



Respect Yourself

Transition

Programme

A Relationship and
Sex Education Resource
for Teachers
Year 6 and 7

An Award Winning Programme

Sarah Teather MP, the Minister of State for Children and Families, said:

“The Shropshire Respect Yourself Relationship and Sex Education Programme is well deserving of the Pamela Sheridan Award, providing a platform for primary and secondary schools to learn and improve on the delivery of SRE. My congratulations to all who worked hard to create an SRE model which stems from effective collaborative work amongst key partners; including parents, teachers, pastoral staff and governors. Very well done to all.”



Written by Alice Cruttwell on behalf of the Shropshire Council Health Development Team.

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Respect Yourself

The 'Respect Yourself' Transition Programme has been developed with the help and support from the following:

Shropshire Council Officers

Alice Cruttwell, Health Development Officer

Larry Thompson

Frances Phelps

Kay Smallbone, Health Development Manager

Anne-Marie Speke

Pamela Edwards

Shropshire Schools

The Respect Yourself Transition Project has been developed and piloted by the following Shropshire schools, pupils and parents

Primary

Castlefields - Bridgnorth

Clive CE (Controlled)*

Crowmoor

Greenfields

Hadnall CE (Controlled)*

Harlescott Junior

Moreton Say CE (Controlled)

Mount Pleasant*

Newtown

Norton-in-Hales

(Voluntary Controlled)

Prees CE (Controlled)

St. John the Baptist CE

St. Leonard's CE

St. Peter's CE (Controlled)*

Sheriffhales

Whitchurch CE (Controlled)*

Whixall CE (Controlled)*

Secondary

Belvidere -

A Technology College

Bridgnorth Endowed

Church Stretton -

A Specialist Technology

College

The Community College

Bishops Castle

Grange - A Visual &

Performing Arts College

Mary Webb School and

Science College

Sundorne School &

Sports College

Thomas Adams

Wakeman

William Brookes

Special thanks to...

Loudmouth - Education & Training

Through Theatre - www.loudmouth.co.uk

Steve Morris - Mount Pleasant Primary

Paul McCabe at Plum Design

www.thisisplum.co.uk

Anne Russell

Sundorne School & Sports College

Mary Lucas - Clive C.E. Primary

Emma Finch - Thomas Adams School

Councillor Karen Burgoyne

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* Parents feedback received

Foreword

Shropshire Council's vision is to improve significantly the quality of life for Shropshire people by working together. Our Community Strategy 2010 – 2020 is committed to healthy, safe and confident people in communities, with a desired outcome of healthy, safe and happy children and young people with improved life prospects.

We take seriously our role to help our young people establish positive health patterns and make healthy choices. This programme is part of the Shropshire Council and the Shropshire Primary Care Trust's commitment to reducing teenage pregnancy. Shropshire has an under 18 teenage pregnancy rate which is decreasing, but we know that the rate of sexually transmitted infections are rising with an estimated one in ten people under 20 having Chlamydia.

We believe in investing in prevention and Shropshire Council works in partnership with the Shropshire Primary Care Trust, School Nurses, Education and Targeted Youth Support, who contribute to and welcome the work. Schools, teachers, parents and young people are involved and inform the approach, philosophy and content of the programme.

For four consecutive years Relationship and Sex Education (RSE) has been a top priority for Shropshire young people, and has formed part of the Shropshire Members of Youth Parliament mandate. Young People in Shropshire will now grow up with a strong brand which is shared with service providers such as CHAT (Confidential, Help and Advice for teenagers) high quality resources and consistent messages.

In Shropshire we prioritise and place the emphasis upon relationships. This Relationship and Sex Education (RSE) resource has been developed for schools. It is informed by national recommendations and good practice guidance, research and leading practice in Shropshire schools. We recognise that effective RSE depends upon a partnership between home and schools. Shropshire parenting programmes, Speakeasy 'Trust me I'm a parent' and other resources and training for professionals and parents form part of this support and guidance.

In planning and presenting the Shropshire Respect Yourself programme we emphasise and provide support to schools to ensure the work is consistent with the school's ethos and culture, related policies and delivered in the context of the wider PSHE curriculum.

In March 2012 the programme was awarded the Pamela Sheridan Award for Innovation, and the Minister of State for Children and Families, Sarah Teather, said:

'The programme provided a platform for primary and secondary schools to learn and improve delivery of SRE. My congratulations to all who worked hard to create a SRE model which stems from effective collaborative work amongst key partners; including parents, teachers, pastoral staff and governors. Very well done to all'

We are delighted; therefore, to provide this programme of support, training and resources which we believe will increase the skills and confidence of teachers across the County and benefit the health and self-esteem of our young people.



**Shropshire Health and Wellbeing Board
September 2012**

Preface

Well done, Shropshire. I congratulate you on the Respect Yourself programme. It is a comprehensive, accessible and practical scheme of work tested by schools in Shropshire.

It provides exciting lesson plans and activities, resources and clear and helpful guidance for teachers.

For many years young people across the UK have said their RSE is too little, too late and too biological. Young people in Shropshire are fortunate to have such an excellent programme of RSE which starts when they are 10 and takes them through until they are 16.

The materials contain and build on nationally recognised and recommended techniques and approaches. They also contain unique and innovative elements such as a methodology for tracking and measuring impact, consulting and involving pupils in reflecting upon their learning and identifying their priorities. Guidance on answering questions, differentiation and gender is integrated throughout.

A yearly module skillfully combines knowledge and information with work on self esteem, values and attitudes, and skill development. The modules reinforce and build upon previous learning in an age appropriate manner.

The characters, Boz and Baz and their friends, are a key aspect of the programme, providing Shropshire young people with a safe context in which they can explore and learn how to develop safe relationships.

Alice Cruttwell's extensive experience, working at national, regional and local levels to improve the health and well-being of young people on a strategic and operational level, has resulted in a comprehensive programme which has the hallmarks of national best practice. It sets a 'gold standard' for relationship and sex education.

Gill Frances **Gill Frances**

Gill is a recognised champion of the rights of children and young people's right to SRE. She is an independent consultant, an experienced project manager and involved in national policy on children and young people. She is a member of the Department of Health's Advisory Group - the Sexual Health Forum - which is supporting the Government's forthcoming policy on Sexual Health. Gill chairs the DfE's Advisory group on Violence against Women and Girls and is a former Director of the Sex Education Forum and Director of the Well-being Department at the National Children's Bureau. She founded the Anti-Bullying Alliance. She has written extensively on sexual health and young people, including Just Say No to abstinence education, Sex Education, values and morality and the Sense SRE for schools. Gill is former Chair of the Teenage Pregnancy Independent Advisory Group, which advised ministers and monitored progress of the Labour Government's teenage pregnancy strategy, and in 2005 was awarded an OBE for her services to young people.

www.teenagepregnancyassociates.co.uk 07771 724 403

The Respect Yourself programme has been informed by:

Ofsted 2002 recommendations, in particular:

'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

Government statements recognising that children can benefit enormously from high-quality personal social health and economic (PSHE) education and that good PSHE supports young people to make safe and informed choices about their lifestyles, their health, careers and their finances both now and as they prepare for the responsibilities of adulthood

'Good schools understand the connections between pupils' physical and mental health, their safety, and their educational attainment. Good schools will also be active promoters of health because healthy children with high self-esteem learn and behave better at school.'

Schools Minister Nick Gibb, June 2011

Healthy Lives, Healthy People Our Strategy for Public Health in England

'Good schools will be active promoters of health in childhood and adolescence, because healthy children with high self-esteem learn and behave better at school. Within the current non-statutory personal, social and health education (PSHE) framework, schools will provide age appropriate teaching on relationships and sexual health...'

The Importance of Teaching Schools White Paper 2010

'Children need high-quality sex and relationship education so that they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall, to make sure sex and relationship education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy'

In addition the Transition Project, year 6 and 7, has been informed by Ofsted recommendations that:

'Secondary schools should liaise with their feeder and receiver schools to ensure continuity and progression across the phases...'...the transition from primary to secondary is particularly important; SRE in year 7 should reinforce and build upon SRE in primary schools'.

Respect Yourself

Transition Programme Relationship and Sex Education Resource for Key Stage 2 and 3

Why a Transition Programme?

'It is important that the transition year before moving to secondary school supports pupils' ongoing emotional and physical development effectively.'

Sex and Relationship Education Guidance. DfEE July 2000 Ref: 0116/20000

'Primary schools recognise that many of their pupils mature early. As a result, they have begun to teach topics such as puberty in more depth. This has traditionally been taught at Key Stage 3 and some secondary schools have not adjusted their programme accordingly.'

'Smooth transition is also hindered by inadequate assessment. In particular, work at Key Stage 3 takes insufficient account of pupils' prior learning and experiences at Key Stage 2. This mismatch is all the more stark because of recent changes to PSHE programmes at Key Stage 2'

Time for change? Personal, Social and Health Education. Ofsted 2007 Ref: 070049

'Many young people say that many parents and some teachers are not very good at talking about the more sensitive issues in PSHE, such as sex and relationships. They feel that parents and teachers often leave it too late and do not talk about such issues until they have reached puberty or have started feeling sexual desire. In the case of SRE young people do not want just the biological facts but want to talk about feelings and relationships'

Time for change? Personal, Social and Health Education. Ofsted 2007 Ref: 070047

Young people mature and develop at different ages, however, the average age of puberty is lowering. Young people may be physically developing earlier, but they require support on the emotional and psychological aspects of relationships. Young people, nationally and locally, have repeatedly asked for better and more comprehensive relationship education. Some primary and secondary schools are providing quality Relationship and Sex Education (RSE), but often in isolation from each other. National guidance stresses the need for closer cross phase collaboration and planning in PSHE. This resource will support schools to improve and develop the delivery of PSHE for Key Stages 2 and 3, contributing to the Shropshire Schools for Health and providing evidence for Ofsted inspection. Good quality RSE can equip children and young people with life skills, knowledge and understanding.

From an early age children learn about intimacy, sex, sexuality and relationships. They learn through observation and personal experiences, from parents, family and friends and through sexual images and messages from television, music, magazines and the Internet. For many, this can create confusion and misinformation, legitimise attitudes or behaviour that are exploitative, oppressive or abusive. Pupils need to ask questions and learn from trusted adults. Parents, and professionals working with children and young people, need to be confident and equipped to answer questions in a way that suits the age, understanding and development level of the child.

'Respect Yourself' Transition Programme

This aims to support secondary schools and their cluster primary schools to deliver developmental and co-ordinated schemes of work across Key Stages 2 and 3. It:

- will enable schools to develop their Relationship and Sex Education (RSE) practice, in line with their policy. It provides lesson plans, handouts and resources, which can be adapted to the needs and values of each school;
- covers biological, social and emotional aspects of RSE in line with good practice guidelines and the SEAL programme;
- has been developed in the context of Every Child Matters, the National Healthy Schools programme, the National PSHE CPD programme, the National Teenage Pregnancy Strategy and the primary school curriculum;
- is intended to be used as part of an RSE curriculum in the context of a whole school personal, social and health and citizenship programme.

More about Shropshire 'Respect Yourself'

This resource is one element of Shropshire's 'Respect Yourself' programme (see module outcome and lesson overview). The Respect Yourself programme is informed by national good practice guidance, research and leading practice in Shropshire schools, and resources produced by the Sex Education Forum and the National Children's Bureau. It was developed in partnership with PSHE co-ordinators, teachers, school nurses and youth workers, and informed by consultation with Shropshire young people, parents and carers.

Effective RSE depends upon a partnership between home and schools. This project is part of Shropshire Council, Shropshire County Primary Care Trust and Shropshire Children's Trust commitment to reducing teenage pregnancy. The 'Respect Yourself' programme, Speakeasy and Trust Me... I'm a Parent (training courses for parents), and other resources for professionals, also form part of the programme. Training and support for teachers, youth and community staff, are also available from the Council.

Shropshire Young People's Charter for Good Relationship and Sex Education

We have the right to:

Good RSE whatever our sexuality.

Be treated with respect and dignity.

Make our own decisions.

Just say no.

Be told the truth.

Be taught about different sexualities.



What we want to achieve these rights:

A broad and balanced curriculum.

Teach us in a language we can understand.

Tell us about relationships as well as sex.

Young people should be asked what they want to learn in RSE.

RSE should be relevant to all cultures and beliefs.

Professionals who are trained and can teach effectively.

Teach us in both mixed and single sex groups, keeping numbers small.

RSE should take place in a comfortable and safe environment.

Make information available to all of us.

Resources should be up-to-date and lessons should be fun.

Different teaching styles should be used.

Tell our parents what is being taught in schools and how to get further information.

RSE should start in primary school.



Children and Young People KS2 and 3

Developing
physically earlier

Need support on
emotional aspects
of personal
relationships

Are
exposed through
a range of media to
confusing, mixed
messages and
sexualised
images

Need to be
informed and
confident in
managing
changes

Have criticised
RSE for being too
little, too late and
too biological

Can be put at risk
and in danger of
being exploited

Respect Yourself Transition Programme

Schools

Quality teaching
materials and
support

Quality materials
for assessment

Sequenced and
co-ordinated RSE
transition
curriculum

Leading practice
in line with
national and local
guidance

Facts

- 10% of girls receive no preparation at all before their first periods.
- A third of girls are not told about periods by their parents.
- In England in 2009 there were 38.2 conceptions per 1,000 to under 18 year olds, 7,123 to girls under 16.
- Most teenage pregnancies end in abortion.
- Incidents of STIs (sexually transmitted diseases) continues to rise and the incidents of HIV/AIDS infection remain unacceptably high, particularly for young men. 39% of those with AIDS in the UK are in their 20s, most of whom will have contracted HIV in their teens.
- Since 1995 there has been a significant increase in the numbers of diagnosis of genital chlamydia infection, genital warts and gonorrhoea - the steepest rise in STIs in 16-19 year old range.
- In 2010 the teenage pregnancy rate for under 18s in Shropshire was 24 per 1,000.*

*Data is available in February on an annual basis but with a 14 month time lag.

Find out more at www.education.gov.uk