



SCOTTISH EXECUTIVE



Sex Education in Scottish Schools

Summary of National Advice

summary

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Summary of National Advice

Contents		Page
Preface		ii
Introduction		1
Section 1:	Sources of National Advice	2
Section 2:	Summary of National Advice	5
Section 3:	Faith Perspectives	12

Preface

This document, *Sex Education in Scottish Schools: A Summary of National Advice*, follows the report of the Working Group on Sex Education in Scottish Schools (June 2000).

It is intended that this document be used in conjunction with Scottish Executive Education Department Circular 2/2001 *Standards in Scotland's Schools, etc. Act 2000: Conduct of Sex Education in Scottish Schools*, the *Guidance for Schools and Local Authorities on Effective Consultation with Parents and Carers* and *A Guide for Parents and Carers*.

Sex education should be presented in a context that values stable relationships, healthy living and personal responsibility and firmly sets sex education within the wider context of health education, religious and moral education and personal and social development.

The Executive seeks to ensure that national advice and curricular guidance is suitable for all authorities and schools in Scotland. It is recognised that religious authorities with a role in denominational education do provide guidance for their denominational schools, and that that right will continue as at present.

The summary that follows gives a succinct and readily accessible outline of the relevant national advice and the appropriate guidelines throughout all stages of schooling. It includes an outline of guidance produced by the Catholic Education Commission.

Introduction

In Scotland the curriculum is not prescribed by statute and the responsibility for its delivery and management rests with education authorities and school managers. However, national guidelines on the curriculum, developed through wide consultation, are provided by the Scottish Executive Education Department and by Learning and Teaching Scotland. The advice they contain seeks to ensure that health education, including sex education, has a secure place within the curriculum in all schools.

All guidelines, for example *A Curriculum Framework for Children 3 to 5*, the revised 5–14 guidelines, the revised *Guidelines for Schools on Curriculum Design for the Secondary Stages* and *Higher Still Rationale* emphasise the importance of developing in young people the respect and caring for self and others that is at the heart of personal and social development.

There is, however, specific national advice that makes it clear that sex education is best planned and delivered as part of a wider health education programme and as an integral part of programmes of religious and moral education and education for personal and social development.

National advice has much to say about the importance of pupils developing self-esteem, respect for others, good personal relationships, respect for diversity and non-discriminatory views, and respect for individual differences. This is the appropriate climate for school sex education.

Section 1: Sources of National Advice

This section lists a number of key sources of information, as well as support materials that address issues relevant to sex education as an integral part of personal and social development and of health education. Other helpful sources of advice can be found in Appendix 1 of *A Route to Health Promotion: Self-Evaluation Using Performance Indicators*, SEED, 1999 or by accessing the websites listed at the end of this section.

Key sources of national advice include the following.

A Curriculum Framework for Children 3 to 5, Scottish CCC, 1999

This document provides advice and guidance on the learning and development needs of children as young as three. It describes the scope of children's learning between the ages of three and five, placing particular emphasis on their emotional, personal and social development.

Health Education: 5–14 National Guidelines, LT Scotland, revised 2000

Environmental Studies – Society, Science and Technology: 5–14 National Guidelines, LT Scotland, revised 2000

The Structure and Balance of the Curriculum: 5–14 National Guidelines, LT Scotland, revised 2000

Personal and Social Development: 5–14 National Guidelines, Scottish CCC, 1993

Religious and Moral Education: 5–14 National Guidelines, Scottish CCC, 1992

Religious Education 5–14: Roman Catholic Schools, Scottish CCC, 1993

These guidelines provide a clear and coherent framework to support schools and teachers as they plan, teach and assess programmes of learning and teaching across the 5–14 age range.

Guide for Teachers and Managers: Health Education 5–14, LT Scotland, 2000

Guide for Teachers and Managers: Science 5–14, LT Scotland, 2000

Guide for Teachers and Managers: The Structure and Balance of the Curriculum 5–14, LT Scotland, 2000

Guide for Teachers and Managers: Information and Communications Technology 5–14, LT Scotland, 2000

Guides for Teachers and Managers accompany the revised guidelines in health education, environmental studies, the structure and balance of the curriculum, and information and communications technology (ICT). They are working documents, provided by Learning and Teaching Scotland, offering advice on how to address various aspects of the different guidelines. While the guidelines provide the 'what' of the curriculum, the guides offer advice on the 'how'.

Personal and Social Development: 5–14 National Guidelines – Exemplification, Scottish CCC, 1995

Religious and Moral Education: 5–14 National Guidelines – Exemplification, Scottish CCC, 1995

In both cases exemplification, provided by Scottish CCC, takes the form of staff development materials designed to help teachers plan programmes and organise learning.

Relationships and Moral Education, Catholic Education Commission, 2000

This document, presently under consultation, is designed to accompany the guidelines on religious education 5–14 in Roman Catholic schools, and provides targets under the headings 'Self', 'Relationships', 'Making the right choices' and 'Sexual awareness'.

Sources of National Advice

Health Education in Scottish Schools: Meeting Special Educational Needs, The Scottish Office, 1994

This document provides curriculum audit processes, curriculum guidelines, a curriculum framework and menus, illustrative case studies, advice on parental involvement in health education and the contribution of other professionals to health education, as well as a list of health education resources. It is designed to assist staff, parents and other professionals to promote health education for pupils with special educational needs.

Helping Hands: Guidelines for Staff who Provide Intimate Care for Young People with Disabilities, SOEID, 1999

The purpose of these guidelines is to set out a framework within which staff who provide intimate care to children with special needs can offer a service and an approach that acknowledges the responsibilities and protect the rights of everyone involved. The children's special needs might arise for a variety of reasons including learning disabilities, physical, visual, hearing or speech and communication impairments. These children will be found in all settings: pre-5 centres, primary, secondary and special schools.

Curriculum Design for the Secondary Stages: Guidelines for Schools, Scottish CCC, 1999

The Rationale points up one of the major purposes of education as providing young people with the knowledge and skills, and with opportunities, to think through major issues, to form opinions and to work out values on which they will base their lifestyles. Experiences young people have in school should help them to develop into healthy and responsible human beings leading personally rewarding lives.

Standard Grade Religious Studies, Scottish Examination Board, 1991

Standard Grade Biology, Scottish Examination Board, 1997

Elements of sex education are located in the *Arrangements for Standard Grade Biology* and *Standard Grade Religious Studies*.

Higher Still Personal and Social Education (CD-ROM), Scottish Qualifications Authority, 1999

In all Higher Still Personal and Social Education (PSE) courses there are two principal contexts *Personal Awareness and Development* and *Social Awareness and Development* that relate to the development of self-awareness and interpersonal skills and encourage the development in young people of interpersonal and group skills, including relationships, and of self-awareness, self-reliance and self-confidence, including rights and responsibilities.

Higher Still Religious, Moral and Philosophical Studies (CD-ROM), Scottish Qualifications Authority, 1999

There are units at various levels that encourage young people to investigate the nature and scope of morality and to develop the skills involved in recognising moral stances and in making moral decisions within the context of both religious and other stances for living. These include:

- Access 3 Questioning Morality (mandatory unit)
- Intermediate 1 Making Moral Decisions (mandatory unit)
- Intermediate 2 Making Moral decisions (optional unit)
- Higher Ethics; Religious Perspectives in a secular context
- Advanced Higher Bio-Ethics (optional)

Circular No. 10, Protection of Children from Abuse – The Role of Education Authorities, Schools and Teachers, SOEID, May 1990

Circular 4/96, Children and Young People with Special Educational Needs (Assessment and Recording), SOEID The Health Education for Living Project (HELP), SOEID and Strathclyde Region, 1995

These materials were made available to all schools in 1995. They provide detailed advice on health education, including sex education, from pre-school to S6. They cover suggested content and give advice on learning and teaching activities and resources.

Sources of National Advice

Personal Relationships and Developing Sexuality, University of Strathclyde, 1994

This staff development resource for teachers was made available to all local authorities for distribution to schools in 1994. The pack contains advice for teachers on sex education, gives a suggested curriculum framework for sex education and provides materials to be used as part of teachers' in-service training. Publication was followed in many local authorities by in-service training.

A Route to Health Promotion: Self-evaluation Using Performance Indicators, SEED, 1999

This document, published in 1999, is designed to help schools to evaluate the quality of health promotion, including aspects of health education such as sex education. Issued by the HMI Audit Unit, it provides a framework for undertaking a structured audit and builds directly on the national approach to self evaluation set out in *How Good is our School? Self-Evaluation using Performance Indicators*.

Issues in Health Education: A Study of Good Practice in a Sample of Primary and Secondary Schools, SOEID, February 1996

This document offers examples of good practice in schools providing health education.

Resources under development

Respect Resource Pack, Zero Tolerance Charitable Trust, 2001

This pack, presently being piloted in two schools (primary and secondary) and two youth work settings, encourages boys and girls to develop healthy relationships based on respect and equality and to be active citizens in creating communities that do not tolerate violence against women.

The *Respect Initiative* comprises:

- educational CD-ROM
- primary curriculum
- secondary curriculum
- informal educational intervention (youth clubs)
- training programme for adults delivering the *Respect Initiative*

(This resource will be available in 2001/2002).

Sexual Health and Relationships Education (SHARE), The Health Education Board for Scotland (HEBS)

HEBS is currently developing a classroom resource for sex education and relationships that will be available in 2002. SHARE is a resource for secondary schools S2–S4 comprising a series of lessons over 20 periods. It will also encompass teacher training, initially for the training of trainers.

Websites

Scottish Executive website: www.scotland.gov.uk

HM Inspectors of Schools:

www.scotland.gov.uk/structure/hmi/default.htm

Health Education Board for Scotland: www.hebs.co.uk

Cyberschool (part of the HEBS website):

www.hebs.co.uk/cyberschool

Health Education Resources On-line (HERO):

www.mhie.ac.uk/HERO

Learning and Teaching Scotland: www.LTScotland.com

Higher Still: www.higher-still.org.uk

Scottish Virtual Teachers' Centre: www.svtc.org.uk

Scottish Schools Ethos Network: www.ethosnet.co.uk

The Anti-Bullying Network: www.antibullying.net

Research Unit into Health Behavioural Change:

www.ruhbc.ed.ac.uk

Section 2: Summary of National Advice

This section gives a short guide to the documents listed in Section 1 and indicates the ways in which they contribute national advice on sex education.

A Curriculum Framework for Children 3 to 5, Scottish CCC, 1999

This document describes the scope of children's learning between the ages of three and five, under five main areas of learning. It places particular emphasis on their emotional, personal and social development, which includes:

- developing confidence and a sense of worth
- making friends and getting on with other children
- learning to look after yourself – making choices, for example knowing who to ask for help
- caring for other people and your surroundings
- telling others how you feel and what you like best.

Health Education 5–14: National Guidelines, LT Scotland, 2000

The revised guidelines for health education 5–14 point up the close connection with personal and social development and the concept of the health promoting school. The guidelines are based on the three interconnected strands of physical health, comprising sexual health, emotional health and social health. Physical health explores physical factors in relation to our health and looking after ourselves. Emotional health explores emotions, feelings and mental health and how these affect us and our relationships. Social health explores the interactions of the individual, the community and the environment in relation to health and safety.

The guidelines aim to help teachers to:

- increase the knowledge and understanding of a range of health issues that may play a part in the decisions young people make about health
- enable young people to explore and clarify their beliefs, attitudes and values
- develop young people's personal and interpersonal skills
- provide opportunities for young people to explore their feelings and emotions, to share experiences and to discuss issues that are relevant to them in a secure and comfortable environment
- develop in young people the skills and knowledge to take responsibility for their own health at an individual level, and as participating citizens.

The guidelines provide a clear framework within which individual schools and teachers can develop programmes responding to the health education needs of young people. They enable teachers to plan, teach and assess coherent health education programmes. They provide a flexible means by which schools can choose to integrate into personal and social development programmes and other curriculum areas those aspects of health education they consider best covered in such settings.

Health education within the curriculum should aim to provide opportunities for young people to value themselves, gain in confidence and develop skills and knowledge to take responsibility for their own health at an individual level and as participating citizens.

Health Education: 5–14 National Guidelines, Learning and Teaching Scotland, 2000, p. 4

Environmental Studies – Society, Science and Technology: 5–14 National Guidelines, LT Scotland, 2000

The Rationale emphasises an important aim of environmental studies as developing in young people the disposition to respect and care for self and others. This involves reflection on the need to take increasing responsibility for their own and others' wellbeing, safety and needs. It encourages pupils to think how they as individuals contribute to their environment and culture when they make choices, decisions and courses of action related to society and the environment. In this way they develop the awareness that people hold diverse views and opinions about social and environmental concerns and of the need for such diversity. Each of the components provides opportunities for pupils to examine a range of issues that might impact on the wellbeing of themselves and others.

The science section of the environmental studies guidelines, in the outcome 'Living things and the processes of life', examines the human life. Pupils are encouraged to observe features of growth in themselves and others. At the later stages of 5–14 pupils move to a broad study of the human body systems and related life processes.

The Structure and Balance of the Curriculum: 5–14 National Guidelines, LT Scotland, 2000

This document sets out the rationale and principles of the 5–14 curriculum. The aims state that children should acquire and develop 'the capacity to take responsibility for their health and safe living'. The document consolidates the importance of developing respect and care for self and others and a sense of social responsibility. An allocation of a minimum 15 per cent of time is given to personal and social development and within it to health education. A detailed explanation of personal and social development as a cross-curricular aspect is provided.

Summary of National Advice

Personal and Social Development: 5–14 National Guidelines, SOED, 1993

Personal and social development is both the process of development through which children grow and mature as individuals in society and the contribution to this process that schools can make. This can be done through specific programmes, through a cross-curricular approach and, importantly, through establishing a positive and supportive whole-school ethos. Successful health education locates within all three approaches.

The school is only one factor in the personal and social development of young people. All aspects of a child's experience at home and outwith school also contribute. For this reason, it is essential to establish positive partnerships between school, home and the wider community.

The aims of PSD are to help pupils to:

- have appropriate positive regard for self, and for others and their needs
- develop life skills to enable them to participate effectively and safely in society
- identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions
- take increasing responsibility for their own lives.

Personal and social development is particularly concerned with helping young people to develop:

- self-awareness and self-esteem
- interpersonal relationships
- independence and interdependence.

PSD aims to help pupils to realise that just as they grow and change physically, so too they grow and change emotionally and that this is important at all stages, but is particularly so when pupils are attempting to cope with puberty and the development of their sexuality. It also aims to help them understand that increased independence means increased responsibility and to see that while they have freedom to change what they want to do, they have to accept responsibility for that choice and the ensuing consequences.

In recognising areas of potential conflict and reviewing commonly held values in a pluralistic, democratic society, pupils should be helped to clarify their own personal values and determine their own position in relation to that held by other people, groups or society at large. Maintaining a close partnership with parents is a key aspect of this process.

Personal and Social Development: 5–14 National Guidelines, SOED, 1993, p. 2

Religious and Moral Education: 5–14 National Guidelines, SOED, 1992

Education is about the development of the whole person. Religious and moral education deals with this development in relation to self-awareness, relationships with others, and the realms of beliefs, values and practices that go to make up a religious outlook on life. The 'personal search' strand, in particular, encourages pupils to begin to reflect upon their own stance as they search for answers to important human questions.

In an atmosphere of open discussion of religious and moral issues, pupils are encouraged to express their own views and feelings, and to listen with respect to the views and feelings of others. Additionally they are encouraged to develop responsible attitudes towards others and skills of moral judgement about what is considered right and wrong.

Religious Education 5–14: Roman Catholic Schools, Scottish CCC, 1993

These guidelines provide a coherent and progressive approach to religious education in Roman Catholic schools. Pupils are encouraged to:

- have values relating to family and community
- reflect on their ability to make choices and come to some understanding about the relationship between choices and consequence
- reflect on what it means to have respect for self and others
- reflect on their personal physical, emotional, spiritual and moral changes.

Guide for Teachers and Managers: Health Education 5–14, LT Scotland, 2000

The *Guide for Teachers and Managers* accompanies the guidelines. It offers practical advice on a range of issues such as meeting pupils' needs and the health promoting school.

While [young people] do need information about issues such as puberty, pregnancy, family roles and sexually transmitted infections, information alone will not be enough. It is necessary to provide them with the skills to cope with pressure and conflicts and to manage their relationships. Young people can be helped to develop specific skills that will enable them to establish, maintain or end relationships and make decisions that are important to them as individuals.

Guide for Teachers and Managers: Health Education 5–14, Learning and Teaching Scotland, 2000, pp. 21–22

Summary of National Advice

In the section 'Planning for Health Education' the guide suggests that health education programmes be planned in ways that include:

- a clear statement of whole-school expectations concerning health education and health promotion
- the involvement of staff, pupils and parents in developing provision for health education
- planned coverage of issues such as the misuse of drugs and alcohol, smoking, healthy eating, sex education and coping with stress
- attention to specific links between health education, religious and moral education and education for personal and social development.

The planning section also provides specific advice on sexuality and relationships and offers examples of long- and short-term planning for health education.

The guide also suggests means by which schools can evaluate good practice in health education, meet pupils' health education needs and review effective features of a health education programme. It gives helpful advice on the stages at which various topics, including 'my body', 'feelings about self and others' and 'relationships' may be introduced.

Guide for Teachers and Managers: Science 5–14, LT Scotland, 2000

Exemplification of levels D and E in the strand the processes of life looks at the process of human reproduction.

Guide for Teachers and Managers: The Structure and Balance of the Curriculum 5–14, LT Scotland, 2000

This material provides exemplification of how schools can turn the principles of the guidelines into effective practice. It also provides advice on how learning can be managed effectively across the 5–14 stages as well as pointing up the benefits of the 5–14 principles of continuity, coherence and progression for teachers, pupils and parents.

Guide for Teachers and Managers: Information and Communications Technology 5–14, LT Scotland, 2000

The guide offers an exemplar of a local authority leaflet for parents outlining aspects of safe use of the internet. It emphasises the duty of schools and local authorities to put suitable screening procedures in place in order to prevent young people from accessing inappropriate material.

The guide also makes references to the Scottish Executive publication *Click Thinking*, which explores in depth the issue of safe internet access.

Parents should be engaged as partners in the development of ICT and there is scope for this partnership not only in the development of learning and teaching but also in safeguards in using aspects of ICT such as the internet.

Guide for Teachers and Managers: Information and Communications Technology 5–14, Learning and Teaching Scotland, 2000, p. 45

Personal and Social Development: 5–14 National Guidelines – Exemplification, Scottish CCC, 1995

Support material issued in 1995 takes the form of a staff development workshop for teachers. It focuses on a whole-school approach to personal and social development. It suggests approaches and addresses issues concerning attitudes, relationships and skills likely to aid the promotion and development of a positive and supportive school atmosphere in which the personal and social development of all pupils may be fostered.

The importance of religious education is not confined to appreciating the historical and social role of religion. There is also a personal dimension linked to the individual's search for answers to questions about meaning, value and purpose in life.

Religious and Moral Education: 5–14 National Guidelines, SOED, 1992, p. 1

Religious and Moral Education: 5–14 National Guidelines – Exemplification, Scottish CCC, 1995

The exemplification suggests ways in which teachers might explore issues such as caring for others and help pupils develop the skills for personal search. This would include helping pupils to:

- begin to think independently about ideas
- reflect on the implications
- begin to formulate opinions based on a degree of knowledge and understanding
- share ideas and feelings
- justify opinions
- recognise the validity of other points of view.

Summary of National Advice

Relationships and Moral Education, Catholic Education Commission, 2000

This document, designed to accompany *Religious Education 5–14: Roman Catholic Schools*, outlines a framework for a positive, competent and relevant primary through secondary moral/sex education programme. Under the four broad headings of ‘Self’, ‘Relationships’, ‘Making right choices’ and ‘Sexual awareness’, the document offers targets for various attainment levels and accompanying exemplification.

Targets include:

- knowing ways of looking after their bodies and feelings
- being aware of the natural order – birth, growth, maturity – of plant, animal and human
- understanding that sexual development is a natural part of human growth
- expressing ways in which they value and care for themselves
- understanding the role of the family in their lives.

In the later stages of secondary, targets also include life matters and the concept of love. Pupils should be able to, for example:

- understand the principles of how life begins
- develop an awareness of the relationship between happiness and good relationships
- know that parents have certain duties to their offspring.

Health Education in Scottish Schools: Meeting Special Educational Needs, The Scottish Office, 1994

Pupils with learning difficulties have the same right to a broad and balanced curriculum and educational opportunities as their peers. This document is the product of a project investigating issues arising from health education provision for young people with special educational needs.

The document contains practical advice for teachers and school managers and is organised in eight units, as follows.

- 1 Introduction and Rationale
- 2 Curriculum Auditing within the context of School Development Planning
- 3 The Curriculum Guidelines
- 4 The Curriculum Framework and Menus
- 5 The Case Studies
- 6 Parental Involvement in Health Education
- 7 The Contribution of other Professionals
- 8 Health Education Resources

Helping Hands: Guidelines for Staff who Provide Intimate Care for Young People with Disabilities, SOEID, 1999

All education authorities in Scotland have guidelines and procedures for child protection to ensure the safety and wellbeing of children and young people and to protect those adults working with them. This document provides particular guidance to staff working with pupils with special educational needs, most notably where intimate care is involved. It draws on good practice already in evidence across a wide number of schools.

The key aims are:

- to raise awareness and to make practical recommendations based on good practice
- to provide guidance and reassurance to staff in a climate of litigation and give information about the legal context of intimate care
- to provide ideas for appropriate staff development and training, induction programmes, consultation and involvement of parents
- to safeguard the rights of children and young people to be protected from exploitation and all forms of abuse – physical, emotional and sexual – and to safeguard adults required to operate in sensitive situations.

Curriculum Design for the Secondary Stages: Guidelines for Schools, Scottish CCC, 1999

Among the curricular goals identified by this document are:

- respect and care for self
- respect and care for others.

Along with others, they are identified as fundamental to moral life and a sound guide on which to base personal choice.

Skills identified include:

- personal and interpersonal skills
- working with others.

The document also identifies as goals for pupils the ability to:

- deal responsibly with their emotions
- take increasing responsibility for their own lives
- look after their personal needs, health and safety
- be sensitive and responsive to the needs of others
- make decisions based on informed judgements.

Summary of National Advice

Standard Grade: Arrangements in Religious Studies, Scottish Examination Board, 1991

Unit 4, 'Issues of Morality' examines the nature of morality, general moral principles and values and specific moral issues and religious responses arising from the following areas.

- Sexual morality – freedom and responsibility in relationships between the sexes
- The taking of life – is it ever justifiable?, war, abortion and euthanasia

Standard Grade: Arrangements in Biology, Scottish Examination Board, 1997

- Topic 6, 'Inheritance', sub-topics (a) 'Variation', (b) 'What is Inheritance?' and (c) 'Genetics and Society' examine issues of inheritance, genetics and reproduction in human, animal and plant contexts.
- Topic 7, 'Biotechnology', sub-topic (c) 'Reprogramming Microbes' examines issues of genetic engineering

Higher Still Personal and Social Education, Scottish Qualifications Authority, 1999

At all levels principal contexts such as personal awareness and development, and social awareness and development focus on the key element of personal and social education relating to the development of self-awareness, self-reliance and self-confidence. Principal contexts offer students the opportunity to develop group and interpersonal skills, including relationships.

Various sub-contexts concerned with such issues as independent living, health-related issues, participating in community activity and using support services in the local community, provide the student with opportunities to focus on improving personal wellbeing, to investigate some aspect of living independently and to examine the impact on their individual lives.

Higher Still Religious, Moral and Philosophical Studies, Scottish Qualifications Authority, 1999

- Access 3: Questioning Morality (mandatory unit)

Students are invited to choose examples of moral issues from one of the following areas of study:

- Moral issues and Human relationships: marriage/alternatives to marriage, divorce, sexual behaviour
- Moral Issues and Human Rights: crime and punishment/racial sexual prejudice, rights of the child

- Intermediate 1: Making Moral Decisions (mandatory unit)

The 'human relationships' element of this unit looks at marriage/alternatives to marriage, divorce and sexual behaviour. Students are required to demonstrate an understanding of moral issues, analyse and evaluate them.

- Intermediate 2: Making Moral Decisions (optional unit)

As in Intermediate 1: Human Relationships. In addition the 'gender' element of this unit looks at dependence and interdependence and violence against women.

- Higher: Ethics – Religious Perspectives in a Secular Context (mandatory unit)

The aim of this unit is to develop in young people an understanding and analysis of an ethical area of study and to evaluate its relevance in today's society.

- Advanced Higher: Bio-Ethics (optional unit)

This unit seeks to develop understanding and analysis of Christian and other perspectives on medical development in bio-ethics, evaluating related issues concerning the nature and quality of human life. Of particular relevance to sex education are the issues concerning artificial insemination, genetic engineering, the treatment of embryos and surrogacy in the area 'The Beginning of Life'.

Circular No. 10, Protection of Children from Abuse – The Role of Education Authorities, Schools and Teachers, SOEID, May 1990

If a young person is at risk then the teacher and school must act to protect them. Such action may well involve disclosure to appropriate people or agencies and may bear upon the issue of consulting with parents or carers. Schools should have child protection guidelines to refer to as well as guidance from their education authority in line with the documents listed above.

Circular 4/96, Children and Young People with Special Educational Needs (Assessment and Recording), SOEID

The purpose of this circular is to advise education authorities and others about the statutory arrangements in Scotland for providing for children and young people with special educational needs. Consultation with parents and carers is essential in drawing up Individual Education Programmes, and there may be issues concerning aspects of sex education programmes that will require particular discussion with parents and carers.

Summary of National Advice

The Health Education for Living Project (HELP), SOEID and Strathclyde Region, 1995

The principal aim of HELP is to enable pupils, staff and the school as a whole to take positive steps towards the promotion of health and wellbeing.

Specific aims are as follows:

- To help pupils to take appropriate responsibility for their own health and wellbeing through developing knowledge, understanding, attitudes and skills that enable them to:
 - develop effective personal relationships
 - look after themselves appropriately
 - live actively and safely in their environment.
- To help teachers plan and deliver effective studies in health education:
 - as part of a planned programme of health education, taking account of national and local priorities
 - as part of studies in other curriculum areas or in personal and social education
 - as a result of cooperative activities among themselves, with parents and with health-promoting agencies in the community.
- To help the school become a:
 - health-promoting establishment where care for young people is paramount
 - safe and attractive environment where young people can develop in an atmosphere of trust and mutual respect
 - focus for health promotion within the community.

Personal Relationships and Developing Sexuality, University of Strathclyde, 1994

Personal Relationships and Developing Sexuality is a staff development resource for teachers that offers support to teachers in a number of ways.

It provides the following:

- Guidelines

Background information on a number of aspects, including differentiation and confidentiality, related to teaching about sexuality and relationships. It includes some details on Scots law and a directory of helpful resources and agencies.

- Staff development activities

These give teachers the opportunity to think through a range of sensitive aspects in relation to teaching about relationships and sexuality.

- Curriculum framework

A curriculum framework for primary and secondary schools linked to the 5–14 guidelines. The framework has been organised into a number of stages in the primary and secondary school. Three broad themes form the core of the framework:

- looking after oneself
- relationships
- health and safety in the environment.

As the framework progresses beyond 14, the two main themes developed are:

- personal development
- relationships.

Key resources are identified and linked to specific topics, but the issues and topics identified at each stage are suggestions only. (Although these will refer in some cases to previous guidelines, the material is nevertheless still relevant and useful.) Depending on the differing needs and developmental stages of pupils, teachers may use 'Look back' or 'Look forward' to provide differentiated activities to address the needs of pupils at different stages of development within the same class.

A Route to Health Promotion: Self-Evaluation Using Performance Indicators, SEED, 1999

This document, published in 1999, is designed to help schools to evaluate the quality of health promotion, including aspects of health education such as sex education. Issued by the HMI Audit Unit, it provides a framework for undertaking a structured audit and builds directly on the national approach to self evaluation set out in *How Good is our School? Self-Evaluation Using Performance Indicators*.

While the entire document is concerned with health promotion in the widest sense elements of performance indicators '3.3 Meeting Pupils' Needs', '4.1 Pastoral Care' and '4.2 Personal and Social Development' touch on issues related to sex education.

Issues in Health Education: A Study of Good Practice in a Sample of Primary and Secondary Schools, SOEID, February 1996

This document offers examples of good practice in schools providing health education on the key sensitive issues of drugs, alcohol, smoking, healthy eating, positive personal relationships and sex education.

Summary of National Advice

Resources under development

Respect Resource Pack,

Zero Tolerance Charitable Trust, 2001

Respect is an integrated prevention programme with an education focus, presently being piloted, which specifically targets young people and adults working with young people.

It aims to:

- encourage young people to develop healthy relationships
- promote respect for self, respect for others and to respect difference
- challenge and decrease the tolerance of violence against women amongst young people
- encourage a sense of social responsibility.

The primary programme is designed for 10–12 year-olds to be delivered over eight sessions each lasting approximately 50 minutes. The secondary programme is designed for 14–16 year-olds to be delivered over seven sessions each lasting approximately 50 minutes.

Each session (primary and secondary) contains:

- teachers' notes that outline the aims of the lesson
- exercises plus variations
- materials needed
- supporting notes for teachers
- photocopiable resource sheets.

Sexual Health and Relationships Education (SHARE), **The Health Education Board for Scotland, 2001**

This resource targets secondary schools with a focus on S2 to S4, and is a development of the SHARE materials evaluated in Lothian and Tayside. The pack, available in 2002 and revised in the light of consultation, is designed to be used with pupils S2–S4 and offers a series of lessons over 20 periods.

SHARE aims to:

- help young people develop healthy and positive sexual relationships
- help young people to develop the skills and dispositions with which to make healthy and positive choices
- develop communication and negotiation skills through the use of video material
- engage young people in focused and teacher-led discussion about issues arising from the video scenarios.

In addition HEBS is offering an initial intensive 'train the trainers' course over six days. An associated training manual will be produced in 2001 that will be available to those involved in the training. This will help to produce a network of trainers who will in turn be available for training and staff development in sex education.

Section 3: Faith Perspectives

Education about sexuality should reflect the cultural, ethnic and religious influences within the home, the schools and the community and it should be non-discriminatory and sensitive to the diverse backgrounds and needs of all young people. Personal values and morals play a large part in understanding about such matters as relationships and developing sexuality.

Young people's religious and cultural backgrounds influence these values.

This section offers guidelines on a number of faith perspectives in the form of statements provided by representatives of the faith groups concerned and should be taken into account in the development of sex education programmes. They are intended to assist teachers with a number of issues involved with some faiths and to indicate where further information may be obtained. It is important to remember that, in order to ensure trust and cooperation, all parents should be fully consulted about the context and content of the teaching and learning for sex education. There should be discussion between the school and the different faith groups on the most appropriate approach to education about relationships and sexuality.

Statements provided by representatives of faith groups follow.

The Catholic Church

The present day teaching of the Catholic Church on sexuality is based on the teaching of Jesus found in the Holy Scriptures and on the traditional values of the Christian community as it has progressed through the centuries. The two Christian commandments 'love God' and 'love your neighbour' form the basis of a whole way of living. People are encouraged to live according to Christian values such as respect, honesty, justice, care and integrity, and these qualities should be reflected in their attitudes to sexuality.

It is through the family home that the Catholic Church would hope to share and promote its teaching. A Catholic school would be expected to endorse and promote the values of a Christian home. It would not expect to take over the role or rights of parents. Its role would be supportive.

The Church promotes an integrated developmental programme, which helps young people to understand the moral concepts that are special to the Catholic faith. The home and the school combine to encourage this growth in understanding. There are many resources available that endorse the Church's teachings.

Further guidelines may be sought from the resource teams of the eight dioceses. These and details of specific publications are listed in the resources section.

For further details contact:

The Secretary
Catholic Education Commission
Faculty of Education
University of Glasgow
Bearsden Campus
Glasgow
G61 4QA

Church of Scotland

Christians look to the Bible as an account of God's relationship with His people, to past experience and to present insights and understandings to form their views on human behaviour. Our sexuality is both a divine gift and a human responsibility. The Church of Scotland accepts that sexual intercourse is not solely or even primarily for the purpose of procreation but serves to enrich relationships and believes that our sexuality can be expressed in a variety of loving relationships that offer mutual joy and pleasure. Where a man and a woman love each other and wish to live together, marriage provides the best and securest foundation for a long and happy relationship. Marriage should be a lifelong commitment and in such a context of trust and security men and women engage in sexual relations, knowing that any child conceived will be welcome within a family setting.

Faith Perspectives

Many within the church believe that sex education should include an appreciation of the value and importance of marriage that does not diminish the worth of other loving relationships. The intrinsic worth or moral superiority of any relationship does not depend on any ceremony religious or secular, but on the way people treat and regard each other in that relationship.

That part of a sex education programme which is taught in religious and moral education should encourage pupils to reflect on moral values and to learn from the beliefs on marriage, family and sexual relationships held by different world faith communities and even by different denominations or groups within these communities. It may also be important for children to think about the essential qualities of alternatives to marriage since most of them will already be familiar with these.

The curriculum, supported by sensitive teaching should:

- ensure that sex education is taught within the wider context of health education and personal and social education and, where appropriate, relates to aspects of religious and moral education
- encourage pupils to appreciate the value of stable family life, parental responsibility and family relationships in bringing up children
- emphasise the appreciation of each person's rights and needs and the importance of forming good and positive relationships based on mutual respect and love
- encourage pupils to appreciate the value of commitment in relationships and partnerships including the value placed on marriage by religious groups and others in Scottish society
- cover the whole range of orientation sensitively through sex education aimed at developing respect for others, self-respect and understanding – but always in consultation with parents
- support pupils in reaching considered views and making informed choices about values and beliefs relating to their own lifestyle and personal relationships.

For further details contact:

The Church of Scotland
Department of Education
121 George Street
Edinburgh
EH2 4YN

Free Church of Scotland

The Free Church is clear that sex education should not take place in a clinical manner in which moral and social issues are sidelined. We would oppose any treatment of this significant subject that deals with sex in terms of human physiology without significant reference being made to the moral, spiritual, emotional and social context in which all human relationships take place.

In our approach to sex and human reproduction the Free Church recognises the authority and the continuing relevance of the Bible. We affirm the moral framework of the Judaeo-Christian tradition with the Ten Commandments at its core as the historical basis of our social values. We look to the detailed teaching of the Bible to discover principles for sex and relationships.

These principles begin with a positive and affirming attitude to sexual desire. The Church has best reflected this Biblical teaching when it has affirmed sex as a gift from God that is of great value when used correctly but capable of causing great sorrow when used in defiance of the will of God. We recognise that the proper context for the expression of sexual desire is within the security and intimacy of a committed and faithful lifelong partnership.

As Christians we do not accept that our sexual urges are too powerful to be controlled. To concede this would be to demean humans to the level of instinct-driven animals. It is human to struggle with temptation. However, we offer the hope that God will provide the ability to gain self-control to all those who seek his help. The Christian ethic demands that we honour God with our body.

We would expect marriage to be referred to in the curriculum not merely as an option but as the natural setting for the expression of human sexuality and as the most fitting basis for the cohesion of a stable family and a healthy society.

Since sex is integral to the creation of the family unit and forms part of its core values no attempt should be made by schools or education authorities to instruct our children in sexual matters without first consulting the wishes of parents.

Further details may be sought from:

Youth and Education Committee
Free Church of Scotland Offices
15 North Bank Street
The Mound
Edinburgh
EH1 2LS

Faith Perspectives

The Jewish Faith

Jewish law lays down strict guidelines about sexual behaviour and morality. Jewish parents should be informed about the content of any lessons on relationships and sexuality, to ensure that there is no conflict with their beliefs.

For guidelines and advice contact:

Rabbi E. Levy
(Education Portfolio in the Chief Rabbi's Cabinet)
Education Department
Adler House
Tavistock Square
London
WC1H 9HN

or

Glasgow Jewish Representative Council
222 Fenwick Road
Giffnock
Glasgow
G46 6UE

The Muslim Faith

Many Muslim parents feel that it is more appropriate that sex education should come from the home, but some are of the opinion that the school is better suited. It is essential that Muslim parents be consulted prior to any sex education being undertaken at school. In Islam, the only basis for family life is marriage and, thus, Muslim parents may wish their children to be exempted from any part of sex education that deals with extra-marital relationships.

Further details can be obtained from:

Sex Education – The Muslim Perspective (3rd edition),
Ghulam Sarwar, the Muslim Educational Trust,
ISBN 0 907261 30 2

or by contacting:

The Education Officer
The Muslim Educational Trust
130 Stroud Green Road
London
N4 3RZ

Further guidance

The guidance may not cover all the faiths represented within any one school. You may wish to obtain further guidance and information through consultation with parents and representatives of the faiths in your school.

Support and information can also be obtained by contacting:

The Scottish Inter-faith Council
St Mungo Museum of Religious Life and Art
2 Castle Street
Glasgow
G4 0RH
Tel: 0141 553 2557
E-mail: sifc@freeuk.com





Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY Tel: 01382 443600 Fax: 01382 443645/6
74 Victoria Crescent Road, Glasgow G12 9JN Tel: 0141 337 5000 Fax: 0141 337 5050
www.LTScotland.com e: enquiries@LTScotland.com