

A new cross-curricular sex education pack, developed by teachers and pupils, with evaluation components and a method of overall monitoring.

John Balding Not GCSE but CCSE!

Teachers are often exhorted to 'start where the pupils are at'. The new materials described here aim very much to start where you, the teacher, are at — you don't need special training, you don't have to be initiated into the mysteries of active learning or group work, you don't have to bring the normal teaching programme to a halt to use it. You do need your usual repertoire of teaching skills, you do need to be committed to make it work, you do need a whole-school approach.

The Schools Health Education Unit has been supporting cross-curricular work in health and sex education for many years now, some time before the National Curriculum was even a twinkle in Kenneth Baker's eye. The arrival of the National Curriculum with its pressures on teachers' time and resources and its new suggested framework for health education as a 'cross-curricular theme' has brought new challenges and opportunities (= PSE-speak for problems and headaches).

Health education across the curriculum

The teaching materials adopt the 'two birds with one stone' style of incorporating issues relevant to sex or relationships as part of ordinary lessons. This might be AIDS statistics in Maths, relationships in English, effective phrases in Languages, or family life in RE. A collection of 20 modules has been assembled and rehearsed, and these are itemised opposite.

To this has been added a familiar approach to

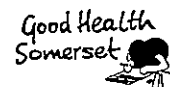
Cross-Curricular Sex Education (CCSE)

*Project Pack for Schools
and Health Authorities*

2. Teaching Materials



CCSE Project in Somerset
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curriculum planning, as well as a serial survey method of tracking the personal and social development of the pupils over the years. The materials consist of two books: Book 1 is a co-ordination guide and Book 2 is a set of teaching materials.

The evaluation approach

Teachers of health education and PSE will recognise the problem of wondering whether their efforts are effective. In these days of SATs, league tables and local accountability, one's best efforts can seem hit and miss. There is no doubt that young people have a need — and demand — for good sex education, which is supported by parents.

With this in mind, each of the 20 modules includes a provision for teachers to discover how the pupils stand with respect to a given issue — how confident they are, for example.

Following change

The materials include a survey method we have developed of assessing aspects of pupils'

*These are the 20
modules so far available:*

Images of men and women
Concerns corridor
Media study: Functions of relationships
Relationships in a text
Soap opera
Population and change
The healthy effect of war
AIDS: Modelling the epidemic
Counting the cost
Exchanges (responses to invitations)
Music and emotions
AIDS: Simulation game
Coaching games skills
Family life in religion
Childhood immunisation
Changes in adolescence
Statistics: Handling medical data
Babies and diet
People and culture
Presenting information

personal and social development — for example, their priorities in relationships, their responses in social situations, and their knowledge of health issues. These of course are subject to all sorts of influences, and will change over the years without teachers doing anything. The aim of the survey is to provide a profile of the development of the pupils, by sampling across the whole school, so that teaching can be planned and reviewed with this information as a background.

Frequently-asked questions

Who can use CCSE?

The materials should be suitable for all classroom teachers. They will need to include among their number a co-ordinator with energy and time to devote to making it work in their school.

Will they be happy about using it?

Hopefully they will recognise the materials as good examples of classroom practice. Modules that necessarily raise sensitive topics should not be used by teachers who are uncomfortable with these issues, but everyone should be able to find something useful in the materials.

It's good, but not quite my style.

The materials are flexible, and inevitably will be translated by teachers in their own way. We recognise and welcome this, and teachers should be free to adapt and adopt the materials in a form that suits them.

I'm an HPO, responsible for 40 schools. Where do I go from here?

There is a substantial section in Book 1 (Co-ordinator's Guide). Our Somerset colleagues might also be approached for a view on their practice [Health Promotion Unit, Chiltern Lodge, Tone Vale Hospital, Norton Fitzwarren, Taunton, Somerset TA4 1DB (0823 432132)].

How it all began . . .

These materials were developed within the Cross-Curricular Sex Education Project (CCSE), a result of our long-standing collaboration with Somerset Health Authority and Somerset Education Authority. However, the preparatory work began in 1990 when we entered into a contract with the South-Western Regional Health Authority to contribute to the APAUSE Project (Advising Postponement for Adolescents Undertaking Sexual Experience) based in Exeter University's Department of Child Health and initiated by Dr John Tripp.

Our contribution included the development of lessons and courses that lay legitimately within National Curriculum subjects and outside PSM/PSE time. This programme was intended to complement a core programme, but can now either 'stand alone' or be augmented by a PSE or tutorial programme.

Across the span of three years, hundreds of adults (teachers, parents and governors) and thousands of pupils have been involved in the evolution of CCSE. In the course of this work we have collaborated with teachers in Somerset schools, as follows:

1991 *Seeding ideas in 12 schools: development of draft teaching materials.*

1992 *Refinement and practice in 5 schools: establishment of evaluation methods.*

1993 *Expansion of programme in schools: use of survey method.*

1994 *Invitation to extend into another 9 schools.*

Additional logistic and financial support has been forthcoming from Somerset Education Authority, Somerset Health Authority Health Promotion Unit and Somerset Health Authority Positive Action.

Counting the Cost

COUNTING THE COST

Completed report:
CLOTHES (extract 2)

What I really need	What I don't need
booties	dungarees
shorts	frilly pants
T-shirts	shirts
trousers	cotton sleepsuit
sweatshirt	shell suit
baby suit	
all-in-one vest	
baby-grow	
pyjamas	
bib	
socks	
(for girl: dress + skirt)	

Superdrug is the cheapest for baby-grows locally.

The average cost of a baby-grow locally is:
£3.99 + £2.75 + £4.50 = £11.24
£11.24 ÷ 3 = £3.74

For booties, Savory and Moore (chemists) is cheapest.

The average cost of booties locally is:
£2.99 + £1.75 + £1.99 = £6.73
£6.73 ÷ 3 = £2.24

From discussion with a mum, I have found out that I would need 3/4 baby-grows for the week. This will have a total cost of £14/15 (approx.)

All the clothes I would need for a week might include:

2/3 sleepsuits	£ 8.98
3 pairs frilly pants	£ 1.25
2 pairs of trousers	£10.98
2 skirts	£ 8.98
7/8 pairs of socks	£ 7.00
Total cost	£ 37.19

Minimum yearly cost £148.76
(* extract from magazine article)

A page from the teaching materials for *Counting the Cost* (Mathematics module).

The CCSE materials have been designed to support National Curriculum objectives within the following subjects (the number of modules is shown).

Art & Design (1)
Drama (1)
English (3)
Geography (1)
History (1)
Languages (1)
Maths (3)
Music (1)
PE (2)
RE (1)
Science (2)
Technology (3)