

**SEX AND
RELATIONSHIP
EDUCATION
GUIDANCE**

Spring 2002

"The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood"

DfES SRE Guidance ref: DfEE 0116/2000

SEX AND RELATIONSHIP EDUCATION GUIDANCE

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HOW TO USE THIS GUIDE

This handbook is intended to be a practical document for use throughout the school. It gives details of the statutory and non-statutory requirements for schools and takes account of both the revised National Curriculum published in September 1999 and the new Personal, Social and Health Education framework. There is also guidance on the NHSS Wirral Health Promoting Schools Standard and the Wirral Teenage Pregnancy Strategy. For headteachers this guidance places SRE within a legal and curriculum context and for teachers it can be used as a foundation for the delivery of Sex and Relationship Education in the classroom.

Information contained within this handbook:

- clarifies what schools are required to do by law;
- places the delivery of SRE within the context of national, regional and Wirral initiatives
- gives guidance on the development of a school policy on SRE;
- shows how SRE should be taught within the PSHE framework, outlines some practical strategies for teaching and provides a range of teaching ideas and resources;
- offers advice on teaching about relationships within the context of SRE
- guides schools and teachers on some of the sensitive issues schools may have to address when teaching SRE;
- emphasises the importance of working in partnership with pupils, parents and the wider community;
- examines issues surrounding confidentiality

The document is divided into four sections. The first provides ‘key points’ of SRE provision, in effect a brief reference for, and summary of, the main statutory and non-statutory recommendations for those with responsibility for policy development and the delivery of SRE in schools. It is designed to allow staff to ‘dip into’ the relevant point and access the pertinent topic. Each topic has a heading and bullet points to ease

identification of the specific information required. The second section gives details of 'relationship' education, with particular reference to how this aspect can be delivered effectively to children and young people. Section Three details a curriculum outline for the teaching of SRE, from early years to post 16. The final section supplies in depth background and details for the key points of Section One.

An electronic version of the guidance is available on the Wirral Learning Grid (www.Wirral-mbc.gov.uk). It can be downloaded as a hard copy and used as a reference document by schools. A handbook of this nature needs to be constantly updated and the intention is to issue schools regularly with modified information. The format of the document allows for the latest materials to be enclosed in the ring binder and the superseded pages to be removed.

Any comments from staff about the format, content or layout of this handbook would be welcomed, along with suggestions for additions and amendments. A response sheet for staff to return their comments to the LEA can be found in the appendices at the end of this guidance document. The final section of the Wirral Learning Grid version of this guidance has an e-mail address for comments to be sent to Wirral LEA.

DEFINITION OF SEX AND RELATIONSHIP EDUCATION

Sex and relationship education is about lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity

DfES SRE Guidance ref: DfEE 0116/2000

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

SECTION ONE

KEY POINTS

This section provides the 'key points' of SRE provision. These are a brief reference for, and summary of, the main statutory and non-statutory recommendations for those with responsibility for policy development and the delivery of SRE in schools. It is designed to allow staff to 'dip into' the relevant point and access the pertinent topic. For greater detail on any of the key points reference to the appropriate appendix in section four should be made.

SECTION ONE

KEY POINTS

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SEX AND RELATIONSHIP EDUCATION AND THE LAW

KEY POINTS

SRE Policy

1. **Sex education in the National Curriculum is mandatory for all pupils of primary and secondary age**
2. All schools must have an up-to-date policy, which is available for inspection and to parents.
3. The policy must:
 - define SRE;
 - describe how SRE is provided and who is responsible for providing it;
 - say how SRE is monitored and evaluated;
 - include information about parents' right to withdrawal;
 - to be reviewed regularly
4. Schools need an overall policy on PSHE and Citizenship including SRE and it must be linked to the relevant National Curriculum Science topics and must be inclusive of all pupils
5. Schools should consult closely with governing bodies and parents in the development of their SRE policy to ensure that they develop policies that reflect parents' wishes and the culture of the community they serve.
6. It is recommended that SRE is delivered through the PSHE and Citizenship framework.
7. The SRE policy needs to also reflect the views of teachers and pupils.

SEX AND RELATIONSHIP EDUCATION AND THE LAW

KEY POINTS

SRE Policy

8. Primary schools need to be aware of the SRE programme for Year 7 pupils before their transition to secondary education
9. As a basic minimum, secondary schools must provide pupils with information about sexually transmitted infections and HIV/AIDS in their SRE programme
10. Section 405 of the Education Act 1996 allows parents to request that their child be wholly or partly excused from receiving sex education in school. In this case the pupil would have only to attend lessons identified in the National Curriculum (i.e. SRE delivered through the science curriculum)

(For details on the development of school SRE policies see appendix III)

SEX AND RELATIONSHIP EDUCATION AND THE LAW

KEY POINTS

OFSTED

1. OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils in schools. This includes evaluating and commenting on a school's SRE policy.
2. Inspectors must report on pupils' personal development; how well the school cares for and provides effective support and advice for all its pupils; and how well the school works in partnership with parents.
3. Future OFSTED inspections will take account of recommendations from the Teenage Pregnancy report and the new PSHE and Citizenship framework.

(For details on OFSTED inspection of PSHE/SRE policies and schemes of work see appendix IX)

TEACHING SUPPORT/RESOURCES

KEY POINTS

Teaching materials

1. All materials used in schools must be in accordance with the law as well as the PSHE framework.
2. Explicit material not directly related to an explanation about an SRE topic or any inappropriate images should not be used.
3. It is the duty of schools to ensure that pupils are protected from teaching and materials which are not appropriate to the age or cultural background of the young people concerned.
4. Schools must also prevent pupils from accessing unsuitable material on the Internet¹.

(For a checklist for selecting resources and teaching materials see appendix V and XV)

¹ *Details can be found on: “Internet Safety Advice” on Wirral Learning Grid and on the DfES website: “safety.ngfl.gov.uk/schools”*

TEACHING SUPPORT/RESOURCES (Cont.)

KEY POINTS

Outside visitors

1. The use of outside speakers is a valuable additional teaching resource for schools and they can provide support for the delivery of SRE lessons.
2. All visitors must be planned and timetabled into the SRE programme and not used as an alternative to other input.
3. Schools should have a code of practice for use of outside agencies which needs to be addressed at the planning stage of any SRE programme.
4. An outside speaker should not be left alone with a class or allowed to take responsibility for a group of children or young people without the class teacher being present in the room. If possible the teacher should take an active part in the lesson as eager observer, willing participant or support teacher to the visitor.

(For a checklist of criteria for outside visitors see appendix IV)

WHY SRE IS IMPORTANT

KEY POINTS

Research

1. Surveys of parents consistently show support for sex education. However, parents believe they lack sufficient skill and knowledge and look to schools and others to support the sex and relationships education of their children.
2. Numerous surveys and research studies describe young people's views of sex and relationships education as being 'too little, too late and too biological' and as avoiding the broader issues of relationships and discussion about sexuality, contraception, sexually transmitted diseases and abortion.
3. The UK has one of the highest rates of conceptions among under 16-year-olds in Europe, and although the overall rates in Wirral are relatively low compared with national rates, the Teenage Pregnancy Strategy has a goal of reducing conception rates by 15% by 2004 and by 50% by 2010.
4. Sexually transmitted infections, including HIV, continue to rise.
5. Poor sexual health and high rates of teenage pregnancy and parenthood are more common among young people who experience social inequality, such as poverty, low educational achievement and employment prospects, homelessness or being in care.
6. Sex and relationships education, alongside targeted work with vulnerable and hard to reach young people, is key to improving sexual health and reducing the negative consequences of sexual activity.
7. Children and young people themselves have identified a need for SRE.

WHY SRE IS IMPORTANT (CONT.)

KEY POINTS

Research

8. SRE, PSHE and Citizenship can contribute to the development of positive self-esteem, help to reduce bullying and raise academic attainment¹.
9. Parents want schools to provide SRE²
10. The effective delivery of SRE can make a positive contribution to addressing national and local priorities including reducing teenage pregnancy³ and improving sexual health⁴
11. There are statutory requirements, non-statutory guidance, government priorities and local initiatives that schools must address⁵.

¹ "A review of evidence of the impact on schools of the implementation of the National Healthy School Standard drawn from the Ofsted Database of schools in England inspected September 2000 – July 2001"

"Setting the Standard" DfES 2000

² Parents, Schools and Sex Education – NFER/HEA 1994

³ Teenage Pregnancy Report, Social Exclusion Unit 1999

⁴ Sex Education Matters No. 15 Spring 1998

⁵ For further details see appendix III

THE CONTEXT FOR DELIVERY OF SRE

KEY POINTS

SRE context

1. Education about sex and relationships is given informally and formally in a range of settings by a variety of people.
2. SRE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. SRE should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999.

(For more information on SRE in the context of PSHE provision see appendix VI)

THE AIMS OF SRE IN SCHOOLS

KEY POINTS

Aims

1. Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making

2. Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse

3. Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- learning strategies for avoiding unplanned pregnancy.

VALUES, ETHOS, CULTURE AND ENVIRONMENT

KEY POINTS

Moral issues

1. PSHE should explicitly reflect and be reflected in the values and ethos of schools.
2. The school ethos required in the school prospectus, embodies the values held by the school's communities and provides the atmosphere for life in and beyond the school itself.
3. The ethos of the school may also reflect the religious beliefs and values associated with the origin of that school.
4. SRE, as an integral component of the PSHE curriculum, must also reflect the values, ethos and culture of the school.

MULTI-CULTURE AND SRE

KEY POINTS

Religious and cultural beliefs

1. An awareness of cultural and religious differences is vital when delivering sex as relationships education lessons.
2. Issues such as contraception, homosexuality, abortion and extra-marital sex are viewed in a variety of ways by peoples of different cultures and religions.
3. Teachers need to take into account pupils' particular religious or cultural backgrounds when planning and delivering lessons. Also they need to understand that not all members of a religious or cultural group may hold the same beliefs
4. Schools need to develop good communication with both pupils and parents of religious or cultural groups to discover what they want from SRE lessons.

(For more information on SRE and religious and cultural beliefs see appendix II)

EQUAL OPPORTUNITIES AND SRE

KEY POINTS

Disability

1. Disabled children and young people are less likely to receive sex education in school and at home
2. Disabled pupils have the same rights to education and information, dignity and respect, as their able-bodied peers
3. All young people have a legal right to education and support which will prepare them for the responsibilities and experiences they will encounter in adulthood.
4. It is important for pupils with learning difficulties to recognise the different types of relationships – those with family, fellow pupils, particular friends and those that are more intimate in nature.

For more information about disability and SRE see appendix I

“Sex and Relationships Education. A step-by-step guide for teachers” pages 81-94

EQUAL OPPORTUNITIES AND SRE

KEY POINTS

Gender

1. A school's SRE policy must address the needs of both boys and girls.
2. Consultation, especially with boys is recommended; using responses to inform the content and methodology of SRE lessons
3. Ensure the use of non-stereotypical resources and teaching materials
4. Use single sex groupings if appropriate
5. The school should provide a wide range of role models

EQUAL OPPORTUNITIES AND SRE

KEY POINTS

Ethnicity

1. Research indicates that children from black and other ethnic minorities are less likely to talk to their parents about sex and relationships; schools are sometimes their only source of SRE information
2. Schools must ensure that their SRE programmes are culturally appropriate and inclusive of all pupils
3. Pupils and parents need to be consulted on both content and delivery of SRE lessons
4. It may be culturally more acceptable to deliver some SRE topics in single gender groups

For more information about ethnicity and SRE see appendix II

TEENAGE PREGNANCY

KEY POINTS

Wirral Teenage Pregnancy Strategy

1. Wirral's Teenage Pregnancy Strategy has been formulated in line with National Government objectives published in the Social Exclusion Unit Report 1999
2. Amongst the aims of the Wirral Strategy over the next ten years are plans to improve young people's knowledge and access to information and services for sexual health and general health and well-being.
3. Wirral Teenage Pregnancy Strategy also supports the Excellence in Cities Initiative which aims to raise educational standards amongst disaffected groups of young people and promote social inclusion
4. The Wirral Strategy also addresses issues in a constructive and proactive way to enable young people to make informed choices about their reproductive and sexual health
5. The Strategy has a flexible approach to meet the range of different needs for young people from a diverse range of cultural, religious and ethnic backgrounds.

(For more details on the Wirral Teenage Pregnancy Strategy and the National Teenage Pregnancy Unit see appendix VIII)

NATIONAL HEALTHYSCHOOLS STANDARD

KEY POINTS

Health Promoting Schools

1. Section 3 of the NHSS Guidance⁴ requires the Wirral programme to work with schools to contribute to whole school education and health improvement.
2. The programme needs to ensure a whole school approach is used in working on specific themes and to have measures for assessing school achievement in relation to the specific themes. In order to achieve the SRE key theme schools must meet nine specific standards
3. SRE is one of the specific themes within the NHSS and the Standard outlines criteria for assessing school achievement in relation to SRE.
4. The aim of the SRE standard for HPS is to enable children and young people to develop their sexual and emotional lives in a responsible and healthy manner so they can enjoy their sexuality without fear or harm.
5. Staff must have a sound basic knowledge of sex and relationships issues and are confident in their skills to teach sex education and discuss sex and relationships
6. Schools should have an understanding of the role of schools in contributing to the reduction of unwanted teenage conceptions and the promotion of sexual health

(For more information about the nine specific standards within the HPS key theme of SRE see appendix or refer to the Wirral Health Promoting Schools Implementation Guide)

⁴ NHSSG National Healthy School Standard: Guidance – DfEE

YOUNG PEOPLE AND CONFIDENTIALITY

KEY POINTS

Confidentiality

1. Schools need an explicit, clearly advertised policy, which is available to pupils, parents, staff and visitors
2. Confidentiality of young people cannot and must not be guaranteed by schools
3. There is no legal requirement for schools to inform parents about any disclosure made by pupils, although pupils should be encouraged to talk with their parents or carers wherever possible
4. There should be a set procedure to be followed by all staff if a pupil under 16 is having, or is contemplating having, sexual intercourse
5. Any suspicion of sexual abuse of a pupil requires schools to follow their child protection procedures
6. Within the classroom situation, health professionals (such as the school nurse) are bound by the school's confidentiality policy, but when talking to individual pupils they are guided by their own professional codes of conduct.

For more details about young people and confidentiality see appendix XI

SECTION TWO

RELATIONSHIPS

This section gives details of relationship education, with particular reference to how this aspect can be delivered effectively to children and young people. Issues surrounding sex and relationships education for boys and young men are explored, as are same-sex relationships.

SECTION TWO

RELATIONSHIPS

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RELATIONSHIPS

"Sexual health is a wonderful thing. Unfortunately, there can be many barriers to achieving and maintaining it. Embarrassment and the fear of broken confidentiality, infections and pregnancy, difficult relationships, all can lead to ill health, disease and sexual unease."

'Must try harder...' Wirral's Health 2001

DIFFERENT TYPES OF RELATIONSHIP

GROUPS

- Identifying the range of groups each pupil belongs to
- Understanding the difference between voluntary and membership by circumstance
- Recognise that a variety of needs are met by membership of different groups
- Understanding the benefits and responsibilities of group membership
- Consideration of differences in behaviour in groups
- Realisation that groups have an influence on behaviour of individuals

FRIENDSHIP

- Understanding the major aspects of friendship such as trust, similar interests, sharing, acceptance, giving, loyalty etc. Grasping the concept of friendship as a dynamic relationship, which carries responsibilities as well as benefits.
- Identifying the needs met by friendship – companionship, support etc. and developing self-awareness, knowing the type of friend you are
- Appreciating friends – self awareness of individual role as a friend
- Understanding changes in friendships and their causes – jealousy, uncertainties, being omitted, arguments, changes in needs etc
- Consideration of the influence friends can have – peer pressure
- Understanding what it is like to be the opposite sex, particularly with regard to attitudes towards friendship. Exploring the attitudes boys and girls have towards each other and the limiting effect of gender stereotyping on the development of relationships
- Recognising the different expectations between boys and girls in friendships
- Realisation that friendships can change and move on and that as pupils grow they make new friends
- Knowing that tensions can be created when there are clashes between parental wishes and friends' influences. Raising awareness of situations that can lead to divided loyalties

FAMILIES

- The importance of the family within the concept of ‘belonging’
- The role of the family for its members – love, protect, provide and nurture
- Exploring the different types of groups that can be called a family:
 - Mother, Father and child(ren)
 - Single parent and child(ren)
 - Parent, step parent and child(ren)
 - Grandparents
 - Older siblings
 - Other family members
 - Foster carers
 - Local authority carers
- Understanding the difference between the family unit living together and the extended family
- Considering the importance of the time a family spend together
- Accepting that the relationships within a family will change and develop over time
- Consideration of roles within the family, with particular emphasis on gender and tasks to be undertaken
- Exploring the stress factors within families – unemployment, financial hardship, elderly relatives, behaviour of individual members of the family etc.

AUTHORITY

- Understanding the meaning of terms such as ‘authority’, ‘power’, ‘influence’, ‘control’ etc.
- Identifying people who have some form of control over young people – parents, teachers, police, MPs, leaders of any groups they belong to
- Exploring feelings towards those who are in authority.
- Understanding that feelings and attitudes towards someone will be affected if they have authority over you – it can result in respect or resentment

- Accepting that individuals have a range of feelings towards people in authority

PUTTING RELATIONSHIPS IN CONTEXT

- What is a relationship? What do they look like?
- Recognise that relationships happen in groups of all sizes
- Explore the range and types of relationship:
 - Platonic
 - Parental
 - Friendships
 - Marital
 - Sexual
 - Working
 - Sibling
 - Pastoral
 - Prime Minister has 'relationship' with the country
- Discussion about the levels of relationship proximity – using 3 concentric circles with 'ME' in the centre and each friendship type placed in the appropriate circle
- Identifying characteristics or components at the varied levels of proximity that would support a positive or fruitful relationship
- Identify characteristics or components at the varied levels of proximity that would prove harmful or damaging to a relationship
- Emphasise that every individual also has a relationship with themselves, and that this relationship is probably the most important one of all because it has a major impact on every other relationship they are in or will have
- Discussions around the concept that if you cannot find qualities to love and respect in yourself then how can anyone else?
- Relate the idea of a positive relationship with oneself with the negative or damaging relationship components and encourage pupils to apply these components to the relationship they have with themselves

BOYS AND YOUNG MEN

"It all feels a bit grim,
growing up as a boy, alone and
alienated and relying on the
peer group which also fosters
that aloneness. High
Proportions of boys say they

'Let's hear it for the boys!' Sex Education Forum 1997

Boys are frequently omitted from family sex education at home. Mothers talk to daughters and will discuss with their sons but they often lack knowledge of boys' development. Fathers rarely discuss sexual matters with their sons. Boys tend to gain much of their sexual knowledge from each other. This situation is made worse because it is not acceptable for them to demonstrate ignorance. Discussion of sex with peers often results in relating 'performance stories' of sexual experiences, real or imagined, in a highly competitive environment. The group discussion format often limits the opportunities for talking about feelings, emotions and fears. Many young men learn about sex through erotic or pornographic material, including the Internet, either alone or in groups.

Discussion around masculinity abounds; the nature/nurture debate continues without any clear outcome apart from a general agreement that boys and girls are different. However, societal pressure influences us to perceive many characteristics as either masculine or feminine. Young men are encouraged to be less accepting of emotions such as tenderness and sadness as well as being less able to recognise such feelings in others.

Because young men are assumed to have knowledge of sex they frequently hide their ignorance and are under far more pressure than girls to not seek advice and information about sexual matters. Very few young men access sexual health services from either their general practitioner or a young person's clinic.

Peer pressure to lose virginity at an early age is experienced by many young men. Sexual intercourse is frequently seen as a rite of passage to manhood; boys perceive their first sexual experience as an achievement whereas girls view loss of virginity with regret.

In delivering sex and relationships education there is a real need, therefore, to 'look behind the mask' of boys' attitudes and to attempt to address the vulnerabilities that are hidden by their so called macho behaviour. Research has identified that young

men are pressurised into behaviour that is considered to be ‘hard’, ‘strong’ and ‘knowing it all’

and to shun displays of caring, dependency, loving and other forms of nurturing or supposed effeminacy. The adoption of homophobic and sexist behaviour and attitudes by boys in order to distance themselves from gay men, women and ‘failures’ is commonplace. In addition, the worries of bullying or being called ‘gay’ pressurise boys into macho posturing, homophobia and disruptiveness. In the delivery of sex and relationship education staff must appreciate the cause of some behaviours and link external factors to internal emotions. It may also be necessary for sex educators to consider their own negative perceptions and expectations of the boys and young men they teach.

When considering if schools’ sex and relationship education is meeting the needs of boys and young men a number of questions have to be asked:

- is the SRE programme supporting boys’ emotional and sexual health in such a way as to allow them to communicate more effectively and to seek the support and advice they need?
- do SRE lessons engage boys’ attention and use approaches which suit boys and don’t leave them bored, frustrated and even disruptive?
- does the SRE course avoid focusing on reproduction – which is of interest to girls - but does not engage boys, thereby reinforcing the message that sex education is nothing to do with boys?

Key Points for the delivery of SRE to boys and young men

Improving sex and relationship education for boys requires schools to address the following issues:

1. Start with an agenda that is appropriate for boys
2. Respect for boys
3. Provide positive role models
4. Make boys' needs visible in SRE policies
5. Create a general environment that makes it safer for boys to get advice on sex and sexual health
6. Raise staff awareness of gender issues
7. Provide opportunities for young people to explore and examine gender issues
8. The role of fathers and family in the sex education of boys
9. Provide support for men working with boys
10. The use of appropriate learning methodologies
11. Boys' different developmental stages
12. The resources used with boys and young men
13. Links between schools, sexual health services and youth and community settings

Staff will need to:

- consult with boys – use their responses to inform the content and methodology of SRE lessons
- make sure schools' policies include and address the needs of boys
- use distancing techniques to provide a safe environment for discussion of sensitive issues
- ensure the use of non-stereotypical resources and teaching materials
- use single sex groupings if appropriate
- provide information on outside agencies that offer help and advice

- provide a wide range of role models
- make an explicit link between SRE and other areas of the curriculum

Increased understanding of the societal pressures on boys and young men will help ensure positive outcomes are gained in SRE lessons. These outcomes should include improved self-esteem, an increase in the ability of young men to take responsibility for their sexual behaviour and to make informed sexual choices. Their confidence to talk about sexual and emotional matters will also be enhanced and with some boys it might even reduce their disaffection with school improving their academic achievement.

For many young men sexual tensions between themselves and girls are often manifest through abusive and aggressive behaviour. If SRE is able to raise awareness of these tensions at a school management level it will help to reduce such negative experiences and support boys and girls in the development of more mutually respectful and positive relationships.

SEXUAL IDENTITY AND SEXUAL ORIENTATION

Homosexuality has become an issue in education in recent years. The fact that many of the first HIV and AIDS cases were amongst gay men resulted in some sex and relationship educators developing more sensitive approaches to teaching about homosexuality and being pro-active in combating homophobia. Between 5% and 10% of the adult population is homosexual, which means that every teacher will probably have children in their class who will go on to be gay. Therefore teachers must not assume that all the young people they teach will be heterosexual or that none have gay or bisexual parents or other family members. By avoiding any mention or discussion of homosexuality can be detrimental to young people who go on to be gay or have gay family members. Schools have a duty to meet the needs of all their pupils and the sex and relationship education programme has to be relevant and sensitive to their young people, whatever their developing sexuality.

Section 28

In 1988 the Local Government Act made it an offence for a Local Education Authority to 'promote homosexuality'. This gave many teachers cause for concern regarding the teaching of any issues around homosexuality. However, this law does not apply to the actions of individual teachers or schools and does not limit teaching about the subject.

Teachers need to deal honestly and empathetically with issues relating to homosexuality, without direct promotion of sexual orientation, and respond to relevant questions, offering support where appropriate.

SECTION THREE

CURRICULUM

This section gives details of the content and location of sex and relationship education within the school curriculum. National Curriculum science requirements are identified at all four Key Stages. Reference is also made to teaching strategies for creating a positive classroom atmosphere as well as managing sensitive issues.

SECTION THREE



CURRICULUM

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EARLY YEARS CURRICULUM

Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. It is crucial that settings provide the experiences and support to enable children to develop a positive sense of themselves. The following suggested ideas are for achieving the early learning goals for the foundation stage curriculum.

Opportunities for pupils to:

- learn to treat living things properly and their environment with care
- be sensitive to the needs and feelings of others
- demonstrate independence in selecting an activity or resources
- demonstrate independence in dressing and personal hygiene
- be confident and show appropriate self-respect
- be able to establish effective relationships with others children and adults
- take turns and share fairly
- express their feelings and behave in appropriate ways, develop an understanding of what is right and wrong
- work as part of a group and independently
- concentrate and persevere in their learning and seek help where needed
- explore new learning and show the ability to initiate ideas and solve practical problems



PSHE CURRICULUM

The delivery of sex and relationship education in all four Key Stages can be considered under the following 4 learning outcomes:

Opportunities for pupils to:


1. Develop confidence and responsibility and make the most of their abilities
2. Prepare to play an active role as citizens
3. Develop a healthier, safer lifestyle
4. Develop good relationships and respect the differences between people



PSHE AT KEY STAGE 1 AND 2

Sex and relationship education at primary school level should ensure pupils are taught the knowledge, skills and understanding through the following breadth of opportunities:

1. To take and share responsibility
2. To feel positive about themselves
3. To take part in discussions
4. To make real choices
5. To meet and talk with people
6. To develop relationships through work and play
7. To consider social and moral dilemmas that they come across in everyday life
8. To ask for help



KEY STAGE 1


Pupils should be taught:

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to name the main external parts of the human body
- that humans can produce babies and these babies grow into children and then adults
- to recognise similarities and differences between themselves and other pupils

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves. They begin to learn about their own and other people's feelings and become aware of their views, needs and rights of other children and older people.

At Key Stage 1 pupils should:

- recognise, name and deal with feelings in a positive way
- make simple choices that improve their health and well-being
- understand that people and other living things have needs, and that they have responsibilities to meet them
- know how to maintain personal hygiene
- know how some diseases spread and can be controlled
- know about the process of growing from young to old and how people's needs change
- know the names of the main body parts
- know rules for, and ways of, keeping safe and about people who can help them to stay safe
- be able to identify and respect the differences and similarities between people
- know that family and friends should care for each other



KEY STAGE 2

Pupils should be taught:

- that there are life processes, including nutrition, movement, growth and reproduction common to animals, including humans
- about the main stages of the human life cycle

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas and as member of their communities. They become more mature, independent and self-confident. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. As they begin to develop into young adults they face the changes of puberty and transfer to secondary school. They learn how to make more confident and informed choices about their health and environment.

At Key Stage 2 pupils should:

- recognise, as they approach 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
- know how to resolve differences by looking at alternatives, making decisions and explaining choices
- understand what makes a healthy lifestyle, what affects mental health and how to make informed choices
- understand that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- know how the body changes as they approach puberty
- recognise the different risks in different situations and then decide how to behave responsibly and judge what kind of physical contact is acceptable or unacceptable
- 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


- understand that their actions affect themselves and other, and care about other people's feelings and to try to see things from their points of view
- be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- know where individuals, families and groups can get help and support



PSHE AT KEY STAGE 3 AND 4

Sex and relationship education at secondary school level should ensure pupils are taught the knowledge, skills and understanding through the following breadth of opportunities:

1. To take responsibility
2. To feel positive about themselves
3. To participate
4. To make real choices and decisions
5. To meet and work with people
6. To develop relationships
7. To consider social and moral dilemmas
8. To find information and advice
9. To prepare for change



KEY STAGE 3

Pupils should be taught:


- that living things have structures (cells, tissues and organs) that enable life processes to take place
- the ways in which some cell types, including sperm, ovum are adapted to their functions
- the human reproductive system, menstrual cycle, fertilisation and how the foetus develops in the uterus (including the role of the placenta)
- the physical and emotional changes that take place during adolescence
- that bacteria and viruses can affect health
- about environmental and inherited causes of variation
- that selective breeding can lead to new varieties

During Key Stage 3 pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being.

At Key Stage 3 pupils should:

- recognise the stages of emotions associated with loss and change caused by death, divorce and separation, and new family members, and how to deal positively with the strength of their feelings in different situations
- recognise the physical and emotional changes that take place at puberty and know how to manage these changes in a positive way

- know, in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- recognise and manage risk and make safe choices about healthy lifestyles, different environments and travel
- recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- know how to empathise with people different from themselves
- understand about the nature of friendship and how to make and keep friends
- recognise some of the cultural norms in society, including the range of lifestyles and relationships
- be aware of the changing nature of and pressure on relationships with friends and family and when and how to seek help
- know about the role and importance of marriage in family relationships
- know about the role and feelings of parents and carers and the value of family life
- recognise that goodwill is essential to positive and constructive relationships
- be able to negotiate within relationships, to recognise that actions have consequences and when and how to make compromises



KEY STAGE 4

Pupils should be taught:

- the way in which hormonal control occurs, including the effects of insulin and sex hormones
- the medical uses of hormones including the control and promotion of fertility
- that sexual reproduction is a source of genetic variation
- how sex is determined in humans
- the basic principles of genetic engineering, cloning and selective breeding
- how cells divide by meiosis to produce gametes
- how variation arises from genetic causes, environmental causes and a combination of both

During Key Stage 4 pupils use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community. They develop the self-awareness and confidence needed for adult life. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

At Key Stage 4 pupils should:

- think about the alternatives and long- and short-term consequences when making decisions about personal health
- use assertiveness skills to resist unhelpful pressure
- know about the health risks of early sexual activity and pregnancy and about safer choices they can make
- understand, in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices

- be able to seek professional advice confidently and find information about health
- be aware of exploitation in relationships
- be able to talk about relationships and feelings
- deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- understand about the nature and importance of marriage for family life and bringing up children
- know about the role and responsibilities of a parent and the qualities of good parenting and its value to family life
- know about the statutory and voluntary organisations that support relationships in crisis
- develop working relationships with a range of adults

IMPORTANT

The following pages contain a curriculum framework for the topics to be delivered to each year group in school.

In some year groups topics may contain the words “Mention if appropriate” in the framework. Schools are advised that such topics need not be included in an overall curriculum delivery plan, but staff should be prepared to address the subject if it is raised by pupils and if staff feel it is appropriate.

Some topics are not deemed appropriate for delivery to younger year groups. A shaded box designates these topics. If pupils raise these topics in SRE lessons schools are advised to discuss the issue with pupils on an individual basis outside of the SRE lesson. Any concerns over child protection issues which arise as a result of such discussions must be directed to the school’s Child Protection Co-ordinator as soon as possible

SRE CURRICULUM OUTLINE NURSERY – YEAR 6

TOPICS	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6
FAMILY ISSUES AND RELATIONSHIPS	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 community and that these can sometimes conflict with each other							
CULTURAL VALUES AND BELIEFS/GENDER/RACE/CULTURE/ DISABILITY *				Mention if appropriate	Basics of stereotyping	Different cultural practices	Stereotyping	Revisit
EQUALITY	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
FAMILIES *	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
MARRIAGE/DIVORCE *			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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6
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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6
SAFETY	<p>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</p>							
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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6
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	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6
HUMAN PHYSICAL DEVELOPMENT	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/ageing	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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6	
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	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6
HUMAN EMOTIONAL DEVELOPMENT	<p>PSHE 3a how to make simple choices that improve their health and well-being PSHE 1c to recognise, name and deal with their feelings in a positive way PSHE 4d know that family and friends should care for each other Sc 2.4a recognise similarities and differences between themselves and others and to treat others with sensitivity PSHE 4e know that there are different types of teasing and bullying, that bullying is wrong and how to get help with bullying 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 PSHE 1b recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing mistakes, making amends and setting personal goals PSHE 4a know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</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 families	Mention if appropriate	Roles of those who look after them	Talking to parents	Importance of belonging to family	Revisit

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	NURSERY	REC	YR1	YR2	YR3	YR4	YR5	YR6
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	YR 7	YR 8	YR9	YR10	YR11
FAMILY ISSUES AND RELATIONSHIPS	<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>				
CULTURAL VALUES AND BELIEFS/GENDER/RACE/CULTURE/ DISABILITY *	Womans/mans role in family life and in society	Family life	Issues around equality	Global issues/ different cultural norms	Revisit
EQUALITY	Womans/mans role in family life and in society	Family life	Issues around equality	Global issues/ different cultural norms	Revisit
FAMILIES *	Womans/mans role in family life and in society	Family life	Parenting skills	Marriage and divorce	Gender roles

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	YR 7	YR 8	YR9	YR10	YR11
MARRIAGE/DIVORCE *	Womans/mans role in family life and in society	Different family structures	Revisit	Relationship types - outcomes and benefits	Impact on lifestyles
PARENTING SKILLS *	Womans/mans 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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	YR 7	YR 8	YR9	YR10	YR11
SAFETY	<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 effect health, and how the body's natural defences may be enhanced by immunisation and medicines</p>				
ABUSE	Introduce basics	Basic human rights	Different forms of abuse	Domestic violence	Revisit
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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	YR 7	YR 8	YR9	YR10	YR11
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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	YR 7	YR 8	YR9	YR10	YR11
HUMAN PHYSICAL DEVELOPMENT	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
AWARENESS OF SELF					
BODY AWARENESS/BODY PARTS *	Body changes at puberty	Revisit	Mention if appropriate		
CHANGES	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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	YR 7	YR 8	YR9	YR10	YR11
REPRODUCTION	Body changes at puberty	Contraception	Child development	Mention if appropriate	Mention if appropriate

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	YR 7	YR 8	YR9	YR10	YR11
HUMAN EMOTIONAL DEVELOPMENT	<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 *	Womens' 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 divorce	Gender roles
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 *	Womans/mans 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

WIRRAL SEX AND RELATIONSHIP EDUCATION GUIDANCE

TOPICS	YR 7	YR 8	YR9	YR10	YR11
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



TEACHING STRATEGIES

Pupils need to feel confident and relaxed about discussing issues relating to sex and relationships. For this to happen teachers need to be confident and relaxed themselves when delivering sensitive topics. Staff need to develop a range of strategies to help young people openly discuss their ideas, thoughts and feelings. A vital role for SRE is giving young people the confidence to talk, listen and think about sex and relationships. Schools need effective partnerships with parents for this to be successful.

The following techniques have all been successfully used in teaching sex and relationship education. Different topics, different age groups and different contexts will require differing teaching strategies. By using a range of styles and techniques teachers can ensure that not only all pupils are given an opportunity to learn, but also that interest is maintained throughout the SRE programme.

Teachers need to be aware of the messages they give pupils unconsciously through their body language when delivering sex and relationship education lessons. If they appear confident, relaxed and un-embarrassed the young people will feel the same. Nervous gestures, hesitant delivery, 'closed' postures by staff will all convey a sense of discomfort or uneasiness to pupils, who will respond accordingly. Giggling at sensitive issues can often indicate embarrassment or awkwardness by pupils

GROUND RULES

Develop a set of ground rules through negotiation with pupils. These need to be formulated by the young people themselves in order to ensure ownership. Any ground rules need to be agreed by the whole group and should be clearly displayed during SRE lessons (Suggested ground rules can be found in appendix *n*) They will help to create a safe environment in which embarrassment and feelings of unease are minimised by elimination of unexpected questions or comments from pupils.

DIFFICULT QUESTIONS

Ground rules, once agreed, go a long way towards overcoming teachers' fears about dealing with questions from pupils. By establishing clear boundaries of what is acceptable and unacceptable in a lesson situation unexpected questions or comments from pupils should be minimised. There will still be occasions when something unexpected occurs and teachers will need support and training to ensure they respond appropriately. If a pupil asks a personal question the teacher needs to remind the pupil about the ground rules. The teacher must then be in a position to be able to refer the pupil to a source of further support, such as a pastoral teacher, the school nurse, counsellor or helpline.

Alternatively, if the question is one that the teacher does not know the answer to, it is perfectly acceptable for the teacher to acknowledge this and to offer to either find the answer for the pupil, or preferably, offer to help the pupil find the answer for themselves.

If a question from a pupil demonstrates inappropriate levels of knowledge or raises concerns about sexual abuse it is important that the teacher talks with the pupil individually later on. This means that the pupil will not feel ignored and the rest of the class will not be exposed to inappropriate information. If, during the subsequent discussions with the pupil, the teacher still has concerns, the school's child protection procedures must be followed.

SMALL GROUPS/PAIRS

When topics arise which are particularly sensitive, small groups or pairs can be used for discussion. In this way the embarrassment of talking in front of the whole group is avoided. Small groups can then be joined together in order to compare their views or responses.

DISTANCING TECHNIQUES

Distancing techniques can allow pupils to state opinions without being identified as the originator. Ask a group to report back their ideas collectively without naming specific individuals. Case studies with invented characters can allow pupils to project

their personal experiences into make-believe situations and examine the range of possible outcomes in a secure and risk-free environment.

ROLE PLAY

Role-play provides pupils with the opportunity to explore sensitive issues without embarrassment – young people will readily ask questions ‘in character’ that it would be impossible for them to ask as themselves. Equally, issues that pupils might find difficult to discuss in the first person, can be addressed within a role play without fear of ridicule or embarrassment.

Story telling allows pupils to project themselves into fictitious situations, consider their choices in safety and explore the consequences of their actions without fear of hurt or failure

THEATRE GROUPS

Schools can use educational theatre groups to support work around sensitive issues. In particular, follow-up workshops that allow pupils to question actors (who remain in character) from the play or production they have just watched can be very beneficial. It is important that any theatre group discusses the needs of the school before pupils view any production. If possible staff should preview the play and offer suggestions to make it more realistic/relevant/ accessible. Both preparation and follow up work needs to be done around the visit of any theatre in education group in order to make it a meaningful exercise for pupils.

QUESTION BOX

A ‘questions box’ can be used to allow pupils to ask questions anonymously. Teachers can answer the questions in front of the whole group – so all the young people receive the information. This format can also give teachers time to gather any necessary information required to respond to the question

VIDEOS

Videos can provide a valuable support for teaching many aspects of sex and relationship education. However, it is vital that a responsible member of staff carefully examines any video before being viewed by pupils. It is not acceptable to use a video as an alternative or replacement for teacher-led SRE. Rather, any TV programme should be used to introduce, enhance or further develop work on SRE. There are available many, many different video programmes which provide information about SRE. The quality varies enormously; only if it is appropriate to the needs of both the pupils and the school's SRE programme should a video be shown in lessons. In many schools parents are invited to see the video before it is viewed by pupils.



MANAGING CONTROVERSIAL AND SENSITIVE ISSUES

As adults, most teachers hold personal views about many controversial and sensitive issues. It is important, therefore that teachers with responsibility for delivering sex and relationship education are clear about their own opinions, but also understand that young people need to hear about other views. A teacher can give an honest answer to a question from a pupil as long as it is made clear that that answer is a personal opinion and not the only possible point of view. Pupils must be made aware that such issues are complex and be given every opportunity to come to their own point of view, based on balanced, unbiased information.

EMBARRASSMENT

Teachers can all feel embarrassed at times and SRE can make some staff feel particularly uncomfortable. However if young people are to consider sensitive and controversial issues objectively they need to be given the opportunity to discuss difficult topics in a relaxed and positive manner. If teachers find specific issues make them feel exceptionally uneasy it is best to avoid focusing on them. With a little forethought it is possible to anticipate any problems that might arise in a lesson and consider the best management of the situation. If an issue being discussed does cause embarrassment it is acceptable for the teacher to explain to the class that they are not comfortable and move onto another topic. (Dealing with explicit questions is dealt with in detail in appendix)

THE USE OF LANGUAGE

The use of sexual language needs to be handled sensitively. Use of slang terms is obviously unacceptable as it not only causes embarrassment or distress but is also often degrading to women. However it is important that if correct terminology is used to describe body parts, all the young people understand to what they are referring.

SECTION FOUR

APPENDICES

This section gives greater details in support of information offered in other areas of the guidance. It includes references to documents relevant to SRE in schools and a glossary of terms. Finally there is a list of individuals and organisations who gave advice and support in the development of this document.

SECTION FOUR

APPENDICES

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DISABILITY

Disability

Ensuring entitlement: Sex and Relationship Education for disabled children and young people

SRE is a vital component of the curriculum for all young people, and young disabled people are no exception. Unfortunately, physically challenged children and young people are less likely to receive sex education in school and at home. Also their experiences are often overlooked or stereotyped in the media (the medium through which other children gain most information) and in SRE teaching materials and resources. Any school needs to take these facts into consideration when planning and reviewing its SRE programme.

Whatever their abilities or disabilities, all young people are sexual beings, with the same requirement for good and appropriate education about sex and relationships. Disabled pupils have the same rights to education and information, dignity and respect, as their able-bodied peers. All young people have a legal right to education and support which will prepare them for the responsibilities and experiences they will encounter in adulthood.

The foundation of all SRE work is the development of self-esteem. A key area that disabled children feel should be covered in SRE is the (largely negative) impact on their relationships resulting from society's attitude towards disability and sexuality. Many young people raise the importance of providing positive role models for young disabled people.

All human beings have a need for a range of relationships including those with family, friends and lovers. Intimate relationships can be fulfilling and enhance self-development. For disabled people opportunities for meeting and forming relationships are often lacking and they may have fewer opportunities to learn and practice these skills in the classroom. The use of storytelling can be an effective method for exploring relationships. The young people can take part in developing the characters and choosing what happens to them. It is important for pupils with learning difficulties to

recognise the different types of relationships – those with family, fellow pupils, particular friends and those that are more intimate in nature. There needs to be much discussion about the development of relationships, how they change and how they end.

Under the provisions of the Special Educational Needs and Disability Act (2001) schools are required to ensure that the curriculum is meeting the needs of disabled pupils and to monitor this. SRE guidance from the DfES advises that teachers may find they have to be more explicit and plan their work in different ways in order to meet the individual needs of disabled pupils. Consultation with children and young people will help with this. Young people should not be withdrawn from SRE so that they can catch up on National Curriculum subjects.

MULTI-CULTURAL EDUCATION

Teachers need to be aware of cultural and religious differences when delivering sex as relationships education lessons. Issues such as contraception, homosexuality, abortion and extra-marital sex are viewed in a variety of ways by peoples of different cultures and religions. Young people should be encouraged to appreciate that they live and will work in a multi-cultural society that is made up of people with diverse views and behaviours.

When teaching pupils with particular religious or cultural backgrounds staff will need to take this into account when planning and delivering lessons. However, not all members of a particular group may hold the same beliefs; there are frequently diverse views and behaviours within any one religious or cultural group. The key is to build up good communication with both pupils and parents to discover what they want from SRE lessons, what limitations there might be and how they can be reconciled with the school's curriculum.

As young people mature it might be that they develop different or even opposing beliefs to their parents. Teachers should be aware of the need of pupils to explore such issues and how this might impact on their parents. Sensitivity to all religious and cultural issues is the key.

DEVELOPING A SCHOOL SEX AND RELATIONSHIP EDUCATION POLICY

Basic principles

1. All schools must have an up to date SRE policy
2. The policy should be reviewed regularly
3. The headteacher and Governors should consult with parents when developing the SRE policy

Stages in development of a school SRE policy

1. Identify a lead person who will take overall responsibility for policy development, implementation and review. This whole-school task will require support from senior management.
2. A group of people should be organised to help with the development of the SRE policy. This group should ideally include representatives from the whole school community, including parents and pupils. (See HPS Implementation Guide for suggested personnel)
3. Careful consideration must be given to the views of all those connected with the school in terms of the desired learning outcomes to be achieved by delivery of SRE. These views must be examined within the context of pupils' entitlement to skills, values, attitudes and knowledge through SRE delivery.
4. The school's current position must be audited and the location of SRE within both the PSHE and Science curriculum clearly identified
5. The implications for staffing, resources and training need to be considered
6. A cycle of review and evaluation of the policy needs to be put in place, including regular reporting to the senior management team and the governing body
7. Consult with school community on draft policy
8. Present policy to governing body for approval
9. Implement policy within school
10. Make policy available for parents

SEX AND RELATIONSHIP EDUCATION POLICY

1. SETTING

- a. A brief description of the school and its local community
 - i. age range of pupils
 - ii. gender
 - iii. religious breakdown
 - iv. ethnic/cultural statistics
 - v. family backgrounds (if appropriate)
 - vi. pupils statemented/on SEN register
 - vii. EAL pupils
 - viii. other disabilities

- b. Evidence of any health/social needs of pupils
 - i. school nurse/school medical services
 - ii. ESWO reports
 - iii. CFSU referrals

2. POLICY PRODUCTION

- a. Name of co-ordinator
- b. Members of the policy development group
- c. Consultation process
 - i. those consulted
 - ii. methods of consultation
 - iii. outcome of consultation

3. SRE AIMS

- a. School aims/mission statement relating to development of pupils
- b. Definition of SRE and how it is expected to contribute to achieving the aims of the school

4. SCHOOL ETHOS AND ENVIRONMENT

- a. Explanation of how the school environment, relationships and ethos may need to be modified/developed to support the introduction and delivery of the SRE policy
- b. The role of SRE and the contribution it will make to ethos and relationships in the school

5. CURRICULUM

- a. Description of curriculum provision for delivery of SRE
 - i. discrete PSHE curriculum
 - ii. National Curriculum science
 - iii. other curriculum areas
 - iv. PSHE/Citizenship activities ('Health Days' etc.)

- b. Identify staff with responsibility for the delivery of SRE in curriculum time
- c. An outline of appropriate schemes of work that include the delivery of SRE lessons

6. TEACHING

- a. Strategies
 - i. ground rules
 - ii. distancing techniques
 - iii. responding to questions
 - iv. discussion
 - v. reflection/feedback
 - vi. single sex grouping if appropriate
- b. Lesson planning
 - i. lesson aims clarified
 - ii. learning experiences meet the needs of all pupils in group
 - iii. use of pupils' own experiences/knowledge
 - iv. ensuring a range of opportunities for pupils to learn, practice and improve skills, attitude and knowledge
 - v. pupils are given opportunity to record their development and to reflect on their personal progress
 - vi. responsibility for learning is given to the pupils themselves
 - vii. the classroom environment is made a safe environment for all pupils
- c. Staff are provided with the skills, knowledge and understanding necessary to deliver effective SRE lessons

7. RESOURCES

- a. Process for selection of teaching materials
- b. Resources must allow pupils the opportunity to work at the appropriate level
- c. Method for preparing resources that present only positive images and avoid stereotyping

8. EVALUATION

- a. Name(s) of staff with responsibility for reviewing and evaluating the SRE programme
- b. Description of the process of review and evaluation
 - i. staff
 - ii. pupils
 - iii. parents

9. SPECIFIC ISSUES

- a. Confidentiality
 - i. staff awareness/training

- ii. role of school's Child Protection Co-ordinator
 - iii. informing pupils about confidentiality issues
- b. Parents' right to withdraw their children from lessons
 - i. National Curriculum requirements
 - ii. alternative provision for pupils
- c. Contraceptive advice
- d. Pupils absence from SRE lessons
- e. The use of outside visitors

SCHOOLS' CHECK LIST FOR OUTSIDE VISITORS

Outside speakers are a valuable resource and can provide support for the delivery of SRE lessons. Some advantages of using visitors are:

- specialist knowledge and up to date information about an aspect of the programme of study
- to promote links between school and local agencies and organisations, for example, the council, police, citizens advice bureau and religious communities
- to provide opportunities for pupils to become more involved in local communities
- they provide an extra dimension and variety for pupils
- they offer different points of view on local and national issues (within the restraints of points 2, 3, and 4 below.

However, all visitors must be planned and timetabled into the SRE programme and not used as an alternative to other input. The checklist detailed below should be consulted at the planning stage for use of outside agencies in any SRE programme:

1. The purpose and role of any outside visitor within SRE is clear
2. Outside visitors are clear about the boundaries of their input
3. All visitors are aware of the school's planned curriculum and any relevant policies, including confidentiality, and will abide by them
4. The aims and objectives of any session using outside visitors is clear, as well as the values framework within which they will work
5. The way visitors will work with the classroom teacher is planned and agreed prior to the lesson
6. The time available to the visitor is known, with clear start and finish points
7. Any equipment (OHP etc) needed by the visitor is agreed and organised prior to the start of the visit
8. The lines of accountability between the visitor and the school are made explicit
9. The intended learning outcomes for pupils are identified and agreed

Except in exceptional circumstances an outside speaker should not be allowed to take responsibility for a group of children or young people without the class teacher being present in the room. If possible the teacher should take an active part in the lesson as eager observer, willing participant or support teacher to the visitor.

Many schools already work closely with outside visitors in the implementation of their SRE programmes. In particular, school nurses have much to offer:

- they can work closely with teachers in supporting sex and relationship education in the school
- they can help schools work in partnership with parents and make links between the school and other relevant professionals and services such as local GPs, family planning clinics, GUM clinics etc.
- they can tell pupils about the health services that are available in the area and help them develop the confidence and skills to make good use of them
- they can give pupils confidential support and advice, perhaps through services such as drop-in sessions
- they can provide specific and up to date knowledge and sexual health and well being and contraception

As already stated, health professionals who are involved in delivering programmes are expected to work within the school's sex and relationship education policy and on the instructions of the head teacher. However, when they are in their professional role (as a school nurse in a consultation with an individual pupil) they should follow their own professional codes of conduct (irrespective of their employer). A school's SRE policy must make this clear to parents. More information relating to confidentiality can be found in appendix N.

SCHOOLS' CHECK LIST FOR SRE RESOURCES

1. Does the resource support the school's agreed aims, the aims of lessons and the objectives and values framework of SRE?
2. Does it conform to the legal requirements for SRE?
3. Is it appropriate to the needs of your pupils in terms of language, images, attitude, maturity and understanding and the knowledge required?
4. Does it avoid racism, sexism, gender and homophobic stereotyping?
5. Does it include positive images of a range of young people?
6. Can it be used as material for discussions of difference or exclusiveness?
7. Can the resource be adapted for use with all the pupils?
8. Is it factual and up to date?
9. Are there instructions on how to use the resource? Are they clear? Is the information for pupils distinguishable from that for teachers? Are there any photocopiable handouts that can be used to reinforce the learning?
10. Is the resource well designed? Is it durable, easy to use and easy to store?
11. Will it contribute to a broad, balanced curriculum that can be delivered within the PSHE/Citizenship framework?
12. Does it encourage active and participatory learning methods?

THE CONTEXT FOR SRE

In the past sex education focused on sex and biology to the extent that pupils were implicitly taught that it is all about sexual intercourse and reproduction. Today the topic is called sex and relationship education, in order to emphasise the importance of the relationship aspect of sex education. Pupils not only receive accurate information but also give consideration to feelings and values, an appreciation of self and other people and develop confidence and skills to manage relationships.

It is important to understand that young people become sexually active, in the broadest sense of the term, well before they have intercourse. Many 12 years olds have sexual feelings, crushes, masturbate, kiss, cuddle and fondle with peers. Society is now highly sexualised and young people are exposed to a plethora of images and information about sex and relationships. Some children are confused or misinformed and can feel threatened by what they see and hear. These young people frequently have no opportunity to discuss their concerns with a responsible adult in order to make sense of it all. It is vital, therefore, that appropriate SRE is delivered to even young children so they can express their opinions and views.

Teenage pregnancy is a major problem in the UK. The rates of conception and STIs have risen fastest among young people, with particular concern over the number of under 16 year old pregnancies. Research into SRE in other European countries identifies young peoples' high self-esteem, self-worth and valuing peers as important factors in lower conception rates and fewer STIs. SRE does have a positive effect on young peoples' sexual behaviour, despite the wrongly held view that sex education promotes promiscuity. Studies show that good quality SRE can influence the age at which young people become sexually active and also that they are more likely to practice safe sex. SRE has a greater influence on the behaviour of young people than other areas of health education.

GOVERNORS AND SRE

Governors have legal responsibilities for Sex and Relationship Education in their schools. They should be involved in the development of a school SRE policy and can make a difference to the quality of the SRE programme delivered.

In order to support a school, governors involved in SRE should:

- ◆ Read up on the subject to ensure opinions are based on documented evidence and are in line with national guidance
- ◆ Liaise with the SRE co-ordinator in the school to discuss what they are doing and how they can support that work
- ◆ Support staff training and resourcing of SRE
- ◆ Make themselves aware of the current position of the school regarding SRE and take account of any limitations on developing a comprehensive SRE programme

Effective help from governors can enhance the good work of PSHE Co-ordinators. With negotiated support from governors teachers can provide children and young people with quality, appropriate SRE programmes.

WIRRAL TEENAGE PREGNANCY STRATEGY

In line with Government guidance through the publication of Teenage Pregnancy by the (Social Exclusion Unit 1999) Wirral Health Authority and the Education Department within Metropolitan Borough of Wirral, has jointly produced a 10-year strategy to address teenage pregnancy locally. Teenage Pregnancy is an issue because:

- The UK has high rates of teenage conceptions, compared with Western Europe.
- The incidence of conceptions is highest in the most disadvantaged areas and the most vulnerable young people.
- Teenage parents are more likely than their peers to live in poverty and unemployment.

(SEU 1999)

Over the last four years and based on the most recent data (ONS 1998) the numbers and rates of teenage conceptions in the under 16's has remained steady in Wirral. The rate for under 18's has seen a down ward trend. What is significant thought is the great variation in under 18 conception rates between Wirral wards. Nine out of the twenty two wards in Wirral have rates of above 50 per 1,000 (the Government classes high rate areas as those over 50 per 1,000 young women.

Wirral Teenage Pregnancy Strategy has two strategic goals to:

- reduce teenage conception rates (under 18) by 15% by 2004 and by 50% by 2010.
- enable more teenage parents to access education, training and employment, to reduce their risk of long term exclusion.

Guidance on the education of school age parents

Recent guidance issued by the Department for Education and Skills (DfES 2001) and Department of Health, advises that teenage pregnancy should not be seen as a reason for excluding young women from schools, It points out that one of the most powerful predictors of success in education for pregnant students, young mothers and young

fathers is a positive school culture. The guidance provides some practical help towards creating this, by challenging the assumption that mainstream school is never suitable as a place to educate school age parents. Whilst alternative education may be more appropriate for some students and school age parents, wherever possible it stresses that every effort should be made to support students in mainstream school.

Helping the pupil to cope

Each student in this situation needs to be treated as an individual, with individual needs and wishes but it can help schools to be familiar with some possible solutions to the problem.

1. Pupils can and should be encouraged to stay in their own schools, in familiar surroundings, as they feel comfortable, so schools needs only look at alternatives if it appears to present problems for the girls concerned. (Girls in single sex schools seem to find staying in their own school easier than those in mixed schools)
2. If the pupil does not wish to attend her own school she can be referred (either by the head teacher or educational social worker) to the Wirral Hospital School. This referral should only be instigated after discussion between the mainstream school, the student and her family.
3. Once a pupil has been referred, the Hospital School then takes responsibility for ensuring the continuation of her education and to a considerable extent the physical and emotional welfare of both the mother to be and her unborn child. It is not possible for the staff at the school to make this a smooth transition without the cooperation of her original school, especially if she is in the middle of examination work. It has been suggested that schools should have in place a named person with whom staff from the Hospital's Schools can liaise with directly to ensure that information about things like course work, examination entries etc is available.

4. What will happen? A pupil who has been referred to the Hospital School will receive an initial visit at home from staff to assess the situation and explain the viable options.

The pupil has the choice of:

1. Staying on at her own school
2. Attending a base (at present only in Seacombe)
3. One to one tutoring at the students home.

Option 1 is not feasible if the pupil is not happy in school, although she would receive additional support from the midwife and lessons in self care.

Option 2 for the student attending the base can give the emotional and moral support she needs, since she will be working with other individuals in the same situation.

Option 3 may be the only solution if she and her family are particularly distressed by the situation, if she is extremely disaffected or there are complex family circumstances unrelated to the pregnancy.

Whatever solution is decided upon the student will receive constant help and support from the staff of the Hospital School, which take a number of forms.

- The base in Seacombe operates 5 mornings and 2 afternoons per week. Most students concentrate on the core curriculum and some vocational subjects. More academically able pupils can also receive extra tuition at home to maintain their progress in a wider range of subjects. The maintenance of links with the original school becomes even more important if these students are to achieve their full potential in examinations.
- Transport is provided
- A crèche facility is on site.
- Antenatal services are provided (a midwife is attached to the unit and supports the girl if hospital visits or specialist treatment are required)

- Classes in parenthood and childcare are part of the basis curriculum
- Sex education and contraceptive advice are provided by the midwife.
- Students who do not attend the unit will still receive the statutory antenatal services.
- Students who fail to attend the unit are carefully monitored to ensure, the very least the health and well-being of her unborn child.
- Careers advice is available both within the unit and for students at home.
- Work experience/education is arranged on an individual basis, following the birth of the students baby.

Loss of the Child

Any student who loses her child during or following pregnancy will still be considered the responsibility of the Hospital School until she feels able to return to mainstream education.

Terminations

Those students who make the decision to terminate their pregnancies would usually return to their mainstream school. The Wirral Hospital School would normally become involved only if the student was unable to cope with returning to mainstream school, as a result of the termination.

The Wirral Teenage Pregnancy Strategy implicitly supports the aims and objectives of the Excellence in Cities initiative. The Government views EiC as vital to the raising of standards and transforming of public perceptions of secondary education in major cities. The main focus of the EiC programme is improving secondary schools in city areas but is also extended into post 16 provision. Its aim is to drive up standards and change generally held views of schools in cities by direct action to raise standards, finding ways of working successfully with disaffected pupils and providing effective support to schools.

EiC is one of a number of Government initiatives focusing on urban education and aimed at tackling disaffection and promoting social inclusion. In order to be successful Excellence in Cities needs to be about more than just programmes or resources.

Underpinning EiC is the core belief that schools will be encouraged to have high expectations of themselves. EiC will strive to meet the needs and aspirations of all

young people whatever their gifts and talents and to remove systematically the barriers to their learning, whether inside or outside the school. No pupil's education should be confined or restricted because of the school they happen to attend. Rather than reinforcing current inequalities the aim of EiC is to enhance quality; its purpose is to make 'Excellence for Everyone' a reality rather than just a slogan.

References:

The EiC Annual Report 1999/2000 (DfES 1999)

Social Exclusion Unit 1999 Teenage Pregnancy published by Stationary Office.

DfES 2001 Guidance on the education of school age parents, jointly published by:

Department for Education and Skills and Department of Health (DfES 10629 / 2001)

Wirral Health Authority / Metropolitan Borough of Wirral 2001 Wirral Teenage

Pregnancy Strategy. Published by Wirral Health Authority.

For further information and advice please contact the Hospital School:

Wirral Hospital School and Home Education Service

Solar Campus

235 Leasowe Rd

Wallasey

Wirral

CH45 8L4

Tel: (0151) 638 8599

Fax: (0151) 638 8640.

For further information on Wirral Teenage Pregnancy Strategy contact:

Helen Pike-Waterhouse

Teenage Pregnancy Coordinator

Wirral Health Authority

Admin Block

Church Rd

Tranmere
Birkenhead
CH42 OLQ.

Tel: (0151) 651 0011

Fax: (0151) 652 2668

E-mail: Helen.pike-waterhouse@exchange.wirral-ha.nwest.nhs.uk

Health Promoting Schools Scheme

Co-ordinator

Carol Evans

69-71 Argyle St

Birkenhead

CH41 6AB

Tel: (0151) 647 1702

Fax: (0151) 647 2968

OFSTED INSPECTION CRITERIA

A non-statutory framework for PSHE is set out in the revised National Curriculum handbooks published in 1999. They give guidance on what should be taught and the breadth of opportunities pupils should have at each Key Stage. The quality and impact of the curriculum, staffing, resources, accommodation and leadership and management in PSHE will be evaluated and reported upon if the impact has a significant bearing on what is achieved. This is particularly relevant to the teaching of sex and relationships education lessons.

OFSTED inspection will determine if the school informs parents of their right to withdraw their children from those parts of SRE that are not part of the National curriculum.

Inspectors will want to know the extent to which pupils:

- understand the issues they are taught and relate these issues to their own lives
- have personal values and beliefs and are thoughtful about those of others
- stand by their principles and assert their points of view effectively
- demonstrate the ability to listen to others, present an argument and resolve differences sensibly
- use relevant knowledge and understanding to inform opinion and action
- make appropriate choices based on good knowledge; and
- work well with their peers and others in a range of different situations and develop good inter-personal skills

<p style="text-align: center;">NATIONAL HEALTHY SCHOOL STANDARD HEALTH PROMOTING SCHOOL SCHEME</p>
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“...the daily life of the school should, in a general way, encourage a health promoting style of teaching, learning, relationships, eating habits etc. The subjects taught should implicitly contribute to the acquisition of health promoting attitudes and knowledge.”

“...a healthy school ...(is)... one that is successful in helping pupils to do their best and build on their achievements. It is committed to on-going improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning.”

Sex and Relationship education is one of the eight key themes in the Wirral Health Promoting School Scheme. The aim of the theme is: to enable children and young people to develop their sexual and emotional lives in a responsible and healthy manner so they can enjoy their sexuality without fear or harm. The key theme has nine standards that have to be met by schools:

Standard 1

The school must have an up to date written policy which is owned and implemented by all members of the school community including pupils and parents. The policy must:

- demonstrate links with LEA and National Guidance, both statutory and non-statutory
- define sex and relationships education
- describe how SRE is provided and who is responsible for providing it
- indicate how SRE is monitored and evaluated

- include information about parental rights to withdraw their child from SRE and how the school will manage it
- include a clear statement on confidentiality in line with the LEA guidance
- include an Equal Opportunities statement
- include a cycle of review dates

Standard 2

SRE is firmly rooted in the framework for PSHE and demonstrates cross curricular links, learning outcomes and links with local and national strategies where appropriate

Standard 3

The school should have a named teacher responsible for co-ordinating SRE

Standard 4

The named teacher should attend appropriate training for SRE or access other learning activities and disseminate this to all staff

Standard 5

The school should provide opportunities for appropriate staff to observe/team-teach with key trained teachers/professionals in order to share good practice

Standard 6

The school demonstrates partnership working and multi agency approaches to support SRE. This may include:

- pupils
- parents
- school nurse
- other Health Services
- Youth Service
- community groups
- religious groups (where appropriate)
- voluntary agencies

Standard 7

The school should demonstrate the process of communication and consultation with parents, governors, pupils and teachers on issues relating to SRE

Standard 8

Everyone involved in the delivery of SRE should abide by the school's SRE policy document

Standard 9

The school should develop a whole school approach to SRE so policy and curriculum are reinforced and reflected by whole school practice

The SRE key theme also requires schools to undertake a project in order to achieve accreditation for SRE. The school should provide evidence of at least one sustainable project undertaken that reinforces the standard for Sex and Relationship Education.

Evidence should show that the project incorporates the four aspects:

- Curriculum
- Ethos and environment
- Links with family and community
- Health and welfare of the whole school community

YOUNG PEOPLE AND CONFIDENTIALITY

Schools must ensure they follow the procedures set out in the DfEE Child protection circular 10/95 – “protecting Children from Abuse: The Role of the Education Service” Any member of a school’s staff who suspects that either a pupil is at risk or is the victim of abuse needs to follow the school’s procedures for reporting their concerns and to whom they should do so.

Teachers must not offer or guarantee absolute confidentiality to any pupil.

The main recommendations of the Circular are that:

- all staff should be alert to signs of abuse and know to whom they should report their concerns or suspicions
- all schools and colleges should have child protection policies, which should include procedures to be followed if a member of staff is accused of abuse
- all schools and colleges should have a senior member of staff with designated responsibility for child protection, who should receive appropriate training

Schools have to be very clear about the boundaries of their legal and professional roles and responsibilities. The school SRE policy should contain explicit procedures that ensure good practice throughout the school, which is understood by both pupils and parents. Under normal circumstances school will never be in the position of handling information without the knowledge of parents. In the case of younger pupils this would be grounds for serious concern and child protection issues should be addressed.

Reference should be made to the “Wirral Area Child Protection Committee Child Protection Procedures Handbook” which should be held by the designated Child Protection Co-ordinator in every school. The CPC will be available to support and advise staff on appropriate procedures.

It is the responsibility of schools to provide pupils with a safe and secure environment in which they can learn effectively without being concerned or frightened about being abused or being the victims of violence at home. If pupils bring their fears into the classroom they should not go unnoticed by staff. It is important that teachers who offer effective sex and relationships education around issues of what is and what is not acceptable in a relationship, understand how it can lead to a pupil disclosing about a child protection matter.

Within every school's SRE policy there should be specific reference to confidentiality and their pupils. The following points should be included in the SRE policy document:

1. Pupils and parents or carers are made aware of the school's confidentiality policy and how it is operated by the school
2. Pupils are reassured that their best interests are maintained
3. Pupils are encouraged to talk to their parents or carers and are given support to do so
4. Pupils are made aware that teachers cannot offer unconditional confidentiality
5. Pupils are reassured that, if confidentiality is broken, they will be informed first and subsequently supported as appropriate
6. If there is a possibility of abuse the school's child protection procedure will be followed
7. Pupils are informed of sources of confidential help, such as the school nurse, counsellor, GP or local young person's advice service
8. The use of ground rules in lessons

GLOSSARY

A.I.D.S. -	Acquired Immune Deficiency Syndrome. AIDS is a combination of illnesses caused by a virus called HIV. It attacks the immune system and prevents people fighting off diseases, resulting in eventual death. There is no known cure for AIDS
Abortion -	The termination of a pregnancy through the use of either medicine or an operation to remove the embryo from the woman's uterus
Age of Consent -	The age at which young people are legally allowed to have sexual intercourse
Anal -	Of/with the anus
Anus -	The opening at the end of the digestive passage
Artificial insemination	When a man's sperm is artificially introduced into a woman's vagina in order to fertilise an ovum
Birth control -	Another term for contraception
Bisexual –	Someone who is attracted to and has sexual intercourse with both men and women
Celibate –	When someone does not have sexual intercourse
Cervix –	The ring of muscles at the top of a woman's vagina
Chlamydia -	The commonest cause of sexually transmitted infection, with very few symptoms. It can cause infertility and ectopic pregnancy if untreated
Circumcision –	An operation to remove the foreskin from a penis. It is usually carried out for religious or medical reasons
Clitoris –	A sensitive part of a woman's genitals found in front of the vagina entrance.
Conception –	The point at which a sperm penetrates an ovum and fertilisation takes place
Contraception –	Methods for preventing pregnancy used by both men and women

Contraceptive -	Any substance or device which prevents conception during intercourse
Ectopic pregnancy -	A pregnancy in the wrong place i.e. the fallopian tube.
Ejaculation –	When a man has an orgasm and semen passes out of his penis
Embryo –	The name given to a baby in the early stages of development in the woman’s uterus
Erection –	When a penis becomes hard and erect usually due to sexual excitement
Fallopian tubes –	The two connecting passages between the ovaries and the uterus, along which the ovum passes after ovulation
Family planning -	Another term for contraception
Femidom –	A female condom
Fertilisation -	The joining of a sperm and an ovum which goes on to develop into an embryo
Foetus –	A developing baby after at least 8 weeks in the uterus
Foreskin –	The piece of skin that covers the end of the penis
Gay –	Another name for a homosexual man or lesbian woman
Gender -	Masculine or feminine traits and learned behaviour
Genitals –	The external sexual organs of both men and women
Heterosexism –	Prejudice against people who are homosexual
Heterosexual –	A person who is sexually attracted to and has sexual relationships with members of the opposite sex
H.I.V. Human Immuno	
-deficiency Virus.	The virus that leads to AIDS
Homophobia –	A fear or prejudice of homosexuals
Hormones –	Chemicals produced by the body in order to control development
Implantation –	When an ovum implants into the wall of the uterus after it has been fertilised
Incest –	Sexual intercourse between family members
IUD -	A small plastic contraceptive device slowly releasing a hormone into the uterus
I.V.F. –	In Vitro Fertilisation. When an egg is fertilised by a sperm outside of the uterus and then replaced into the woman to

	develop in the normal way. This operation is carried out by a doctor
Labour –	The process of giving birth to a baby
Lesbian –	A woman who is sexually attracted to and has sexual intercourse with another woman
Masturbation –	This is when people rub their own or their partners’ genitalia in order to get sexual excited
Menstruation –	The time when women between the ages of about 45 and 55 stop producing ova and having periods
Miscarriage –	When a woman loses a baby she is carrying before she has gone full term
Orgasm –	A feeling of intense pleasure at the height of sexual excitement
Ovum/ova –	Female egg/eggs produced in the ovaries
Ovary –	One of two small sacs found each side of the uterus that release an ovum each month
Ovulation –	The ripening and release of an ovum from a woman’s ovary each month
Penis –	The male sex organ. It is also used to urinate
Period –	When the lining of the uterus passes out of a woman’s body each month
Pregnancy –	The time when a woman has a baby developing inside her uterus
Prostitute –	A person who is paid to have sex with another person
Puberty –	The physical and emotional changes that take place when children develop into adults
Pubic hair –	Hair that grows around the genitalia during puberty
Rape –	When someone is forced to have sexual intercourse against their will
Scrotum –	The sac that is found behind a man’s penis which contains the testes
Semen –	The liquid that contains sperm which leaves the penis when a man ejaculates

Sexual activity –	This is any type of sexual behaviour, including kissing and petting as well as intercourse
Sexual abuse –	This is when someone uses their power over someone else for sexual activity
Sexual career –	A life-long view of someone’s sexual activity
Sexual harassment –	Any sexual behaviour that makes the receiver feel uncomfortable
Sexual intercourse –	When a man places his penis in a woman’s vagina or in a woman’s (or man’s) anus
Sexuality –	A sense of being male or female experienced by people
Sexual relationship –	Close physically sexual contact between people
STI (STD)	Sexual Transmitted Infection (Disease). An infection caught from a sexual partner
Sperm –	The male cells contained in semen which fertilise the ovum to produce a baby
Spermicide -	A substance capable of killing sperm, used as part of a form of contraception
Stillbirth –	When a baby is dead on birth
Testes/testicles –	The organs found in the scrotum behind a man’s penis that produce sperm
Transsexual –	A person who believes they are the opposite sex to their body
Urethra –	The tube that carries urine from the bladder out of the body
Uterus –	The small sac in a woman where a baby develops during pregnancy. Also called the womb
Vagina –	The passageway that connects a woman’s uterus to the outside
Vaginal fluid –	The liquid produced by a woman’s vagina during sexual intercourse
Wet dream –	When semen leaks out of the penis while a boy is asleep
Womb -	The small sac in a woman where a baby develops during pregnancy. Also called the uterus

LIST OF CONTRIBUTORS

The following people have all contributed to this document. Without their support, advice and hard work the production of this guidance would not have been possible. All their efforts are greatly appreciated.

The General Inspector for PSHE

All members of the Teachers SRE Working Party who developed the curriculum outline contained in Section Three. They were released from the following schools:

Foxfield School

Kingsway Primary School

The Lyndale School

Meadowside School

Prenton High School

Thornton Hough Primary School

Wirral Grammar Girls School

Woodchurch Road Primary School

Members of the LEA Early Years Advisory Team

The Science Advisory Teacher Team

The School Nursing Manager

Staff from the GUM clinic, Arrowe Park

The Teenage Pregnancy Strategy Coordinator

Wirral Health Authority Health Promotion Specialist

Members of Brook Outreach Team

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

REFERENCES

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- Clause 28: the facts discussed** – Network Northwest Edition 12 – Spring 2000
- Developing and Reviewing a School Sex Education policy: a positive strategy** – Sex Education Forum 1994
- Ensuring entitlement: Sex and relationships education for disabled children** - Sex Education Matters Forum Factsheet 26, Autumn 2001
- Framework for Sex and Relationships Education (The)** - Sex Education Forum 1999
- From Needs to Practice: Effective sex education training and support** – Sex Education Forum 1996
- Good practice in sex education: a sourcebook for schools** – Sex Education Forum 1995
- HIV and AIDS – A Guide for the education Service** – DfES 1991
Latest policy development: the state of play - Sex Education Forum Factsheet 22, 2000
- Let’s Hear it for the Boys! Supporting sex and relationship education for boys and young men** - Lenderyou G & Ray C 1997
- National Curriculum Handbook for Secondary School Teachers in England (The)** – DfEE & QCA 1999
- Passport: A Framework for personal and social development** – Gulbenkian Foundation 2000

Personal, social and health education and citizenship – Planning, teaching and assessing the curriculum for pupils with learning difficulties – QCA 2001

Policy on Sex and Relationships education (SRE) – FPA July 2000

Promoting sexual health services to young people – Guidelines for professionals working with young people – Health Education Authority 1996

School Sex Education: good practice and policy – British Medical Association 1997

School Sex education: Why, what and how– FPA 1994

Sex and Relationships Education Guidance – DfEE July 2000 (0116/2000)

Sex Education in Primary Schools – Collyer J – Forbes 1995

Sex Education: A guide for school governors and teachers – Durex Educational Grant August 1993

Strides: A practical guide to sex and relationships education with young men - Blake S & Laxton J 1998

Supporting the needs of boys and young men in sex and relationships education - Sex Education Forum Factsheet 11, 1997

Taking the Initiative: positive guidance on sex and relationships education for secondary schools – Sex Education Matters Forum Factsheet 23, 2000

Taught not Caught - Dixon H & Mullinar G 1989

Teaching about Contraception – Sex Education Forum Factsheet 13, 1997

Teenage Pregnancy: Report by the Social Exclusion Unit 1999

Ten things Governors should know about SRE – Network Northwest Edition 16
Summer 2001

ACCREDITATION OF SRE TEACHING

In 2002 the DfES launched a pilot to exemplify their strategy for the continuing professional development of teachers by focusing on improving the quality of Sex and Relationship Education within the context of PSHE in schools. The Teacher's Standards Framework draws together current standards and role expectations and will be used to assist in identifying priorities for continuing professional development. These standards have been exemplified specifically for the purpose of SRE teaching accreditation.

The local SRE Lead will support teachers wishing to get involved in the process for accreditation of the teaching of SRE. They will be expected to use the standards (set out below) published in the DfES document 'Guidance on Producing a Professional Development Record' to record evidence of their experience, achievements and strengths. The SRE lead will work within both the Health Promoting Schools Scheme and the Teenage Pregnancy Strategy to ensure that teachers access appropriate training and development opportunities. The National Healthy School Standard encourages a supportive school context for the continuing professional development of teachers as well as for the delivery of SRE.

The Teacher Standard Framework is divided into ten dimensions; this format is also used for PSHE and Citizenship. The accreditation of the teaching of SRE is focused on two of the dimensions: Teaching and Managing Pupil Learning and Secure Knowledge and Understanding. These dimensions are then sub-divided into four specific themes, which themselves consist of between three and five elements. In order to achieve the requirements for Teaching and Managing Pupil Learning the teacher must provide valid and sufficient evidence for all elements in theme one, and at least six of the remaining elements. An action plan, approved by their line manager, should also be submitted for gaining experience to provide evidence for the remaining three elements. To achieve the requirements for Secure Knowledge and Understanding the teacher must provide valid and sufficient evidence for the five core elements. He or she must also provide sufficient evidence for one optional element within each of the four themes.

It will also be expected that teachers will demonstrate, in their Professional Development Record, effective application of their competencies in their SRE teaching. This will be appropriate to the age, ability and level of maturity of the pupils and consistent with the legal requirements and the national guidance for sex and relationship education.

Teaching and Managing Pupil Learning within SRE – Dimension A

Organisation of expertise and professional development within four themes:

1. Teaching and learning methods for SRE
2. Establishing a classroom climate for SRE
3. Pupil Management and meeting the needs of SEN pupils
4. Reflection, evaluation and assessment within SRE

It is anticipated that the teacher will use a professional development record to evidence these elements of their teaching of the SRE content of the school's PSHE programme. Evidence should include: annotated lesson plans, with links to the PSHE scheme of work, notes from lesson observations, pupil evaluation, self assessment of lessons, line manager witness statements.

Theme 1: Teaching and learning methods for SRE

The teacher:

- ◆ effectively and appropriately uses a range of whole class active learning methods
- ◆ effectively and appropriately uses a range of small group, active learning methods
- ◆ effectively works with visitors in the school, ensuring ground rules are maintained

Theme 2: Establishing a classroom climate for SRE

The teacher:

- ◆ plans clear learning objectives and lesson structures and sequences for SRE lessons
- ◆ develops group agreements (ground rules) with classes and uses these as a teaching tool to maintain a climate of trust and mutual respect among pupils
- ◆ demonstrates the ability to respond appropriately to spontaneous issues raised by pupils, whilst working within the scheme of work for PSHE

Theme 3: Pupil management and meeting the needs of SEN pupils

The teacher:

- ◆ plans lessons, which use teaching materials and strategies to meet the needs of all pupils, including those with SEN
- ◆ manages time, makes good use of teaching resources and keeps pupils to the task well
- ◆ recognises and has strategies to consistently challenge prejudice, including homophobia

Theme 4: Reflection, evaluation and assessment within SRE

The teacher:

- ◆ has clarified and reflected on personal values and professional boundaries for SRE
- ◆ evaluates modules, including with pupils, and uses this to inform future planning
- ◆ undertakes pupil assessment of SRE, including the use of pupil self-assessment

Secure Knowledge and Understanding for Teaching of SRE Dimension B

Within their professional development record teachers should provide sufficient evidence for accreditation for the 5 core elements (underlined) and 1 optional element from each theme

The teacher should evidence a secure knowledge and understanding of:

- ◆ the school's policy framework, including its SRE policy and the national guidance for SRE

Theme 1: The development of personal awareness, confidence and responsibility

- ◆ child/adolescent physical, emotional and cognitive development, especially sexual development
- ◆ sexuality, sexual orientation and personal identity

- ◆ gender and its influence on sex and relationships
- ◆ the concept of self esteem, and its importance to health-related choices, and the development of emotional literacy

Theme 2: The development of a healthy, safer lifestyle

The teacher should evidence a secure knowledge and understanding of:

- ◆ human reproduction and methods of contraception
- ◆ the range of support services accessed by young people and where to find them locally
- ◆ sexually transmitted infections, including HIV and safer sex and its negotiation
- ◆ planned and unplanned pregnancy, parenthood and abortion
- ◆ approaches to personal safety and the recognition and management of risk

Theme 3: The development of positive relationships and respecting difference and diversity.

The teacher should evidence a secure knowledge and understanding of:

- ◆ a broad range of religious, cultural and moral viewpoints regarding sex and relationship education
- ◆ the nature and importance of marriage and the range of mutually supportive relationships, and their importance for family life
- ◆ loss and change in family life
- ◆ child/adolescent relationships, including friendships, peer pressure and sexual relationships

Theme 4: Prepare to play an active role as citizens

The teacher should evidence a secure knowledge and understanding of:

- ◆ the law as it relates to sexual activity, including confidentiality, child protection and sexual harassment
- ◆ the role of the media in relation to SRE
- ◆ the nature of prejudice and ways to challenge it and offer support
- ◆ rights to confidentiality in a range of contexts

Evidence

Evidence will be sufficient if:

- ◆ It relates to at least two separate occasions when that element was applied to teaching
- ◆ It demonstrates relevance to the year or Key Stage being taught
- ◆ Notes from the observation, by OFSTED, line manager, colleague or LEA, of one of the teacher's lessons are used as a source to demonstrate effective teaching at least once within each theme
- ◆ The statement of validation, facilitated by the line manager, confirms the evidence for each element, as being an accurate representation of the teacher's practice
- ◆ It demonstrates appropriate, a sound basic understanding of the concepts
- ◆ It has a clear date and has been applied no more than three years prior to the teacher starting to seek the accreditation

Sources of evidence (whether lesson observations, annotated lesson plans, annotated training notes etc) can, and should, be used as evidence for more than one element.

The initial date of a piece of evidence (e.g. a training course or the development of a module within the scheme of work) can be older than three years, provided there is adequate annotation, with a date, to demonstrate application to teaching within two years.

Ten Steps to Accreditation

Step 1 Reflect on SRE teaching to date	Teachers to bring to the launch an outline of a piece of work with their pupils or staff that has been particularly effective and their reflections on why it has been successful and how this success could be evidenced
Step 2 Learning about the context of the pilot	The Launch will present the Teachers Standards Framework exemplified for SRE teaching, within the context of PSHE and citizenship, and teachers will learn about developing the Professional Development record
Step 3 Teacher self-review	Using the exemplified standards, teachers will assess their strengths, prioritise areas for development and identify appropriate evidence
Step 4 Accessing support	Teacher will work with the SRE lead to identify their training needs and appropriate sources of evidence
Step 5 Engaging with school's process to support professional development	Teacher will work with the SRE lead and school line manager to ensure that the process contributes to the teacher's development objectives
Step 6 Professional development support	Teacher will access appropriate support co-ordinated by the SRE lead based on earlier needs assessment
Step 7 Gathering evidence	Teacher supported by SRE lead, will collect appropriate evidence to demonstrate that the standards have been met
Step 8 Identifying and agreeing action plan	Teacher will reflect on evidence and identify areas for further development and with the help of the SRE lead will draw up an action plan. This action plan will then be agreed with the teacher's line manager who will facilitate the writing of a brief statement validating the evidence in the teacher's completed PDR
Step 9 Submission of PDR to national assessor	The final date for submission of the completed PDR (pilot) will be June 2002
Step 10 Achieving recognition	National assessor judges the evidence and action plan in the PDR against the standards and if standards are achieved, recommends accreditation

ADDITIONAL SERVICES AND SUPPORT

Advisory Teachers: Health Promoting Schools

0151 346 6501

AVERT

0403 210202

Confidential Adolescent Service

0151 638 2080

Department of Genito Urinary Medicine (GUM Clinic)

0151 604 7339

Family Planning Association

020 7837 4044

General Inspector: PSHE

0151 346 6501

Health Links (Resources)

0151 647 0211

Health Promoting Schools Team

0151 647 1702

National AIDS Helpline

0800 567 123

Response (Youth Service)

0151 647 7762

School Nurse Manager

0151 334 4000 ex 5201

Sex Education Forum

020 7843 6000

Tacade

0161 745 8925

Wirral Brook Advisory Centre

0151 670 0177

Women's and Sexual Health Services (NHS Trust)

0151 604 7290