

Key
Stage
2

Love & Sex Matters

Relationships & sex education
in a context of Christian values

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Introduction

'We are all held in a loving, accepting gaze ... what difference will it make to our relationships with others if we believe we are all held in the same loving regard?'¹

These materials have been written in the light of appalling statistics for teenage pregnancies and rising rates of sexually transmitted infections (STIs) in young people. At present, Britain has the highest rate of teenage pregnancies in Europe, at 27 per 1000,² the most common STI, Chlamydia, has seen a 150% rise over the past ten years.³

Meanwhile the DCSF's *Sex and Relationships Education Guidance for 2010* contains clear recommendations about a needed shift in emphasis; sexuality should be taught within relationships and a diversity of beliefs and lifestyles should be explored.⁴ The Children's Society have published *A Good Childhood: Searching for Values in a Competitive Age*, a report about children's contemporary experiences of growing up, which makes strong recommendations about the way sex education should be taught.⁵

Love and Sex Matters hopes to offer a path that will deliver the recommendations of the DCSF's *Sex and Relationships Education Guidance* within a framework of Christian values and is offered as a response to suggestions made in *A Good Childhood*. The emphasis in these materials is on creating dialogue through activity that will help children and young people grow in emotional articulacy and develop the self-esteem to navigate a personal life that honours both themselves and others.

'Excessive individualism ... commercial and peer pressures encourage risky lifestyles.'⁶

These materials also aim to help young people open their eyes to how media and advertising place human sexuality and relationships within the realm of consumerism, so removing the spirituality from intimacy. These lessons aim to help children and young people to reject the advertising pressures for conformity in beauty and, instead, realise their own wonder and worth as unique and beautiful people. Thus, good self-esteem is presented as a necessary foundation for building mutually satisfying and beneficial relationships. *Love and Sex Matters* also seeks to question the media representation that teenage sexual activity is, or should be, the norm.

'As sex can create human beings, sex education should be treated with seriousness and it should centre on love and responsibility within the context of family life.'⁷

These materials do not offer one Christian moral path, such as abstinence before marriage; however, they do seek to present that path as a positive, viable life choice and uphold the importance of marriage and family life.

In several of the lessons, students are asked to consider a variety of Christian, other faith, agnostic and atheist perspectives on issues of relationships and sexuality. They are then encouraged to use these perspectives to discuss their own ideas, with the emphasis on developing emotional articulacy.

'There is more involved than the defence of traditional family patterns – unless believers can show all of us ways of handling the education of emotion and of preparing people for adult commitment in relationships, all that will be seen is an agenda of anxiety, censoriousness and repression.'⁸

It is hoped that through these materials children and young people will be encouraged to ponder the profound significance and meaning of sex and consider the spirituality of relationships. Although this resource has been written with church schools in mind, the teaching ethic and multi-faith approach are such that it can also make a rich contribution to sex and relationships education outside this context.

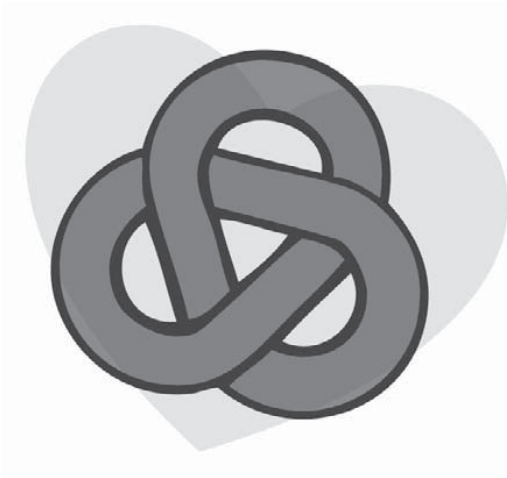
At a time of changing family patterns and parental stress overload, there are many youngsters seeking the love, attention, security and identity that may not have been afforded them as a foundational experience. As a result sexual and emotional needs, love and relationships, often get confused, conflated and entangled. Many children and young people in our schools are not given the opportunity to discuss and formulate a language to articulate their feelings and needs either at home or in other contexts. They are not, therefore, being offered a safe environment in which to decide upon a meaningful sexual ethic for themselves, one that will give them the guidelines for their life. In this way, we are not protecting the young in our care and we are not helping them to live 'life in all its fullness'.

All schools, and in particular church schools, have a responsibility to love, serve and protect the children and young people they are educating. These materials seek to help children in today's world to find their own course through the smorgasbord of modern sexuality. This is offered against the backdrop of a belief in the unconditional love of God for all and the grace of God's forgiveness.

*Kate Guthrie, Verity Holloway & Katy Staples
February 2010*



In summary



***Love and Sex Matters* aims to:**

- Offer exciting, fun and interactive lessons.
- Give opportunities to rehearse appropriate language and develop articulacy.
- Build self-esteem and high regard for others; in church schools this is rooted in a belief that all are loved by God.
- Uphold the sanctity of marriage, the importance of long-term relationships and stable family life.
- Offer abstinence before marriage as a valid life choice to be taken seriously while respecting people and their life choices.
- Offer views from a variety of Christian perspectives, from other faiths and from non-religious life perspectives.
- Enable children and young people to question messages in the media and advertising about body image and sexuality.
- Offer a starting point that does not assume teenage sexual activity as the norm.
- Create opportunities for children and young people to explore the deeper questions as to the meaning and significance of the sexual act in relationships.
- Invite a holistic consideration of sexuality that takes it beyond just the physical and explores the emotional, spiritual and moral aspects of sexuality: more than an exploration of bodily changes at puberty and 'how to put a condom on a banana'.
- Be realistic in understanding the raging power and force of sexuality.
- Acknowledge the complex context of the modern world in which today's children and young people find themselves.
- Be accessible to those of all faiths and none.
- Recognise each person's intrinsic worth and value.
- Allow consideration of human relationships as part of the greater love of God.
- Offer a vision of sacred committed relationships where personal and spiritual growth and mutual support can flourish.

Overview

Lesson	Summary	Learning Outcomes
1: Making me	Pupils will think about the factors that contribute to an identity and what makes someone valuable	<ul style="list-style-type: none"> • I can describe what makes me 'me'. • I can explain why all people are valuable, including me.
2. My world, your world	Pupils will think about how their lives interact with other people's lives and how this affects decision-making.	<ul style="list-style-type: none"> • I can explain ways in which what I do might affect other people emotionally and/or physically. • I can identify the people whose lives might be changed by what I do. • I can explain how recognising how my actions influence other people can help me make good decisions.
3. Changing bodies	Pupils will think about the physical and emotional changes that take place during puberty.	<ul style="list-style-type: none"> • I can describe how I will change physically and emotionally during puberty.
4. Firm foundations	Pupils will think about what provides firm foundations for a relationship and how awareness of this might affect whom they date.	<ul style="list-style-type: none"> • I can describe characteristics that will help build a good relationship and why these are important. • I can explain what sort of things I might look for in a friend or partner and why.
5. Marriage	Pupils will reflect on the significance and meaning of the wedding service and marriage and how these benefit the individual and the community.	<ul style="list-style-type: none"> • I can explain why Christians think marriage is important. • I can explain how marriage is good for relationships within the family and with the wider community.
6. Great expectations?	Pupils will think about the meaning of sex and why it is best kept for marriage or long-term relationships.	<ul style="list-style-type: none"> • I can explain what I think is normal sexual behaviour. • I can describe what some religions think about sex. • I can give reasons why it might be good to keep sex for marriage or a long-term, committed relationship.
7. In need of restoration?	Pupils will think about the role of forgiveness in sustaining and deepening relationships.	<ul style="list-style-type: none"> • I can explain why it is good to forgive people. • I can describe some situations when I think you should or should not show forgiveness and explain why.
8. Summary activities	Activities to draw course together and encourage pupils to reflect on what they have learnt.	<ul style="list-style-type: none"> • I can consider what makes a relationship 'life-giving' or 'life-limiting'. • I can describe actions that would make my relationships more 'life-giving'.

Making Me



In this lesson, pupils will reflect on what forms a person's identity. They will think about how the media and advertising shape our ideas about what we should be like. They will then consider a variety of religious and non-religious perspectives on human worth, before reflecting on different reasons why people feel valued. Pupils will be encouraged to think about how they can feel valuable as a person, acknowledging that a healthy self-esteem is a necessary foundation for building healthy relationships.

Learning Objectives

- Think about what forms an identity.
- Consider what makes someone valuable.

Learning Outcomes

- I can describe what makes me 'me'.
- I can explain why I am valuable.
- I can explain why all people are valuable.

Lesson Activities and Resources

- Introduction: Advertising choices (15 minutes)
Powerpoint 1.1: *Advertising*
- Where does my worth come from? (30 minutes)
Worksheet/powerpoint 1.2: *What makes me valuable?*
Worksheet 1.3: *I'm valuable opinion cards*
- Plenary: What makes me me? (15 minutes)
Worksheet 1.4: *What makes me me?*

PSHE Curriculum

This lesson covers:

1.b. Pupils should be taught to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

5.b. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to feel positive about themselves.

Introduction - Advertising choices

15 minutes - Pairs/small group activity

- Put powerpoint 1.1: *Advertising* up on a screen.
 - Ask pupils, in pairs or small groups, to imagine they are making an advert for t-shirts. They have to pick one man and one woman from the pictures to be in their advert.
 - After 5 minutes, start class discussion off by asking some of the groups who they picked, and why. Then use the following questions to continue discussion:
 - Which of the six people are best to use in an advert for t-shirts? Why?
 - What message does advertising give about what makes a person valuable and attractive?
 - How do you think people feel if they don't look like the people in adverts and on television?
 - Does it matter if a person doesn't look like models in adverts?
Does it make them any less valuable as a person?
-

Where does my worth come from?

30 minutes - Small group activity

Preparation: Each small group will need three different *I'm valuable cards* from worksheet 1.3: *I'm valuable opinion cards* so you may need to print out and cut up multiple worksheets. You may want to select a variety of faith perspectives appropriate for your class, rather than use all of them. Each pupil will need a copy of worksheet 1.2: *What makes me valuable?*

Part 1

Explain to the pupils that how we feel about ourselves is often affected by how other people see us. Many religions believe that we should base our worth on how God sees us because they believe that this is what really matters.

- Give each small group three different cards from worksheet 1.3: *I'm valuable opinion cards*, and a copy of worksheet 1.2: *What makes me valuable?* for each pupil.
- Project the worksheet 1.2: *What makes me valuable?* up on the board.
- Ask pupils to write the three characters' names in the Name column on worksheet 1.2. The group should look at the cards, and then decide which of the two columns the four statements for each person fit into, as shown on the powerpoint.

- Once all the groups have finished, discuss what they have found using the following questions:
 - Did any of the people believe all the same things?
 - What did everyone believe?
 - Do you agree with any of these people's beliefs?
 - Why do you agree/not agree?
-

Part 2

- Ask each pupil to put their own name in the Name column of the second chart. Ask them to add three things to the second column to complete the sentence 'I know I am valuable because...'
- Ask each group to share what they have put in the second column, and then decide on three group statements that can go in the third column.
- Once all groups have finished, discuss what they have decided on by asking some groups to share their group statements. See if any group statements are shared by the whole class.

Extension questions

- Society often tells us that having good looks makes you a valuable person. Why do you think this is? Why do you agree/disagree?
 - Put the following statement on the board for discussion: 'Pretty/handsome people are often boring because they never have to learn how to make friends through being entertaining and funny.'
-

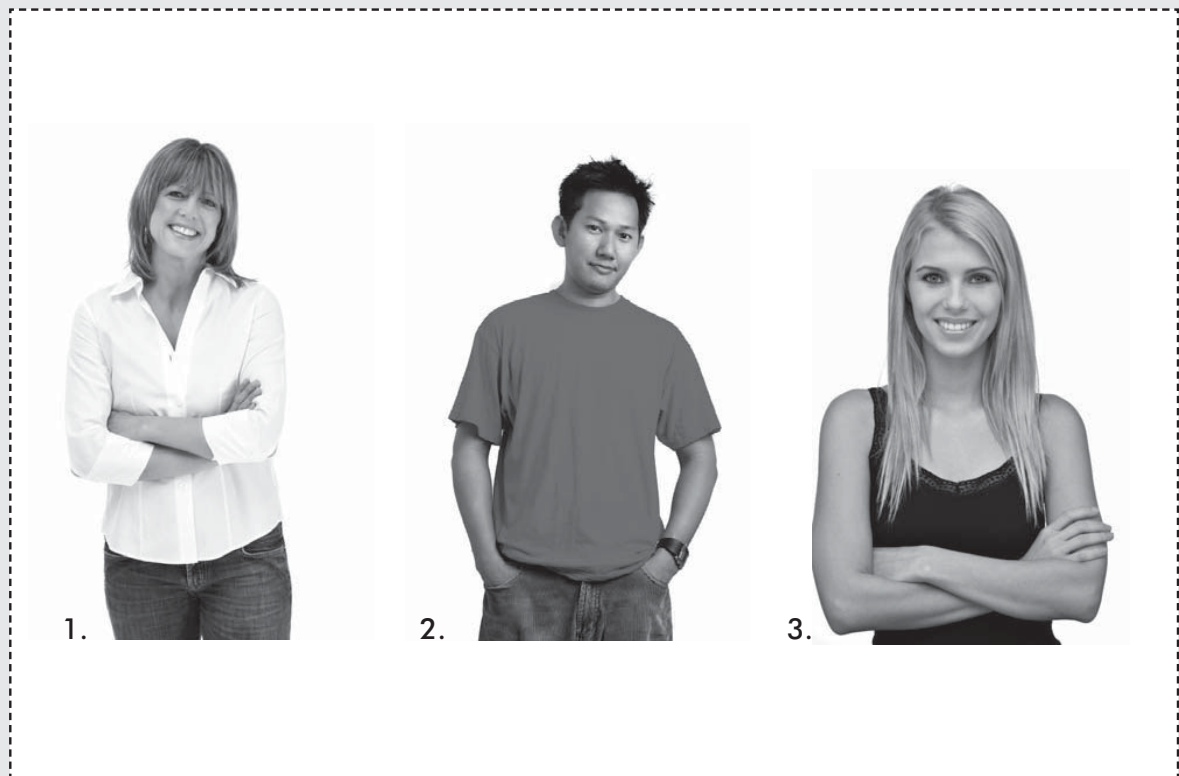
Plenary: What makes me me?

15 minutes - Individual/class activity

Preparation: Each pupil needs a copy of worksheet 1.4: *What makes me me?*

- Pupils should pick ten statements that describe what makes them who they are and write the numbers of these statements in the middle of the person.
 - Encourage pupils to write their own statements where possible.
 - Once they have done this, ask pupils to count up how many statements they have chosen from each group, and answer the questions at the bottom of the worksheet.
 - Discussion questions:
 - Who or what makes you know you are a valuable person?
 - How can you keep on feeling good about yourself, even when bad things happen?
 - How might feeling bad about yourself affect your relationships with other people?
-

Worksheet 1.1: Advertising



Worksheet 1.2: What makes me valuable?

Name	I believe...	Everyone believes....			

Name	I believe... I know I am valuable because...	Everyone believes....	

Worksheet 1.3: I'm valuable cards

Frank (Christian)

- I am precious because I am made in God's image.
- God loves me whatever I do.
- What you do is more important than what you look like.
- I wish I wasn't so skinny. But I know that I am OK.

Ameena (Muslim)

- Allah made me exactly how he wants me to be.
- I don't like my nose, but I know I look fine really!
- Allah is always merciful, so looks on me kindly.
- I think that what you do is more important than what you look like.

Krishna (Hindu)

- I am part of Brahman, the one God, so I must be how I am meant to be.
- This is the body and face I have been given for this lifetime, so I have to accept it and enjoy it. I think that what you do is more important than what you look like.
- I know I look fine really, but I do think my bottom is too big.

Fred (Agnostic - unsure whether there is a God)

- I do believe that everyone is of equal value, no matter what they look like.
- I think that what people do is more important than what they look like.
- I don't believe that people are made by God: we evolved.
- I've got spots but no-one else even notices, so I'm OK really.

Hari (Buddhist)

- I believe everything is always changing, so physical beauty never lasts.
- I was born with only one hand. But I know that I am OK.
- I think that what you do is more important than what you look like.
- I think that desire brings suffering, so wanting to be different will make you suffer.

Jasminder (Sikh)

- I believe that Waheguru, the one God, put his divine spark into everyone so all humans are sacred.
- I have to wear glasses because my eyesight is bad, but I know that it doesn't matter really, I am OK.
- I think that what you do is more important than what you look like.
- I believe Waheguru is kind and sees everyone as equals.

Ruth (Jew)

- G-d cares for me and has plans for my life.
- I think that what people do is more important than what they look like.
- I am made in G-d's image, so I am special.
- I would like to be taller, but I know that I am OK.

Worksheet from *Love & Sex Matters*, KS2 resources © Salisbury Diocesan Board of Education, Bristol Diocesan Board of Education & Hope's Place.

Worksheet 1.4: What makes me me?

Instructions

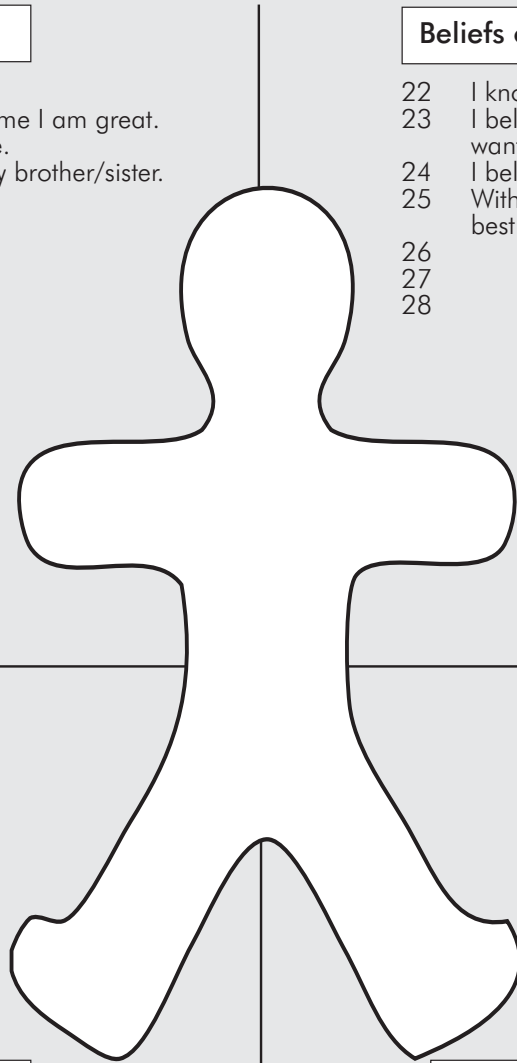
Choose 10 sentences which explain what makes you you. Include some of your own sentences by filling in the blanks. Write the numbers of these sentences in the middle of the person.

Friends and family

- 1 I look like my mum.
- 2 My grandparents tell me I am great.
- 3 My friends respect me.
- 4 I am different from my brother/sister.
- 5
- 6
- 7

Beliefs or faith

- 22 I know that God loves me as I am.
- 23 I believe that God made me how he wants me to be.
- 24 I believe that all people are equal.
- 25 With the help of others, I will be the best I can be.
- 26
- 27
- 28



Yourself

- 8 I have a nice face.
- 9 I am a kind person.
- 10 I like listening to music.
- 11 I like spending time on my own.
- 12
- 13
- 14

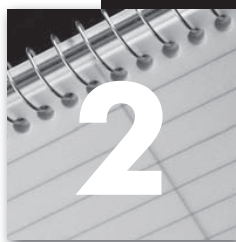
Media and advertising

- 15 I am careful what I eat because thin people are more attractive.
- 16 I wear sporty clothes because sporty people are cool.
- 17 I spend lots of time making myself look like my favourite pop star.
- 18 I like to try to make people think I am older and cooler.
- 19 I don't really care about the latest fashions, I wear what I want.

- 20
- 21

Questions

- How many sentences have you chosen from each group?
- Which group has the biggest influence on how you feel about yourself?
- Who or what makes you know you are a valuable person?



Appendix

Sex and Relationships Education policy for use in Church of England primary schools

This sample policy is based on SRE policy documents approved by Bristol and Salisbury diocesan boards of education for use in their church schools. It should be used as a template for the governing bodies of Church of England schools to discuss, amend and adopt, in the light of their unique school context. Following agreement on a school policy, it should be signed by the Chair of Governors. Notes to the policy are in italic text.

Sample Sex and Relationships Education policy

1 Introduction

1.1 This school's SRE policy is based on the DCSF's *Sex and Relationships Education Guidance*.

Sex education is part of the personal, social and health education curriculum in our school. We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the Diocese.) Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

1.2 Context

All SRE in a Church of England school should be set in a context which is consistent with the school's Christian ethos and values.

- SRE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- SRE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- SRE should reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- SRE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

2 Aims and objectives

2.1 We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- The importance of marriage and family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters.

3 Principles

SRE should be based on the following principles:

- The sanctity of marriage is an important belief in Christian teaching and practice.
- Children should learn the significance of marriage and families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be made aware of the way in which advertising and the media influences their views about sexuality.
- Children should be made more aware of the spiritual dimensions and joys of intimacy.
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves, and of self-control.
- Children should be made aware of God's forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the Internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

4 The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

5 Organisation

5.1 We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic (PSHE) curriculum, we also teach some sex education through other subject areas (for example, in science, PE and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

5.2 In PSHE education we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

5.3 In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

5.4 In Key Stage 2 RE children will learn about the commitment of people of faith to each other in marriage and how this is expressed in marriage ceremonies. They will learn about the beliefs and values that underpin this commitment and support the nurture and care of children in the family.

5.5 In years 5 and 6 we place a particular emphasis on health education, as many children experience the onset of puberty at this age. We liaise with the local health authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

5.6 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

6 The role of parents

6.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the teaching of sex education in school so that the parents and school can work together to support the child with regard to sex education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not want their child to participate in. The school always complies with the wishes of parents in this regard.

7 The role of other members of the community

7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

8 Confidentiality and safeguarding children procedures

8.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the headteacher and/or the designated teacher for child protection and safeguarding. The headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

Advice for teachers on particularly sensitive issues such as female circumcision can be found at: <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection>

9 The role of the headteacher

9.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

9.2 The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

9.3 The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

10.1 The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

10.2 The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Equal Opportunities Policy

Health and Safety Policy

Inclusion Policy

Special Educational Needs Policy

Drugs Education Policy

PSHE and Citizenship Policy

Behaviour Policy

Anti-bullying Policy

Safeguarding/Child Protection Policy

ICT Policy and Safe Internet Use Policy

Confidentiality Policy

Signed:

Date: