

PSHEe Review 2011

Sex Education Forum Response

DfE consultation, Nov 2011



Introduction

The Sex Education Forum is a unique collaboration of organisations and practitioners who believe that ALL children and young people are entitled to good quality sex and relationships education in a variety of settings. For more information about the work of the Forum, our resources and who our members are visit www.sexeducationforum.org.uk

Sex and relationships education (SRE) is the joint responsibility of schools, parents, carers and communities and is an important element of children's and young people's development. It is part of lifelong learning, starting early in childhood and continuing throughout life.

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

SEF believes that SRE is most effectively provided by schools as an integral part of a planned programme of PSHE education. It is best taught by specialist trained teachers supported by trained external providers. All those involved in the design, delivery and assessment of SRE need to adhere to agreed standards and principles of good practice to ensure quality and consistency.

Good quality SRE has been shown to have a protective function for children and young people, and it underpins their ability to make responsible choices affecting their emotional and sexual health. When asked, young people consistently say they want better SRE from both parents and schools, where SRE is often described as "too little, too late and too biological". Young people also emphasise the importance of learning about relationships when they are young, including relationships with friends and family.

For more information about the Forum's view of good practice in SRE see the SEF briefing 'Understanding sex and relationship education' SEF 2010, and for a briefing on the evidence for effective SRE see 'Does sex and relationship education work?' SEF 2010; each briefing can be downloaded from our website www.sexeducationforum.org.uk

The views expressed in this response are based on SEF's principles and values underpinning quality SRE. The views expressed here have been largely confirmed by the parallel consultation with the SRE and Sexual Health sectors commissioned by the government for the review of PSHE education. Please refer to the separate consultation report for more details (Martinez, Lees and Handy 2011).

Q1) What do you consider the core outcomes PSHE education should achieve and what areas of basic core knowledge and awareness should pupils be expected to acquire at school through PSHE education?

The Sex Education Forum sees sex and relationship education (SRE) as essential to achieving the core outcomes of PSHE education. It proposes that PSHE education has four broad outcomes.

4 Core Outcomes for PSHE Education are young people who:

Personal identity - are self-aware, confident and responsible individuals, understanding how values and feelings influence themselves and others

Healthy, safer lifestyles - grow up to be healthy young people who know how to look after themselves and stay safe

Relationships - make effective, healthy and safe relationships and show respect for the differences between people

Career, economic and financial understanding - are able to make informed decisions about education, training and work options in the context of a changing global economy, and are discriminating and responsible consumers who can manage their finances effectively

The Sex Education Forum believes that PSHE education provides unique opportunities for schools to fulfill their statutory responsibilities to promote the wellbeing of children and young people. It also makes a unique contribution to pupils' entitlement to a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils, and to prepare pupils for the opportunities, responsibilities and experiences of adult life and to provide sex and relationships education beyond the science curriculum.

PSHE education, including sex and relationship education (SRE), is a necessary foundation for achieving wider social improvements in public health, social cohesion and citizenship.

SEF believes that pupils should be expected to acquire basic core knowledge and awareness for sex and relationships education (SRE) through PSHEe. A suggested framework for what might be included in SRE at different ages was included in SEF's consultation for the DfE (see Appendix 1). This was based on the existing PSHE frameworks and programmes of study and the questions children and young people might have at different ages (see SEF website; Curriculum Design) and is grouped according to three of the outcomes for PSHEe - 'personal identity', 'healthy, safer lifestyles' and 'relationships'. As part of PSHEe, pupils should acquire basic knowledge and awareness as suggested in our framework (Appendix 1). This knowledge and awareness should be supported with the development of skills to help apply this knowledge.

Q2) Have you got any evidence that demonstrates why a) existing elements and b) new elements should be part of the PSHE education curriculum? Your answer should provide a summary of the evidence and

where appropriate contain the title, author and publication date of research.

Sex and relationship education is an integral component of PSHE education as described by the current non-statutory frameworks and programmes of study. The results of the consultation confirm that, in general, these elements are still essential components of SRE in the context of PSHEe. In the eleven years since the frameworks were originally produced, the social influences on children and young people have changed; recent concern about the sexualisation of children by messages about sex and relationships in the media and retail sectors is an example of this change. Some elements of SRE may need to be included earlier, particularly before children go to secondary school.

The consultation also identified new elements which should be included in SRE notably pornography, sexual violence and exploitation, internet safety and sexting.

SEF's consultation report to DfE identifies surveys and research which underline the need for comprehensive programmes of SRE in schools. For example, the survey of young people's views of HIV and AIDS education revealed that a significant number are not receiving any such education even though this is a required topic at secondary school. The evidence about earlier onset of puberty underlines the need to provide age-related SRE in the primary school. SEF's young people's survey of SRE (2008) also provides evidence of the topics which are well taught and which are neglected. Both surveys can be found at <http://ncb.org.uk/sef/evidence>.

Some evidence of what elements or topics should be included in SRE/PSHEe programmes comes from local or school based activities, such as use of the Health-related Behaviour Questionnaire in a school or area age cohort. Schools are encouraged to prioritise what should be included in SRE by asking the pupils; results from anonymous question boxes and from exercises taken from SEF's consultation toolkit 'Are you getting it right?' which has been distributed to many schools, also provide valid evidence. SEF's consultation report to DfE includes examples and case studies to illustrate this.

SEF believes that the elements in the existing PSHE Frameworks and Programmes of Study form the basis of a good SRE programme; however these elements could be developed and new elements need to be added to reflect the changing reality for children and young people.

Q3) Which elements of PSHE education, if any, should be made statutory (in addition to sex education) within the basic curriculum?

The Sex Education Forum continues to call for PSHE Education to be made statutory. We continue to believe that for SRE to have the status it deserves, the status of PSHE Education must be on the same level as other subjects within the National Curriculum.

Whilst we are aware that the government has stated that it is not prepared to make PSHEe statutory as a subject, we strongly urge the government to make it a compulsory obligation of

schools to provide a curriculum which meets the core outcomes outlined in Question 1. Providing this core entitlement will enable schools to meet their statutory responsibilities to promote wellbeing and provide a broad and balanced curriculum. PSHE education should be seen as a whole, not a selection of topics, some statutory; with a core entitlement to a curriculum which meets these core outcomes, schools will retain flexibility to develop their own PSHE and SRE programmes.

SEF believes that schools need clear direction from the government about the status and scope of sex and relationship education in the context of PSHEe. Schools and teachers find the law concerned with what schools can and should teach confusing. This contributes to the patchy delivery and quality identified repeatedly in Ofsted reports. Supported by clear national guidance on SRE including a framework of core knowledge, skills and values appropriate for the different stages of schooling, schools will continue to have the flexibility, as now, to develop their own curricula to meet the needs of their pupils.

As sex education is to remain statutory, SEF recommends that it is extended beyond the biological aspects of sexual reproduction to include a greater emphasis on relationships. 'Sex education' should be changed to 'sex and relationships education' in legislation and there should be a duty on schools to provide SRE from Foundation Stage/Key Stage 1. Finally in planning SRE programmes, schools should give due regard to the core SRE knowledge and awareness as set out in the suggested framework.

Q4) Are the National, non-statutory frameworks and programmes of study an effective way of defining content?

The SRE elements of the existing non-statutory frameworks and programmes of study can be found in Appendix 2.

SEF believes that if the core outcomes of PSHE education are made statutory within the basic curriculum as recommended in the response to question 3, then the national, non-statutory frameworks and programmes of study do effectively define the scope of PSHEe and what schools might be expected to include when developing their own curricula for sex and relationships education.

SEF recommends that the existing frameworks and programmes of study should be updated and reorganised into a single framework to align with any forthcoming revision of National Curriculum subject frameworks, but must be careful not to lose content related to SRE.

The purpose of the DfE review of PSHEe is not only to identify what the minimum content requirements might be but also to find ways of improving the quality of PSHEe and SRE teaching. Schools currently have the flexibility and freedom with regard to PSHEe and SRE because a) the frameworks and programmes of study are non-statutory, and b) there are not effective accountability mechanisms in place to ensure schools deliver this subject effectively and well. Schools must have an incentive to provide better SRE; they will not invest in this unless the status of

PSHEe and SRE is raised by the application of the levers set out in question 8, including a clear age-related framework of content and systematic inspection of the subject. Until then the content of SRE will continue to be a hit and miss affair in many schools.

Q5) How can schools better decide for themselves what more pupils need to know, in consultation with parents and others locally?

The SEF strongly believe that SRE should be based on the actual needs of children and young people so that it is relevant to their lives. Children and young people can be consulted through a variety of means including focus groups, questionnaires, discussion in class and the school council. A range of activities can be found in our popular resource "Are you getting it right? A toolkit for consulting young people on sex and relationships education." 2008

Schools and parents should work together on the SRE policy and programme to make sure children and young people get the information and support they need. This can be achieved through meetings, working groups, online consultations and governors' reports to parents. Local priorities and the views of SRE/sexual health professionals should be taken into account by schools when developing the SRE policy and programme. Data should be used to determine outcomes and trends – this can both inform the curriculum and provide accountability to stakeholders. Such data can include school level information on levels of bullying including sexual bullying, and local/national health data e.g. teenage pregnancy and chlamydia rates etc. As part of the regular review of the SRE policy, schools should be engaging with parents/carers and pupils and considering local priorities such a teenage pregnancy or sexual health to ensure that the SRE programme is developed to meet the needs of the children and young people.

Q6) How do you think the statutory guidance on sex and relationships education could be simplified, especially in relation to: 6 a)Strengthening the priority given to teaching about relationships? 6 b)The importance of positive parenting? 6 c) Teaching young people about sexual consent?

New statutory guidance on sex and relationships education is urgently required by schools. Since the existing guidance was published (B. 0116 / 2000) important legislation, notably the Equalities Act and Safeguarding, has been introduced which has a bearing on SRE. The government should note that schools and teachers find the legislation around sex education confusing and seek clarification.

The existing legislation around sex education should be brought up-to-date by changing the name to 'Sex and Relationships Education' and extending the legal requirement to provide SRE to primary schools. Schools should continue to be required to pay attention to the statutory guidance. All publicly-funded schools should be subject to this legislation, including the funding agreements with academies and free schools.

The new SRE guidance should be based on the 2010 draft SRE guidance held by the DfE and should include an age-appropriate framework indicating the expected scope of school SRE programmes. This framework should bring the current frameworks and programmes of study up-to-date by ensuring there is adequate emphasis on emerging issues in SRE including positive and abusive relationships, sexual consent, sexual exploitation, social media, internet safety and the law.

The existing PSHEe frameworks and programmes of study include much detail on relationships including the roles of parents and families which should be retained and updated.

'Positive parenting' needs clarification - SEF believes that the focus for pupils should be on a broader understanding of the developmental needs of babies and children and the role of parents and carers. It should not assume that most young people are going to be young parents.

The guidance should also include criteria for effective SRE programmes i.e. those programmes in which pupils learn the knowledge, skills and values which underpin the achievement of the core outcomes described above. Ofsted (2002) has identified what makes SRE effective as has the research by Kirby (2009). The SEF has used this evidence base to develop principles which underpin quality SRE (see below). These criteria for effective practice should be adopted and disseminated nationally through the new SRE guidance so that schools can use them as a basis for planning, monitoring and evaluating their own programmes.

The current DfE review of PSHEe also aims to identify ways of improving the quality of teaching of PSHEe and therefore of SRE. The new guidance should also include national standards for PSHEe/SRE teaching based on the existing standards from the national PSHE education CPD programme as well as guidance on the selection and involvement of external agencies to support SRE.

To demonstrate that SRE is an integral part of PSHE education, it may be desirable to include SRE guidance as part of new national guidance on PSHEe.

It is essential that there is no further delay on the publication of new SRE guidance. As a minimum, simplified guidance must include an age-related outcomes framework and signposting to existing resources to support schools.

Q7) Have you got any examples of case studies that show particular best practice in teaching PSHE education and achieving the outcomes we want for PSHE education? Your answer should be evidence based and provide details of real-life case studies.

The Sex Education Forum believe that quality SRE should be underpinned by the following values and principles

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Further good practice principles including for planning, development, participative learning methods and assessment can be found in our SEF briefing 'Understanding sex and relationship education' 2010 and Effective learning methods: approaches to teaching about sex and relationships within PSHE and Citizenship (Factsheet 34, 2005)

There are many case studies of good practice in SRE; some of these are referred to in SEF's consultation report to the DfE. Please visit our website for a broad range of examples www.sexeducationforum.org.uk/practice

Q8) How can PSHE education be improved using levers proposed in the Schools White Paper, such as Teaching Schools, or through alternative methods of improving quality, such as the use of experienced external agencies (public, private and voluntary) to support schools?

SEF believes that SRE should be taught by trained teachers and that the support of relevant external agencies can add value and that the following levers are necessary to improve the quality of SRE:

- Set criteria for a national standard for best practice in schools
- Resume the ITE pilot to train specialist PSHE teachers
- Give greater prominence and support to the National Accredited PSHE education CPD Programme

- Identify PSHE centres of excellence in Teaching Schools ensuring all new teachers are equipped to teach PSHE
- Introduce of kite mark register or set of quality assurance standards for external agencies (public, private and voluntary).

In addition,

- Schools should be required to listen to pupils' views about relevant PSHEe and SRE programmes;
- Schools should be required to involve parents and carers in ongoing discussion about how the school can meet the needs of their growing children for SRE;
- National criteria for good practice in SRE education should be published in revised guidance and the existing national standards for PSHEe/SRE teaching should be revived and disseminated;
- Ofsted inspectors should be trained to recognise good practice in SRE particularly how SRE contributes to the school's promotion of spiritual, moral, social and cultural development;
- The quality of education provided by a school must be judged on levels of satisfaction by parents and pupils with the quality of the SRE provided, as well as attainment scores;
- Some teachers should be encouraged to become SRE specialists through ITE and the national PSHE education accredited CPD programme and standards;
- The capacity of Teaching Schools to lead on PSHEe and SRE locally should be assessed against published criteria for good practice, to avoid insularity and perpetuation of out-of-date practices; local schools which are beacons of good practice in SRE should be identified.

SEF is concerned that many previously employed levers for improving practice such as Healthy Schools, the national PSHE CPD programme, proposed Ofsted indicators concerning SRE, Every Child Matters and funding for teenage pregnancy programmes have been reduced or eliminated. Many specialist staff with the knowledge and skills to support improved SRE are no longer in post. It is unrealistic to expect local authorities, schools and other agencies to take over the funding when budgets are under extreme pressure.

External Agencies

External agencies can add value to the schools core SRE programme, but should not replace the role of the teacher. External agencies can be ideally positioned to help with the planning, providing resources, identifying pupils' needs and supplying local data to inform priorities for SRE, training staff on specialist aspects of SRE, and working with specific small groups with particular needs and working with parents. The revised SRE guidance should set out good practice in the use of external agencies to support SRE, including the importance of ensuring that the objectives of the external agency match the aims and values of the school's SRE policy and are appropriate for the age of the pupils. Schools should maintain the ownership of their SRE curriculum. The SEF briefing on [External visitors and sex and relationships education](#) (2010) sets out principles of good practice in working with external agencies.

SEF believes that the variable quality and lack of consistency in PSHE and SRE lessons and programmes identified in recent Ofsted reports is due to the low status of PSHEe and SRE. Raising the status of PSHEe/SRE, teacher training, good quality resources and local champions are all levers for improving the SRE elements of PSHEe. External agencies can be an excellent resource for schools if they complement the schools SRE curriculum and if they fulfill quality assurance standards. Such standards must be included with new SRE Guidance. However schools will not invest in improvements to SRE unless the government gives a clear message that SRE is an entitlement for ALL pupils

Q9) Have you got any examples of good practice in assessing and tracking pupils' progress in PSHE education? Your answer should be evidence based and provide details of real-life case studies.

SEF takes the view that it is essential for SRE to be assessed against the intended learning outcomes; lack of attention to this has contributed to the low status of PSHEe and SRE. Assessing learning and progress in PSHEe/SRE can be carried out using the same approaches and techniques as those used for assessment in other subjects. It is also possible to assess skill development as well as acquisition of knowledge. There is pre-existing guidance on assessment in PSHEe which should be consulted as well as SEF's publication 'Assessment, Evaluation and Sex and Relationships Education' (2004) currently being revised.

There are some examples of good practice in assessment and tracking pupils' progress but teachers need further support (Ofsted 2010). However if PSHEe/SRE are not statutory there is little incentive for schools to assess progress and learning. Some case studies of good practice in assessing SRE are included in SEF's report to the DfE and SEFs resource mentioned above.

Q10) How might schools define and account for PSHE education's outcomes to pupils, parents and local people?

SEF believes that schools should be accountable for achieving SRE outcomes to children and young people, their parents/carers and to partner agencies that have supported SRE. In order to do this the school should:

- Develop comprehensive schemes of work for SRE based on the core knowledge and awareness in SEF's age-related framework (Appendix 1)
- Include PSHEe/SRE in the school's assessment policy, identifying learning outcomes and building assessment procedures into all plans and schemes of work
- Report on progress in SRE (as part of PSHE) at parents / carers meetings and as a subject in end of term/year reports.
- Monitor the delivery of the SRE programme and seeking the views of all stakeholders, including pupils, in evaluating its impact and effectiveness.

- SRE to be included in an annual Governor's meeting, to support the regular update of the school's SRE policy.

Governors should monitor how the school implements its SRE policy and meets the statutory requirements, reporting on this at the annual governor's meeting for parents/carers. When Ofsted visits schools it should monitor how effectively this is carried out.

Schools should be encouraged to set out the benefits of SRE for all stakeholders in the school policy and prospectus; these benefits include pupil health, attendance, engagement with school and satisfaction with curriculum provision. Learning about relationships enables pupils to contribute to a positive school ethos; it fosters a climate where people feel supported and listened to, where diversity is celebrated and bullying reduced.

There is much confusion and misinformation amongst the general public about the nature and scope of SRE programmes in schools. It would be of benefit to parents and carers in particular if parallel guidance to the new SRE guidance for schools was produced for them. This could explain the importance of SRE, the aims of the topic, what they might expect of SRE in their child's school, how to get involved in its development, how to recognise if it is good enough and meets the pupils' needs, and what support they might access to help them with their own contribution to their child's SRE. Parents would also benefit from other supportive resources in an accessible format, such as web-based booklets and learning materials.

Some schools do serve their local community; other schools draw their pupils from a wider area. Care should be taken to account to those with direct involvement in the school; local groups or people who do not have a stake in the school should not be enabled to exert undue influence over the school's SRE.

Appendix 1

A Suggested Core SRE knowledge and awareness identified by SEF

Personal identity

3-6: Know that each person is unique and special; know what they like/ dislike, what is fair/ unfair, and what is right and wrong; recognise and name their feelings.

7-8: Know how people change as they grow up, that this can cause strong feelings and how to cope with them; recognise their worth as individuals

9-10: Know how to show empathy with other people's views and feelings; know that the media can affect one's sense of self

11-13: Recognise their personal qualities, values and skills; know what affects their self-worth and confidence; know how to be assertive and communicate with others; be able to resist pressure and show independence by having clear personal values and boundaries.

15-16: Know how to cope with strong feelings anger, sadness, desire and love; know how the media portrays young people, body image and health issues; know how to present themselves safely on social media networks

Healthy, safer lifestyles

3-6: Know the differences between boys and girls; names for parts of the body including sexual parts; where babies come from; keeping safe - unwanted touches, saying 'no'; people who can help them

7-8: Know about the emotional and physical changes of growing up; how babies are made from eggs and sperm; how to look after our bodies and how to be safe and healthy; people to talk to and how to find information about growing up.

9-10: Know about puberty and growing up in other cultures and religions; normal variation in growth and development; conception to birth; preventing conception; STIs including HIV and that they can be prevented; sources of advice and information about puberty and sex; using the internet safely.

11-13: Know about hormones, sexual feelings and behaviour; menstruation and menopause; fertility, conception and pregnancy; contraception; how to avoid pregnancy and STIs, HIV and AIDS; safer sex, condom use; body image and the media; how to find information to make informed choices about sexual health and behaviour.

14-16: Know about risky sexual behaviours, including alcohol and drug use; know how to make informed choices about contraception and negotiate its use; be able to discuss sex and relationships with parents/carers and others; know about young people's rights to information and confidentiality, and how to access sexual health services; sexual behaviour and the law.

Relationships

3-6: Know about the similarities and differences between families; how to care for one

another; how to be a friend; know that teasing is unkind and know what to do about it.

7-8: Know about different kinds of friendship and how friendships change, why friends fall out and how to make up; how to respond to bullying and name-calling; different kinds of families and why families are important.

9-10 know about different relationships, marriage and civil partnerships; why families are important for having babies; how to resist pressure and cope with conflict in relationships; know that some relationships can be harmful and where to get help; how to stop people who are different from being bullied.

11-13 know about positive and negative relationships and the qualities to look for in a friend or partner; recognise the difference between attraction and love; know how to negotiate in a relationship; know about different sexualities; know about norms in teenage sexual behaviour and different religious and cultural attitudes; know how to respond to pressure; know sources of information, including websites.

14-16 know what to expect in a relationship, and how to communicate effectively with a partner, friends and family; be able to recognise abuse and exploitation in relationships; be able to respond to unwanted pressure to have sex, homophobia, stereotyping and stigmatisation; know what sexual consent means in a relationship; be able to cope with conflict in relationships, family break-up, divorce and bereavement; know about the skills and responsibilities of parenthood; know about influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Appendix 2

Key Stage 1 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (NC, 1999)	PSHE: Non-statutory Framework (NC, 1999)
<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> That animals, including humans, move, feed, grow, use their senses and reproduce <p>Humans and other animals</p> <ul style="list-style-type: none"> To recognize and compare the main external parts of the bodies of humans and other animals <p>That humans and other animals can produce offspring and that these offspring grow into adults</p>	<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> About the process of growing from young to old and how people’s needs change The names of the main parts of the body Rules for, and ways of, keeping safe...and about people who can help them to stay safe <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> To recognise how their behaviour affects other people To listen to other people, and play and work cooperatively To identify and respect the differences and similarities between people That families and friends should care for each other That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying
Key Stage 2 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (NC, 1999)	PSHE: Non-statutory Framework (NC, 1999)
<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> That the life processes common to humans and other animals include nutrition, movement, growth and reproduction <p>Humans and other animals</p> <ul style="list-style-type: none"> About the main stages of the human lifecycle 	<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> To 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 <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable 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 <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> 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 To 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 To recognise and challenge stereotypes That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability Where individuals, families and groups can get help and support
Key Stage 3 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (QCA 2007)	PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)
<p>Range and content should include:</p> <p>Organisms, behaviour and health</p>	<p>Range and content that teachers should draw on when teaching the key concepts and processes include:</p>

<ul style="list-style-type: none"> • The human reproductive cycle includes adolescence, fertilisation and foetal development • Conception, growth, development, behaviour and health can be affected by diet, drugs and disease <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health <p>Explanatory notes: Sexual health: includes issues related to contraception, pregnancy and disease</p> <p>Diet, drugs and disease: This includes...the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.</p>	<ul style="list-style-type: none"> • examples of diverse values encountered in society and the clarification of personal values • physical and emotional change and puberty • sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities • the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement • different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships • the nature and importance of marriage and of stable relationships for family life and bringing up children • the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities
Key Stage 4 – Sex and Relationships Education in the Curriculum	
Science: Statutory Programme of study: (QCA 2007)	PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)
<p>Pupils should be taught:</p> <p>Organisms and health</p> <ul style="list-style-type: none"> • Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments 	<p>Range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them • how the media portrays young people, body image and health issues • the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities • where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid • characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis • parenting skills and qualities and their central importance to family life • the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances • the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

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