



Why do we need feminist sex and relationships education?

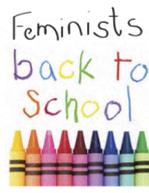
Feminist Fightback has put together this pack of feminist Sex and Relationships Education (SRE) resources that can be used in secondary schools. This grew out of a preliminary discussion considering our own experiences of SRE, and what we felt was missing. Our collective experience was mainly characterised by scientific and medical approaches, for instance: human reproduction being learnt about alongside plant reproduction; a nurse coming in to run sessions about disease prevention. The emotional aspect tended to be dealt with in negative terms – the pressure on the ‘right time’ etc. made it all feel very scary. Overall, it was clear that provision was patchy – different people got different amounts at different levels, but all of us felt we were missing the same things: discussion of sexuality, relationships, non-reproductive, non-heterosexual sex, self-pleasure and in some cases, discussion of sex outside marriage. This chimes with the findings of the UK Youth Parliament’s survey of 20,000 young people (“SRE: Are you getting it?” London: UK Youth Parliament, 2007, www.ukyouthparliament.org.uk/sre).

The neglect of pleasure in school-based SRE, or the ‘missing discourse of desire’, has particular consequences for young women. This is because they are already socially constructed as having lower levels of sexual desire and being able to experience sexual pleasure less easily than young men. The image of women as passive recipients of active male desires is reinforced through curricula that mean that girls are taken off to learn about periods and sanitary towels while boys are free to ask lots of questions about erections and wet dreams. Male orgasms are present in the curriculum, while female orgasms are not. In this way, SRE fails to convey a sense of empowerment and entitlement to sexual pleasure for young women. At the same time, for young men, although SRE is more likely to provide a discourse of sexual desire, it offers them limited ways of understanding their sexuality. As dominant expressions of male sexuality require young men to exercise power over women, such discourses limit alternative expressions of male sexualities, including homosexuality.

After all, SRE lessons are only one of the many sources that young people learn about sex and relationships from, with peers, tv/ films, the internet and social media playing a much more prominent role. Without a discourse of erotics, SRE cannot contest discourses of ‘erotica’ in mainstream pornography, which present women as *objects* of male desire rather than *subjects* of their own. We believe schools should be supporting young people to think critically about these messages, challenging them rather than imposing an agenda such as abstinence (proposed recently by Conservative MP Nadine Dorries) that would in practice work to reinforce them.

What we would like to see, and what we are working towards, is a curriculum that considers sexuality and different kinds of relationships; the reasons why people choose to have sex; interrogates sex morality and taboos; language, confronts prejudices around female sexuality (e.g. the stud vs. slut dichotomy that motivated many young women to support the ‘slutwalk’ movement last year); provide opportunities for students to engage critically with societal myths and media messages about sexuality – including pornography. It should also allow space for young people to set the agenda, for example through the use of anonymous questions, responding to their concerns.

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With the lesson outlines that follow, we have tried to gather together activity ideas and resources to support education workers who want to see this too, and would like to try putting it into practice in a six lesson scheme of work. This pack does not aim to provide a comprehensive approach to SRE, but instead to fill in the gaps where we felt things were missing. Other organisations have produced fantastic resources on issues such as teaching about abortion: (*Education for Choice*: www.efc.org.uk).

We hope this pack is helpful, and we welcome feedback and suggestions – from yourself and your students.

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Lesson 1: What does it mean to be a boy? What does it mean to be a girl?

Lesson aims

- _ To explore the differences between sex and gender.
- _ To explore how and why gender is socially constructed and how this influences relationships and friendships.
- _ To explore gender stereotyping and how people in society challenge this.

Suggested activities

- _ Setting ground rules for the classroom.
- _ What is Gender? What is the difference between Sex and Gender?

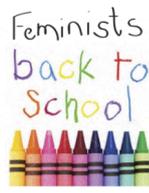
Discussion question: What is the difference between a baby girl and a baby boy?

Sorting Activity – Have a variety of statements up on the board and ask students to sort them into 'gender' and 'sex' e.g. 'Boys have a penis', 'Girls have a vagina', 'Boys like to play with cars', 'Girls like to play with dolls'. 'Boys wear trousers', 'Girls wear skirts'.

- _ 'On being a wo/man' - Activity 1 in the appendix (A) to this toolkit:
http://www.ece.gov.nt.ca/divisions/kindergarten_g12/Skills_Heathy_relationships/Challenging_Homophobia.pdf
- _ Gender Policing Activity – See appendix 1 below for full details. This is an alternative to the above activity for older students. *"This exercise aims to empower participants to recognise the micro-political processes involved in this production. Demonstrating the ways in which gender hierarchies are the effects of everyday, participatory practices rather than essential truths can empower participants to recognise their own capacities to alter these practices. Further, the exercise also aims to demonstrate the benefits of change. This exercise can also be a good icebreaker with a recently confident group as it gives participants chance to use language considered inappropriate in the circumstances."* This activity can be made more visual by having a picture outline to put words around.
- _ Gender roles within the home – Matching activity in groups. Ask students to identify all of the people who live in their home. Then provide a variety of questions such as 'Who cooks dinner?', 'Who fixes things?' 'Who comforts people who are upset?' 'Who looks after people who are ill?' 'Who helps the parent/carer to cook?'
- _ Plenary – Challenging Gender Stereotyping , Sexism and violence against women- Present a case study of the 'Slutwalk' movement.

<http://en.wikipedia.org/wiki/SlutWalk>

<http://www.slutwalktoronto.com/>



Further resources

- _ For every girl... poster http://crimethinc.com/tools/posters/gender_subversion_front.pdf
- _ 'Riley on Marketing' youtube video about pink/blue marketing of children's toys. <http://www.youtube.com/watch?v=-CU040Hqbas&feature=related>
- _ Gender variance resources – A whole pack of useful resources about gender.

https://docs.google.com/viewer?a=v&q=cache:k-zwEh-TXjQJ:www.lgbthistorymonth.org.uk/documents/LessonPlan-GenderVariance.pdf+transgender+lesson+plan&hl=en&gl=uk&pid=bl&srcid=ADGEESjpaUEI-sCoTlb6gFNmJloi0q5dGyRtpRM3j9yA5XgdSzC0cfIDL8IfAVr3Eq97p-Jz-rZJNjnP4FsLiBoOc5CunoIFVMeOo2ELaOoMKMvWkMleRjparEaHGDIX_mOgSlgC7v7-&sig=AHIEtbSbFiSU1OiWN3VyHldFc6gyS2R5UA&pli=1

Appendix – activity resources

Appendix 1 - Gender Policing Activity

Exercises from: Heckert, Jamie (2005). Radically Reimagining Sex Education: Power, Ethics and Relationships, paper given at a conference on sex education held at the Institute of Education

Exercise 1: Gender Policing

The ongoing production of the division between masculinity and femininity, with the former being awarded higher social value than the latter, is a clear problem for both sexual health and social organisation. This exercise aims to and power participants to recognise the micro-political processes involved in this production. Demonstrating the ways in which gender hierarchies are the effects of everyday, participatory practices rather than essential truths can empower participants to recognise their own capacities to alter these practices. Further, the exercise also aims to demonstrate the benefits of change. This exercise can also be a good icebreaker with a recently confident group as it gives participants chance to use language considered inappropriate in the circumstances. I ask the participants to shout out gender specific insults that they hear used. 'So if I said, "Hey, look at that blank", you would think I was talking about a wo/man'. I have see how many they can come up with for one category for moving to the other. If needed, I sometimes prompt participants with phrases like, 'she's such a blank!' or 'do you think use a blank?' We might come up with lists that look something like Figure 1.

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<u>Man Insults</u>	<u>Woman Insults</u>
Bastard Wanker Faggot Queer Poof Arsehole Wimp Cunt Dick Girl's blouse	Whore Slag Slapper Dyke Cow Frigid Bitch Ballbreaker Lesbo Minger

Figure 1

This exercise can go a couple of ways from here. We might talk about how many these words are related to sex and what that might mean. This might encourage discussion about collective anxieties about sex, bodies and sexual difference. To start up a discussion about gender policing I would say something like, 'Words like these are used for a lot of reasons, but I think one way they are used is a kind of policing. If these words are used to tell people who they should be, what do you think the rules are for men and for women? Sometimes the rules might be opposite of the insult. You know, if a man is not supposed to be a wimpy queer wanker, what is he supposed to be? If a woman is not supposed to be a frigid dyke or ugly slag, what is she supposed to be?' We then discuss the rules, focusing on the culture of their school (see Figure 2 for examples).

<u>Man Rules</u>	<u>Woman Rules</u>
Sexually active Heterosexual Powerful Assertive Gentlemanly Masculine Hard	Having sexual desires Heterosexual Attractive Passive Not (too) sexually active Feminine Soft

Figure 2

Points for discussion might include the tensions for men (being hard - not a poof, but also gentlemanly - not a bastard) and women (being sexually available to men -- attractive, straight and up for it, but not too experienced or available). The exercise also opens possibilities for discussing how women and men are constructed as opposites. How many of the rules for women are, don't be like a man and vice versa? Ideally, the emotional difficulties are living with these tensions and borders can be explored. This may be especially difficult with young men; following on with his second exercise will help address that.

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Lesson 2: Sexualities

Lesson Aims

- To explore different kinds of relationships.
- To explore and understand the issues faced by young people about their sexuality.
- To challenge homophobia.

Suggested Activities

- What is a relationship? Why do people have relationships? – This activity aims to explore how people define relationships/friendships differently, and that people relate to each other in a variety of ways outside of the dominant heterosexual relationship, and the same sex friendship.
 - Key Questions – What does it mean to be in a relationship? What does it mean to be friends? Why do people have relationships/friendships?

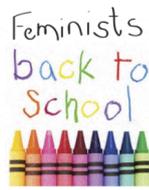
Provide a variety of visual images of different types of relationships (e.g. a range of genders, faiths, races and ages) to elicit discussion as a whole class using the key questions.

- What is a relationship 'spectrum' – Create a variety of scenario's such as 'Fahmida and Hannah go to the cinema together every Saturday' and 'Jake and Alex like to do everything together, they share so many interests'. Put up a washing line with 'Friendship' at one end and 'Relationship' at the other and ask students to peg the scenario's along the line thinking about how closely they relate to the two terms.
- Challenging Homophobia word swap – This activity aims to challenge and explore common questions someone may ask about / might say about a gay person. The idea is to take a statement, and replace the word gay with the word straight, and ask students to think about why we think about different sexualities in different ways. For example take the question 'Why do gay people always hang around with each other, like at clubs?' and 'Gay people shouldn't have children'.
- Do relationships always stay the same? – In groups get the students to write on post it notes all of the different reasons they can think of as to why and/or how a friendship or relationship might change. Then map these on the board into groups and facilitate a discussion around the key question. If not elicited try to outline some key changes i.e. moving to a new school, parents getting divorced.

Further Resources

- BBC Three documentary 'Coming out diaries' - Coming Out Diaries follows the conflicts and dilemmas faced by three young people as they navigate their way through telling their family and friends that they are gay or transgender.

<http://www.bbc.co.uk/programmes/b01b1xv0>



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- Channel 4 documentary 'Coming out to class' - Openly gay British rapper Marcos 'QBoy' Brito investigates the realities of coming out in Britain's schools. While he is now considered a brave man for coming out in the traditionally homophobic world of hip hop, he felt completely unable to do this at school. QBoy finds that more and more young people are coming out to class, and at a younger age. But what has brought about this change? He reflects on his own experience of school, and meets a new generation of young gay people. Together they explore issues around relationships, bullying and equality. QBoy takes his findings to Westminster, determined to ask questions of those who dictate policy.

The teenagers

- Alex is 15 and from Ipswich. He came out in class after suffering continual insults and threats of violence.
- Jamie lives in a conservative seaside town and came out at 13. He found the courage to stand up to bullies at school.
- Jake attends an all boys school and faced rejection when he came out at 14. His school has helped students adopt a more accepting attitude.

<http://www.channel4learning.com/support/programmenotes/micro/comingout/index.html>

- Guardian Newspaper article 'Among the Asexuals' – This is a great piece to provide ideas and examples of a range of sexualities and desires. Here is a sample; "Part of what is so fascinating about the asexuality movement is the broad spectrum of sexuality that it reveals. Neth, a 24-year-old from the West Country, describes herself as a "panromantic asexual". Like all the asexual people I spoke to, Neth explains that she has known she was asexual since adolescence but only recently realised that there was a term for how she felt. Neth also identifies herself as "genderqueer", a general term used by people who don't identify themselves as men or women."

<http://www.guardian.co.uk/lifeandstyle/2012/feb/26/among-the-asexuals>

- Teen relationship abuse –

<http://thisisabuse.direct.gov.uk/>

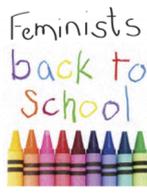
<http://www.homeoffice.gov.uk/crime/violence-against-women-girls/teenage-relationship-abuse/>

<http://www.teenrelationships.org/abuse/>

<http://www.teensagainstabuse.org/index.php>

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www.feministfightback.org.uk



Lesson 3: What is sex and why do people have it?

Lesson aims:

- To explore the what language young people have to talk about sex
- To explore what sex and sexual experience is
- To think about the different reasons why people have sex

Suggested activities

1. **How do we talk about sex? Activity**
2. **What is sex? What is sexual intercourse? What is a sexual experience? Activity**
3. **Why do(n't) people want to have sex? Activity**
4. **Additional Activity- Why do(n't) people want to have sex and virginity**

1. **How do we talk about sex? Activity**

The purpose of this activity is to get young people to think about how they and different mediums in society talk about sex. It may reveal that young people do not possess language which really allows them to talk honestly, helpfully or accurately about sex.

Suggestion for running activity: Ask the students to match up the description of sex or sexual experience to the source who would use this type of language.

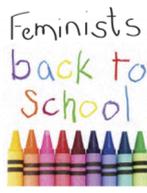
Eg. 'the birds and the bees' match to 'grandparents'

- 1) 'The birds and the bees' – **grandparents**
- 2) 'Having sex, banging, boffing, bonking, boning, having carnal knowledge, copulating, fornicating, f**king, going all the way, having it off, a bit of how's your father, laying, getting your leg over, lovemaking, nookie, penetration, porking, riding, rogering, rumpy pumpy, screwing, shagging, shafting, sleeping together' – **BBC Radio 1 Sugery**
- 3) 'Whether it's knowing about your contraceptive choices, explaining STIs, coping with emotions or understanding your body sex is worth talking about.' -**NHS**
- 4) 'He spilt his seed upon the ground' – **Genesis, Bible**
- 5) 'She was gagging for it'- **porn actor**
- 6) 'Making love' - **parents**
- 7) ? – ask young people for the words and phrases that they use to talk about sex

Follow up questions:

- Do these descriptions of sex help us to think about and talk about sex?
- Can we create a definition of sex that enables us to talk about sex honestly, accurately and helpfully?(This will work better after Activity 2 and 3)

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2. **What is sex? What is sexual intercourse? What is a sexual experience? Activity**

The purpose of this activity is to get students to think about what 'sex' is and whether 'sexual intercourse' and 'sexual experience' are necessarily the same.

Suggestion for running activity: Print out the words/phrases below onto separate cards. Give a full pack of cards to teams of students and ask students to sort into piles of 'sex' and 'not sex'. You may wish to do this as a spectrum line with 'sex' at one end and 'not sex' at the other. Group discussion to be encouraged!

- kissing
- penetrative sex with ejaculation
- penetrative sex without ejaculation
- hand job
- fingering
- oral sex
- kissing and touching
- holding hands
- hugging and kissing
- dry humping
- anal sex
- massage
- spooning in a bed with someone
- female masturbation
- male masturbation
- mutual masturbation
- playing footsy
- intense kissing and touching
- any others you may want to add

Follow up questions:

-Is what is 'sex' necessary clear? What about 'sexual experience'? Do some 'acts' fall in between being 'sex' and 'not sex'?

-There are different definitions of 'sexual intercourse'- do we agree with any of them?

According to the Collins dictionary 'sexual intercourse' is:

'the act carried out for procreation or for pleasure in which, typically, the insertion of the male's erect penis into the female's vagina is followed by rhythmic thrusting usually culminating in orgasm';

Wikipedia:

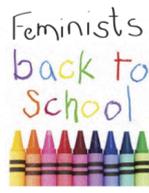
Sexual intercourse, also known as copulation or coitus, commonly refers to the insertion of a male's penis into a female's vagina for the purposes of sexual pleasure or reproduction.^{[1][2]} The term may also describe other sexual penetrative acts, such as anal sex, oral sex and fingering, or use of a strap-on dildo, which can be practiced by heterosexual and homosexual pairings or more than two partners.

Oxford English Dictionary:

sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina, typically culminating in orgasm and the ejaculation of semen.

-How many people do you need in the scenario to make it 'sex'?

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3. **Why do(n't) people want to have sex? Activity**

The purpose of this activity is to enable students to reflect on the reasons why people do and don't want to have sex and whether these reasons are positive/empowering/something that they want to consider when deciding to have sex or not.

Suggestion for running activity: Give students 2 different coloured post it notes (you may wish to give them more than one of each colour) and ask them to write a reason why people/themselves:

- on colour 1) **do** want to have sex
- on colour 2) **don't** want to have sex

Collate the post it notes and sort into groupings, assuming that answers will be similar. Read out the groupings with the students, using this as a start point of discussion.

Students may give the following responses for reasons why people want to have sex:

- Desire
- Pleasure
- Love/Intimacy
- Comfort/companionship
- To earn money
- Feel pressure from peers
- Feel pressure from partner
- Think it's what the partner wants
- Want** to procreate
- Motivated to procreate because of external pressure eg. Religion
- don't have access to a form of contraception

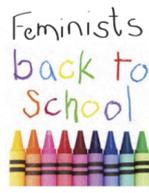
Students may give the following responses for why people don't want to have sex:

- They don't want it with that person
- They don't feel safe doing it
- They don't ever or rarely desire sex
- Don't feel ready for the experience
- Worried that the partner might tell other people
- Embarrassed about body
- On their period
- Worried about or don't believe in having sex before marriage
- virginity/don't want to be called a 'slag/slut/whore'
- think their partner doesn't want it
- they aren't sexually attracted to their partner
- they aren't sexually attracted to the gender of the people they have relationships with

Follow up questions:

- Are all the reasons why people do and don't want to have sex valid?
- How does the personal/peer influence/wider society influence relate to how and why people do and don't want to have sex?

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- Are all these influences positive/empowering? If they are not, which are the important and empowering influences?
- Are there any good ways for individuals to decide for themselves the important things to consider when they are thinking about whether they do or don't want to have sex? Can we feel empowered when making this decision?
-

4. **Additional Activity- Why do(n't) people want to have sex and virginity**

The issue of 'virginity' may occur during the 'why do(n't) people want to have sex' activity. There is a lot more to explore around the issue of virginity which this exercise does not even attempt to cover.

The focus on the activity is to encourage young people to think about the terms they use to describe peers who are thought to have, or not have, sex.

It can be introduced by referring to the previous activity which explored why young people who want, or not want, to have sex. What would, hopefully, have been explored is that there are lots of valid reasons why people do and don't want to have sex.

With this in mind it is important to think about why and what certain language is used to talk about people who do and don't engage in sexual activity.

Suggestion for running activity: Write up/display as a power point a wall of words used to describe those who have sex/those who don't have sex, and ask the young people to add to this the terms that they hear used.

Words used to describe people who do have sex/lose their virginity:

- slag
- slut
- dirty whore
- easy
- playa
- ask students to add the terms they hear being used

Questions for follow up discussion:

- Do girls and boys get called these terms equally?
- Do the words all have the same impact/meaning?

Words used to describe 'virgins'/people who don't want to or haven't had sex:

- frigid
- tight
- lesbian
- fag
- ask students to add the terms they hear regularly

Questions for follow up discussion:

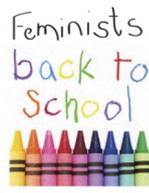
Do girls and boys get called these terms equally?

Talk about the use of 'lesbian' as a term of abuse- what does it really mean to be a 'lesbian'?

Is it okay to use it as a term of abuse?

Further resources

Scarleteen is an independent, grassroots sexuality education and support organization and website: <http://www.scarleteen.com/>



Lesson 4: What is safe(r) sex?

Lesson aims

- _ To think about what students currently think safe(r) sex is beyond condoms and pregnancy
- _ To explore the various ways in which students can engage in safe(r) sex
- _ To think about what options are open to students if they haven't engaged in safer sex

Suggested activities

1. What is safe sex? Define and discuss

The purpose of this activity is get students to think about safe(r) sex beyond simply use of contraception and pregnancy.

Suggestion for running activity:

-Ask students to shout out or write on post it notes what they believe **safe sex** is/means and write these up on a board.

It is likely that the initial responses will be around: **condoms**, and perhaps even **abstinence**.

It is unlikely that **consent, a safe environment, access to information, feeling happy and safe, and desiring and enjoying the experience** will be mentioned as components of safe sex. It is important to emphasise that this really should apply for all genders.

-Then ask students to write on a post-it note one part of what they think a **good, healthy and happy sexual experience would involve**.

(Video stimulus from in activity 3 may be helpful if students struggle with this)

Group the post-it notes in themes. From these post-it notes find 3-5 key components of what students believe a happy and healthy sexual experience and re write this definition on the board suggesting that safer sex should also involve these components.

You may to revisit and redefine the definition again and again if you do activity 2 and 3.

2. Safe(r) Sex Carousel

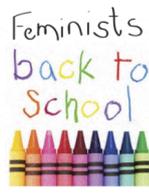
The purpose of this activity is to get young people to think about the various sexual experience scenarios they may encounter and enable them to think about how to ensure each scenario is as safe, consensual and empowering as possible.

Suggested activity: There are 6 different scenarios which can be written onto large sheets of paper which students, as individuals or in groups, can move around to contribute ideas and solutions to.

Ask students to write what they think the characters in the scenario could do to make their sexual experience safer (which may include not engaging in it).

In the majority of scenarios the genders of the characters have not been revealed purposely so that it encourages all genders to emphasise with the character. However it is worth remembering that a gendered assumption will be made of characters in the various scenarios.

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This can be used as a starting point to explore what and why there are such assumptions, eg it is likely that the more passive characters in a scenario will assumed to be a girl. Why might this (not) be the case?

Scenario 1:

'A' wants to have a sexual experience with their partner but has found the previous experiences with them uncomfortable and boring.

What should X do about this?

Scenario 2:

'B' wants to have sexual intercourse/penetrative sex with their boyfriend. 'B' asks their boyfriend to wear a condom but ends up being persuaded to have sex without one. What should 'B' do now and next time?

Scenario 3:

'X' has had a sexual experience with a friend. 'X' didn't really want to didn't feel they could say no as it was late at night and they didn't want to hurt their friend's feelings. What should they do now and if this happens again?

Scenario 4:

'G' has been having sexual experiences with their partner for a while. G's partner wants to try something new but 'G' isn't sure what it really involves and if they are comfortable with it.

What should 'G' do?

Scenario 5:

'T' enjoys has slept in a bed with a couple of friends and sometimes cuddling with them. 'T' has no desire for anything else to happen.

What should 'T' do?

Scenario 6:

'P' finds it really difficult to talk to their partner about sex and what they want it to involve.

What should 'P' do?

Follow up questions:

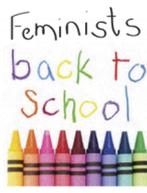
-What options now are open to those characters who have engaged in less safe sex?

-<http://www.nhs.uk/Livewell/Talkingaboutsex/Pages/Ineedhelpnow.aspx> could be used as a starting point but also ask students **where could they find advice, help or someone to talk to about their experiences?**

Activity 3: Safer sex in soaps

The purpose of this activity is to enable young people to decide for themselves whether scenarios they watch on television demonstrate 'safer sex'. This can also work with just activity 1 preceding it.

Suggested activity: These short clips (40 seconds-3 mins) show different scenarios relating to making decisions about having safer sex.



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Ask students to write/shout out what they think is 'safer' and 'less safe' about each of the scenarios.

Eastenders

- Stacey and her boyfriend have sex in a shed, scene shows the pair talking and checking that they both want the experience

http://www.youtube.com/watch?v=qOHTIz_JUxA

-Abi asks her boyfriend to have sex with her and they agree to despite both appearing reluctant <http://www.youtube.com/watch?v=YuwckhR2psg&feature=relmfu>

-Abi's older sister Lauren gives Abi a condom and offers help when she finds out she is planning on having sex <http://www.youtube.com/watch?v=ptsUf6Bh77k&feature=relmfu>

Hollyoaks

-John Paul and Spike have sex together for the first time, scene shows the lead up

http://www.youtube.com/watch?v=rYh_5j1gBxs

Sugar Rush

-02.25-04.51 Kim goes to her girlfriends house and they have a sexual experience together , scene shows the lead up and the experience http://www.youtube.com/watch?v=89jT_FI060Y

Follow up questions:

-How do we know that the characters **consented** to having sex in the clips?

-How do we know the characters were happy, safe and desiring the experience? Were they?

Further resources

'Amongst the Asexuals': The Guardian

<http://www.guardian.co.uk/lifeandstyle/2012/feb/26/among-the-asexuals>

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www.feministfightback.org.uk



Lesson 5: How do we learn about sex and relationships?

*Imagine teenagers, and older adults, learning to deconstruct the dominant sexual stories of their cultures! What shifts might occur in the classed, racialised and gendered power relationships of teenage sexuality, where young men engage critically with pornography and young women take apart the messages in lifestyle magazines (and vice versa!)? (Jamie Heckert, *Fantasies of an Anarchist Sex Educator*, 2009, p11)*

Lesson aims

- To explore where students learn about sex and relationships.
- To compare students' learning from different sources.
- To critically evaluate the messages they get from these sources.

Suggested activities

1) Where do you learn about sex and relationships?

Highlight that SRE lessons are only small part of where students learn about sex and relationship. Where else do they learn about sex and relationships from? Parents/ carers, other family members, friends, films, TV, internet, porn all may come up...

Set up a 'silent discussion' where students add their thoughts to big pieces of sugar paper with different questions on each sheet e.g. 'What have you learnt from your parents/ carers?'; 'What have you learnt from porn?'. Students can work in groups, or wander around the room individually. Silence allows everyone to think about the questions and participate. The class will then have lots of material for a talking discussion.

Follow up questions for class discussion:

- What do you think is the best way to learn about sex and relationships?
- What is missing? (could focus on a particular source – e.g. what is missing if you only learn about sex and relationships from the internet? Or on the range of ways considered). This is an opportunity to focus on 'taboo' areas – e.g. female sexual desire/ orgasm.
- Is there a difference between what girls and boys learn? Between what heterosexual and LGBT students learn?

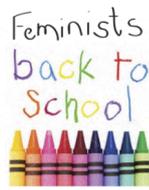
Alternatively, to consider the similarities and differences between what they learn in different places, students could, individually or in groups, fill in a venn diagram comparing learning e.g. between home, school and the media.

2) Dissecting popular culture

Depending on what your students are in to, focus on what a soap/ series/ film is telling them about sex and relationships. Use clips/ images/ quotes from them to prompt discussions about the messages that are being communicated. You could ask students to edit/ redesign a film/ programme so that the messages are positive ones. How would they design a soap/ series to help young people learn about sex and relationships?

Possible candidates for dissection are: *Twilight*, *The Kardashians*, *Act Like a Lady*, *Think Like a Man*.

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Act Like a Lady, Think Like a Man is a book, and now a film based on (promoting) the book, by Steve Harvey. As a book, it has been popular with 6th Form girls. After the lessons in this scheme of work, students should be able to identify the sexist assumptions Harvey makes about essential differences between men and women, and how people should behave in relationships. This blog post has some offensive extracts for analysis:

<http://bethkujawski.blogspot.co.uk/2009/03/act-like-lady-think-like-man.html> further links on this and the other programmes mentioned here can be found below.

(A question picking up on a storyline your students are following could be an engaging starter activity and provide good background for activity idea 1.)

3) Ask the internet

A key way students access information about sex and relationships is simply typing things into google. After giving your students the opportunity to ask questions anonymously, you could type some of them into google (projected on the screen for everyone to see). Discuss together the answers/ advice that come up – what do they think of it? Discuss the pros and cons of using the internet in this way. Are there any sites that students could recommend each other? Point out any local services, e.g. www.youngpeoplefriendly.co.uk. <http://www.scarleteen.com/> is also a great resource.

4) The 'Erroneous Zone'?

There are plenty of examples of very bad resources for SRE – past and present. Encourage your students to think critically about these resources: what is the message? What is good about it? What is not very good? How would they improve it? *Sex Education: The Erroneous Zone* by Maurice Hill and Michael Lloyd-Jones is a brilliantly sharp critique of sex education resources available at the time (1970) – with lots of extracts from these resources as well as commentary (see below).

Further resources

Links related to using the *Twilight* series in SRE...

<http://www.wired.com/geekmom/2011/01/using-twilight-to-educate-about-abusive-relationships/>

<http://www.uky.edu/WildcatStudentTV/pdf/Twilight.PDF>

Links related to *Act Like a Lady, Think Like a Man*...

Critique in *Ms* magazine: <http://www.msmagazine.com/winter2012/singledout.asp>

Steve Harvey explaining his ideas on a chat show:

<http://www.youtube.com/watch?v=RGDBs89t0AE>

Trailer, showing the film is just an advert for the book:

<http://www.thinklikeaman-movie.com/>

Sex Education: The Erroneous Zone by Maurice Hill and Michael Lloyd-Jones (1970)
- extracts coming soon!



Lesson 6: What do we want our Sex and Relationships Education to look like?

'Children can be introduced to the possibility not of learning the culture, or new aspects of the culture, as passive recipients, but as producers of culture, as writers and readers who make themselves and are made within the discourses again' (Bronwyn Davies, Shards of Glass: Children Reading and Writing Beyond Gendered Identities, 1993, p2).

Lesson aims

- To explore what students would like to learn about sex and relationships.
- To make proposals that can be taken forward by the school in the future.
- To reflect on this series of lessons.

Suggested activities

1) The Little Red School Book

The Little Red School Book is a book written by some radical young people and teachers in 1969 (British edition – 1971) for other young people. Along with lots of other sections worth a read (e.g. about the role of education in society, how to work together to make change...) there is a large section on sex. In their words: 'it gives some practical information which you may find useful. There are still a lot of schools where pupils don't get this information, where they get it too late, or where they only get inadequate or misleading information'. You can have a read here and choose some extracts to show your class: <http://nla.gov.au/nla.us-vn4512714>

Show your students some extracts. Ask them to think about when they think it was produced, who produced it and why... Is there anything that they find surprising? Then you can explain that it was put together by young people, like themselves, who wanted to communicate this information to other young people.

How would your students update this section of *The Little Red School Book*? Could they produce their own? Or update in technology too – creating video messages for other young people their age, for example, if resources allow.

2) Planning a scheme of work

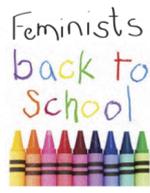
In small groups, students could be given a template to create their own scheme of work for SRE – what topics would they like to explore, what kinds of activities would they like take part in? Essentially, what would they like their SRE to look like? Students present their plans to each other/ share ideas and give feed back. These ideas can be compiled for future use. This could be useful for planning the next scheme of work for this year group and/ or adapting this scheme of work.

In feedback you can make it clear (referring to previous lesson) that of course not all the learning about SRE that goes on in school happens in SRE lessons. Is there anything else that the school should be doing to support students and provide a positive space for students to learn about sex and relationships? (E.g. being proactive about challenging sexism and homophobia?).

3) Contributing to the school SRE policy

Does your school have an SRE policy? If so, what do your students think of it? Is there anything they think should be added/ changed? If not, could they draft one?

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They could put ideas together and representatives from the class could write to/ meet the head teacher or governors to put their ideas forward. Or is there a school council structure this could be raised through?

4) Reflection

Provide an opportunity for students to reflect on their learning and thinking over the course of the scheme of work. One way of doing this is to have statements on sheets around the room, for example:

Something I learnt is...

Something I enjoyed about these lessons was...

Something I would do to improve these lessons is...

Something I changed my mind about is...

A question I still have is...

Students can then think about these statements, write their answers on post-its and stick them up on the relevant statement.

Further resources

Electronic copy of *The Little Red School Book*: <http://nla.gov.au/nla.aus-vn4512714>

Scarleteen is an independent, grassroots sexuality education and support organization and website: <http://www.scarleteen.com/>