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# **B:Sex and Relationships Education**

## **Programme Exemplars:**

**Nursery Curriculum Guidance**

**Primary School Curriculum Guidance**

**Secondary School Curriculum Guidance**

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# Nursery to Secondary School Curriculum Guidance

Nursery Curriculum Guidance	2-4
Primary School Curriculum Guidance	5 - 15
Secondary School Curriculum Guidance	16 - 23
Exemplar Methodologies S5/6	24
Secondary School Exemplar Programmes	24 - 28

## Curriculum Framework 3 - 5 Nursery

Key Aspects	Learning Experiences	Key Learning Activities
In emotional, personal and social development, children should learn to:	<ul style="list-style-type: none"> <li>• Develop confidence, self-esteem and a sense of security</li> <li>• Care for themselves and their personal safety</li> <li>• Develop independence ie personal hygiene</li> <li>• Express appropriately feelings, needs and preferences</li> <li>• Form positive relationships with other children and adults, and begin to develop particular friendships with other children</li> <li>• Become aware of the respect and needs and feelings of others in their behaviour, and learn to follow rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Give the children, wherever possible, to opportunity to be independent</li> <li>• Encourage them to contribute orally in front of others</li> <li>• Be aware that not all people are good – strangers</li> <li>• Safety in the home</li> <li>• Importance of hand washing after the toilet and before eating</li> <li>• Daily routine of face washing and teeth brushing</li> <li>• Introduce a simplified version of circle time using a puppet or soft toy to talk through</li> <li>• Turn taking games, team work, trust games.</li> </ul>
In communication and language, children should learn to:	<ul style="list-style-type: none"> <li>• Listen to other children and adults during social activities and play</li> <li>• Talk to other children or with an adult about themselves and their experiences</li> <li>• Express needs, thoughts and feelings with increasing confidence in speech and non-verbal language</li> <li>• Use their own drawings and written marks to express ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn taking and showing respect for others</li> <li>• Sharing of thoughts and feelings through discussions and circle time through drama activities and role-play</li> <li>• Provide a wide range of media for the children to be able to choose and express themselves through experimentation</li> <li>• Puppets</li> <li>• Home corner</li> <li>• Writing table.</li> </ul>

## Curriculum Framework 3 - 5 Nursery

### Key Aspects

In developing their knowledge and understanding of the world children should learn to:

### Learning Experiences

- Ask questions, experiment, design and make, and solve problems
- Be aware of change and its effects on them, for example their own growth
- Awareness of main body parts and personal physical characteristics and individual differences, eg hair, eye, skin colour, height difference, gender difference
- Care for living things
- Be aware of feeling good and of the importance of hygiene, diet, exercise and personal safety.

### Key Learning Activities

- Compare heights, hand and foot (templates) sizes of children within the nursery
- Track any changes in height of each individual child ie using painted flowers the height of the child and check the changes termly
- Look and discuss the main body parts by using dolls of different gender and name the main body parts
- To show awareness of hair, eye, skin colour use large pictogram displays
- Ask a parent to come in with a baby and talk about them and maybe bath them
- Looking after a pet/buy a goldfish for the nursery
- Looking after plans both in and outdoors – grow plants from seed
- Mini-beasts project ie life-cycle of a frog, babies – brothers and sisters
- Importance of brushing teeth.

In expressive and aesthetic development children should learn to:

- Express thoughts and feelings in pictures, paintings and models
- Use role play or puppets to recreate and invent situations
- Use instruments by themselves and in groups to invent music that expresses their thoughts and feelings.

- Give a selection of colours and get them to choose one that shows how they are feeling today
- Get the children to act out different situations
- Provide an area where they can recreate situations ie Home corner
- Provide an area with a tape/CD player so the children can sing/dance along to music
- Provide a selection of instruments for the children to play along to music or just experiment with.

## Curriculum Framework 3 - 5 Nursery

Key Aspects	Learning Experiences	Key Learning Activities
<p>In physical development and movement children should learn to:</p>	<ul style="list-style-type: none"> <li>• Enjoy energetic activity both indoors and out and the feeling of well being that it brings</li> <li>• Explore different ways in which they can use their bodies in physical activity</li> <li>• Use their bodies to express ideas and feelings in response to music and imaginative ideas</li> <li>• Be aware of the importance of health and fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the Sticky Kids, Hop, Skip and Jump tape or something similar</li> <li>• Select appropriate lessons from top play</li> <li>• Provide opportunities for the children to have to be able to balance - stepping stones, steps</li> <li>• Practice for school sports day</li> <li>• Regular access to outdoor play - bikes, trikes, scooters</li> <li>• Ring games/songs</li> <li>• Action songs/rhymes.</li> </ul>

# Primary School Curriculum Guidance – Sex and Relationships Education

## Level A Primary 1

Key Strands	Attainment Targets	Key Learning Activities
Physical Health	<ul style="list-style-type: none"><li>Show an awareness of the way their bodies grow and change.</li></ul>	<ul style="list-style-type: none"><li>Identify different parts of the body using appropriate language</li><li>Stages of life: baby-child-teenager-adult-older person</li><li>Awareness of appropriate and inappropriate touching: (What should I do if someone touches me and I don't like it?) How to seek help.</li><li>Growing<ul style="list-style-type: none"><li>How do I know I'm growing?</li><li>Which parts of me are growing?</li></ul></li></ul>
Social	<ul style="list-style-type: none"><li>Show an awareness of simple ways of keeping safe</li><li>Show simple ways of avoiding incidents eg approaches by people they do not know.</li></ul>	<ul style="list-style-type: none"><li>Stranger danger</li><li>What do I have to keep safe from?</li><li>People who can help</li><li>Hygiene<ul style="list-style-type: none"><li>keeping myself clean and why it is important</li><li>the spreading of germs and infections</li></ul></li><li>Good hygiene practices, washing hands after the toilet, using a handkerchief.</li></ul>
Emotional Health	<ul style="list-style-type: none"><li>Recognise their own feelings about themselves and towards others</li><li>Show how they respect and care for themselves and others</li><li>Friends/friendship</li><li>Introduction of Circle Time (cross-curricular).</li></ul>	<ul style="list-style-type: none"><li>What makes people special?</li><li>Discuss different feelings - love, hate, happiness, worry etc</li><li>Who is responsible for my safety?</li><li>What is respect?</li><li>Me and the people around me</li><li>How do I know I'm me?</li><li>Ideas relating to friendship - what are friends? What are friends for?</li><li>Favourite people and why they mean so much</li><li>What feelings do we all share?</li><li>What are our expectations?</li><li>What is trust?</li></ul>

## Primary School Curriculum Guidance – Sex and Relationships Education Level A Primary 2

Key Strands	Attainment Targets	Key Learning Activities
Physical Health	<ul style="list-style-type: none"> <li>Show an awareness of the way their bodies grow and change.</li> </ul>	<ul style="list-style-type: none"> <li>Stages of development from birth to old age</li> <li>Identify risky situations eg bullying, name-calling, accidents, violence, racism and inappropriate touching</li> <li>All about me - My body</li> <li>Begin to show an understanding of the major internal organs - heart, lungs etc</li> <li>Consolidate hygiene work from the previous year.</li> </ul>
Social Health	<ul style="list-style-type: none"> <li>Show simple ways of avoiding incidents.</li> </ul>	<ul style="list-style-type: none"> <li>What rights and responsibilities do we have?</li> <li>Who can I trust?</li> <li>Who can I do to for help?</li> <li>The importance of friends and the qualities of good friendships - circle time.</li> </ul>
Emotional Health	<ul style="list-style-type: none"> <li>Recognise their own feelings about themselves and towards others</li> <li>Show how they respect and care for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Talk and listen to others</li> <li>Express one's feelings and wishes</li> <li>Recognise the difference between telling tales and expressing worries</li> <li>Making choices which are good for themselves</li> <li>Children reflect on good things that have happened in their family.</li> </ul>

## Primary School Curriculum Guidance – Sex and Relationships Education Level A/B Primary 3

Key Strands	Attainment Targets	Key Learning Activities
Physical Health	<ul style="list-style-type: none"><li>• Show their knowledge and understanding of what individuals need to do to be healthy (eg diet, exercise).</li></ul>	<ul style="list-style-type: none"><li>• Basic hygiene – caring for oneself</li><li>• Personal hygiene</li><li>• Cuts</li><li>• Dangers in the home</li><li>• Dangers all around</li><li>• What children can do to prevent illness?</li></ul>
Social Health	<ul style="list-style-type: none"><li>• Show ways of getting help eg in the event of an incident</li><li>• Recognise ways in which individuals are unique.</li></ul>	<ul style="list-style-type: none"><li>• Sharing of secrets</li><li>• How to dial 999</li><li>• What should you do if you or someone else hurts themselves or has an accident?</li><li>• People can influence their choices – how do people care for me?</li><li>• Changes which happen in the family life bringing with them a range of emotions; birth, death, marriage and divorce (possibly taught through story at this stage).</li></ul>
Emotional Health	<ul style="list-style-type: none"><li>• Recognise the value of family and friendships</li><li>• Identify the ways in which people care for them</li><li>• Communicate with others through a developing vocabulary relating to emotions and feelings eg being able to talk in simple terms about how they feel.</li></ul>	<ul style="list-style-type: none"><li>• Differences</li><li>• How did I get here?</li><li>• Growing up</li></ul>

## Key Learning Objectives for level A (P1-3)

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### Develop knowledge and understanding of

- names of the main parts of the body
- basic hygiene of the body
- ways of keeping safe
- how the body works and how animals are born
- natural life cycles for plants animals and human beings
- who loves and cares for them as children
- parts of the body that are private.

### Develop skills and attitudes to

- observe and record their own growth and change over a period of time
  - investigate where living things come from
  - make simple choices
  - be able to protect themselves by communicating feelings and emotions to a trusted person
  - to respect all forms of life
  - value the uniqueness of self and others
  - recognise their own feelings and emotions and be able to respond appropriately
  - develop confidence and responsibility for self.
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## Primary School Curriculum Guidance – Sex and Relationships Education Level B/C Primary 4

Key Strands	Attainment Targets	Key Learning Activities
Physical Health	<ul style="list-style-type: none"> <li>Identify the different ways in which people grow and change eg in puberty.</li> <li>Show their knowledge and understanding of what they do to keep health eg effect of regular exercise, leisure activities, choosing nutritious food.</li> <li>Identify ways of reducing risks of infection eg hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>How do you feel about growing up?</li> <li>What body changes can you see?</li> <li>What changes are happening inside me?</li> <li>Do we all grow at the same rate?</li> <li>Keep a diary of your weekly exercise programme - do you need to set yourself targets?</li> <li>Discuss personal hygiene - hair, teeth, body etc</li> <li>Understand that bacteria are invisible</li> <li>Be aware of ways in which infections can get into the body. How the body reacts to this and the defence mechanisms that they body has to combat illness</li> <li>Preventions as well as cures</li> <li>Increases awareness of the benefits of keeping well and the role children have to play in looking after themselves and their well being (social, emotional and physical health).</li> </ul>
Social	<ul style="list-style-type: none"> <li>Demonstrate safe ways of responding to risks to health and persona safety in their community</li> <li>Show an understanding of how they can contribute responsibility to their community</li> <li>Show safe ways of dealing with a range of situations, particularly those which may present risk.</li> </ul>	

### Emotional Health

- Recognise how circumstances can change emotions
  - Use personal and interpersonal skills to relate to other people
  - What do I like about my friends?
  - How do you make friends?
  - Making and breaking friendships
  - What causes friendships to break?
  - What is a grown up?
  - How do you keep friends?
  - How do our families influence our decisions?
  - Encourage the children to make choices about what they like/dislike and are they able to justify their reasons for their choice. Taking responsibility
  - A healthy person is someone who has a balance of all three.
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### Key Learning Objectives for Level B (P3-4)

#### Develop knowledge and understanding of

- the variety of ways in which children grow and change
- the need to take care of one's own body
- germs and infection
- the value of family life
- different patterns of friendship and be able to talk about friends with important adults
- relationships within families between friends and in the community

#### Develop skills and attitudes to

- be able to say no to inappropriate behaviour
- recognise the need for love and care in relationships
- investigate the different and appropriate ways to respond to a range of feelings and emotions
- appreciate that children grow and develop at different rates
- respect human life and other living things
- be positive about self and ability to make a contribution
- value family and friends.

## Primary School Curriculum Guidance – Sex and Relationships Education Level C Primary 5

Key Strands	Attainment Targets	Key Learning Activities
Physical Health	<ul style="list-style-type: none"> <li>Identify the different ways in which people grow and change eg in puberty</li> <li>Show their knowledge and understanding of what they do to keep healthy</li> <li>Identify ways of reducing risks of infection</li> <li>Demonstrate simple decision making strategies in relation to keeping healthy and safe.</li> </ul>	<ul style="list-style-type: none"> <li>How do things change? – look at a range of life cycles</li> <li>What physical changes take place during puberty?</li> <li>Changes you can and cannot control</li> <li>How babies are made</li> <li>How babies are born</li> <li>A healthy body is a health mind!</li> <li>What effect do germs have on the body?</li> <li>What can we do to help prevent this?</li> <li>How infections enter the body and the purpose of the immune system – introduce HIV/AIDS.</li> </ul>
Social	<ul style="list-style-type: none"> <li>Demonstrate safe ways of responding to risks to health and personal safety in their community.</li> </ul>	
Emotional Health	<ul style="list-style-type: none"> <li>Use personal and interpersonal skills to relate to other people</li> <li>Show safe ways of dealing with a range of situations, Particularly those which may present risk</li> <li>Recognise how circumstances can change emotions</li> <li>Identify strategies to help deal with loss and grief.</li> </ul>	<ul style="list-style-type: none"> <li>List and discuss different types of love – maternal, paternal, conditional/unconditional, brotherly/sisterly, plutonic, first love, unrequited and narcissism</li> <li>Discuss how friends are made and some of the issues surrounding friendship</li> <li>Choice - influences of friends, peer pressure</li> <li>Asserting yourself to say ‘NO’ whether it be about drugs, smoking etc - something doesn’t feel right</li> <li>Who do children turn to? (teacher, family, friends)</li> <li>Discuss appropriate and inappropriate expression of emotions</li> <li>Practise ways of dealing with emotions</li> </ul>

### Key Learning Activities continued

Emotional Health continued

- Learn strategies and skills and avoid health threatening behaviours
  - bullies
  - being offered drugs
  - approached by a stranger
- Raise awareness of the role of the family in supporting the child in times of need as well as during good times.

### Key Learning Objectives for Level C (P4-5)

#### Develop knowledge and understanding of

- some of the physical emotional and social changes that take place at puberty
- how babies are born the importance of breastfeeding
- lifestages and ceremonies to mark e.g. birth marriage death
- the immune system and how the body is protected from infection
- how to access people and services from whom they can seek help
- how children develop from birth and associated parenting skills.

#### Develop skills and attitudes to

- ask for and get appropriate advice
- develop confidence about ones own body and self worth
- take increasing responsibility for their personal safety
- recognise and respect the variety of family units and lifestyles
- be aware of peer pressure
- needed to form a variety relationships
- cope with loss and grief.

## Primary School Curriculum Guidance – Sex and Relationships Education

### Level D Primary 6

Key Strands	Attainment Targets	Key Learning Activities
Physical Health	<ul style="list-style-type: none"><li>• Show knowledge and understanding of their own body's uniqueness</li><li>• Show their knowledge and understanding of their own developing sexuality</li><li>• Show their knowledge and understanding of their physical needs and strengths</li><li>• Identify strategies for keeping healthy and safe.</li></ul>	<ul style="list-style-type: none"><li>• What's happening to my body inside/outside?</li><li>• What questions do the children have?</li><li>• Menstrual cycle</li><li>• Personal hygiene</li><li>• Changes which take place emotionally and physically during puberty</li><li>• Raise awareness of ways to minimise infections - HIV/AIDS.</li></ul>
Social	<ul style="list-style-type: none"><li>• Demonstrate an understanding of some aspects of the social and cultural influences on health eg food</li><li>• Identify ways in which the wider community takes action to protect health.</li></ul>	<ul style="list-style-type: none"><li>• Investigate the pressure of stereotypes</li><li>• Discuss diversity, talents and individuality</li><li>• What makes me feel good? - role models for example super models, pop stars, TV celebrities, athletes</li><li>• Be aware of sexuality issues (see p12 Notes of Guidance)</li></ul>
Emotional Health	<ul style="list-style-type: none"><li>• Demonstrate an understanding of their emotional needs and strengths</li><li>• Recognise the ways in which behaviour can influence people's relationships</li><li>• Show ways in which they can deal with change</li><li>• Recognise the link between body image, self worth and external influences</li><li>• Recognise that peer and media influences can affect choices they make.</li></ul>	<ul style="list-style-type: none"><li>• Discuss the influence of others upon the individuals decisions</li><li>• Investigate how peer pressure makes us do things</li><li>• Cross cultural expectations on you as a person</li><li>• Coping with change – family/friendships/body</li><li>• Express an opinion or making a stance</li><li>• The influence of others including the media</li><li>• Collect images from adverts for a variety of products</li><li>• Investigate hopes and fears - family/school/friends</li><li>• Role of the individual within the family - explore roles for example sons/daughters, oldest/youngest</li><li>• Children should realise that everyone has the right to have their own opinions, beliefs and feelings and we should respect this.</li></ul>

## Primary School Curriculum Guidance – Sex and Relationships Education Level D Primary 7

Key Strands	Attainment Targets	Key Learning Activities
Physical Health	<ul style="list-style-type: none"> <li>Show their knowledge of how the body is protected from infection</li> <li>Show their knowledge and understanding of the impact health choices can have on the quality of health</li> <li>Use decision making skills to demonstrate their ability to make positive health choices.</li> </ul>	<ul style="list-style-type: none"> <li>Sexually transmitted infections, HIV, AIDS, Hepatitis, blood-borne viruses – the function of the immune system</li> <li>‘Self-image’ illnesses such as Bulimia and Anorexia</li> <li>Healthy eating, hygiene and exercise</li> <li>Knowledge and understanding of reproduction system</li> <li>What immunisation is and the reasons behind it.</li> </ul>
Social	<ul style="list-style-type: none"> <li>Recognise issues of discrimination and the right to equal opportunity for all members of the community</li> <li>Identify some of the ways in which laws impact on health and safety eg age of consent</li> <li>Develop their knowledge of local health support services and of how to access them.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss influences and choices upon the individual in relation to health.</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>Identify the benefits to health of good personal relationships</li> <li>Demonstrate responsible strategies to deal with a range of situations and emotions in relationships</li> <li>Recognise the impact of change on their lives</li> <li>Show ways in which they can seek help and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Coping with change P7/S1 transition/friendships/loss of friendships, hopes and fears</li> <li>Different types of relationships – family conflicts and strategies to cope with them</li> <li>Discuss the age of consent</li> <li>Making responsible decisions in relation to health, happiness and behaviour.</li> </ul>

## Key Learning Objectives for Level D (P6-7)

### Develop knowledge and understanding of

- the physical, emotional and social changes which take place during puberty
- biological aspects of human reproduction, menstrual cycle and breastfeeding
- the concept of being a family member and recognise the changing nature of relationships within the family e.g. arrival of new sibling, children gaining independence as they get older
- the nature of friendship
- how the wider community and society protects its health e.g. vaccination / immunisation
- age of consent
- a wide range of services that can support people in different circumstances
- the influence of pressure from peers and the media e.g. advertising
- different rates of maturation and the possible effects on body image and self esteem
- the concept of stereotyping.

### Develop skills and attitudes to

- observe changes in self and others
- practise strategies to deal with change
- recognise and express emotions and feelings at puberty
- investigate transmission of disease
- practise strategies to resist pressure and manage conflict
- investigate messages projected by media
- communicate views
- value self and other people
- discuss and appreciate that there can be a range of views held by different cultures and faith groups
- be able to give and receive praise and encouragement in order to promote self esteem and self confidence
- acknowledge that developing sexual feelings are natural
- to express emotions appropriately
- take responsibility for ones own safety and behaviour
- practice strategies for assessing personal risk and keeping safe
- identify appropriate support services for specific circumstances or situations e.g. when to contact school nurse, doctor, pharmacist
- appreciate friendships
- identify various forms of stereotyping
- to recognise potential positive and negative outcomes from choices made.

## Secondary School Curriculum Guidance – Sex and Relationships Education Level E Secondary 1

Key Strands	Attainment Targets	Key Learning Activities
Physical health	<p>No attainment targets set for Level E</p> <p>Reinforcing messages provided in Levels C and D</p> <ul style="list-style-type: none"> <li>Show knowledge and understanding of their own body's uniqueness</li> <li>Show their knowledge and understanding of their own developing sexuality.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of physical and emotional changes that happen to boys and girls during puberty</li> <li>The importance of personal hygiene</li> <li>Knowledge and understanding of the menstrual cycle and sanitary protection</li> <li>Knowledge and understanding of the reproductive system</li> <li>Changes they can and cannot control.</li> </ul>
Social health	<ul style="list-style-type: none"> <li>Identify some of the ways in which laws impact on health and safety eg United Nations Convention on the Rights of the Child</li> <li>Develop their knowledge of local health support services and of how to access them.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of young people's rights including confidentiality</li> <li>Informing people of services that support young people</li> <li>Examining barriers to accessing support and how to overcome them.</li> </ul>
Emotional health	<ul style="list-style-type: none"> <li>Identify the benefits to health of good personal relationships</li> <li>Demonstrate responsible strategies to deal with a range of situations and emotions in relationships</li> <li>Recognise the impact of change on their lives</li> <li>Show ways in which they can seek help and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of different types of relationships, including those with parents/carers, siblings, friends, teachers and boyfriends/girlfriends</li> <li>Changes are internal and external</li> <li>Learning strategies to cope with change</li> <li>Enhancing skills to assert yourself and keep safe</li> <li>Importance of boys and girls asking for help</li> <li>Rehearsing asking for help and saying 'no' assertively.</li> </ul>

## Key Learning Objectives for Level E (S1)

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### Develop knowledge and understanding of

- the physical, emotional and social changes that happen to both boys and girls during puberty
- the role of hormones
- menstrual cycle and sanitary protection
- importance of personal hygiene for boys and girls
- biological aspects of human reproduction and the prevention of pregnancy
- the biological and social factors which influence sexual behaviour and their consequences
- aspects of legislation in relation to sexual behaviour e.g. age of consent, United Nations Convention on the Rights of the Child
- that physical attraction is a natural part of an adult sexual relationship
- the right of an individual not to be sexually active
- local voluntary and statutory agencies which offer help and advice.

### Develop skills and attitudes to

- recognise, express and interpret emotions and feelings at puberty
- take responsibility for personal hygiene
- investigate the differences between friendship and a sexual relationship
- investigate and contribute to being a member of a family
- accept that developed sexual feelings are natural
- assess risk associated with different types of behaviour and situations
- practise strategies to resist pressure and manage conflict
- be tolerant of different views and values
- recognise when to access agencies offering health and advice.

## Secondary School Curriculum Guidance – Sex and Relationships Education Level F Secondary 2

### Key Strands Attainment Targets

Physical health No attainment targets set for Level F.

- Emotional health
- Demonstrate personal and interpersonal skills, eg coping with failure, negotiating and resolving conflict
  - Devise strategies for seeking help with personal difficulties
  - Show an ability to deal with changing expectations.

### Key Learning Activities

- Raising awareness and acceptance of people's differences.
- Exploration of relationships with boyfriends/girlfriends including rights and responsibilities, expectations, feelings and negotiation skills
- How to plan ahead and make decisions
- Examining of barriers to accessing support and how to overcome them
- Exploration of expectations, stereotypes and pressures from a range of sources
- Knowing what is right for you.

- Social health
- Demonstrate an understanding of interrelated rights and responsibilities, eg within the family, with peers and through wider involvement in community action.

- Sexual activity, pregnancy, STIs, blood-borne viruses, HIV/AIDS
- Knowing your rights and responsibilities
- Planning to keep safe.

### Key Learning Objectives for Level F (S2)

#### Develop knowledge and understanding of

- the importance of personal choice in managing relationships so that they do not present risks
- how to negotiate, how to be assertive
- differences in maturation and the importance of a positive self image
- how labelling and stereotyping can have a negative effect on mental wellbeing
- a variety of methods of contraception
- sexually transmitted infections and how to prevent their spread
- the ability to choose to become a parent

#### Develop skills and attitudes to

- manage the different stages in a relationship.
- consider expectations, pressures and the impact of stereotyping in identifying what is right for you
- know when to negotiate, when to be assertive
- to deal effectively with failure and loss
- assess situations, overcome difficulties, plan ahead and make informed decisions
- investigate issues relating to contraception

## Develop skills and attitudes to (continued)

- assess the importance of a stable family for children as they grow and develop
- respect the rights of others in relationships
- accept some responsibility for the wellbeing of others in relationships
- recognise and accept other's qualities, strengths and weaknesses
- respect differing needs.

### Secondary School Curriculum Guidance – Sex and Relationships Education Secondary 3

Aims	Key Learning Activities	Key Learning Objectives for S3
<ul style="list-style-type: none"> <li>• To raise awareness of different types of relationships.</li> <li>• To explore sexual language, its significance and appropriateness.</li> <li>• To raise awareness that sexuality and sexual behaviour is individual and varied.</li> <li>• To raise awareness of vulnerability of becoming or getting one's partner pregnant.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the different types of relationships that young people may have.</li> <li>• Identifying a vocabulary that the group is comfortable using when discussing sexual health matters.</li> <li>• Acknowledging diversity/individuality and challenging homophobia.</li> <li>• Responsibilities of being pregnant and having a baby.</li> </ul>	<p><b>Develop knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• the concept of sexuality</li> <li>• the importance of taking personal responsibility in sexual activity in relationships</li> <li>• the range of sexual attitudes and behaviours in society</li> <li>• the various methods of contraception and issues concerning family planning and termination</li> <li>• the signs, symptoms and transmission of sexually transmitted infections</li> <li>• the factors involved in setting up and maintaining a home and having a family</li> <li>• child care skills</li> <li>• how to use helping agencies e.g. family planning.</li> </ul>

Aims	Key Learning Activities	Key Learning Objectives for S3
<ul style="list-style-type: none"> <li>To increase knowledge of STIs, their main signs and symptoms.</li> <li>To increase knowledge of different methods of contraception and prevention of unplanned pregnancy and transmission of STIs.</li> <li>To enhance communications skills.</li> <li>To provide information on sexual health services and how to access them.</li> </ul>	<ul style="list-style-type: none"> <li>Highlighting situations and behaviours that enhance risk</li> <li>Identifying risks and signs of STIs.</li> <li>The pros and cons of different contraception.</li> <li>The importance of communication, negotiation and assertiveness.</li> <li>Sexual health services available for young people.</li> </ul>	<p><b>Develop skills and attitudes to</b></p> <ul style="list-style-type: none"> <li>communicate and manage feelings and emotions</li> <li>identify appropriate vocabulary to use when discussing sexual health matters</li> <li>identify appropriate sources of help</li> <li>evaluate from media and advertising on sexual behaviour</li> <li>develop strategies to counteract stereotyping</li> <li>appreciate the place of friendship trust love and commitment</li> <li>accept the need to take responsibility for their own actions and behaviour</li> <li>accept responsibility in personal relationships</li> <li>accept other's viewpoints and be sensitive to different views and values.</li> </ul>

## Secondary School Curriculum Guidance – Sex and Relationships Education Secondary 4

Aims	Key Learning Activities	Key Learning Objectives for S4
<ul style="list-style-type: none"> <li>To reinforce risks and consequences of unplanned pregnancy and infection of STIs.</li> <li>To identify pressures that young people face with regard to their sexuality orientation and behaviour.</li> <li>To enhance skills that avoid being pressured into unwanted sexual behaviour.</li> <li>To develop strategies for dealing with potential risk situations.</li> <li>To enable young people to use condoms safely and effectively.</li> <li>To enhance communication and negotiation skills in relation to safer sex.</li> <li>To provide information on sexual health services and how they can be accessed.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcing messages learned in S2 and S3 regarding importance of safer sex.</li> <li>How to resist pressure and understanding the impact of prejudice/discrimination.</li> <li>Learning assertiveness skills that increase confidence in resisting pressure.</li> <li>Reducing risks that impact on safer sex.</li> <li>Importance of condom use.</li> <li>Increasing skills to ensure safer sex.</li> <li>Sexual health services available for young people and overcoming barriers to accessing them.</li> </ul>	<p><b>Develop knowledge and understanding of</b></p> <ul style="list-style-type: none"> <li>the facts and myths about pregnancy and sexually transmitted infections</li> <li>approaches to safer sex e.g. condom use</li> <li>the impact of prejudice and discrimination on individuals</li> <li>statutory and voluntary organisations which offer advice and support on relationship matters to young people.</li> </ul> <p><b>Develop skills and attitudes to</b></p> <ul style="list-style-type: none"> <li>appreciate and challenge prejudice and discrimination in the context of sexuality</li> <li>appreciate ways in which individuals can control their behaviour and resist pressure</li> <li>appreciate the value of support</li> <li>be able to negotiate and to be assertive in relation to sexual behaviour</li> <li>the importance of safer sex</li> <li>overcome potential obstacles to accessing sexual health services.</li> </ul>

## Secondary School Curriculum Guidance – Sex and Relationships Education Secondary 5 & 6

Aims	Key Learning Activities	Possible Learning Objectives for S5 - S6 Negotiated Programme
<ul style="list-style-type: none"> <li>• To identify what the group wish to explore as part of the programme (agenda setting).</li> <li>• To emphasise and support key themes covered in previous years.</li> <li>• To introduce pupils to local sexual health services.</li> </ul>	<ul style="list-style-type: none"> <li>• Contraception, STIs and Sexual Health Services.</li> <li>• Sexual health services available for young people, barriers to accessing such services and how to overcome them.</li> </ul>	<p>See opposite</p>

Dependent on the outcome of the agenda setting the programme should vary from class to class. The following page provides some methods that can be used to work with S5 and S6 pupils.

## Possible Learning Objectives for S5 - S6 Negotiated Programme

### Develop knowledge and understanding of

- the concept of sexuality
- sexuality and its impact on lifestyles
- methods to aid the reproductive process
- family planning
- issues in becoming a parent
- the importance of feeling positive about themselves and others
- problems which can occur in family life e.g. domestic abuse
- the impact of sexual harassment.

### Develop skills and attitudes to

- appreciate and challenge prejudice, sexual harassment and discrimination
- discuss sensitive and controversial issues e.g. IVF, breast feeding, termination, sexual orientation etc.
- manage changes in relationships - family and friends
- develop strategies to cope with becoming independent
- be able to express feelings confidently
- express views on issues of sexuality
- assess consequences of risk taking behaviours
- manage behaviour within sexual relationships
- appreciate the need for caring, sharing and responsibility as the basis of a good relationship
- appreciate the benefits of planned parenthood
- be sensitive to different views and values
- accept that they have the right to be respected and to have their choices respected
- appreciate the need to co-operate
- reflect on the roles of men and women in society
- accept the responsibility in developing independence.

## Exemplar Methodologies S5/S6

### Project Work

**Aim** To enable pupils to focus on certain areas of sexual health that they wish to learn more about.

**Potential outcomes** Increased knowledge of sexual health issues  
Contact with sexual health services  
Experience of delivering presentations.

Ask individuals, pairs or small groups to think about certain elements of sexual health and then undertake a project on it. Pupils can be encouraged to seek out appropriate and relevant materials, speak to those working in sexual health services and present their findings to their classmates.

### Debates

**Aim** To challenge pupils views and knowledge of specific sexual health issues.

**Potential outcomes** Increased understanding of other viewpoints  
Increased knowledge on subject matter.

Topical and controversial sexual health issues can be chosen and groups can be encouraged to hold a debate on the matter. Again, pupils should be encouraged to research the subject matter and support their argument with evidence.

### Agree/Disagree Continuums

**Aims** To challenge prejudice and myths around sexual health related issues.

**Potential outcomes** Increased awareness and understanding of other viewpoints  
Increased awareness of the impact of discrimination.

This approach can be used to encourage discussion on a range of issues, depending on what is relevant for the group. Continuums can be especially useful for encouraging debate on attitudes to sexual health issues and challenging discrimination - especially sexism and heterosexism.

**Sex and Relationships Education      Level E**  
**Secondary 1:      An Example Programme**

<b>Session No</b>	<b>Key Learning Activity</b>
1.	Introduction to sexual health education and group rules Understanding of young people's rights including confidentiality.
2.	Exploration of physical and emotional changes that happen to boys and girls during puberty The importance of personal hygiene Changes you can and cannot control Changes are internal and external Learning strategies to cope with change.
3.	Knowledge and understanding of the reproductive system.
4.	Knowledge and understanding of the menstrual cycle and sanitary protection.
5.	Exploration of different types of relationships, including those with parents/carers, siblings, friends, teachers and boyfriends/girlfriends.
6.	Importance of boys and girls asking for help.
7.	Enhancing skills to assert yourself and keep safe Rehearsing asking for help and saying 'no' assertively.
8.	Informing of people or services that support young people Examining of barriers to accessing support and how to overcome them Understanding of young people's rights including confidentiality Evaluation.

**Sex and Relationships Education      Level F**  
**Secondary 2:      An Example Programme**

<b>Session No</b>	<b>Key Learning Activity</b>
1.	Introduction to sexual health education and ground rules Raising awareness and acceptance of people's differences.
2.	Exploration of expectations, stereotypes and pressures from a range of sources.
3.	Exploration of relationships with boyfriends/girlfriends including rights and responsibilities, expectations, feelings and negotiation skills.
4.	Revising words/terms and what they mean.
5.	Sexual activity, pregnancy and STIs.
6.	How to plan ahead and make decisions Knowing what is right for you Planning to keep safe Knowing your rights and responsibilities.
7.	Continuation from session 6: How to plan ahead and make decisions Knowing what is right for you Planning to keep safe Knowing your rights and responsibilities.
8.	Examining of barriers to accessing support and how to overcome them Evaluation.

## Sex and Relationships Education

### Secondary 3: An Example Programme

Session No	Key Learning Activity
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- |    |   |
|----|---|
| 1. | Introduction of sexual health education and ground rules<br>Identifying a vocabulary that the group is comfortable using when discussing sexual health matters. |
| 2. | Acknowledging diversity/individuality and challenging homophobia.   |
| 3. | Exploring the different types of relationships that young people may have.  |
| 4. | Highlighting situations and behaviours that enhance risk<br>Sexual health services available for young people.  |
| 5. | The importance of communication, negotiation and assertiveness.   |
| 6. | Identifying risks and signs of STIs.  |
| 7. | Responsibilities of being pregnant and having a baby.   |
| 8. | The pros and cons of different contraception<br>Evaluation.   |

## Sex and Relationships Education

### Secondary 4: An Example Programme

#### Session No Key Learning Activity

- |    |   |
|----|---|
| 1. | Introduction to sexual health education and ground rules                                    |
|    | Reinforcing messages learned in S2 and S3 regarding importance of safer sex.                |
| 2. | Understanding the impact of prejudice/discrimination.                                       |
| 3. | How to resist pressure.   |
| 4. | Learning assertiveness skills that increase confidence in resisting pressure.               |
| 5. | Reducing risks that impact on safer sex.  |
| 6. | Importance of condom use.   |
| 7. | Increase skills to ensure safer sex.  |
| 8. | Sexual health services available for young people and overcoming barriers to accessing them |
|    | Evaluation.   |

