



# Sex and Relationships Education Short Course

Student name:

Centre name:

ASDAN tutor:

ASDAN would like to thank the young people who participated in the LUSH programme during the pilot of this Short Course.

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# Sex and Relationships Education Short Course

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# Achieving your Short Course

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of Sex and Relationships Education activities.  For every 10 hours, you are awarded one credit, for example:	10	1
	30	3
	60	6

These credits can contribute towards other programmes and qualifications.

The **Sex and Relationships Education Short Course** can lead to:

**ASDAN Personal Development Programmes**  
(Bronze, Silver, Gold or Universities)

**ASDAN Qualifications (Levels 1 and 2)**

AoPE (Award of Personal Effectiveness) Levels 1 and 2

CoPE (Certificate of Personal Effectiveness) Levels 1 and 2

and could eventually lead on to:

**ASDAN Qualifications (Level 3)**

CoPE (Certificate of Personal Effectiveness) Level 3

## What must I do?

**Read through** these introductory pages carefully.

**Look at the modules and challenges** and decide which challenges you wish to complete – your tutor will be able to help you decide.

**Create an evidence portfolio** to safely store all the material you'll need to have in place before your tutor can claim your Short Course certificate.

**Plan, organise and carry out** your chosen challenges, collecting evidence as you go and storing it safely in your evidence portfolio.

**Before asking your tutor to check your work** and claim your certificate make sure your portfolio contains the following:

1. A student book
2. A completed Record of Progress (page 5)
3. Evidence for each challenge completed
4. The correct number of Short Course Skills Sheets (see pages 43-50)
5. A completed Summary of Achievement (yellow centre pages)
6. A completed Personal Statement (yellow centre pages)

## What will I need?

- Your own copy of this Short Course book
- A portfolio (file or folder), into which you will put your evidence

## Information for tutors

To download A Quick Guide to Short Courses, go to: [members.asdan.org.uk/my-courses/short-courses](https://members.asdan.org.uk/my-courses/short-courses)

This contains step-by-step guidance for delivering any Short Course, from registering with ASDAN to certification.



# Recording Your Skills

## Recording your skills

Next to each challenge is a set of tick boxes where you can record the skills you have been developing during the activity.

These help you link your achievements to the national standards for these skills.

Sex and Relationships Education activities provide an excellent opportunity to develop the skills of:

- Learning
- Teamwork
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

## The importance of Key/Core Skills

These are an everyday part of adult and working life. You need to be able to make yourself understood when speaking and writing, planning your own learning, working with others, carrying out basic calculations and using information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

## Learning

This skill is about how you manage your personal learning and development. It is about planning and working towards targets to improve your performance and reviewing your progress.

## Teamwork

This skill is about how you work with others when planning and carrying out activities to get things done and achieving shared objectives. This will involve working with a group of people.

## Coping with Problems

This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.



## Use of IT

This skill is about being able to make the best use of computers and other items such as printers, scanners and digital cameras. Being familiar with how to use this equipment is vitally important, not only in the workplace but also in the home.

## Use of English

This skill is not only about how you talk to people but also about the ways you find out information and let other people know about your views and opinions. It also includes all aspects of writing and reading.

## Use of Maths

This skill is about your ability to use numbers. If, for example, you've measured or calculated something you will have used numeracy skills. Being able to use numbers is a skill highly valued by employers; many of the challenges in this Short Course will give you opportunity to practise your numeracy skills.



# Module 1

## Body Knowledge



# Module 1

## Body Knowledge

**Section A:** Complete at least FIVE challenges over 10 hours (1 credit)

**1** Play a game of 'Body Knowledge' with your group. Working in pairs, write a body part on a sticky label or note and put it on your partner's back. They have to find out what it is by asking as few yes or no questions as possible, e.g. Is it an internal organ? Is it above my neck? Can you see it when I'm fully dressed? Swap roles, then play the game again with a different person.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**2** Discuss what teenagers think and feel about the way they look. What kinds of pressures are there on teenagers to look a certain way and where do they come from? Look together at examples of images of young people from the media. Create a group mindmap of everyone's ideas.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**3** Design a quiz to investigate what people know about the changes that happen during puberty. Test it out on friends or family. Report back on your results.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**4** Find out about reproductive organs and their functions. Give a group presentation to explain reproduction, so that each individual presents their own section. Use props and images. Ask your audience for feedback.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths



# Module 3

## Sexual Activity and Behaviour

5 In groups discuss the reasons why people might want to have sex and how sexual activity can be a positive part of a relationship.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

6 Find out what 'promiscuity' is. In groups discuss the different attitudes towards promiscuity in boys and girls. What effect might promiscuous activity have on their reputation?  
Are the attitudes different towards boys and girls? Do you think this is fair?

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

7 Look at storylines from TV shows/soaps showing both positive and negative experiences of sexual relationships. List the factors that make the relationships positive or negative.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

8 Look at some stories from newspapers, magazines and the Internet that report on the early sexualisation of girls. Think about the effects that fashion, music and popular culture might have on young girls.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

9 Other agreed challenge:

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths



# Module 6

## Culture and Society



# Module 6

## Culture and Society

### Section B: Complete ONE or TWO challenges over 10 hours (1 credit)

**1** As a group collect images from magazines showing unrealistic images of both male and female models. Try to recreate some of these images without airbrushing, make up and other 'special effects'.

Put on an art exhibition comparing the two sets of photographs. Invite people to come and see the exhibition and ask them to write their opinions about the photographs in a visitors book.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**2** Find an example of a sex and relationships story that has been covered in the media. Compare how different sources, e.g. TV, magazines, broadsheets, tabloids, have reported on the same story.

Present an analysis of the media coverage, separating facts from opinions and pointing out the differences between sources and possible reasons for this.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**3** Watch a selection of music videos from different musical genres. Write a short review for each, focusing on the sexual messages in the song itself and the video.

Pick one of the videos and compare it to others of the same musical style, e.g. boybands. Prepare a PowerPoint presentation to show the stereotypes associated with this type of music and its fans. You should think about fashion, body image, sexuality and behaviour.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

**4** Conduct a survey into different people's views on one of the following issues:

- teenage pregnancy
- sex before marriage
- the differences between civil partnerships and marriage
- abortion

Analyse the results and show if people's views are affected by their age, background, religion and other factors.

- Skills I used:**
- Learning
  - Teamwork
  - Coping with Problems
  - Use of IT
  - Use of English
  - Use of Maths

# Adding Value

Your Sex and Relationships Education Short Course is recognised with an ASDAN certificate, and has a credit rating to reflect the time you have spent on Sex and Relationships Education activities. This course can also be linked to other programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.



★ If you are aiming to achieve any of these qualification outcomes you should seek advice from ASDAN before starting your Sex and Relationships Education Short Course.

Sample



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