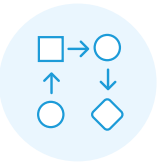
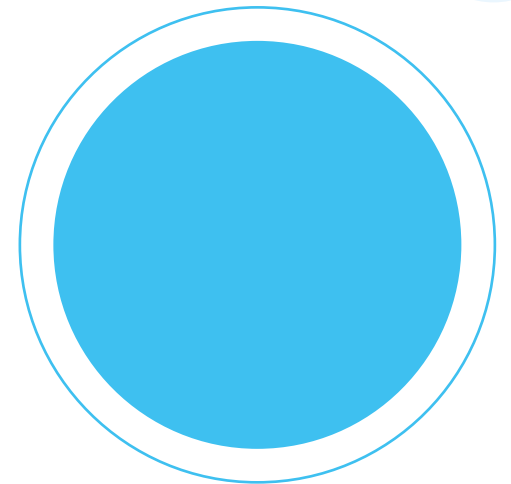




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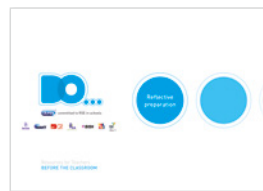


Why have we created the DO... Programme for teachers?

DO... believes that great relationships and sex education (RSE) is about so much more than the basics. That's why we've developed this set of materials and lesson plans – because they inspire innovative RSE learning that is wholly engaging for both you and your students

DO... are shifting the focus of RSE from information-driven learning to one that is truly about young people themselves and how they see their place in the world. Through this new approach, we can empower them to shape their own skills, values and emotions, and give them real opportunities to consider and challenge the expectations of the world around them.

We hope that the resources available on the **DO... website** (www.dorseforschools.com) will equip you with a greater sense of self-confidence and resilience so that you will be able to deal with whatever difficult situations and feelings you may go through. To deliver this, you don't need to be an expert in RSE, you can just use and build upon some of the really great teaching skills you already have.



SELF-REFLECTION EXERCISES

- Why we need to shift the focus of RSE
- Teaching RSE
- Self-reflection exercises:
 1. Your sex education
 2. Hot topics
 3. What is 'sex'?
 4. Why do people have sex?
 5. Why do people have romantic relationships?
- Further training and support



COMING UP

LESSON GUIDANCE

Advice for you on the key RSE topics, as well as a selection of unique activities that will provoke experiential learning, critical thinking and independent research.

LESSON PLANS & STIMULUS

An interactive and participatory, six-lesson programme complete with top tips, background resources and activities that help you implement the DO... approach to RSE. Each lesson plan provides clear learning objectives, which you can adapt depending on student ability, as well as in-lesson tools and evaluation and assessment tools.

Why we need to shift the focus of RSE

Young people consistently say that RSE wasn't relevant to their needs, and many teachers lack confidence teaching it. But why exactly?

There are so many topics that RSE can cover: sexually transmitted infections (STIs), contraception, condoms, teenage pregnancy, abusive relationships, sexual exploitation, female genital mutilation (FGM), sexual harassment, sexting and porn. These are all really important topics but they are also very difficult to teach. They often require a lot of didactic learning methods to deliver a large amount of information so, understandably, many teachers worry about getting it right.

Whilst just covering these topics might be valuable for some students, the reality is that most young people don't have sex with someone until they are over 16 and, when they do, it is usually not a problem. If we frame sex as inherently harmful, we are turning many young people off from the message. By the same token, topics that assume that everyone will be interested in having sex excludes many people – particularly if we just teach them about condoms and contraception.

Young people are also turned off by how this kind of information-driven RSE is delivered. They are bored of PowerPoint presentations, demonstrations and being talked at. They are tired of being told what the problem is, without being given the chance to learn solutions for themselves. They are fed up with being told what to think, and have had enough of the simplistic messages of 'just say no' or 'always protect yourself', or 'it's fine to be gay'.

So, if the current focus of RSE is difficult for teachers to deliver effectively, and not relevant to most young people, the answer must be to shift the focus.

We want to make RSE more relevant and approachable for students, and more comfortable for you to deliver. That's why we've created DO... to inspire and equip you to facilitate really engaging lessons that empower young people with the basics:

- To help young people think about how they can look after themselves and each other
- To challenge expectations placed on them by society around their identity and relationships
- To give them the opportunity to think about what relationships and sex they might want, rather than what they feel they should have
- And, how to make sure their sexual encounters are safer, as well as nurturing and enjoyable



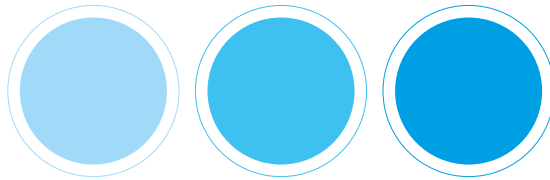
Teaching RSE

Relationships and sex can feel like a very big topic to teach. It's very personal – it's about values, emotions, personal experience. Our own experience of RSE means that some people can talk about sex frankly, whilst others might feel inhibited and uncomfortable.

When we teach RSE, we are asking students to reflect on areas that we are also reflecting on ourselves. Because, no matter how old we are, or what life experiences we have, we are always learning and exploring ideas about our sense of self and what is expected of us when it comes to relationships and sex. Being mindful of this, yet also keeping a professional boundary when facilitating these topics isn't easy – but also crucial.

In the classroom, we need to be able to call on our experience and teaching skills. However, this can be difficult when teaching RSE if we haven't had the chance to reflect on these topics for ourselves. So, we need to be able to have the conversation about relationships and sex with ourselves, and others, before we get into the classroom.





**Self-reflection
exercises**

Self-reflection exercises

If you are new to RSE, it would be ideal for you to access some formal training, where you can unpack some of your own learning about relationships and sex. However, in the meantime, we hope that the following five self-reflection exercises will help you do some of this in your own time. They invite you to implement some of the same critical thinking that you will be asking your students to do in the classroom – hopefully leaving you a more prepared and more confident teacher.

Some, or even all, of the exercises could also be done as part of a CPD session by the team who are going to be teaching RSE – if staff felt this would be helpful. We would also encourage members of the school leadership team (SLT) and governors to complete these exercises. This would contribute to a shared understanding and approach which would enable colleagues to address any concerns or anxieties they have *before* they teach it in the classroom. We also recommend that those delivering RSE seek out additional training opportunities in order to further enhance and support their practice.

Self-reflection exercises:

1. Your relationships and sex education
2. Hot topics
3. What is 'sex'?
4. Why do people have sex?
5. Why do people have romantic relationships?

There are no right or wrong outcomes. Working through the questions and activities is the learning here, so make sure you give yourself some time and space to do them. The self-reflection exercises ask you to think about your own RSE, values and feelings. You might find it helpful to write things down during these activities; this is just for you to reflect on personally and it's absolutely fine to put them in the shredder when you're done.

You might want to discuss some of your thoughts and feelings from these exercises with a trusted colleague or friend. These exercises aren't easy, so it is important to operate self-care when taking part in them, and to seek further help and support if you feel you need it from the Teacher Support Network: www.teachersupport.info.



Your relationships and sex education

It's often extremely useful to reflect on our own RSE. Doing this can help us recognise what was good or what was lacking and, as adults, we can also reflect on how useful or valuable our RSE was (or wasn't).

ACTIVITY:

1. Think carefully about what you learnt about relationships and sex from an early age. These learnings might have been:

- Direct (e.g. things said to you)
- Indirect (e.g. things not said, or things you saw, or experienced)

Try to give yourself 10 minutes and write your thoughts down somewhere (just for you).

You might not remember much, or what you do remember might be quite difficult. If it's too difficult, you don't have to go there right now. It might be about:

- How people have sex or what counts as sex (e.g. penis in vagina intercourse)
- Who has sex (e.g. young adults but not old people)
- Why people have sex (e.g. for pleasure)
- Bodies (e.g. the kind of bodies that are desirable)
- Self-touch (e.g. being told that touching ourselves is dirty)
- Relationships (e.g. people have sex when they are in love)

2. Now they are written down, consider the following:

- How do they look to you?
- Which of these have been valuable to you personally?
- Is there anything you might want to add now?
- Are there any you would like to drop?
- Where else do you hear this learning? Are these messages reinforced anywhere else?

Take-home message:

If we don't unpack the messages we've received about relationships and sex, we can risk carrying them around thinking they are 'normal' or 'natural'. However, if we take time to reflect on them, we can choose to unlearn some of them and come up with some new ones.



Hot topics

It can also be difficult to talk about relationships and sex because it has a lot of hot topics which we can find controversial, get very passionate about, or find difficult to think about. They may relate to our faith, beliefs or our own experiences. Thinking about hot topics and what our own hot topics are, in advance, can make talking about relationships and sex easier.

ACTIVITY:

1. Reflect on these topics for yourself. Below are some examples – but you might want to think of some others. If you can find someone who would like to chat about this with you, that might be really useful too. On a training course, this kind of activity may take an hour to an hour and a half – so perhaps give yourself at least half an hour to think about these.
 - Abortion (e.g. how you feel about this, the legal right to have them etc.)
 - Mutually agreed sex under 16 (but over 13)
 - Sex work (e.g. being paid to have sex, stripping, web camming etc.)
 - Equal marriage (e.g. that any gender can marry any other)
 - Having more than one partner (e.g. from dating more than one person to loving more than one person)
 - Porn and sexually explicit media (e.g. internet porn, erotica, sex cable channels)
 - Teenage pregnancy (e.g. how you feel about this)
 - Sex without love (e.g. casual sex, hook-ups)
2. For each one, can you consider:
 - Whether particularly strong feelings come up
 - Where these feelings might come from (e.g. personal experience, beliefs, politics, our own RSE)
 - How might these feelings affect how you are likely to teach these topics?
 - Which of these might need strategies to ensure you can teach them in a non-judgemental way?
 - What are the strategies you might use in an RSE lesson? Some of these might include:
 - Asking open questions – ‘does anyone else think differently?’
 - Offering a range of different opinions – ‘some people believe...other people believe ...’
 - Asking a mentor, manager or colleague for support
 - Using strategies you already use in different subjects

Take-home message:

It's much better to explore these hot topics by yourself in a safe space rather than in the heat of the classroom, when you're not prepared. It's not good practice to share your opinion on a topic because that can close down discussions, and this makes the lesson about you, not the students.



Notes:

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What is 'sex'?

We are given very strong messages about what counts as 'proper sex' and what we mean when we talk about it. This activity is about thinking about what counts, why this idea of 'proper sex' might be a problem and the opportunities for really great inclusive RSE if we open up what we mean by sex.

ACTIVITY:

1. On some post-it notes or small pieces of paper, write down as many (consensual) sexual activities that people might do with themselves and/or with another. Write one activity per piece of paper.

Alternatively you could try using the 'sexual inventory' list in this document. This list can also be used in the classroom, alongside the **DO... Lesson plans**.

2. Once you have at least 20 activities, lay them all out in front of you and see what you've come up with.

3. Then, re-order the activities along the following spectrums – some may be at the ends, others may be in the middle. For all spectrums, consider what you notice about where the activities are. You might want to take a picture on your phone to remind you where these are.

Begin with the spectrum of 'proper' sex and 'not proper' sex (what counts as 'proper' sex and what doesn't? E.g. penetrative sex, oral sex, kissing, heavy petting etc.).

Not proper sex ----- Proper sex

4. Now, re-order them along this spectrum of safe and unsafe (what counts as safe sex and what doesn't? E.g. using contraception, gaining consent, coercion, readiness etc.).

Safe sex ----- Unsafe sex

5. Now, re-order them along this spectrum of enjoyable and not enjoyable (for you, and then what you imagine might be enjoyable for others).

Not enjoyable ----- Enjoyable

6. Think about where and why the activities have moved across the spectrums during the exercise. Consider:
 - What do we open up when we talk about 'proper' sex and what do we close down?
 - Who gets to have 'proper' sex? Who does this leave out?
 - What might be the effect of us thinking about sex which may (or may not) be enjoyable? Might sex be more or less consensual?

Take-home message:

Condoms and contraception are essential aspects of RSE, but the subject is often too focussed on these topics. This leaves out many people's experiences as it places the focus on just penetrative sex. By moving away from this, we can open up RSE to more people with different needs and different bodies. By doing this, we are also putting consent at the core of RSE – moving away from the idea of what sex we should have, and moving towards thinking about what sex we may or may not find enjoyable.



Sexual inventory

Stroking a naked knee with the tips of your fingers	Nibbling ear lobes and licking (another person's) ear	Rubbing genitals together (naked)	Deep kissing with tongues ('French' kissing – if you still call it that)	Massaging each other naked
Wearing just underwear with someone	Whispering something sexy in someone's ear	Kissing on the lips	Sending a sexy picture of yourself	Stroking the inside of the wrist and hand
Licking or sucking a clitoris or penis	Spending the night in bed with someone	Stroking naked nipples	Kissing all over someone's face, eyes, neck, ears and cheeks	Sharing sex fantasies
Solo masturbation in front of someone	Having sex in the vagina (with a penis, fingers or sex toys)	Stroking someone's genitals with their underwear on (them)	Stroking a penis or clitoris directly	Having sex in the anus (with a penis, fingers or sex toys)
Eating food off each other (e.g. ice cream or chocolate, not your dinner)	Touching someone's chest/bum/body with clothes on	Getting totally naked with someone	A cuddle with clothes on, stroking each other's arms, shoulders and head	Doing something which causes pain e.g. love bite or hair pulling
Sending a text asking for something sexual	Naked, rubbing thigh over other person's genitals	Watching sexual media (e.g. porn) with someone	Holding hands in public	Rubbing genitals together with underwear on (dry humping)
Sex where it's agreed that one person will tell the other person what to do	Dressing up for someone	Having sex with more than one person at the same time		



Notes:

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Why do people have sex?

One of the messages that we may have received is how important sex is. That we are expected to have it and that sometimes (for example, in a romantic relationship) we should have sex in order to make a relationship work. This activity helps you to unpack the many reasons why we might or might not want to have sex, and whether there might be more helpful messages we might want to include in RSE.

ACTIVITY:

1. Write down all the reasons that people have consensual sex with another person (e.g. for love, excitement, for comfort, orgasms). Think of at least 20.
2. Once you've done this, answer the following questions about what you have written down:
 - What do you notice?
 - Which of these can *only* be achieved through having sex?
 - Are there 'good' and 'bad' reasons to have sex? What are the differences?
 - Can sex give us everything we want or can we get what we want from sex through other things?
 - How might how we feel about ourselves affect what sex we might want to have (if any)?

Take-home message:

As a society, we can place a lot of emphasis on sex to give us lots of things. This can put a lot of pressure on us to feel like we have to have sex in order to be happy – which isn't true.



Notes:

A series of horizontal dotted lines for writing notes.



Why do people have romantic relationships?

As with sex, we are given strong messages about the importance of romantic relationships. This activity encourages you to think about why people might have romantic relationships, to explore what impact they might have on all of our relationships and to consider what this means for ourselves.

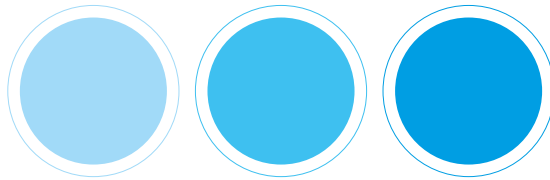
ACTIVITY:

1. Similar to the previous activity, write down all the reasons people have romantic relationships. Try to think of at least 20.
 - What do you notice?
 - Which of these can only be achieved through having a romantic relationship?
 - Are there 'good' and 'bad' reasons to have romantic relationships? What are the differences?
 - Can romantic relationships give us all of these? What might other relationships give us (e.g. self, family, colleagues, society, spiritual, humankind)?
 - How might how we feel about ourselves affect what relationships we have?

Take-home message:

As a society, we can place a lot of emphasis on romantic relationships to give us lots of things. This can put a lot of pressure on us to feel like we have to have romantic relationships in order to be happy – which isn't true. This also puts romantic relationships at the top of a hierarchy of other kinds of nurturing and loving relationships. This can be a problem for people in romantic relationships because it puts a lot of pressure on the relationship. It can also be a problem for people not in romantic relationships because their needs can be neglected by others.





**Further training
and support**

Further training and support

Now that you've completed your reflective preparation, you will have a better idea about how prepared you are to teach RSE.

It's time to take a look at the next [DO...Lesson guidance](#) resource for advice on the key RSE topics, as well as a selection of unique activities that will provoke experiential learning, critical thinking and independent research.

Get going with the DO... Lesson plans

If you are feeling confident enough to teach RSE, or at least to have a go, the next step for you is to read through the lesson plans you'll be using in the classroom. We've specially designed a six-lesson programme that reflects all the values of DO... and we've also included, alongside each lesson plan, some really good stimuli and resources that you can use with each of these lessons.

Becoming confident takes time. As you reflect some more on these activities and on the programme you deliver, you may well become more confident. And, as RSE often takes place later in the school year, you may have more time to digest the learning.

Seek further training

However confident you feel, these activities don't replace training courses. Training can help you become a more confident teacher and it's also a great opportunity to meet other teachers who are in the same place as you. You can share ideas and feel more confident that you're not alone. There may be local training on offer through your local authority or from local organisations.

Take a look at the [DO... Increase awareness of services](#) resource available from the Optimising RSE section of the DO... website to see what our members of the DO... Collaboration can offer you.

Consider your options

When it comes to RSE, doing something is not always better than doing nothing. If you're not comfortable teaching it then it may be a negative experience for you and for your students, and you may do more harm than good.

If you have found these activities challenging, off-putting or just not for you, then perhaps there are other people in your school that might feel better equipped to deliver the programme of RSE your students need. We don't want people to feel they have to do something they don't feel they can, and we wouldn't be modelling good RSE if we did.





 committed to RSE in schools



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