARRIAGE/DIVORCE *</b>			Different family structures	Mention if appropriate	Roles of those who look after them	Revisit	Importance of belonging to family	Fulfilling partnerships

PARENTING SKILLS *						Mention if appropriate	Importance of belonging to family	Revisit
RELATIONSHIPS *	Relationships with adults and peers	Basics of friendships and families	Different family structures	Different types of relationships	How to make, keep and change friends	Different patterns of friendship	Different types of partnerships	Fulfilling partnerships
RIGHTS AND RESPONSIBILITIES *	Privacy - toileting	Mention if appropriate	Know about rights	Appropriate behaviour	Rights over their own bodies	Respect for others	Justify choices /under 16 sex	Revisit
SOURCES OF HELP AND SUPPORT	Mention if appropriate	Mention if appropriate	Mention if appropriate	Mention if appropriate	Think Bubble'	Raise awareness of sources of help	Mention if appropriate	Contraception

TOPICS	3/4yrs	4/5yrs	5/6yrs	6/7yrs	7/8yrs	8/9yrs	9/10yrs	10/11yrs
<b>SAFETY</b>	PSHE 4d know that family and friends should care for each other PSHE 3g rules for, and ways of, keeping safe, and about people who can keep them safe PSHE 3a how to make simple choices that improve their health and well-being PSHE 3c how some diseases spread and can be controlled PSHE 2c recognise choices they can make and recognise the difference between right and wrong PSHE 2h contribute to the life of the school PSHE 4b listen to other people and play and work co-operatively PSHE 4c be aware of different types of relationship, including those between friends, and to develop the skills to be effective in relationships PSHE 3f know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong PSHE 3e recognise the different risks in different situations and then decide how to behave responsibly PSHE 1c face new challenges positively by collecting information, looking for help, making responsible choices, and taking action							
ABUSE	Privacy - toileting	How to say no	Know about rights	Good/bad touches	Mention if appropriate	Mention if appropriate	Being assertive	Domestic violence
CONFIDENTIALITY *	Basic principles	Revisit	Revisit	Revisit	Revisit	Revisit	Revisit	Revisit
CONTRACEPTION							Mention if appropriate	Mention if appropriate
GROUND RULES	Basic principles	Revisit	Revisit	Revisit	Revisit	Revisit	Revisit	Revisit
HIV, AIDS + STI's								Raise awareness
INDEPENDENCE SKILLS *	Privacy - toileting	Dressing and how to ask for help	Develop simple skills and practices	Appropriate behaviour	Think Bubble'	Develop responsibility for personal safety	Accept responsibility	Taking decisions

MAKING DECISIONS/CHOICES	How to make a choice	How to say no	Mention if appropriate	Friends' influences	How to make, keep and change friends	Revisit	Justify choices	Risk assessment
PEER PRESSURE *	Relationships with peers	Friends - groups tolerance	What makes a good friend	Influences on decision making	Appropriate behaviour	Revisit	Revisit	Positive/negative relationships
PERSONAL SAFETY	Basic rules	Dangerous places/situations	Develop simple skills and practices	People who might hurt	Rights over their own bodies	Revisit	Assertiveness	Risk assessment
PORNOGRAPHY								Messages about sex
PROSTITUTION								
RELATIONSHIPS *	Relationships with adults and peers	Basics of friendships and families	Different family structures	Different types of relationships	How to make, keep and change friends	Different patterns of friendship	Different types of partnerships	Fulfilling partnerships
RIGHTS AND RESPONSIBILITIES *	Privacy - toileting	Mention if appropriate	Know about rights	Appropriate behaviour	Rights over their own bodies	Respect for others	Justify choices /under 16 sex	Revisit
RISK ASSESSMENT	How to make a choice	Dangerous places/situations	Know about personal safety	Influences on decision making	Know where to find safe places	Develop responsibility for personal safety	Assertiveness	Taking decisions
SOURCES OF HELP AND SUPPORT	Mention if appropriate	Mention if appropriate	Mention if appropriate	Mention if appropriate	Think Bubble'	Raise awareness of sources of help	Mention if appropriate	Contraception
THE LAW					Mention if appropriate	Mention if appropriate	Under 16 sex	Revisit

TOPICS	3/4years	4/5 years	5/6 years	6/7 years	7/8years	8/9 years	9/10 years	10/11 years
<b>HUMAN PHYSICAL DEVELOPMENT</b>	Sc 2.2c that taking exercise helps to keep humans healthy Sc 2.2h know about the importance of exercise for good health PE 4b to recognise and describe how their bodies feel during different activities PSHE 3a how to make simple choices that effect their health and well-being PSHE 3b to maintain personal hygiene Sc 2.2a recognise and compare the main external parts of the bodies of humans PSHE 3d about the process of growing from young to old and how people's needs change PE 4a how important it is to be active PSHE 3e the names of the main parts of the body Sc 2.2f humans can produce offspring and that these offspring grow into adults PSHE 3a know what makes a healthy lifestyle, including the benefits of healthy eating Sc 2.2f know about the main stages of the human life cycle PSHE 3c know about how the body changes as they approach puberty							
ABORTION								Mention if appropriate
AWARENESS OF SELF	Anatomically correct dolls	Being proud of your body	Revisit	Functions of body parts	What makes us human			
BODY AWARENESS/BODY PARTS *	Basic self-awareness/ recognition of body parts	Being proud of your body	Similarities/ differences with clothes off	Functions of body parts	Growth/ development	Basic child development	Reasons for body changes	Mention if appropriate
CHANGES	Basics with clothes on	Growth/age ing	Basic life cycle	Simple reproduction	Revisit	Puberty	Revisit	Changes in Pregnancy
CONCEPTION			Mention if appropriate	Simple reproduction	Basic process of reproduction	Basic	How babies begin	Revisit
GENETIC ENGINEERING								

INDEPENDENCE SKILLS *	Privacy - toileting	Dressing and how to ask for help	Develop simple skills and practices	Appropriate behaviour	Know where to find safe places	Develop responsibility for personal safety	Accept responsibility	Taking decisions
LIFE PROCESSES		Develop life cycles	Revisit	Growth of a baby	Growth/development	Basic human reproduction	Emotional changes	Basics of contraception
MENSTRUATION					Mention if appropriate	Puberty	Changes at puberty	Revisit
PERSONAL HYGIENE	Privacy - toileting and basic hygiene	Basic hygiene	Caring for our bodies	Revisit	Rights over their own bodies	Personal cleanliness	Changes at puberty	Preventative health habits
PREGNANCY AND BIRTH		Mention if appropriate	Humans can produce babies	Simple reproduction	Basic process of reproduction	Basic human reproduction	Revisit	Revisit
PUBERTY					Mention if appropriate	Basic changes	Changes at puberty	Revisit
REPRODUCTION			Mention if appropriate	Simple reproduction	Basic process of reproduction	Basic human reproduction	Revisit	Revisit

TOPICS	3/4years	4/5 years	5/6 years	6/7 years	7/8 years	8/9 years	9/10 years	10/11 years
<b>HUMAN EMOTIONAL DEVELOPMENT</b>	<p>PSHE 3a how to make simple choices that improve their health and well-being</p> <p>PSHE 1c to recognise, name and deal with their feelings in a positive way</p> <p>PSHE 4d know that family and friends should care for each other</p> <p>Sc 2.4a recognise similarities and differences between themselves and others and to treat others with sensitivity</p> <p>PSHE 4e know that there are different types of teasing and bullying, that bullying is wrong and how to get help with bullying</p> <p>PSHE 1d recognise, as they reach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>PSHE 1b recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing mistakes, making amends and setting personal goals</p> <p>PSHE 4a know that their actions affect themselves and others to care about other people's feelings and</p>							
BODY AWARENESS/BODY PARTS *	Basic self-awareness/ recognition of body parts	Being proud of your body	Similarities/ differences with clothes off	Functions of body parts	Growth/ development	Basic child development	Reasons for body changes	Mention if appropriate
CONFIDENTIALITY *	Basic principles	Revisit	Revisit	Revisit	Revisit	Revisit	Revisit	Revisit
CULTURAL VALUES AND BELIEFS/GENDER/RACE/ CULTURE/ DISABILITY *	Mention if appropriate	Mention if appropriate	Mention if appropriate	Mention if appropriate	Basics of stereotyping	Different cultural practices	Stereotyping	Revisit
EMOTIONS	Basics - happy/sad	My different moods	Valuing oneself and others	Different types of relationships	Awareness of different emotions	Coping with different situations	Accept praise/ responsibility/ puberty	Sexuality, values
FAMILIES *	Relationships with adults	Develop life cycles	Love, jealousy, anger in	Mention if appropriate	Roles of those who look after	Talking to parents	Importance of belonging to family	Revisit

			families		them			
FRIENDSHIPS	Relationships with peers	Groups/ tolerance	What makes a good friend	Influences on decision making	How to make, keep and change friends	Different patterns of friendship	Revisit	Fulfilling partnerships
HOMOSEXUALITY							Mention if appropriate	Raise awareness
MARRIAGE/DIVORCE *			Different family structures	Mention if appropriate	Roles of those who look after them	Revisit	Importance of belonging to family	Fulfilling partnerships
MEDIA								Messages about sex
PARENTING SKILLS *						Mention if appropriate	Importance of belonging to family	Revisit
PEER PRESSURE *	Relationships with peers	Friends - groups tolerance	What makes a good friend	Influences on decision making	Appropriate behaviour	Revisit	Revisit	Positive/ negative relationships
RELATIONSHIPS *	Relationships with adults and peers	Basics of friendships and families	Different family structures	Different types of relationships	How to make, keep and change friends	Different patterns of friendship	Different types of partnerships	Fulfilling partnerships
SELF ESTEEM	Respect yourself - basic ideas	Being proud of your body	What people like about me	Influences on decision making	Be aware of different emotions	Respect for others and self	Moral values	Sexuality
SEXUALITY						Mention if appropriate	Mention if appropriate	Self-esteem

## SRE CURRICULUM OUTLINE YEAR 7 – YEAR 11

TOPICS	11/12 years	12/13 years	13/14 years	14/15 years	15/16 years
<b>FAMILY ISSUES AND RELATIONSHIPS</b>	<p>PSHE 2h basic emergency aid procedures and where to get help and support</p> <p>PSHE 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help</p> <p>PSHE 3f about the role and importance of marriage in family relationships</p> <p>PSHE 3g about the role and feelings of parents and carers and the value of family life</p> <p>PSHE 3i to negotiate within relationships, recognising that actions have consequences and when and how to make compromises</p> <p>PSHE 3k to communicate confidently with peers and adults</p> <p>PSHE 2g to seek professional advice confidently and find information about health</p> <p>PSHE 3g about the nature and importance of marriage for family life and bringing up children</p> <p>PSHE 3h about the role and responsibilities of a parent and the qualities of good parenting and its value to family life</p> <p>PSHE 3i about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances</p> <p>PSHE 3j to know about the statutory and voluntary organisations that support relationships in crisis</p>				
<b>CULTURAL VALUES AND BELIEFS/GENDER/RACE/ CULTURE/ DISABILITY *</b>	Woman's/man's role in family life and in society	Family life	Issues around equality	Global issues/ different cultural norms	Revisit
<b>EQUALITY</b>	Woman's/man's role in family life and in society	Family life	Issues around equality	Global issues/ different cultural norms	Revisit
<b>FAMILIES *</b>	Woman's/man's role in family life and in society	Family life	Parenting skills	Marriage and divorce	Gender roles

MARRIAGE/DIVORCE *	Woman's/man's role in family life and in society	Different family structures	Revisit	Relationship types -outcomes and benefits	Impact on lifestyles
PARENTING SKILLS *	Woman's/man's role in family life and in society	Different family structures	Child development	Taking greater responsibility	Impact on lifestyles
RELATIONSHIPS *	Peer pressure	Boy/girl friends	Celibacy/ virginity	Domestic violence	Gender roles
RIGHTS AND RESPONSIBILITIES *	Basic introduction	Basic human rights	Different forms of abuse	The law	Gender roles
SOURCES OF HELP AND SUPPORT	Doctors/primary care organisations	Basic sexual health advice	Brook and other voluntary organisations	Brook and other voluntary organisations	Brook and other voluntary organisations
<b>TOPICS</b>	<b>11/12 years</b>	<b>12/13 years</b>	<b>13/14 years</b>	<b>14/15 years</b>	<b>15/16 years</b>
<b>SAFETY</b>	<p>PSHE 2b how to keep healthy and what influences health, including the media</p> <p>PSHE 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity</p> <p>PSHE 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel</p> <p>PSHE 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop ways of resisting pressures, including knowing when and where to get help</p> <p>PSHE 2h basic emergency aid procedures and where to get help and support</p> <p>PSHE 2a to think about the alternatives and long- and short-term consequences when making decisions about personal health</p> <p>Sc 2n how the growth and reproduction of bacteria and the replication of viruses can affect health, and how the body's natural defences may be enhanced by immunisation and</p>				
ABUSE		rights	abuse		
CONFIDENTIALITY *	Re-introduce	Revisit	Revisit	Re-introduce	Revisit
CONTRACEPTION	Mention if appropriate	Basic methods	Details of different types	Risks and variations	Revisit
GROUND RULES	Re-introduce	Revisit	Revisit	Re-introduce	Revisit
HIV, AIDS + STI's	Basic principles	Revisit	Revisit	Revisit	Revisit

INDEPENDENCE SKILLS *	Decision-making	Effects of alcohol and drugs	Parenting skills	Taking greater responsibility	Impact on lifestyles
MAKING DECISIONS/CHOICES	Decision-making	Effects of alcohol and drugs	Celibacy/ virginity	The law	Risk assessment
PEER PRESSURE *	Decision making	Effects of alcohol and drugs	Celibacy/ virginity	The law	Risk assessment
PERSONAL SAFETY	Introduce basics	Basic human rights	Different forms of abuse	Domestic violence	Revisit
PORNOGRAPHY	Mention if appropriate	Mention if appropriate	Mention if appropriate	The law	Pornography and promiscuity
PROSTITUTION	Mention if appropriate	Mention if appropriate	Celibacy/ virginity	The law	Pornography and promiscuity
RELATIONSHIPS *	Peer pressure	Boy/girl friends	Celibacy/ virginity	Domestic violence	Gender roles
RIGHTS AND RESPONSIBILITIES *	Basic introduction	Basic human rights	Different forms of abuse	The law	Gender roles
RISK ASSESSMENT	HIV, AIDS & STIs	Effects of alcohol and drugs	Baby sitting	The law	Pornography and promiscuity
SOURCES OF HELP AND SUPPORT	Doctors/primary care organisations	Basic sexual health advice	Brook and other voluntary organisations	Brook and other voluntary organisations	Brook and other voluntary organisations
THE LAW	Peer pressure	Basic human rights	Different forms of abuse	Age of consent etc	Revisit

TOPICS	11/12 years	12/13 years	13/14 years	14/15 years	15/16 years
<b>HUMAN PHYSICAL DEVELOPMENT</b>	PSHE 2a to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way PSHE 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity Sc 2f about the physical and emotional changes that take place during adolescence Sc 2g about the human reproductive system, including the menstrual cycle and fertilisation Sc 2h how the foetus develops in the uterus. including the effect of smoking				
ABORTION	Mention if appropriate	Mention if appropriate	Introduce basics	Discuss moral issues	Impact on lifestyles
<b>AWARENESS OF SELF</b>					
<b>BODY AWARENESS/BODY PARTS *</b>	Body changes at puberty	Revisit	Mention if appropriate		
<b>CHANGES</b>	Physical, emotional changes	Revisit	Mention if appropriate		
CONCEPTION	Basic introduction	Contraception	Revisit	Mention if appropriate	Mention if appropriate
GENETIC ENGINEERING			IVF	Cloning	Designer' babies
INDEPENDENCE SKILLS *	Decision-making	Effects of alcohol and drugs	Parenting skills	Taking greater responsibility	Impact on lifestyles
LIFE PROCESSES	Body changes at puberty	Pregnancy and birth	Child development	Menstrual cycle	Revisit
MENSTRUATION	Body changes at puberty	Mention if appropriate	Mention if appropriate	Revisit	Mention if appropriate
PERSONAL HYGIENE	Re-introduce	Mention if appropriate	Mention if appropriate	Mention if appropriate	Mention if appropriate

PREGNANCY AND BIRTH	Body changes at puberty	Contraception	Revisit	Mention if appropriate	Mention if appropriate
PUBERTY	Body changes at puberty	Mention if appropriate	Mention if appropriate	Menstrual cycle	Mention if appropriate
REPRODUCTION	Body changes at puberty	Contraception	Child development	Mention if appropriate	Mention if appropriate

TOPICS	11/12 years	12/13 years	13/14 years	14/15 years	15/16 years
<b>HUMAN EMOTIONAL DEVELOPMENT</b>	<p>PSHE 2a to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way</p> <p>PSHE 3a about the effects of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively</p> <p>PSHE 3b how to empathise with people different from themselves</p> <p>PSHE 3e to be able to talk about relationships and feelings</p> <p>PSHE 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully</p> <p>PSHE 3k to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities</p>				
BODY AWARENESS/BODY PARTS *	Body changes at puberty	Revisit	Mention if appropriate		
CONFIDENTIALITY *	Re-introduce	Revisit	Revisit	Re-introduce	Revisit
CULTURAL VALUES AND BELIEFS/GENDER/RACE/ CULTURE/ DISABILITY *	Women's' role in family life and in society	Family life	Issues around equality	Global issues/ different cultural norms	Revisit
EMOTIONS	Effects of puberty	Boy/girl friends	Revisit	Relationship types -outcomes and benefits	Management of emotions
FAMILIES *	Role of women	Family life	Parenting skills	Marriage and	Gender roles

				divorce	
FRIENDSHIPS	Peer pressure	Boy/girl friends	Revisit	Loss and change	Gender roles
HOMOSEXUALITY	Introduction	Stereotyping	Issues around equality	Relationship types -outcomes and benefits	Impact on lifestyles
MARRIAGE/DIVORCE *	Woman's/man's role in family life and in society	Different family structures	Revisit	Relationship types -outcomes and benefits	Impact on lifestyles
MEDIA	Peer pressure	Influences on behaviour	Body image	The Internet	Pornography and promiscuity
PARENTING SKILLS *	Role of women/men	Different family structures	Child development	Taking greater responsibility	Impact on lifestyles
PEER PRESSURE *	Decision making	Effects of alcohol and drugs	Celibacy/ virginity	The law	Risk assessment
RELATIONSHIPS *	Peer pressure	Boy/girl friends	Celibacy/ virginity	Domestic violence	Gender roles
SELF ESTEEM	Peer pressure	Boy/girl friends	Body image	Taking greater responsibility	Management of emotions
SEXUALITY	Difference between sex and love	Homosexuality	Celibacy/ virginity	Emotions	Revisit

## Appendix 3

### RESOURCES

*(Many of these resources are available from the Health Links Library, Hamilton Square 647 0211)*

#### KEY STAGES ONE AND TWO

All About Me (Video)

*This video is of great value to teachers with responsibility for sex education for girls and boys either separately or together. It deals with the emotional as well as the physical changes of puberty (40 minutes)*

All About Us – Living and Growing Video and support pack Units 2 & 3 Channel 4 2002

*Examines issues around puberty, sex and relationships in a modern ‘vox pp’ style with separate sections looking at boys and girls issues, but relevant to both sexes*

Blueprints: Health Education Key Stage 1 and 2 – Thornes – 1992

*Health Education packs that examine issues around personal safety, growing up and families*

Childline - C.H.I.P.S. 1998

*Childline In Partnership with Schools - a comprehensive teachers pack to make pupils more aware of the work of Childline. Contains information about child abuse, bereavement, eating disorders, fund raising etc.*

#### Everything You Wanted to Know about Puberty: for Boys

*Designed to deal with the sensitive issues of boys, physical, sexual and emotional development using an intriguing story, wholesome humour and credible information. Unexpected and funny boy/girl encounters maintain the viewers interest as practical advice is given. The programme demonstrates how friends and families help cope with changes during puberty.*

#### Everything You Wanted to Know about Puberty: for Girls

*Designed to deal with girls' sensitive physical, sexual and emotional developments combining a story that every girl can relate to with doses of boy/girl humour and credible information. Unexpected and funny boy/girl encounters maintain the viewers interest as practical advice is given. The programme demonstrates how friends and families help cope with changes during puberty.*

#### Feelings about Friends by Linda Schwartz (Incentive Plus 2001)

*Friendship issues are daily concerns in most classrooms. Warm sensitive activities teach children to make friends, be a good friend, settle disagreements and deal with bullies*

#### Focus on Friendship Game (Incentive Plus 2001)

*This game promotes friendship and social skills. It will help pupils who are having difficulty getting along with others and gives opportunities to discuss healthy competition and co-operative ways of responding when angry or frustrated*

#### Girls Have Long Hair – Booklet

*This booklet describes the process and results of a school industry partnership project. The focus of the project was to establish what primary school pupils understand about the concept of STI's and effective education about HIV/AIDS*

#### Growing up (Video) BBC Education

*Aimed at 9 –11 year olds. Three programmes: 'What's happening to me?', 'How am I behaving?' and 'How are other people behaving?'*

#### Growing up – a Guide to Puberty (Video) Bounty Vision

*This video uses animated drawings. Includes topics on growing up, physical development, periods, emotional development, courtship, sexual intercourse, birth and new babies*

#### Having a Period (Video)

*Providing basic information about menstruation for 8 – 12 year olds. Two sisters go shopping to buy sanitary towels for the elder one and tampons for their mother. The elder sister explains all about menstruation. This explanation is intercut with animated diagrams of the female reproductive system and the processes of ovulation, fertilization and pregnancy are all carefully explained. The menstrual cycle is then described.*

#### Headon 'Body Boards'

*Colourful write-on/wipe-off laminated boards that invite participation from teachers and pupils alike. They address issues that are relevant to the teaching curriculum and issues that are important to the sexual and personal development of the children involved*

Health – Developing awareness of physical, social, emotional and sexual health - Books 1 to 5 – Prim-ed Publishers 2001

*A comprehensive course of books that covers the health curriculum. Based on ideas introduced through worksheets. Each book identifies the National Curriculum non-statutory learning outcomes delivered by each topic*

Health for Life Ages 4 – 7 – Health Education Authority – 1989

*This book helps schools plan a PSHE and Citizenship programme. Children move through a broad-based healthy lifestyles programme and then to consideration of sensitive issues*

Inside Story (The) – Menstruation Education for Young Men and Women – Learning Development Aids 1993

*Background teaching notes and activities for pupils in top primary/lower secondary schools*

Knowing Me, Knowing You

*Ages 7 – 11. This pack provides a comprehensive, well structured sex education programme for primary aged pupils. Covering the whole range of issues relating to pupils and their sexuality, this resource also deals with the teachers possible reservations and anxieties and how to gain the support of parents and governors. There are photocopiable pupil worksheets that are highly illustrated with both anatomical drawings and humorous cartoons*

Kidscape – Primary Protection Programme

*A child protection teaching programme that covers strangers, known adults, bullying, getting lost etc.*

Let's Talk about Sex - Growing Up, Changing Bodies, Sex and Sexual Health

*This book is aimed at Year 6 and Year 7 pupils and looks at puberty, staying healthy, decision-making, sexuality and sexual intercourse. It is a frank explanation of the facts of life, with supporting pictures and diagrams*

Partnerships in Action: Parents, Schools and Sex and Relationships (VIDEO)

*This video is a guide for schools in building a partnership that works in teaching sex and relationships to children. The video of trigger clips is accompanied by a book of ideas and activities that may be used in building a parent and school partnership*

Primary Foundations – PSHE and Citizenship Ages 5 – 7; 7 – 9; and 9 – 11 Scholastic 2002

*Provides a practical solution to the problem of teaching the foundation subjects alongside all the other demands of the curriculum. Each book in the series breaks down the current subject requirements into manageable units of work that can be used as a basis for planning a significant scheme of work*

Primary Protection Programme – Kidscape

*Child protection teaching programme for 5 – 11 year olds. Includes topics around strangers, known adults who might abuse, bullying etc.*

Problem? (Video)

*This video teaches about HIV/AIDS. It dispels misconceptions about HIV and AIDS and helps overcome pupils' fears. It is not explicit and does not explore the transmission of the virus. Included are teachers notes and classroom activities*

Positively Primary – AVERT 1991

*Introduction to the teaching of HIV and AIDS in primary schools*

Primary School Sex and Relationship Education Pack (The) – Healthwise – 2001

*A manual with a realistic whole school approach to sex education with practical strategies to handle complex issues in a sensitive manner. The pack includes staff training workshops, Curriculum guidance, pupil activities, guidance on managing pastoral incidents, policy guidance etc.*

Primary school workbook – Teaching SRE within the National Curriculum – FPA 1993

*A series of SRE activities for use in primary school. Includes a teachers guide.*

Self-esteem Games – Barbara Sher - 1998

*300 fun activities based around the themes of knowing myself, my body, my feelings, being with friends etc.*

Sex Education – BBC (Video)

*Suitable for top primary/lower secondary pupils. (3 programmes): Growing – physical and emotional changes of puberty; Someone new – the development in the womb and birth of a baby; Life begins – the meeting of the sperm and the egg. N.B. There is a specially edited version of this video where particular references have been removed to make it more compatible with various religious and moral beliefs*

Sex Education for Boys (Video)

*Suitable for top primary/lower secondary pupils. This video is divided into 5 sections; all are delivered from a boy's perspective:*

- 1. Growing up*
- 2. Bodily changes in boys*
- 3. Bodily changes in girls*
- 4. Sexual intercourse*
- 5. Pregnancy and childbirth*

#### Sex Education for Girls (Video)

*Suitable for top primary/lower secondary pupils. This video is divided into 5 sections; all are delivered from a girl's perspective:*

- 1. Growing up*
- 2. Puberty in girls*
- 3. Puberty in boys*
- 4. Sexual intercourse*
- 5. Pregnancy and childbirth*

#### Skills for the Primary School Child – Tacade – 1993

*A PSHE pack that includes teaching resources on body parts, relationships, feelings, emotions and keeping safe*

#### Some of Your Bits Ain't Nice! (Video)

A cartoon video that explores the issues around personal hygiene and cleanliness is a

#### Talking to Your Kids about Sex (Video)

*This video is for parents and carers of children aged 8 – 11 and comes with a booklet offering tips and advice on how to talk to kids about puberty, sex and relationships*

Think Bubble - Wirral LEA - 1999

Your body, your self - Channel 4 TV (Video)

*Aimed at 7 – 11 year olds these 2 programmes look at feelings, relationships and body changes, but don't include the mechanics of sex. Programme 1 – 'People close to me'. Programme 2 'How am I going to change?'*

## KEY STAGES THREE AND FOUR

### Am I Normal? (Video)

*Attempts to provide information and assurance around the issues of masturbation, wet dreams, penis size, erections and readiness for dating. It uses a humorous approach with no scenes of explicit sexual activity or nudity*

### Colours of the Rainbow

*A curriculum resource for teachers about homophobia and heterosexism which provides activities for key stages 1 – 4. Aims to help pupils of all ages respect and value diversity, explore gender and sex stereotyping and provides positive examples of lesbians and gay men who are valued by their families*

### Condoms across the Curriculum (Daniels 2001)

*A photocopiable resources which provides easy-to use materials for teachers to introduce condoms through all areas of the school curriculum*

### Contraception Card Game (Healthwise 2001)

*The facts about contraception for young people. The game covers names of contraception methods, information about them and where they can be obtained, pros and cons of different methods and full colour pictures*

### Contraceptive display kit (FPA 2002)

*A sturdy brief-case style holder containing samples of contraceptives in a lift out tray, condom demonstrator and a user manual containing a variety of exercises, including photocopiable activity sheets*

### Dear Celia (Video)

*Aimed at young people aged 14+ this video is designed to answer some of the questions young people will ask on sexual health matters and gives young people an idea of 2 sexual health services, a GUM clinic and a family planning clinic*

### Exploring Healthy Sexuality

*A practical sex education resource for those working with young people aged 14 – 18. Includes quizzes, games and illustrated handouts designed to enable young people to explore their attitudes to body image, sexuality, relationships, assertiveness and safer sex*

### Family Planning Association booklets (2002)

*'4girls' – gives girls the facts they want to know about physical changes and sexual development*

*'4boys' – gives reassuring and factual answers to the questions commonly asked by teenage boys about puberty*

*'Love S.T.I.N.G.S.' – raises and answers young people's questions about STIs – their symptoms and long-term effects, how they are treated and how they can be avoided*

*'Abortion' – gives young people the facts they want to know about abortion and information on protection against unplanned pregnancy, abortion law and sources of help*

*'Is everybody doing it?' – deals with peer pressure, the issues involved in starting a sexual relationship, going to a family planning clinic etc.*

*'Periods' – explains why girls and women have periods, what happens and how to deal with them*

### Holding the Baby (Video)

*This video aims to help young people aged 13+ explore the realities of the issues around teenage pregnancy. Dramatised in three parts, it follows 4 teenage girls as they discover their pregnancy and tell family, friends, boyfriend and parents. Exercises in the accompanying manual develop issues raised in the video*

Inside Story (The) – Menstruation Education for Young Men and Women – Learning Development Aids 1993

*Background teaching notes and activities for pupils in top primary/lower secondary schools*

It's good to talk – bullying (Video)

*A video produced by Park High School on the Wirral which examines the effects of bullying on young people and looks at personal strategies for dealing with bullying. It also considers a school response to bullying*

Let's Talk about Sex - Growing Up, Changing Bodies, Sex and Sexual Health

*This book is aimed at Year 6 and Year 7 pupils and looks at puberty, staying healthy, decision-making, sexuality and sexual intercourse. It is a frank explanation of the facts of life, with supporting pictures and diagrams*

Living Body, The (Video)

*This video shows how male and females reproduce. The genes that determine the characteristics of the child and the chromosomes that determine the sex of the child*

Make Love Last (Video)

*This video and teaching pack aimed at 14 – 15 year old PSHE pupils. It uses humorous sketches, interviews with teenagers and comments from experienced educators showing teenagers saying 'No' to premature sex is a positive and rewarding choice.*

### Male and Female – Teaching cards

*A set of 15 teaching cards. These A4 cards depict the reproductive organs in men and women and the process of fertilisation and development of a pregnancy. Intended for teachers involved in sex education*

### Partnerships in Action: Parents, Schools and Sex and Relationships (VIDEO)

*This trigger video is accompanied by a book to assist schools in building a partnership with parents, in how they want their children educated in sex and relationships education. The book consists of many ideas and suggestions in building a good working partnership with schools and parents at Key Stage 3 & 4*

### Personal Relationships – Folens PSHE 2000

*This book contains 22 activities, each one with a teacher instruction page and a pupil activity page. The activities can be completed in short time slots or extended into longer periods, depending on the length of time available*

### Safe and Sound 11 – 16 Sex and Relationship Education Pack 1999

*This sex and relationship education pack is for secondary schools, youth projects and other agencies that work with young people. The package includes a wealth of new material, particularly about managing relationships*

### Sex – A Guide for the Young (Video)

*Cartoon format – clear and explicit on a number of relationships, issues including orgasms, stimulation, kissing.*

*N.B. This video needs previewing before using in classroom settings*

Sex and Relationships Education A step-by-step guide for teachers. - Blake, Simon published by Fulton Publishers 2002

*This book enables and assists teachers with responsibility for organising and delivering sex and relationship education. It includes practical exercises to prepare staff for delivering SRE, advice on choosing, developing and using resources and a list of useful addresses and websites*

Sex Education – BBC (Video)

*Suitable for top primary/lower secondary pupils. (3 programmes): Growing – physical and emotional changes of puberty; Someone new – the development in the womb and birth of a baby; Life begins – the meeting of the sperm and the egg  
N.B. There is a specially edited version of this video where particular references have been removed to make it more compatible with various religious and moral beliefs*

Sex Education Fact Pack

*Sex education in schools fact pack. The National Curriculum, Legal issues, Young People and sexuality*

Sex Education - Folens PSHE 2000

*This book contains 21 activities, each one with a teacher instruction page and a pupil activity page. The activities can be completed in short time slots or extended into longer periods, depending on the length of time available*

Sex Education for Boys (Video)

*Suitable for top primary/lower secondary pupils. This video is divided into 5 sections; all are delivered from a boy's perspective:*

*6. Growing up*

7. *Bodily changes in boys*
8. *Bodily changes in girls*
9. *Sexual intercourse*
10. *Pregnancy and childbirth*

#### Sex Education for Girls (Video)

*Suitable for top primary/lower secondary pupils. This video is divided into 5 sections; all are delivered from a girl's perspective:*

6. *Growing up*
7. *Puberty in girls*
8. *Puberty in boys*
9. *Sexual intercourse*
10. *Pregnancy and childbirth*

#### Sex Education for Parents

*A resource for professionals running workshops for parents. Includes information and activities to help build parents' confidence in talking about sexual matters with their children*

#### Sexploitation. A board game on sex and relationships (Healthwise 2001)

*This exciting new board game developed by a group of teenagers, aims to promote sexual health awareness and is aimed at 14+.*

Sexual Health Information Pack (SHEG 2002)

*An A5 ring binder of information to support teachers in their pastoral care of the young people in their schools*

Strides: a practical guide to sex and relationships education with young men (FPA 2002)

*Strides provides ideas on how to deliver lively, informative sessions on sexuality, relationships, masculinity, contraception and sexual health to young men*

Sexwise II – Sex Education in Schools

*In 2 sections, this pack offers information and guidance for those involved in managing and providing sex education in school. It includes a compendium of training activities and materials for use with teachers, governors and parents*

Taking Sex Seriously (Healthwise 1999)

*A manual of practical and effective approaches to sex education for young people aged 11 years plus. The pack contains group work activities about and dealing with pregnancy, STDs, HIV, talking about sex and getting help*

Talking STDs Video and teaching pack (Classroom Resources 2001)

*A set of photocopiable resources for students and teachers linked to a video in which STDs are sensitively portrayed.*

Trust Me (Video)

*A video aimed at Years 9 and 10, which explores the relationships aspects of teenage pregnancy through short scenes. Brings out the consequences of unprotected sex for both boy and girl. Allows the teacher to pause the programme and discuss the issues raised.*

You TV (Video)

*An educational package developed specifically for use with 11 – 13 year olds. Covers the physical and emotional changes of puberty, issues of gender and sexual identity, relationships, contraception and HIV/AIDS in a lively fact paced mix of drama and documentary*