

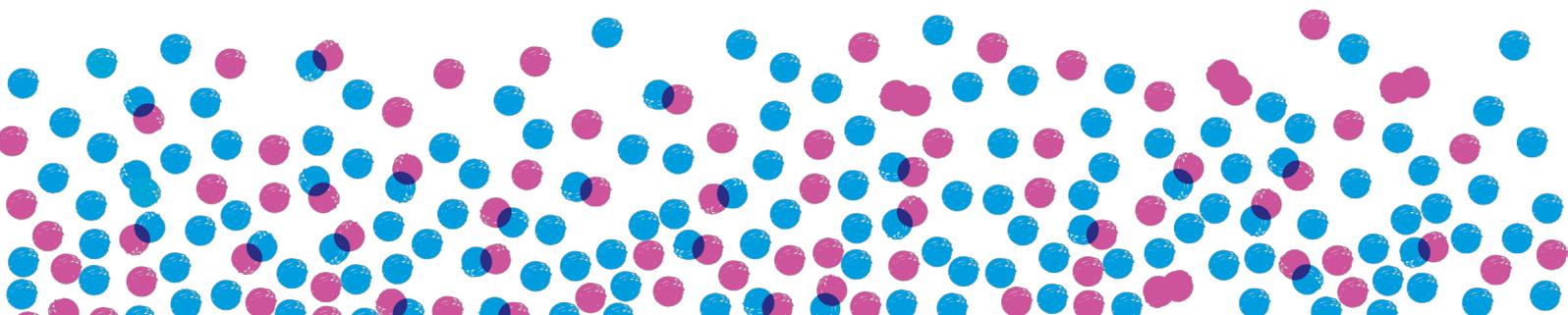
Volume 2, Issue 2
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The Sex Educational Supplement

The Gender issue

**Gender... isn't
that another
word for sex?**

No!



Letter from the editor

The Gender issue

As a sex and relationships educator, you will know that pupils' responses to aspects of sex and relationships education (SRE) have a gender dimension, but you may or may not have made gender a topic in itself. This edition of The Sex Educational Supplement aims to do two things: firstly to show how an awareness of gender can be sustained throughout a programme of sex and relationships education (SRE), and secondly how a spotlight can be shone on gender inequality so that it becomes visible, and so that the way that it operates, through power and control, can be better understood and addressed.

The statistics highlighted through the quiz on pages 4 - 6 demonstrate that children's and young people's experiences in life are significantly shaped by gender. Gender norms in society impact powerfully on intimate relationships and sexual health. The frequency of violence against women and girls remains a shameful fact within our society.

Gender norms also pattern family communications about sex and relationships, with mothers more likely to talk to their daughters than their sons, and fathers less likely than mothers to talk about these issues with their children; thus boys are left in silence. The infographics on page 5 starkly highlight the difference between boys' actual sources of information about sex and relationships and their preferred sources. The infographics could be a powerful tool to share with parents and carers.

To some extent, this pattern of communication is reflected in school SRE. When the Sex Education Forum surveyed teachers of SRE in 2014, almost nine out of 10 (87.5%) respondents were female. Why exactly this is the case needs further research, particularly since there is no specialist training route to becoming a SRE teacher, so no clear cohort of teachers has been recruited for the subject. These

patterns shouldn't be ignored, as they indicate the institutional and structural factors that inform our experiences and that affect

Lucy Emmerson coordinates the Sex Education Forum; a coalition of organisations working together for good quality SRE and campaigning for SRE to be statutory in all schools.



pupils' daily lives. The collection of teachers' views on pages 10 - 11 casts a broader perspective on the distribution of roles across the whole school community.

Gender is a term that pupils may not immediately understand. A developmental programme of SRE needs to build an understanding of the difference between sex and gender, of gender roles and stereotypes and of gender identity. A glossary of terms is included on pages 14 - 15, and the language we use to talk about gender is evolving as there is new awareness of non-binary gender identities.

This programme begins at primary level through honest and informative teaching about our bodies, including correct terms for genitalia, through activities that help pupils recognise gender stereotypes and that there is space to challenge them. See for example the toys activity on page 16 using a Venn diagram made of hoops for Key Stage 1 and analysis of gender roles in the Beano comic at Key Stage 2. This work can be combined with teaching about respectful behaviour and how it is wrong to tease or bully, thus helping to prevent sexist, homophobic, biphobic and transphobic bullying.

At secondary level, given the time constraints and lack of resourcing for the subject, SRE can fall into a narrow furrow, focusing on 'pills, pregnancy and periods'. All of these are important, but there is a risk of presenting them in a way

that pushes boys away, that is heteronormative, and that leaves girls with the sense that they are solely responsible for reproductive health. The lesson idea on puberty and fertility is designed to appeal to all genders and to look at the biological, social and cultural factors that influence adolescence, and to identify the difference between sex and gender. The activities at Key Stage 4 examine different forms of power, and give pupils opportunities to develop their communication skills and to recognise their own agency.

New research published earlier this year shows that when sex education discusses gender inequality it is more effective in terms of outcomes for young people. This finding is drawn from a comprehensive review of evaluation studies of SRE programmes (Haberland, 2015*). Many of the SRE programmes that addressed gender and power and significantly reduced pregnancy and STIs shared the following elements:

- addressed gender and power explicitly,
- used participatory and learner-centered teaching approaches,
- facilitated critical thinking about gender and power in participants' society,
- fostered personal reflection about how these concepts affect one's own life and relationships, and
- helped participants value their own potential as individuals and as change agents.

These are features that may already be present in your SRE practice. They certainly chime with the values and principles of the Sex Education Forum. But they may point you in a new direction too, highlighting where your SRE programme can be more direct in addressing gender and power, both as it manifests in society and our own lives.

Lucy Emmerson
Coordinator
Sex Education Forum
September 2015

*Haberland, N. (2015) [The Case for Addressing Gender and Power in Sexuality and HIV Education: A Comprehensive Review of Evaluation Studies](#), *International Perspectives on Sexual and Reproductive Health*, 2015, 41(1):31-42, doi: 10.1363/4103115

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Take the quiz

Update your knowledge

This quiz is designed for education professionals and aims to help you understand how gender shapes the experiences of girls and boys in the context of sex and relationships.

Questions

1. Are boys or girls more likely to get most of their information about sex from a parent?

a) boys b) girls c) both the same

2. Are boys or girls more likely to get most of their information about sex from friends?

a) boys b) girls c) both the same

3. Is female genital mutilation (FGM) more likely to happen?

a) at birth b) to girls aged 6 c) to girls aged 10

4. To whom are boys most likely to turn for help if they experience physical violence in an intimate relationship?

a) parents b) other adult c) friends d) siblings e) no-one

5. Are boys or girls more likely to get tested for chlamydia?

a) boys b) girls c) both the same

6. How many young people report hearing sexual name-calling such as 'slut' or 'slag' towards girls at school at least once a week?

a) 1 in 10 b) 3 in 10 c) 7 in 10

7. In Britain, how many men experience sexual assault*?

a) 1 in 10 b) 1 in 20 c) 1 in 30

8. In Britain, how many women experience sexual assault*?

a) 1 in 5 b) 1 in 10 c) 1 in 15

9. Are men or women more accepting of same-sex partnerships?

a) men b) women

10. Are boys or girls more likely to first have (heterosexual) intercourse before age 16?

a) boys b) girls c) both the same



Answers

1. b) girls. Parents are twice as likely to be the main source of information about sex for girls compared to boys. Mothers are more likely than fathers to be the main source of information about sex for their children. 23% of boys would prefer that their father is their main source of information about sex, while only 3% report this being the case. Source: Tanton, C et al (2015) *Patterns and trends in sources of information about sex among young people in Britain: evidence from three National Surveys of Sexual Attitudes and Lifestyles*, *BMJ Open*; 5:e007834 doi:10.1136/bmjopen-2015-007834

2. c) both the same. 24% of girls and boys report friends as their main source of information about sex, but far fewer picked friends as their preferred source of information. Source: Tanton, C et al (2015) as above.

Find out more about the evidence on SRE, including more infographics from the Natsal-3 study, in the Sex Education Forum's briefing '*SRE - the evidence*' (2015)

3. b) age 6. The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. However, the age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage, or during the first pregnancy. It is believed that British girls are subjected to FGM in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies. Source: *Multi-agency practice guidelines: Female Genital Mutilation (2014)* HM government, Crown copyright.

4. c) friends. Both boys and girls are most likely to turn to friends for help. In Barter's research less than 10% of young people told a parent or carer and more than half of boys told no-one. Source: Barter, C and others (2009) *Partner exploitation and violence in teenage intimate relationships*, London: NSPCC.

5. b) Girls. An estimated 15% of young men and 35% of young women were tested for chlamydia in 2013. Source: government statistics: *Sexually transmitted infection risk in England*.

6. c) 7 in 10. In a poll of 16- 18-year-olds: 71% say they have heard sexual name calling such as "slut" or "slag" towards girls at school daily or a few times per 7 week; 29% of girls say they experienced 'groping' or other unwanted sexual touching at school. Source: *Sexual harassment in schools, a YouGov poll for End Violence Against Women (EVAW) (2010)*

7. b) 1 in 20 men in Britain reported experiencing attempted non-volitional sex since age 13 years. One in 71 men reported experiencing completed non-volitional sex**. Source: Macdowall et al, (2013) *Lifetime prevalence, associated factors, and circumstances of non-volitional sex in women and men in Britain: findings from the third National Survey of Sexual Attitudes and Lifestyles (Natsal-3)*, *Lancet* 2013; 382: 1845-55

8. a) 1 in 5 women in Britain reported experiencing attempted non-volitional sex since age 13 years. One in ten women report experiencing completed non-volitional sex**. Source: Macdowall et al, (2013) as above.

9. Women. While attitudes from both men and women have become more accepting, over two-thirds of young women (aged 16-24) view same-sex partnerships as 'not wrong at all' compared with around half of men (of the same age). Source: Mercer et al (2013) *Changes in sexual attitudes and lifestyles in Britain through the life course and over time: findings from the National Surveys of Sexual Attitudes and Lifestyles (Natsal)*, *Lancet* 2013; 382: 1781-94.

10. a) boys. But only just... the statistics are similar, with 30.9% of men aged 16-24 reporting that they first had heterosexual intercourse before age 16 years, compared to 29.2% of girls. Source: Mercer et al (2013), as above.

**Completed non-volitional sex might also be referred to as rape, although the term rape was not used in the survey question.

Take the quiz

(continued)

Reading List

To further explore how gender shapes the experiences of all genders and across different cultural contexts you may enjoy reading and looking at these texts and videos.

Pornographic performances; a review of research on sexualisation and racism in music videos, (2014), Maddy Coy.

'We should all be feminists', a 30-minute TEDx talk by Chimamanda Ngozi Adichie

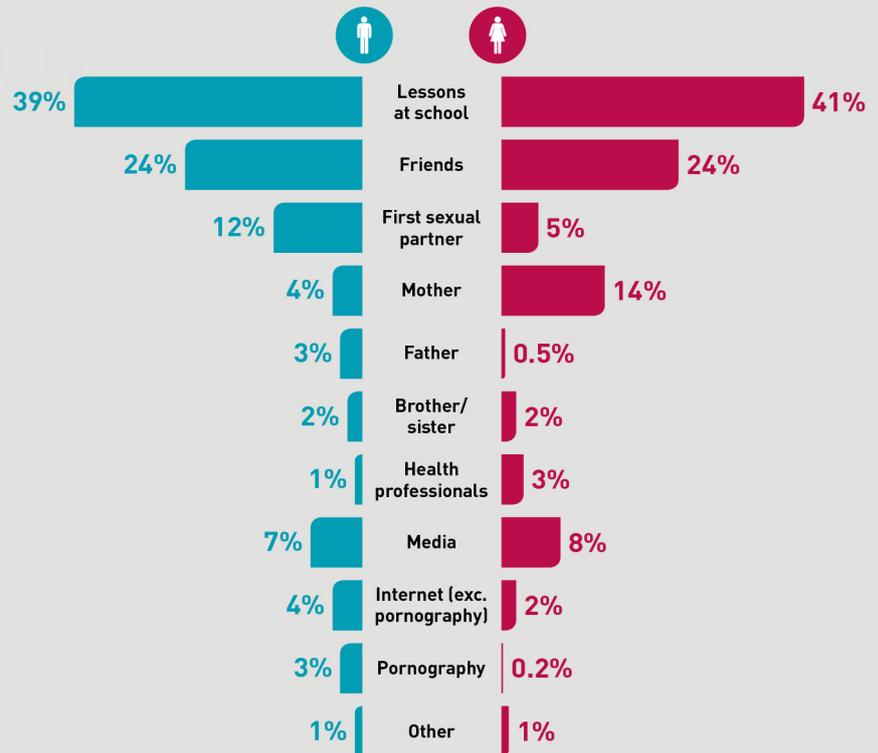
'Adventures in Menstruating: Don't Use Shame to Sell', a 28-minute TEDx talk by Chella Quint

Half the Sky: How to change the world, by Nicholas D. Kristof and Sheryl Wodunn and published in the UK by Virago (2010). This book presents an inspiring collection of stories from women, particularly from Africa and Asia, and invites the reader to join a global movement for change by understanding the lived reality of issues such as maternal mortality, prostitution and sexual violence with a focus on overcoming barriers and finding solutions.

There's a Good Girl: Gender Stereotyping in the First Three Years - A Diary, 1988, by Marianne Grabruker (Author), W. Philipson (Translator) published by Women's Press (UK), 1990. This book tracks a sociologist's eye-opening personal experience of raising a daughter from the moment in her pregnancy that the baby's gender is announced; reactions toward her own announcement compared to those toward a close friend expecting a boy begin her detailed and astounding catalogue of 'gendered moments' in her daughter's life.

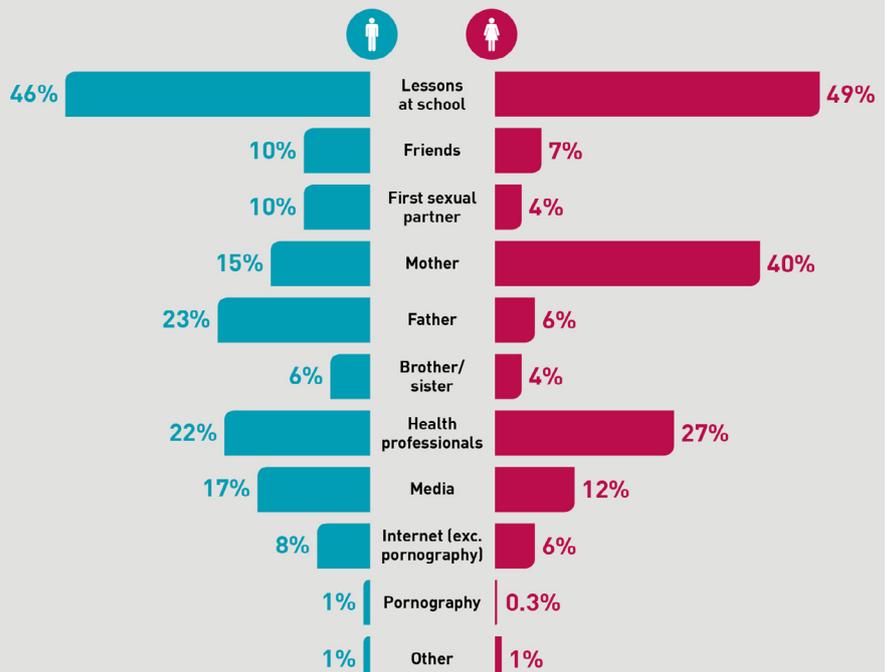
Infographics, right, are from *Patterns and trends in sources of information about sex among young people in Britain: evidence from three National Surveys of Sexual Attitudes and Lifestyles*, as listed previously.

Main source of information about sex when growing up (people aged 16-24)



Preferred source of information about sex when growing up (people aged 16-24)

70% of young people said they didn't know enough when they first felt ready to have some sexual experience. They would have liked to get more information from the following sources:



Participants could give one or two answers so the percentages sum to more than 100%.

Voices of young people

Sara's gender research

Sara was one of a group of young educators working with the Sex Education Forum on the development of a new SRE programme. Each young educator chose a topic to research to help inform the programme design. Sara chose gender as her theme and collected images and quotes to explore it; her work is shown in the photographs that accompany this article.

Sara, age 19, Liverpool

I picked gender to research as it's a topic that is constantly changing and being questioned. Celebrities such as Laverne Cox and Kaitlyn Jenner who have been quite public about their transitions have shed a new light on gender that I don't think many people have ever thought about before. Attitudes towards femininity and masculinity are changing, but I still think we've got a long way to come.

In some ways traditional gender roles aren't as prevalent as they used to be and women and young girls are going into more male-dominated careers and taking part in sports, etc., and men are now taking on more roles that were traditionally considered feminine like staying home and looking after the children.

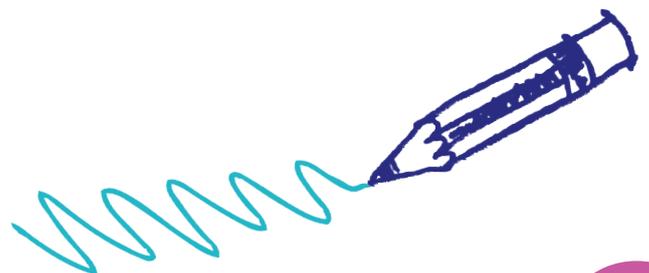
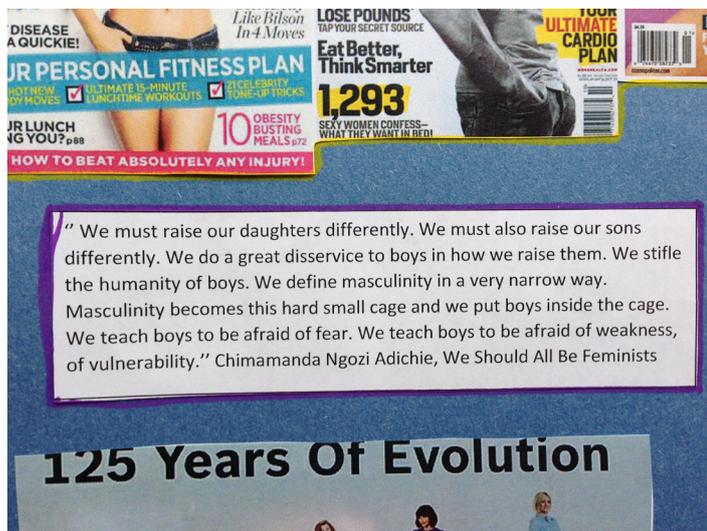
But then on the other hand we're still held up by stereotypes and double standards like "boys don't cry" and "don't do that, it's not very ladylike" which I think can be very confusing, and men are celebrated for being more open with their emotions one minute and then berated for them the next. England's women's football team were applauded for their performance on the pitch but then were "go back to being mothers, partners and daughters" (as tweeted from the England Twitter account run by the FA) after the World Cup had ended.

What young people should know is that gender is not set in stone. Just because you're a girl doesn't mean you have to like pink but it's perfectly okay if you do. Just because you're a boy doesn't mean you have to like football but it's perfectly okay if you do. And if you don't identify as a boy or a girl there's nothing wrong with that either.



What young people should know is that gender is not set in stone. Just because you're a girl doesn't mean you have to like pink but it's perfectly okay if you do. Just because you're a boy doesn't mean you have to like football but it's perfectly okay if you do. And if you don't identify as a boy or a girl there's nothing wrong with that either.

Don't let ridiculous stereotypes and people making assumptions about how you should act based on your genitals (which is nobody's business except your own) stop you from being you or stop you from pursuing a career or hobby, that you'd love.



Expert interview

Sarah Green, EVAW

Each issue, we focus on a colleague in the field. This issue features an interview with Sarah Green, Acting Director at the End Violence Against Women (EVAW) Coalition. Sarah is interviewed by Lucy Emmerson.

Sarah, EVAW's goals are about eliminating violence against women and girls. Why has SRE become such an important part of your campaign activities? Good quality, compulsory SRE is both the key long term measure in the primary prevention of violence against women and girls, and a vital response to the situation for young people growing up today.

Is it important to use the term 'gender' with children and young people? Gender is essential to talk about because, unlike the biological sex of people, it means examining social structures, power dynamics and stereotypes. The term might not feel obvious, but once people start talking about gendered norms you see how present gender is in people's lives, and how linked it is to the expectation of heterosexuality and the discrimination and abuse of LGBT and gender non-conforming people. Unhelpfully, rather ancient stereotypes still pervade about gender, with masculine/feminine seen as equivalent to dominant/submissive, public/domestic, rational/emotional, aggressive/nurturing or active/passive. Not only do these opposing expectations create hierarchy and limitations, they also cause real harm. Particularly with regards to SRE, the gendered codes of sexual relationships that young people absorb can be toxic. When boys feel expected to 'get' sex and girls to either 'give' or 'withhold' it, the narrative tells girls to believe they are passive objects of desire and harms both boys and girls not to see sexuality as something that should be experienced equally.

How can an understanding of power and how it operates between people help us to understand gender issues? Power is often assumed to be something an individual has gained because of something they've done – and of course it can be – but power is largely structural. In acknowledging that power is based on structures (such as gender, race or class), it removes the individuality of abuse (for example, 'what is it about this girl that made her vulnerable?') and instead focuses on what the context was in which this happened. By focusing on conducive contexts, the vast scale and pattern of violence against women and girls (considered one of the most systematic and prevalent human rights violations across the globe) becomes both possible to understand and to eliminate.

EVAW's new resources highlight the role for SRE in seeking to change attitudes and behaviours that accept and normalise violence against women and girls and intersecting forms of violence including racism and homophobia. Can you explain what is meant by 'intersectionality'? Intersectionality sounds very academic, but very simply, it provides a way of acknowledging that people don't live in single identities. People's class, race, gender, sexuality, ability (etc.) all shape their lived experiences and those facets of themselves cannot be separated out. Feminist law professor Kimberlé Crenshaw's work on intersectionality has been particularly influential; in the 1980s she led the way in highlighting how equality and discrimination law could only respond to one identity at a time. Intersectionality helps shine a light on diverse identities and experiences and provides a richer and more accurate reflection of society.

Influential thinkers on intersectionality

Audre Lorde (1934-1992) was a Caribbean-American writer, radical feminist, womanist, lesbian, and civil rights activist. Lorde's writing is based on the 'theory of difference', the idea that the binary opposition between men and women is overly simplistic because the category of women itself is full of subdivisions. Lorde identified issues of class, race, age, gender and even health, as being fundamental to the female experience. She argued that, although the gender difference has received all the focus, these other differences are also essential and must be recognised and addressed, rather than being subsumed into the one general category of 'woman'.

Kimberlé Williams Crenshaw (born 1959) is an important African-American thinker who came to explain intersectionality in the context of the law. Anti-discrimination laws tend to look at gender and race separately. If discrimination cannot be proved based on the single definition of one discrimination or the other - then in the eyes of the law there is no crime committed. The case of *DeGraffenreid vs General Motors* is an example that illustrates this.

How can educators use this understanding to inform the way they teach SRE, and also what they teach about?

An intersectional approach is very useful in teaching as it makes a commitment to exploring, respecting and welcoming diverse experiences and treating young people as experts of their own lives. In terms of content, teaching young people about rights (such as to freedom, safety, equality and privacy) - and the responsibility each one of us has to respect the rights of others - is a great thing to do, as it can provide the basis for looking at the different ways rights are eroded, through various and intersecting forms of discrimination, harassment, violence and abuse.

SRE can be home to learning about a range of troubling issues including FGM, domestic violence and forced marriage. Can SRE help children and young

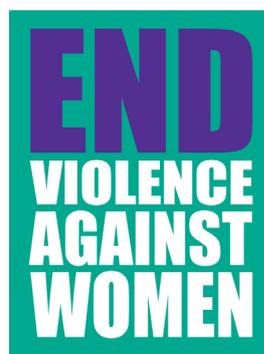
people develop a positive view of human sexuality, while also addressing these issues?

Yes, I think it's vital that it does! To address sexual violence, talking about sexual pleasure and the positive reasons for going into a sexual relationship are the other side of the same coin. If educators don't acknowledge that mutual pleasure is a motivating factor in a sexual relationship, firstly, young people will likely be skeptical that they aren't getting the whole picture and secondly, they may be more likely to accept inequality and/or abuse if they haven't been told to expect anything better. Also, talking about abuse doesn't have to be scary - acknowledging it happens can be incredibly positive as it helps remove the stigma and encourages disclosures*.

Beyond SRE what else can schools do to promote gender equality?

Using a Whole School Approach (as developed by EAW members AVA and Womankind) is a comprehensive way of creating an educational environment that works together to promote gender equality and eliminate violence against women and girls. A Whole School Approach looks at all aspects of the school environment and ensures that positive activity in one area of work is not undermined elsewhere (for example, that SRE lessons teaching about respectful and equal relationships aren't made meaningless by sexual harassment being ignored in anti-bullying policies or harmful stereotypes being used in the curriculum).

Thank you Sarah.



EAW's new 3-part guide for schools gives an overview of what a Whole School Approach looks like, a Factsheet on all forms of violence against women and girls, and the principles and practices of Gold Standard SRE. It's all free to download at this [link](#).

*Advice on disclosures is provided in 'The Consent Issue', which is a previous edition of the Sex Educational Supplement.

Teacher views

Challenging stereotypes

Teachers from different schools share their views on challenging gender stereotypes in primary and secondary school settings.

Consider the early years...

What do children see at primary school?

You need to look at the big picture and stand back. Are they surrounded by female members of staff with very few male members of staff? Are all the men with the older children and the women with the young children? Are the governors a balance of males and females? Is the school council reflective of both boys and girls? Are boys valued by staff as much as girls or is there a culture of 'typical boys'? Do both genders have the freedom of choice? Do the children see both men and women working well together? Are there jobs created that unnecessarily make out that the role is one gender only?

When we communicate with families and discuss homelife.

Are there barriers we create that value one parent in a household over another? Do we encourage both parents in a household to be involved? Do we celebrate Mother's Day and yet ignore Father's Day? Do we show children that men can care as much as women (consistent use of men/women for style)? Do we encourage mistrust of one gender over another? Are our protocols triggered negatively according to gender?

These are the questions I ask with the experience of myself as a male nursery teacher, single parent with two adopted children who has worked in three childcare settings, all of which have been predominantly female-staffed. I believe that when both genders get the equal respect, that is when we will see a difference in our communities. I have worked with two female heads and one male head in my 22 years in the classroom. Not once have other men worked in either Foundation or Key Stage 1. Children are not getting the message that men have a role of caring for the young. This tells boys from a young age that caring is not for them. This then has an impact on their relationships.

We really need to make a change so future generations of children can change. Let's see equal numbers of MPs. Let's see more men in EYFS and Key Stage 1. Let's see more women in Key Stages 2 to 4. Sometimes we spend so much time looking at global issues that we don't address the very communities we work in. If we initially look at our communities then we can be stronger to address the global picture.

Stephen J Morgan
Foundation Manager/ CAF Co-ordinator,
Primary School in South Yorkshire

Lunchtime conversations and a challenge for society as a whole...

Apart from the everyday challenges gender takes - such as children saying that 'only girls' or 'only boys' can play with certain toys or do certain things, schools have much deeper ingrained gender issues to deal with in their PSHE lessons.

Eating lunch with a group of year 1 and 2 children recently, I became aware of a conversation across the table about the Disney film Frozen. A little girl, who is well known for adoring the film, was telling a boy that he could not like Frozen because only girls like Frozen. As I joined the conversation, in an attempt to show that anyone can like anything, I provided examples of my own. I love the Lion King but I'm not a fan of Cinderella. The other children piped up with their likes and dislikes and I gave time to them to say 'yes' that's entirely up to you what you want to watch, do or like. Then a little girl pipes up that she in fact does not like Frozen. The other girl who had started the conversation looked shocked. After all the conversation we had had around her she said 'But you MUST like Frozen... you're a girl!'

My view: I think as a society we still have a long way to go until we are completely inclusive to all gender identities. Our young children are still being brought up thinking there are boy- and girl-specific activities, hobbies, clothes and ways of playing and looking. A few children are more accepting and this may be

because their families are. But the media still plays to specific stereotypes and children are still coming into schools with stereotypical views. Parents even giggle when they see a boy in a ballet class or when a girl is lambasting a boy about liking Frozen. Dads still say to their sons 'be a man about it' when they've fallen over and want a hug. In primary schools these lessons are so important to try and present a less split view of the world.

Melonie Syrett, Year 3 Teacher and Chartered Teacher of PSHE, Goose Green Primary School, London

A central part of SRE...

"I think that gender needs to be a central part of SRE teaching. Children need to be able to view critically the sexualised media that they come across, particularly in relation to gender equality. For instance pop videos often show women draped over a man. What does this say about women's roles? This challenging & questioning mindset can offset a widespread acceptance by young people of what the media chooses to present us." - Carol Perry, PSHE and physics teacher at a secondary school in South Yorkshire

"Acknowledging and responding to 'teachable moments' whenever gender stereotypes come up in class is crucial and I always try to notice and challenge them consistently. It's important to teach young people media literacy so they can interpret the messages they receive from the media and society more generally; I want pupils to go away with the tools to spot and question gender stereotypes outside of the classroom and once they've left school as well." - Chella Quint, former head of PSHE at a secondary school in South Yorkshire and founder of #periodpositive

"We point out and challenge comments relating to gender imbalance when we hear them "aaaaah, he's such a girl!" for example, or the constant comments on women's appearance (when the new Cabinet was appointed and all the newspapers were commenting on what the women were wearing rather than what job they did!). We encourage students to see female celebrities' worth based on what they do not just on how they look. In a recent tutor time activity we talked about a photograph of Angelina Jolie - the girls all commenting on how she looked and me asking why she had been in the news (acting as a UN ambassador!)." - Rebecca Stothard, Subject Leader for PSHE at a secondary school in South Yorkshire

Fitting it in...

"When students are pulled in all directions to complete work for GCSEs and the PSHE curriculum time is being cut and squeezed, it is hard to find the time for separate lessons on gender issues. We have addressed this by adapting the PSHE scheme of work to include gender issues where appropriate in much the same way as we address 'British Values' or personal learning and thinking skills (PLTS), so, for example, in our careers lessons we have a discussion about traditional gender roles, or display images of people in non-traditional roles (such as female plumbers, male nurses etc.) and ask for comments. When we do lessons about body image we discuss the pressure put on young people by the media and expectations on teens to conform to gender stereotypes and ideals. It is my hope that by this drip feeding the issues will be brought into the open and students will leave the lessons with seeds planted for further discussion in the playground." - Rebecca Stothard, Subject Leader for PSHE at a secondary school in South Yorkshire

"In our classroom ground rules we'd agree a seating plan so pupils were in mixed gender, culture and friendship groups to encourage broad discussion on various PSHE topics. I recommend teaching about menstruation in mixed groups, for example, to challenge taboos and messages that imply periods should be kept secret or hidden. I always ensure that all genders are included in 'the period talk' and encourage frank mixed-gender discussions about sensitive topics with adult support." - Chella Quint, former head of PSHE at a secondary school in South Yorkshire and founder of #periodpositive

"I think a large part of the problem is that gender doesn't fit neatly in any of the subject areas but rather across them all. Therefore no one takes responsibility for addressing the balance. Through staff training, leadership could bring a whole school awareness of gender balance. By encouraging staff and providing resources to teachers, school culture can shift in a positive direction." - Carol Perry, PSHE and physics teacher at a secondary school in South Yorkshire

With thanks to the teachers and staff involved in the Gender Respect Education Project at DECSY (Development Education Centre South Yorkshire) and to Melonie Syrett.

What if... ?

Single gender lessons

I want to experiment with some single-gender lessons within SRE, but I'm worried that this reinforces gender stereotypes. What should I do?

Far too many people will remember their school sex education as a one-off lesson in single sex groups – the girls being 'told' about periods, and the boys finding out about wet dreams and deodorant – or not even that. Such a narrow approach is not helpful and can reinforce a sense of shame about talking about menstruation, ejaculation, and our bodies in general.

However, different groups of pupils will have different needs, and good quality SRE starts with identifying pupils' needs and responding to them. Regular consultation with pupils (in both primary and secondary schools) enables pupils to voice their ideas about improving SRE provision so that it better meets their needs. If pupils say they would like some of their SRE in single sex groups, ask them to clarify which aspects of the curriculum they would like to be taught in that way and why. For example, boys may prefer discussing ideas about masculinity with a male educator and without girls. This single-gender work with boys can provide an opportunity to develop ideas about the diversity of masculinity whilst challenging narrow stereotypes.

If you decide to teach parts of the SRE programme in single sex groups, there are ways of doing it to make it inclusive and to support communication across all genders.

For example, Tender is the lead partner on the Bridge Project – a project which has been devised and delivered with Working with Men and Women and Girls Network, which involves some single sex sessions followed by a mixed session.



Tips for responding to the needs of all genders in SRE

1. Make sure the SRE programme as a whole is developmental and comprehensive so that there are early opportunities for girls and boys to communicate together about relationships, feelings, consent, gender stereotypes, the body etc. This will help to prevent the divide that can make girls and boys reluctant to communicate openly later on.
2. Before doing any single gender group work, be clear about what your rationale is and build in opportunities to follow up single gender work with mixed group discussions.
3. Don't try and make SRE gender neutral – gender is important and needs to be acknowledged, while also recognizing that boys and girls are not homogenous groups, but rather individuals with complex identities.
4. Help pupils to recognize the power of gender roles and stereotypes and also to challenge them. So, for example, when using stories & scenarios within SRE, look for opportunities to ask pupils to consider if their responses would be the same if the gender of the characters were different.
5. Avoid assumptions about gender identity or sexual orientation. For example, if working with a perceived single gender group, make it clear through your language that you don't assume everyone in the group necessarily identifies as having a binary gender, or that they will be attracted to the opposite sex.
6. Take care not to make assumptions about how girls and boys behave in relationship scenarios, for example, it is not inevitable that girls will be victims and boys perpetrators of violence.
7. Check that your resources include positive images of young people of all genders and that scenarios explore the thoughts and feelings of young people of all genders.

Note on legislation Under the Equality Act 2010, schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity; these are protected characteristics. The Act does not affect curriculum content but does cover the way the curriculum is delivered. Within SRE this means, for example, that assumptions must not be made about pupils' gender identity and sexual orientation and the curriculum must meet the needs of all pupils. The government has produced guidance for its application in schools: *The Equality Act 2010 and schools*, May 2014.

Case study

The Bridge Project aims to prevent violence and abuse in teenage relationships through the promotion of healthy relationships. Focus groups with young women revealed that they often wouldn't say how they were truly feeling in front of boys in case their opinions weren't taken seriously. A lot of the young men we spoke to said they would like to get 'the facts' first in a more comfortable environment before talking to the young women.

"I learnt how to deal with healthy/unhealthy relationships properly and got a confidence push." (male participant, 13)

The project begins with whole year group workshops, where students are introduced to the over-arching theme of healthy relationships, taught how to identify the early warning signs of abusive relationships and signposted to support services. The school then targets 30 students (15 young men and 15 young women) to receive five hours of single sex workshops delivered by Working with Men and Women and Girls Network respectively. The young people then come together for a series of five mixed-gendered workshops facilitated by Tender's educational artists, exploring healthy relationships and conflict resolution. The project culminates in the group performing what they have learnt to the rest of their year group during an assembly.

"You should never use violence or abuse your partner." (male participant, 12)

Having single gender workshop sessions for the girls gave them an open and safe space to examine healthy/unhealthy relationships. They reflected on the experience of being a girl, gender stereotypes, what true consent looked like and how to challenge others in positive and assertive ways. During a gender and media collage exercise, a lot of girls expressed that they felt under pressure to conform to media stereotypes; having 'big bottoms', 'tiny waists', 'thigh gaps', 'small feet' and, for many darker skinned girls, 'light skin'. They gave an example of Nikki Minaj - "Unreal to look at like Barbie." They reported, "Boys use this to control us, they make us feel bad about ourselves," to reject these values risked their popularity and attention from boys. In these sessions, the girls had the opportunity to make connections with other girls and their experiences, comparing similarities and differences before discussing these with the boys in the mixed sessions.

"I found it easier just working with girls because they are more understanding." (female participant, 14)

During the single gendered sessions, the boys explored issues around the construction of gender and how our perception of ourselves as young men is linked to our view of women and of power dynamics in relationships. We contextualise gender based power struggles in relationships by providing the boys with scenarios that exemplify healthy and unhealthy relationships. After sharing these different scenarios we open the floor for a wider discussion on the subtle and grosser levels of domestic abuse using definitions of the different types of abuse and an exploration of their meaning to challenge often-narrow views about what actually constitutes abuse. We found that combining an approach which focuses on the social and cultural construction of gender with looking at why power imbalances often occur in abusive relationships, allows the group to think about their own roles and responsibilities as young men and guide them in understanding the pervasive messages of masculinity that they are receiving from a young age.

Once students have had the opportunity to share their concerns, attitudes and ideas separately, the two groups are brought together. Both groups are often very passionate and excited to begin these discussions with members of the other group, and take a lot of pride in sharing what they have learnt during their single-gender sessions. At this point we are able to see the students express themselves clearly in the mixed gender group with increased confidence. Through a variety of discussions and exercises students are able to challenge views that condone or conceal violence, self-police and even increase each other's empathy around the issue. There were stark differences between the groups with the girls being more concerned about female objectification and the boys at first not seeing this as a problem. Through collective discussion this difference was minimised, and there was shared empathy for this particular issue.

For more information about the Bridge Project or any of the organisations delivering it, please contact home@tender.org.uk

Written by Jake Tily, Tender's Education Manager

Glossary

Professional development

Understanding the difference between sex and gender is a good starting place for gender-aware SRE. The terms often get mixed up so using them accurately can take some practice. This glossary includes a range of terms you may find useful to support your teaching, and is not intended to be exhaustive. Note that language shifts and changes in relation to terms people use to describe sexual orientation and gender identity, so sometimes there is not one 'right' term. There is new awareness of non-binary gender identities and the fluidity of gender. As an educator, you can help pupils talk and understand more about gender, and be inclusive in your approach.

With thanks to Allsorts Youth Project and Brighton and Hove City Council 'Top Tips for LGBT inclusive relationships and sex education', from which some of these definitions have been developed.

Sex is the biology of being either physically male or female and/or intersex. It is assigned at birth based on physiology (reproductive organs/chromosomes). Sex is the mode of reproduction in which male and female sex cells are combined to produce new offspring; it is the source of variation necessary for evolution.

Gender is the socially constructed roles, behaviours, activities, and attributes that a given society maintains as a norm for men and women (i.e. what is considered 'masculine and feminine').

Gender identity is a person's sense of identity relating to their gender. It is about how they feel about their gender and may not be the same as how they express their gender or how they are perceived by other people.

Cis/cisgender people are people whose biological sex is the same their gender. For example, a female sexed person identifying with their female gender. Also a term for people who do not identify as trans.

Trans/transgender people are people whose biological sex (usually assigned to them at birth based on their genitals) is not the same as their gender identity. Trans is currently used as an inclusive, umbrella term describing all those whose gender expression falls outside the typical gender binary.

Non-binary means gender identities that are not exclusively masculine or feminine—identities which are thus outside of the gender binary. The terms gender non-conforming, gender fluid, gender neutral and genderqueer are also used in a similar way.

Sexual orientation describes our sexual and romantic attraction to others e.g. same sex attraction (lesbian/gay), attraction to both sexes (bisexual), attraction to all genders (pansexual), attraction to the opposite sex (heterosexual), no sexual attraction (asexual).

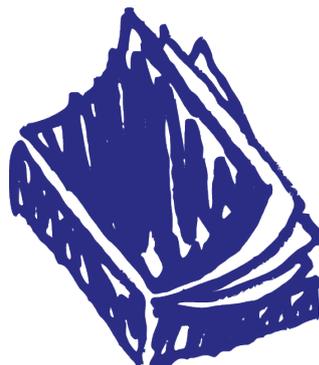
Sexuality includes our sexual orientation, our sexual behaviour and how we express ourselves. Sexuality develops and changes throughout our lives. A person's sexuality is individual to them and is shaped by many things: gender, culture, tradition, society, environment, life experiences, ethics, beliefs and values.

Heteronormativity is the assumption that all human beings are either male or female, both in sex and in gender, and that sexual and romantic thoughts and relations are normal and natural only when between people of different sexes or genders.

Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled. - [World Health Organisation](#)

Sample matching activity for use with pupils

Term	Definition
Sex	Is the biology of being either physically male or female.
Gender	The roles, behaviours and activities that society gives as a norm for men and women.
Gender Identity	People whose biological sex (usually assigned to them at birth based on their genitals) is not the same as their gender.
Cisgender People	People whose assigned biological sex is the same as their gender.
Transgender People	People whose biological sex (usually assigned to them at birth based on their genitals) is not the same as their gender.
Non-binary People	People whose gender identities that do not fit in the category of male or female, so are outside of the gender binary.
Sexual Orientation	Describes our sexual and romantic attraction to others e.g. same sex attraction (lesbian/gay), attraction to both sexes (bisexual), attraction to all genders (pansexual), or attraction to the opposite sex (heterosexual).
Sexuality	Includes our sexual orientation, our sexual behaviour and how we express ourselves.



Lesson ideas

Gender aware in SRE

These lesson ideas focus either on demonstrating how SRE can be 'gender aware' or how SRE can address root issues driving gender inequality (power and prejudice). The focus of each activity is flagged to make this clear. Some of the ideas may help you adapt your existing SRE programme and others may inspire new units of work.

Key Stage 1

The lesson ideas for KS1 support 'gender aware' SRE

Pre-school children are naturally interested in the physical differences between boys and girls and have already gathered a host of ideas about gender roles. At KS1 your SRE programme should include naming female and male body parts including correct terms for genitalia and lessons that open up questions about gender roles and challenge stereotypes.

Tip: Check the glossary on pages 14 - 15, which explains the difference between 'sex' and 'gender'. You will not need to use these terms with pupils, but it's important to be accurate in using these concepts within the lesson ideas below.

Begin a lesson on naming body parts with a fun activity such as 'mill and grab', which can be designed to help pupils acknowledge the diversity in their physical characteristics. Grouping can include eye colour, hair colour, shoe size and then range into likes and dislikes, which continues the theme about individual difference.

As part of the lesson, ask children what we call the different parts of girls' and boys' bodies. Provide correct terms for genitalia (penis, testicles, vulva* and vagina*) while acknowledging familial terms.

Note that the vulva is the external part of the female genitalia and the vagina is the internal part, you may therefore decide to teach children to name the vulva initially and then add the vagina and womb when discussing internal parts of the body. For a full lesson plan on naming body parts and understanding the physical differences between boys and girls see, for example, the lessons on Male and Female in Laying the Foundations.

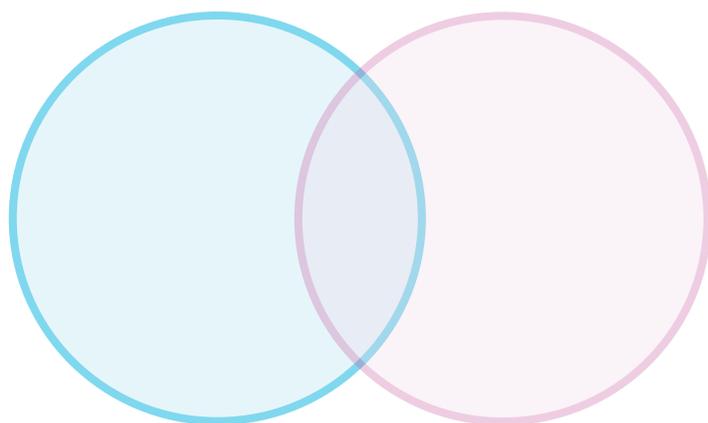
Note: It is a statutory requirement in [National Curriculum Science](#) (Year 1) to identify, name, draw and label the basic parts of the human body.

Children will also want to know why girls' and boys' bodies are different. A simple explanation is that the differences are there so that adults can have babies. Babies develop inside the womb and need a way to come

out of the body, which is through a stretchy tube called the vagina, which is between the woman's legs. This knowledge can be built on later through learning why having a baby involves a female egg and male sperm.

Building on knowledge about physical differences, a lesson on gender stereotypes for KS1 can start by looking together, as a whole class, at a picture of a baby whose gender is not immediately obvious. Ask the children to suggest a name for the baby. If they ask 'is the baby a boy or a girl?', tell them you don't know. If children have already made an assumption about the baby being a boy or girl, ask them why. Then ask what kind of toys the baby would like to play with. Then ask if the baby will want to play with similar toys when they are older and can walk and talk.

In small groups, using a wide range of pictures of toys, and two overlapping hoops to form a Venn diagram, ask the children to sort the pictures into the three groups: toys for girls, toys for boys and toys for both. As a whole class, discuss which toys are for boys/girls and challenge their thinking. After the discussion ask pupils if they would like to move any of the toys into a different group.



Follow up by reading a story such as *Cinderella and the Hot Air Balloon* which challenges the traditional tale and celebrates Cinderella and Bill's (aka Charming) shared interests and hobbies and independent choice to fly away together! *The Paperbag Princess* and *William's Doll* can also be used to talk about how the characters are behaving in a way that we might not expect a male or a female person to behave.

Exploration of gender roles and challenging stereotypes should not be limited to SRE lessons – it is a theme that can be returned to throughout the curriculum and through a whole-school approach to gender equality. For example, addressing the class as 'people' or 'children' rather than 'boys and girls' and avoiding a habit of only

dividing children into groups along gender lines.

To engage with parents and carers include relevant storybooks in a lending library or area where parents and carers can browse books. For more storybook ideas and packs see resources list below.

Key Stage 2

At KS2 pupils will be able to begin noticing where ideas about gender are coming from and that different social, cultural and family sources portray gender roles in different ways. They will also be increasingly aware of body image presented through various media.

This lesson idea helps pupils begin to recognise gender inequalities in the world around them.

Pick a form of media that will appeal to your class, for example a comic book, story book or children's TV programme, and chose an example which the class feel is of interest for both boys and girls. Ask pupils to look through it in pairs and write a list of all the characters. Then mark down the gender of each character, something about their role in the story, and something about their appearance. As a whole group discuss the differences in roles and number of characters.

This lesson idea is adapted from an analysis of the Beano comic, which a teacher did with a Year 4 class, and is described in the National Union of Teacher's 'Breaking the Mould' materials. Appendix 6: Male and female characters in the Beano - worksheet

One teacher looked at the Beano with her Yr. 4 class. Unlike other comics they had looked at, the children identified this title as being for both boys and girls. They were subsequently surprised to discover how few of the characters in the comic were actually female – and that only one had a principle role. They wrote to the publisher questioning this. See [appendix materials](#). This activity could be repeated with different media. As a homework activity, ask pupils to talk to their parents about what their favourite books, stories, TV and radio shows were when they were their age. Was their favourite character male or female? Did any of their favourite characters have no gender or a gender that wasn't mentioned? Why did they like that character? Who were the other characters in the story? What was the gender of the leading character?

This lesson idea addresses root issues driving gender equality

During KS2 children will be interested in knowing about love and the different kinds of families and partnerships. They will want to explore if boys and girls are expected to behave differently in relationships and why some girls are seen as 'tomboys' and some boys as 'girly'.

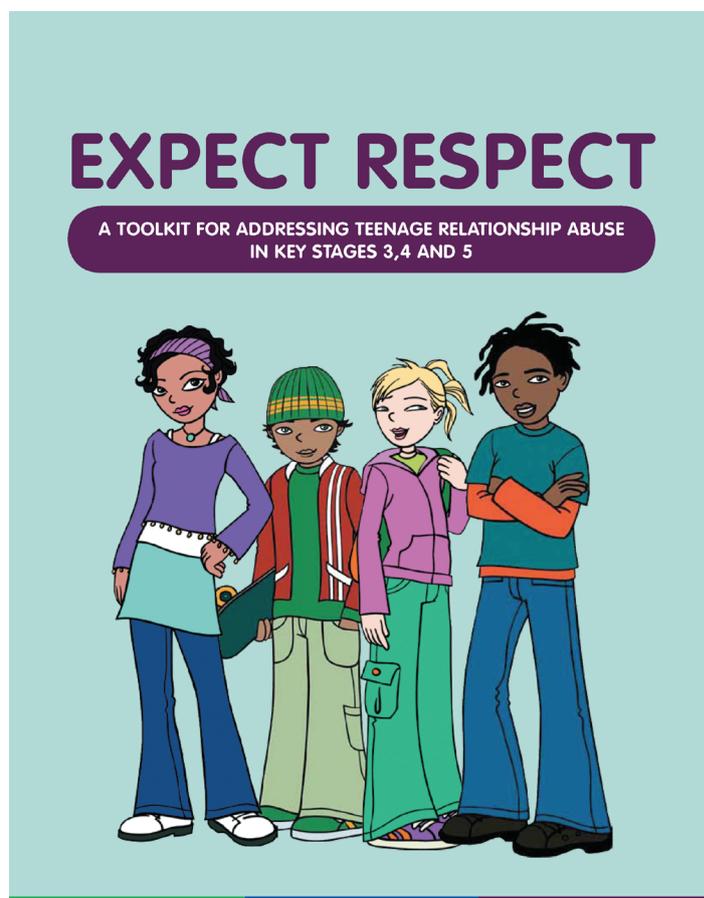
To open up the topic, ask pupils to work in small groups and create a shower of words that are associated with boys and words that are associated with girls. Ask groups to join with another group and discuss what they found. This activity can help pupils to 'see' the

attitudes held within the class and will help provide a reference point for the work that follows.

Depending on the age and maturity of the class, either pick a story book, such as *Sissy Duckling* or Bill's New Frock and follow with activities to explore the themes of sexist, homophobic, biphobic and transphobic behaviour. See 'It's child's play' for discussion points to use with *Sissy Duckling* or *Stonewall's* Year Four activities for *Sissy Duckling*. The texts serve to provide a safe space to explore what happens if a boy behaves in ways that are traditionally associated with girls and vice versa.

This lesson idea addresses root issues driving gender equality

The courtroom game from the Women's Aid [Expect Respect](#) toolkit is designed for Year 6 and includes a set of statements which groups of pupils argue for and against including 'Men who stay at home to look after the kids aren't real men' and 'Sometimes people can't help hitting out'. When using this activity make sure that pupils have been reminded about ground rules and that information is provided about where they can get help as the lesson content may be triggering in relation to experience of domestic violence.



Lesson ideas

Gender aware in SRE

Resources for Key Stages 1 and 2

Breaking the Mould resources from the National Union of Teachers (NUT)

It's child's play; challenging gender stereotypes through reading, (2013) NUT. This resource contains a set of accompanying notes on the 'Breaking the Mould' project books and explains how to use them. Boy's things and girl's things; challenging stereotypical choices and behaviours in primary school, (2013) NUT. This booklet contains detailed examples of how staff worked to address gender stereotypes in primary classrooms and sections on adopting a whole school approach, toys, ambitions and jobs, sports and playtime, and creating and updating new resources.

Stereotypes stop you doing stuff, (2013) NUT. This booklet provides an overview of how the schools involved in the NUT Breaking the Mould project looked at the impact of gender stereotypes on young people and considered how they could begin to unsettle some of the established assumptions about what girls and boys might like or do.

Storybooks

- *Bill's New Frock*, by Anne Fine
- *Cinderella and the Hot Air Balloon*, by Ann Jungman
- *The Paperbag Princess*, by Robert Munsch
- *Williams's Doll*, by Charlotte Zolotow
- *Amazing Grace*, by Mary Hoffman
- *Sissy Duckling*, by Harvey Fierstein
- *Katy Morag and the Dancing Class*, by Mairi Hedderwick

Storybook collections

The Letterbox library produce packs of story books for different age groups and on a range of equalities issues. See, for example the *Early Years Gender Equality Pack*, and the *Key Stage 1 Gender Equality Pack*.

Expect Respect: a set of lesson ideas from Year 1-13 from Women's Aid based on themes that have been found to be effective in tackling domestic abuse. Free to download from Women's Aid.

Laying the Foundations; A practical guide to sex and relationships education in primary schools, Second Edition (2012) by Anna Martinez, Vannesa Cooper and Jane Lees. This Sex Education Forum resource provides a complete SRE course for primary schools. £23.99

from Jessica Kingsley Publishing, with 20% discount for Sex Education Forum members.

Let toys by toys. A collection of resources for schools (KS1-3) to support schools and parents in tackling gender stereotypes.

Key Stage 3

During KS3-4 it's important to include activities that help pupils identify and feel able to challenge gender norms, and to understand how power and prejudice operates between people. But gender consciousness needs to be present in all SRE teaching, and the lesson ideas that follow aim to model this.

The lesson ideas for KS3 support 'gender aware' SRE

At Key Stage 3 a lesson on puberty and fertility provides an opportunity to differentiate between sex and gender. The lesson ideas below are adapted extracts from 'Sex Ed Sorted' a new resource from the Sex Education Forum due for publication in 2016.

Year 7 or 8 is a good point to recap on learning about puberty and adolescence. Begin by asking the class 'can a caterpillar reproduce' – it has to turn into a butterfly to do so. Then ask 'what is puberty?' Note the answers. They should include – the transition from child to adult (in a human), the time of life when you start growing up, the physical changes of adolescence, becoming fertile. Tell the class that the word 'puberty' comes from the Latin word *pubertas* meaning adulthood.

Brainstorm the changes that happen in puberty, both ones you can see and ones you can't. List suggestions on the board. These include: mood changes, sexual feelings, sperm production, menstruation, hair growth... Identify from the brainstorm three different types of changes:

1. Body changes (secondary sexual characteristics, development of the reproductive organs)
2. Production of sex cells
3. Emotions and behaviour (these provide encouragement to mate/reproduce)

Ask the class to comment on the similarities and differences for boys and girls. Pupils may include 'fancying someone' on their brainstorm. Ask pupils 'who' and they will provide a range of answers. Give the group the following definition of sex and gender.

You may like to display the Gender 101 glossary [graphic](#) on a presentation slide. Some people find the [Gender Unicorn](#) a useful way to think about gender. This breaks down gender identity vs. gender expression vs. biological sex, and separates sexual orientation from gender. See also our glossary on p14-15.

Sex is the process of reproduction found in living organisms in which male and female sex cells are combined to form offspring that inherit features of both parents. A plant's or animal's sex is defined by the type of sex cell it produces – eggs are produced by the female and sperm by the male. So, sex is the biology of being either physically male or female.

Sex is also used to refer to sexual intercourse and to a whole range of sexual activities, including non-penetrative sex such as kissing, masturbating etc.

Gender refers to the socially constructed roles, behaviours, activities, and attributes that a society maintains as a norm for men and women (i.e. what is considered 'masculine' and 'feminine').

Notes for teacher: At this point you may also want to provide definitions for transgender and intersex. Transgender and intersex issues sometimes overlap because they both challenge the notion of rigid binary definitions of sex and gender. When teaching about anatomy explain that no two people are identical – and there is diversity in our sexual anatomy. For example, some people are born intersex and will have some elements of both male and female genitalia. This is a normal part of human biological diversity, with an estimated 1 in 2000 people being intersex (see [Intersex Society of North America](#)). This is relatively rare but a normal part of human biological diversity.

Now return to the brainstorm list and ask pupils if the changes are because of 'sex' or 'gender'? Clarify that emotions and behaviour are partly influenced by social norms and partly by biology/hormones. Therefore some of the changes in emotions and behaviour are linked to gender.

Working in small groups, ask pupils to consider how humans celebrate growing up. Ask them to have a short discussion to come up with three ideas, then collect answers and write them up. You may want to add the following – baptism, confirmation, walkabout (aboriginal), school/college prom, bar/bat mitzvah...

Prompt further discussion by asking what aspect of growing up is being celebrated (e.g. fertility, independence, emotional maturity). Also ask if the ceremonies are different for girls/boys and if they celebrate particular gender roles?

Show the National Geographic [Youtube clip](#) [4 minutes 39 seconds] about coming of age for Apache girls in New Mexico.

Invite comments about what they have just seen. Is the celebration

about girls' biological maturity or their role as young women, or both?

Do we in this country have anything similar? Refer back to the answers from the group activity. Tell them about some things a modern mother challenged her 13 year old son Fred to do as his rite of passage. Ask, would this have been any different if she had a 13 year old daughter? Mention to the class that not everyone will have started puberty aged 13 and some young people start puberty early. The discussion about age is also an opportunity to explore the fact that not everyone will reproduce, that becoming fertile does not mean people choose to reproduce immediately (biological maturity vs emotional maturity), and that some people happen to be infertile, for a variety of medical or genetic reasons.

In pairs (or whole class), discuss – what were your reactions to the rites of passage discussed in the lesson? Which one(s) could you imagine doing yourself? What would be a modern rite of passage for you?

1. Get on a train on your own, get off at the 13th stop, go to a sit-down café, order the 13th item on the menu, buy yourself an outfit for £13.13.
2. 13 household tasks, from ironing to paying a bill to defrosting the freezer...
3. Plan and do a 13 mile walk on your own

For homework, pupils can ask a family member if they had any kind of 'rite of passage' when they were growing up? Was there a different rite of passage for girls and boys? Have rites of passage changed from generation to generation? Feedback at the next lesson by inviting pupils to volunteer to share what they learnt about how older family members experienced rites of passage. Discussion may also involve exploring whether or not puberty marks a change in social and family expectations about how girls/boys behave.

If derogatory comments are made about other cultures, refer back to the working agreement, and also emphasise the diversity within (as well as between) cultures and religions. For example, there are many different cultures within one country and different localised cultural practices, which may vary again between urban and rural areas.

Pupils needing more of a challenge could follow up the modern rites of passage idea by reading the Guardian article, [Fred's modern rite of passage](#), Guardian 27 July 2012.

Pupils with additional learning needs might like to focus on one of Fred's challenges and imagining how Fred would feel about the challenge, what he might find difficult about it and what he might need to do to prepare for it.

Lesson ideas

Gender aware in SRE

This lesson idea for upper KS3 also supports 'gender aware' SRE

This lesson could be the first of a series of lessons aimed at exploring questions such as the difference between sexual attraction and love; when is the right time to have sex?; how to avoid pressure and whether or not male and female partners have different expectations in relationships.

Before discussing questions like these it is vital to have a shared understanding of what is meant by sex. Gender-awareness needs to be built in from the start, as definitions and terminology are being established.

The following activities can be used with Year 8 or 9 to build on earlier learning about puberty and extend discussion to sexual activity.

Ask pupils to work in small groups and divide a sheet of paper into three columns. Label the columns 'girls bits', 'boys bits' (i.e. sexual parts of the body/genitalia) and 'sexual activities'. Tell the group it is a competition to see which group can think of the most words in 3 minutes. Slang words and proper words are allowed.

When time is up ask groups to count up their lists and say which of the three lists is longest. Now ask the group to look again at their lists. Circle any words they think are offensive. Notice if boys and girls pick the same words. Do they notice any differences between the words for girls and boys sexual body parts? Now look at the list of sexual activities. Are there any activities which can only be done by someone who is male or female? Help pupils to differentiate between comments that relate to gender expectations/ roles/cultural norms vs biological sex.

It is vitally important to clarify that any sexual activity that involves another person requires consent – so consent is needed for kissing, for example, and if there is no consent this constitutes an offence. Also, the age of consent applies to sexual activities – not just sexual intercourse.

The list of sexual activities that pupils generate may or may not include masturbation. If not ask the class 'what about masturbation?' Pupils may have identified masturbation as a sexual activity that is exclusive if someone is male or more acceptable/expected of someone male than someone female. The quiz below can be used to enable young people to safely reflect on their own assumptions and opinions.

Tell the class that masturbation is an aspect of sex that people often don't talk about. It is a non-penetrative sexual activity that can be solitary or with a partner (and that avoids some of the sexual health risks of penetration). Here is a definition: 'masturbation involves sexually arousing yourself by touching your genitals. It can give feelings of sexual pleasure'.

Hand out the masturbation quiz questions to pupils in pairs or threes (let pupils pick their own partner(s)).

True or false?

1. Masturbation is usually enjoyable
2. It's acceptable to masturbate in public
3. Masturbation is only done by boys and men
4. Young people sometimes worry that they masturbate too much
5. In the past, people believed that masturbation could cause blindness, insanity, sterility or hairs to grow on the palms of their hands
6. Too much masturbation will make you infertile
7. Some people still believe that masturbation is wrong
8. Masturbation can be a way of finding out about your body and what is pleasurable
9. There's nothing wrong if you don't masturbate

In the activity about masturbation, make sure it is discussed as an activity that must be done in private. Explain that masturbation is not shameful and that it is a matter of personal choice. More details are at [this NHS Livewell link](#).

Developing teaching that addresses root issues driving gender equality

It is vital that all teaching about consent, relationships and sexual activity is gender aware and helps young people recognise and safely challenge prevalent gendered 'double standards', for example that it is more acceptable for boys to engage in sexual activities/enjoy sexual activities than girls. See for example 'The story of Rasul' and 'The story of Maya', which towards the end of KS3 and above can help pupils recognise how judgements are often formed based on gender values. Access from 'It's all one curriculum', Activity 18, free to download from the [Population Council](#).

Materials from the Women's aid 'Expect Respect' can also be incorporated into SRE at KS3, see for example the 'Managing Conflict' scenarios' for use with Year 7.

Key Stage 4

A lesson idea that helps pupils explore gender inequalities in the world around them and the concepts of masculinity and femininity

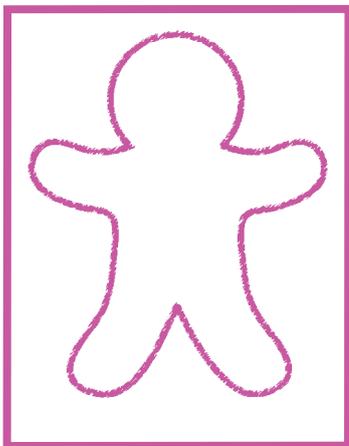
By KS4 pupils should be familiar with the idea of gender roles and stereotypes and ready to reflect critically on their own views.

Begin by asking pupils to work individually and write the names of 10 famous people. Give everyone 2 minutes to complete the task, encouraging pupils to work quickly without thinking too hard about it.

After 2 minutes ask the group to look through their list and total up how many of the famous people are (as far as they know) a) male b) female c) they don't identify as either male/female d) they identify as both male/female

There is often an obvious difference in the numbers, typically with more men than women and very few nonbinary people. If there is an imbalance ask pupils why this might be the case. Then ask the group to work in pairs and compare their lists. Did they pick any of the same people? Ask pupils to discuss what the people on their lists are famous for? (E.g. their looks/body/acting/singing/sport/politics/wealth) Are the men famous for different things compared to the women? Are any of the people lesbian, gay, bisexual or transgender (as far as they know)?

Ask pupils to remain in their groups and to focus on one of the people on their lists, perhaps someone they find interesting. The group then draws a 'gingerbread' outline of their chosen person and must choose five words that best describe the person in terms of their characteristics and behaviour. Ask the group to reflect on whether their



person has stereotypically feminine or masculine characteristics or both. Now give pupils a chance to circulate and view the 'gingerbread' portraits that other groups have created. As they circulate they should make notes individually under two headings 'masculine' and 'feminine' and write down words that they chose to go under each. On returning to their seats ask pupils to share examples of words

under each heading. Is there any overlap? Is there one way of being masculine/feminine or more than one? Who sets the rules about what is masculine and feminine? Is it the same in every country or culture in the world?

Developing teaching that addresses root issues driving gender equality

Pupils may have identified dominance or 'being in control' as a masculine attribute. This lesson idea gives pupils an opportunity to explore how power, whether derived from gender, or not, can impact on inter-personal communication, and supports pupils to develop assertive communication.

Present the following scenario to the group. A young person (same age as pupils) is ready to go out but when their parent sees them is told 'you can't go out dressed like that'. In small groups brainstorm all the different responses that the young person can give and write these down.

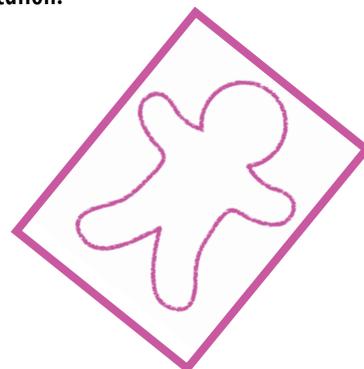
Now ask pupils to sort their responses into three types: aggressive, assertive and passive. Aggressive and passive communication are easily contrasted but assertive communication may need more definition:

- Passive - give in, don't tell the other person how you feel, don't get what you want, you will be seen as weak;
- Aggressive - blame the other person, don't see things from their point of view, they will get cross and won't like you
- Assertive - being honest; being direct; speaking about your feelings and needs; using assertive body language; speaking for yourself; communicating clearly but without aggressiveness

Now ask pupils to consider the power dynamics in the relationship. Who has more power and why? What else can give one person more or less power in a relationship (e.g. age, money, social status, gender, race, ability). In the parent - child scenario what is the gender of each person? Does gender make a difference?

Ask pupils to think of other conflict situations focusing on gender & get them to suggest three different ways of responding, using each of the communication types. What is the outcome of behaving in these different ways?

Understanding of the three communication types can be embedded by using the 'analyze that response' worksheet from 'It's all one curriculum' (p107). The scenarios provided in Activity 38 of 'It's all one curriculum' can also be used to extend this work on power and communication.



Lesson ideas

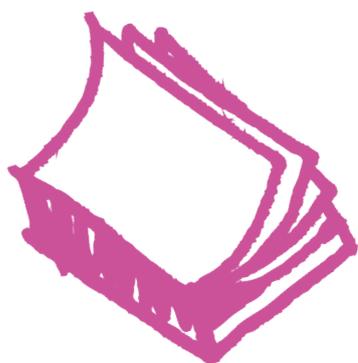
Gender aware in SRE

Key Stage 5

At KS5, or as an extension of KS4 work on gender set pupils a research project looking at an aspect of gender of their choice. Select some trigger material to stimulate initial discussion, for example watch this 'Girls not brides' video from Youtube [4 minutes 16 seconds] and ask the class for their reflections. Start a list of reasons why very early motherhood/marriage/parenthood can be problematic. What might be problematic about older motherhood/marriage/parenthood? How do cultural and social norms about gender play apart? How does child marriage affect boys?

Now encourage pupils to pick their own topic for further research, for example, gender roles in a particular religious or cultural context; specific issues such as FGM, forced marriage and child marriage; gender identity; the history of equalities, for example votes for women or the Equalities Act 2010, the impact of the second World War on gender roles; the 'Let Toys be Toys' campaign; the 'No More Page 3' campaign; gender and sport, for example the 'We can play' campaign or 'Real men can dance', the #periodpositive campaign (www.periodpositive.com) about messages about women and shame in menstrual product adverts.

Ask pupils to find: at least two or three statistics on the topic, an image, video or sound-clip that relates to their topic and two contrasting quotations or view points on the topic.



Resources

It's all one curriculum; volume 2: – Activities for a unified approach to sexuality, gender, HIV and human rights education, Population Council (revised first edition 2011). Free to download.

Expect Respect – a set of lesson ideas from Year 1-13 from Women's Aid based on themes that have been found to be effective in tackling domestic abuse. Free to download from Women's Aid.

Violence Against Women and Girls Factsheet: Key information for education staff to understand violence and abuse of girls (2015). – Provides definitions and key statistics for issues including female genital mutilation (FGM), domestic violence and forced marriage. Free to download from the End Violence Against Women Coalition.

Transstudent.org's Gender Unicorn.

Top tips for working with trans and gender questioning young people, Allsorts Youth Project

The boys are aw'right: young men and sexual health – This booklet looks at how to involve young men in learning about sex and relationships. £4.99 from FPA.

Because I am a girl. – KS3 teaching resources on gender inequality from Plan UK looking at violence against women and girls, forced marriage and FGM

Challenging violence, changing lives. – Lesson plans for KS 3 & 4 from Womankind, for teaching about gender stereotypes, sexual bullying and healthy non-violent relationships.

LGBTI Rights – A pack of six activities enabling teachers to explore the human rights of sexual and gender minority groups with children and young people. Includes a summary of the Universal Declaration of Human Rights. Amnesty International (2015).

KS3 FGM Lesson – a lesson resource from SRE Covered: all you need to teach about sex and relationships education in secondary schools, Islington Healthy Schools, available from Gov.uk.



Training opportunities

Find out more

Training Opportunities



Training from Imkaan

Two-day Gateway accredited training is offered by Imkaan on the effects of domestic violence on BME women and forced marriage and 'honour-based' violence. Visit the [Imkaan website](#) for details.



Safeguarding e-learning module from AVA

This course is designed for education staff working with young people aged 11-18. By the end of the course you will be able to understand the meaning of violence against women and girls, respond appropriately to disclosures of violence against women and girls, and actively support AVA's strategic approach to the prevention of violence against women and girls. Visit their [website](#) for details.



Introduction to Trans Awareness

Gendered Intelligence run three-hour professional development sessions on trans awareness to broaden understanding of issues faced by transgender, transsexual and gender variant people. The next course dates are 1st and 27th of October and 2nd December, all in London. Prices start from £45. In-house training sessions can also be arranged. Further information from the Gendered Intelligence [website](#).



Boys and young men: sexual health and self-esteem

This one-day course from Sexual Health Sheffield covers the key issues in the lives of young men in relation to gender, sexuality, self-esteem and sexual health. The next course date is 11 November 2015. Price: £50 to Sheffield Organisations/£125 to National Organisations. Visit the [website](#) for more information.



Girls allowed: empowering young women

This course is also offered by Sexual Health Sheffield. Visit the [website](#) for updates on available course dates.



Working with boys and young men

UK Youth offer a one-day course for practitioners wanting to develop their theoretical understanding to underpin good practice in their workplace. Questions explored on the day include 'What do we know about current research and thinking on gender and masculinity?'. Visit [UK Youth](#) for more details.



LADvice – working with boys and young men.

This training day from Brook, Luton focuses on attitudes to sexual health from a young man's perspective, providing an opportunity for participants to develop an understanding of how masculinity and pornography affect young men's development, behaviour and choices and to learn practical approaches to working with young men focusing on sexual health issues. Next available on 20 October 2015. Cost: £125. Visit [this link](#) for details.

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About the Sex Education Forum

The Sex Education Forum is a unique national collaboration of organisations and individuals committed to improving sex and relationships education for children and young people. The Sex Education Forum is hosted at the National Children's Bureau. Charity number 258825.

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