



SEX EDUCATION

Learning Objectives and Curriculum Links: England (Secondary)

This guide provides learning objectives and curriculum links for teachers using the toolkit in England. It should be used in association with Activity Guide 6: Sex Education, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activities ‘Sex Education Then & Now’ and ‘Men Too’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in Wales (6.2), Scotland (6.3), and Northern Ireland (6.4) on the [Body, Self, and Family website](#).

LEARNING OBJECTIVES

- ✚ To be able to identify the main changes in how sex education is delivered the past sixty years (lower ability)
- ✚ To assess the reasons for the main changes in advice in how sex education is delivered the past sixty years (higher ability)

- ✚ To be able to identify discriminatory assumptions within sex education in the past (lower ability)
- ✚ To understand the effects of discriminatory assumptions within past sex education on people (higher ability)

- ✚ To understand where to get further advice on sex, contraception, and safe sex practices (lower ability)
- ✚ To assess the reliability of different types of advice on sex, contraception, and safe sex practices (higher ability)

HOW DOES THIS ACTIVITY LINK TO THE CURRICULUM?

Relationships and sex education (RSE) and health education (England): Physical health and mental wellbeing

The content under each heading specifies what pupils should know:

Families	Respectful relationships, including friendships	Intimate and sexual relationships, including sexual health
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)	That they have a choice to delay sex or to enjoy intimacy without sex
How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or		How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

advice, including reporting concerns about others, if needed		
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