



Key
Stage
3

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.

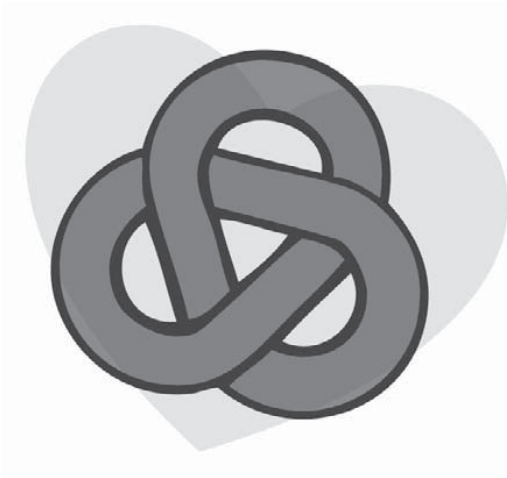
At a time of changing family patterns and parental stress overload, there are many youngsters seeking the love, attention, security and identity that may not have been afforded them as a foundational experience. As a result sexual and emotional needs, love and relationships, often get confused, conflated 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
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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; sexuality and the media	Pupils will think about the role of the media in shaping perceptions of sexuality and how it does this.	<ul style="list-style-type: none"> I can explain how an advert uses sex to make me want to buy the product. I can explain why the way the media works can be seen to devalue people.
2. My world, your world	Pupils will reflect on what love is and how love can be shown. They will consider what characteristics are needed to build long-lasting relationships.	<ul style="list-style-type: none"> I can begin to describe what love is and explain several ways of showing someone you love him/her. I can explain the qualities that a person needs to develop in order to build good, lasting relationships.
3. Firm foundations	Pupils will think about the benefits and difficulties of marriage, reflecting on the impact marriage has on the individual, the couple, the family and the wider community. Pupils will think about the emotional and spiritual aspects of sex and how these relate to a dating relationship.	<ul style="list-style-type: none"> I can explain why Christians believe marriage to be a good thing for the people involved and the community of which they are a part married. I can give reasons why some people decide to co-habit, whilst others decide to get married.
4. Great expectations?	Pupils will reflect on the emotional and spiritual significance and meaning of sex. They will consider what makes dating relationships special and why it is important to be careful with whom you make yourself open and vulnerable.	<ul style="list-style-type: none"> I can suggest reasons why sex can be a meaningful and loving act. I can suggest reasons why some young people become sexually active early. I can describe what Christianity and other world religions believe to be significant about sex.
5. Contraception	Pupils will learn about the different types of contraception, as well as considering ethical questions associated with their use. 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 name 3–5 types of contraception and explain how they work. I can explain what Christianity and other world religions think about contraception
6. Risky choices	Pupils will think about the health risks (STIs) of sleeping with strangers) and the role drugs and alcohol play in sexual assault. They also consider briefly the laws about sex.	<ul style="list-style-type: none"> I can name 3–5 STIs. I can explain the risks associated with using drugs and alcohol. I can explain what the laws about sex are and why they are there.
7. Why wait?	Pupils will reflect on the stages of maturity and then think about the application of the material from the lessons 4–6.	<ul style="list-style-type: none"> I can describe the stages of growing up I can give someone advice on whether or not to become sexually active, based on my knowledge of the emotional, spiritual and physical aspects of sex.
8. Summary activities	Activities to draw the course together and encourage pupils to reflect on what they have learnt.	<ul style="list-style-type: none"> I can consider how sex can be 'life-giving' or 'life-limiting'. I can describe actions that would make my relationships more 'life-giving'.

Lesson 1

Making me: sexuality and the media



In this lesson pupils will learn to assess critically the way in which the media shapes perceptions of sexuality. They will reflect, by analysing the role of sexuality in advertising, on how sex has been made into a consumer item. They will consider what fears this plays on and how it contributes to their expectations of sex. Pupils will then think about Christian, Buddhist and atheist reactions to the media and how these help a critical assessment of and response to the workings and impact of the media.

Learning Objectives

- Consider and critically assess the role of the media in shaping perceptions of sexuality, particularly within advertising.
- Reflect on the morality of the way the media works.

Learning Outcomes

- I can explain how an advert uses sex to make me want to buy the product.
- I can explain why the way the media works can be seen to devalue people.

Lesson Activities and Resources

- Introduction: Opening advert (10 minutes)
Adverts from teen magazines (not included)
- Playing the media (25 minutes)
Photos of products (not included)
Worksheet 1.1 *Spirituality, sexuality, media*
- Plenary (10 minutes)
Dove campaign for real beauty advert (not included, optional)

PSHE Curriculum

This lesson covers:

- 2.1.a.** Pupils should be able to reflect critically on their own and others' values.
- 3.a.** A study of personal wellbeing should include examples of diverse values encountered in society and the clarification of personal values.

Lesson 1 Making me: sexuality and the media

Introduction - Opening advert

10 minutes - Whole class activity

Preparation: You will need an advert that implicitly or explicitly uses sexuality to sell a product, such as an advert for Lynx, DKNY, FCUK products, or many perfume adverts.

- Put an advert on the board, and ask the pupils to discuss the advert in pairs, considering the following questions:
 - What is the advert for? Describe what you see in the advert.
 - How does the advert try to sell the product?
 - What techniques are the advertisers using to persuade you to buy the product?
 - Feedback to the class, rounding up the discussion with the question:
 - In what way is sexuality used to make you want to buy the product?
-

Playing the media

25 minutes - Small group activity

Preparation: Each small group will need a picture of a product, e.g. deodorant/perfume, shampoo, car, jewellery, jeans, or a computer game.

- Give each small group a picture of a product and give them ten minutes to make up a thirty-second spoof advert for their product, thinking about:
 - What might advertisers want to make you *fear* will happen if you do not have this product?
 - What qualities or other things might the product give you?
 - In what way might sexuality be used to make you want to buy the product?
 - Ask the groups to perform their adverts to the class.
-

Spirituality, sexuality, media

15 minutes - Small group activity

Preparation: Each small group will need a copy of worksheet 1.1: *Spirituality, sexuality, media*.

- Give each group a copy of worksheet 1.1: *Spirituality, sexuality, media*.
- Ask pupils to use the statements to help them answer the questions.
- Feedback to the class, starting discussion with questions:
 - With which statements do you agree/disagree?

Extension questions

- Do you have to accept the messages given out by adverts? Is it possible to not accept them?
 - How do you think adverts manipulate you to make you want to buy the product? How do you feel about this?
-

Plenary

10 minutes - Whole class activity

- If you have access to the internet, show the video 'Evolution', available from the Dove Campaign For Real Beauty website:
http://www.campaignforrealbeauty.com/home_films_evolution_v2.swf
Use this to start a discussion about the 'truthfulness' of adverts:
 - What does this clip tell you about how adverts are made?
 - How do you think adverts influence our idea of how we ought to look?
 - If you do not have access to the internet, you can write the following quote on the board as a discussion-starter:
'We don't influence 11–14 year olds, we own them.'
Mr Johnstone, director of MTV
 - Do you think the media owns you? Why/why not?
 - To what extent do you think the media affects our ideas about what is sexually attractive?
-

Worksheet 1.1: Spirituality, sexuality, media

The following statements are beliefs held by some Christians, Buddhists and atheist. Can you use these statements to help you answer the questions below?

'Your body is a temple of the Holy Spirit who lives in you. Your body is a gift from God, so it is not your own. To show respect to God, you must look after your body well.'

paraphrase of 1
Corinthians 6 v. 19-20

'Advertising makes people seem like objects and stops us seeing everyone as a unique person.'

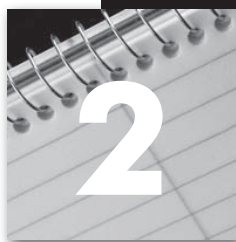
paraphrase of Jean Kilbourne,
Beauty and the Beast of Advertising

'Sexual intimacy, where two people become one within marriage, is holy. The way sex is presented in the media rarely shows this.'

'Desire causes suffering or dissatisfaction with your life, which Buddhists call *dukkha*. Advertising is about making you want to buy things you do not have. So advertising can encourage a sense of dissatisfaction.'

'If I believed what adverts say, I would think everybody is out there having lots of good sex with their skinny, beautiful, smooth-skinned partners. Adverts lie.'

- Why might a Buddhist think that advertising is bad?
- How does presenting people as objects stop us valuing ourselves?
- What does Christianity say about the value of our bodies and sex?
- How is this different from what the media says?
- Which of the above opinions do you agree/disagree with? Why?



Appendix

Sex and Relationships Education policy for use in Church of England secondary 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 young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows students 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 young people when teaching about personal relationships and sex education and SRE should be taught in a way that ensures that there is no stigmatization of young people 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 students 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 young people 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.
- Young people 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.
- Young people 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.
- Young people should be made aware of the way in which advertising and the media influences their views about sexuality.
- Young people should be made more aware of the spiritual dimensions and joys of intimacy.
- Young people should be taught to have respect for their own and other people's bodies.
- Young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Young people should learn that some people choose not to engage in sexual activity and that this choice should be respected and valued as a response to the gift of faith.
- Young people should be taught to understand the power of sexual desire.
- Young people should be made aware that sex can be used compulsively, competitively and destructively.
- Young people need to learn the importance of protecting themselves and of self control.
- Young people should be made aware of God's forgiveness and that there is always a way back.
- Young people should learn that it is important to build positive relationships that involve trust and respect.

- Young people need to learn how to keep themselves safe when using the Internet and other forms of technology.
- Young people need to be aware of responsible use of all forms of technology in order to respect the wellbeing 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 young people 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) education curriculum, we also teach some sex education through other subject areas (for example, science and PE, RE), where we feel that they contribute significantly to a young person's knowledge and understanding of his or her own body, and how it is changing and developing.

5.2 In PSHE we teach young people about relationships, and we encourage young people to discuss issues. We teach about puberty, what sex is, who it is for and the best contexts for intimacy, contraception, sexually transmitted infections, HIV and how to avoid life-limiting sexual choices. In PSHE we also teach about marriage and long-term stable relationships, reflecting on the variety of religious and cultural views held by people about these issues.

5.3 In science lessons, teachers inform young people about the human reproductive cycle, conception, pregnancy, foetal development and how these can be affected by diet, drugs and disease. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science.

6 The role of parents

6.1 The school is well aware that the primary role in young people'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 son/daughter;
- 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 about sex education in school so that the parents and school can work together to support the young person with regard to sex education. We believe that, through this mutual exchange of knowledge and information, young people will benefit from being given consistent messages about their increasing responsibilities.

6.2 Parents have the right to withdraw their daughter or son from all or part of the sex education programme that we teach in our school. If parents wish 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 wish 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 young people 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 young person 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. (This may be a matter for careful discernment if the disclosure reveals peer sexual activity.) Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse.

If the teacher has concerns, he/she will draw the concerns to the attention of 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 & Citizenship Policy

Behaviour Policy

Anti-bullying Policy

Safeguarding/Child Protection Policy

ICT Policy and Safe Internet Use Policy

Confidentiality Policy

Signed:

Date: