



TOGETHER FOR
JEWISH SEXUAL HEALTH

SEX AND RELATIONSHIPS EDUCATION IN JEWISH SCHOOLS

THE DERECH PROJECT is research commissioned by JAT – the Jewish sexual health charity – with the National Children's Bureau to support the development of Sex and Relationships Education in Jewish primary and secondary schools in Britain.



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FORWARD

JAT has been protecting the health and well-being of young Jewish people for nearly 20 years. We aim to shape our programmes and activities to meet their needs and those of their parents and their schools.

The shocking absence of information about the state of sex and relationship education in Jewish schools, has hampered effective programme development. It was to fill this gap that JAT, together with National Children's Bureau, commissioned this, the most comprehensive ever research into Sex and Relationships Education in Jewish schools. The research brings home three stark and urgent messages:

- **Children and young people in Jewish schools and their parents are demanding fact-based education and information about sexual health.**
- **Some Jewish schools aim to deliver effective sex and relationships education but they (and parents and pupils) recognise they are failing.**
- **Despite goodwill and good intentions, the health of children and young people in Jewish schools is being put at serious, preventable risk through the absence of effective sex and relationships education.**

We believe that the Jewish community cannot afford to allow this situation to persist and in the light of this research, ignorance is no longer an excuse.

We urge Jewish schools, their governors and advisors to act on these findings and urgently to develop and implement good practice.

JAT will act on these findings by seeking funding and partnerships to:

1. **Develop a ready-made, high quality SRE curriculum that takes account of the ethos of the individual schools.**
2. **Develop an SRE teachers' guidebook with appropriate Jewish resources.**
3. **Assist schools in creating innovative education programmes which also engage parents.**
4. **Deliver high quality programmes for parents so that they have the skills and knowledge to talk to their children about sexual health.**
5. **Develop a new and engaging website for young people.**
6. **Provide training for teachers that boosts their confidence in handling sensitive issues and develops specialist SRE knowledge.**

Harry Rich, Chair – JAT

SUMMARY OF FINDINGS

The key findings from the most comprehensive ever research into Sex and Relationships Education (SRE) in Jewish schools in Britain are:

Pupils in Jewish schools:

- want clear, concrete fact-based teaching and learning;
- are still embarrassed to discuss sensitive topics at home;
- at secondary level want to be able to make educated and informed choices about sex and relationships, rather than being taught only the abstinence model

Parents of pupils in Jewish schools:

- believe that factual information is of most value;
- trust high quality outside agencies and 'trained, good inside people' to deliver SRE;
- want to work with schools on SRE;
- often have strong feelings and beliefs but recognise that they lack factual information about the risks to which their children may be exposed.

Jewish schools and their teachers:

- lack the confidence, skills and time needed to deliver effective SRE;
- are keen to work with parents to deliver SRE;
- aim to deliver effective SRE but they (and parents and pupils) recognise that they are failing.

INTRODUCTION

The sexual health of young people in Britain is a cause for concern. Rates of unintended pregnancy remain high compared with other European countries and the incidence of sexually transmitted infections including HIV is rising. The rapid change in young people's sexual attitudes and lifestyles has not been matched by changes in provision of sex and relationships education (SRE). Although government policy has attempted to promote effective SRE within both primary and secondary schools, faith schools, including Jewish schools, have not always fully engaged with this because SRE provision can be controversial within the context of religious belief.

JAT - the Jewish sexual health charity - invited the National Children's Bureau (NCB) to collaborate on a research project, known as the Derech Project, to gather evidence-based material on SRE provision in Jewish schools.

The project is timely, because the schools taking part in the survey recognised the importance of SRE, whilst also consistently expressing their need for support and guidance in the training of teachers, creating and delivering programmes, and in accessing suitable resources. It is hoped that these research findings will help to create models of best practice for the teaching and learning of SRE in Jewish schools, which may be of value in providing transferable ideas to schools of diverse faiths.

What is SRE?

Sex and Relationships Education is defined by the Sex Education Forum as 'learning about sex, sexuality, emotion, relationships, sexual health and ourselves'. SRE should be an integral part of the lifelong learning process, beginning in early childhood and continuing through adult life.

SRE is part of PSHE (Personal, Social, Health Education) which in turn is part of the National Curriculum.

The aims of the research

The research was carried out in 2004 and 2005 in order to:

- identify the level of provision of SRE within Jewish primary and secondary schools in Britain
- look at satisfaction levels with SRE as perceived by students, staff and parents
- identify factors which promote good practice.

How was it carried out?

The steering group who designed and directed the research was:

- Simon Blake - NCB
- Rosalind Collin - JAT
- Ruth Hilton - JAT
- Lynndy Levin – independent researcher

A questionnaire survey targeted all Jewish schools in Britain (see Appendix B). The questionnaire focused on:

- SRE provision;
- who teaches SRE;
- for which Key Stages (KS) and in which groups;
- training for teachers;
- topics taught.

It also looked at the schools' views on who is responsible for teaching SRE, and on the parents' role.

The questionnaire stage was followed by interviews with parents, teachers and governors selected from the schools that responded to the questionnaire. These schools represented the complete Jewish ideological spectrum, including right wing orthodox, modern orthodox, reform and Jewish schools with mixed faith pupils. Pupils and parents were asked about a range of issues and practice relating to SRE provision. (The methodology is detailed in Appendix A)

This report

This report sets out the findings from the research and provides recommendations for urgent future work. The research is intended for head teachers, heads of Jewish studies in schools, chairs of governors, PSHE/SRE coordinators in schools, staff responsible for SRE in local authorities, those working with Jewish or other faith-based schools and others interested in developing work in this field. JAT will now work with schools, parents and other agencies to develop programmes and policies to meet the needs and gaps identified by this research.

About JAT and NCB

JAT is the only charity in the UK providing sexual health and HIV services to the Jewish community. JAT's main purpose is to provide sexual health education for

Jewish people under the age of 25 in schools and youth organisations and for students and youth leaders and those involved with children and young people. It also supports those affected by HIV within the Jewish community. JAT is a member of the Sex Education Forum.

NCB is an umbrella body for the children's sector in England and Ireland. It provides information on policy, research and best practice for all those working with children and young people. The Sex Education Forum, based at NCB, is the national authority on SRE that works with 48 member organisations to promote good quality SRE for all children in the England.

Thanks

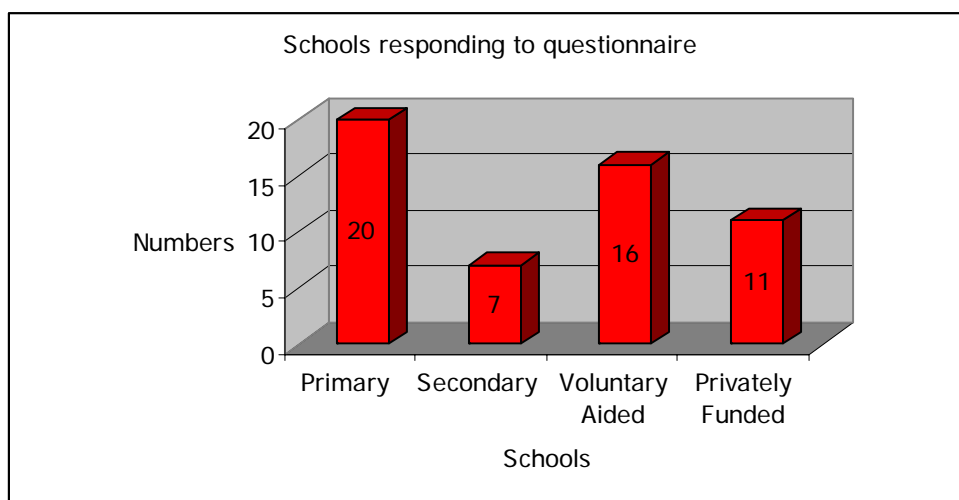
JAT and NCB are grateful to Barnet Primary Care Trust, The Kobler Trust and UJIA who generously funded this research and to the eminent consultants, steering and advisory group members who gave so freely of their experience and wisdom.

RESEARCH FINDINGS

Characteristics of schools

One-third of schools (a total of 27) completed the questionnaire. Of these:

- 20 were primary and seven were secondary schools;
- 16 were voluntary aided and 11 privately funded;
- two-thirds had 100-499 on roll;
- four primary schools and one secondary school had 10-99 pupils on roll.



Eleven schools participated in the subsequent interviews. Of these, nine were primary schools and two were secondary.

Main challenges to delivery of SRE in Jewish schools

Several key challenges to the delivery of effective SRE emerged. They were:

- secondary school pupils want to be able to make an educated and informed choice about sex and relationships rather than being taught only the abstinence model;
- pupils having different values from their schools;
- teachers lacking the confidence and the skills needed to deliver SRE;
- lack of time to teach SRE in the curriculum;
- different elements of SRE not being linked in a sustained way across the curriculum through all Key Stages;
- a lack of suitable resources;
- pupils' embarrassment about discussing sensitive topics at home;
- overcoming parents' fears of the topic.

Schools' perceptions of the importance of SRE

The schools felt that SRE was important in order to:

- counteract societal pressure;
- guide choices;
- help pupils to create a clear and positive self-image;
- enhance self-esteem and confidence;
- clarify misconceptions;
- complement pupils' physical and emotional development and awareness;
- develop a language and a 'talking culture' around SRE.

The schools felt it important to develop SRE programmes within an agreed Jewish values framework.

SRE policy

Nine out of the 11 schools interviewed had a documented SRE policy. One of those without a policy document had schemes of work in place. All of the policies included a statement on the right of parents to withdraw their child from all SRE lessons other than statutory science lessons.

Schools' descriptions of their policies ranged from: 'a bit of a policy'; 'vague – needs tightening up'; to 'not happy that it reflects a well-rounded approach to both relationships and sex education, so is now just a sex education policy'. Less than half of the schools had 'an overall rationale for the teaching of SRE'; or 'a policy with which we are happy'. Policy evaluation varied from being 'periodically reviewed' or being 'evaluated after the delivery of schemes of work' to being 'reviewed annually'.

The studies, both questionnaire and interviews, gave no clear view of how SRE policy is formulated or who is involved. Only in 25% of schools studied is there evidence of whole school and parental involvement in policy formation.

There was no evidence of schools consulting the Department for Education and Skills' (DfES) official guidance on policy formation. (DfES Guidelines for schools on writing or reviewing SRE policies - revised guidelines issued to schools 20 March 2004)

SRE programmes

Not all schools had an SRE programme in place. For those that did, the range varied

greatly, both in terms of their depth and scope, and the degree to which they drew on the *halachic* (Jewish law) view.

Where SRE programmes were in place, there was a marked inconsistency between schools as to how they developed, implemented and sustained their programme.

As with policies, there was no evidence of schools making use of guidance on personal, social and health education (PSHE) and Citizenship (Sex and Relationship Education Guidance, July 2000, DfES 0116/2000), or on SRE, from the local education authority or from the Qualifications and Curriculum Authority (QCA, PSHE and Citizenship KS 1 – 4).

Delivery of SRE

Teacher training

In only five schools did all those involved in teaching SRE receive specific training. In the remaining 22 schools only a few teachers had been specifically trained. There is no clear indication about the quality of training.

Who should deliver SRE?

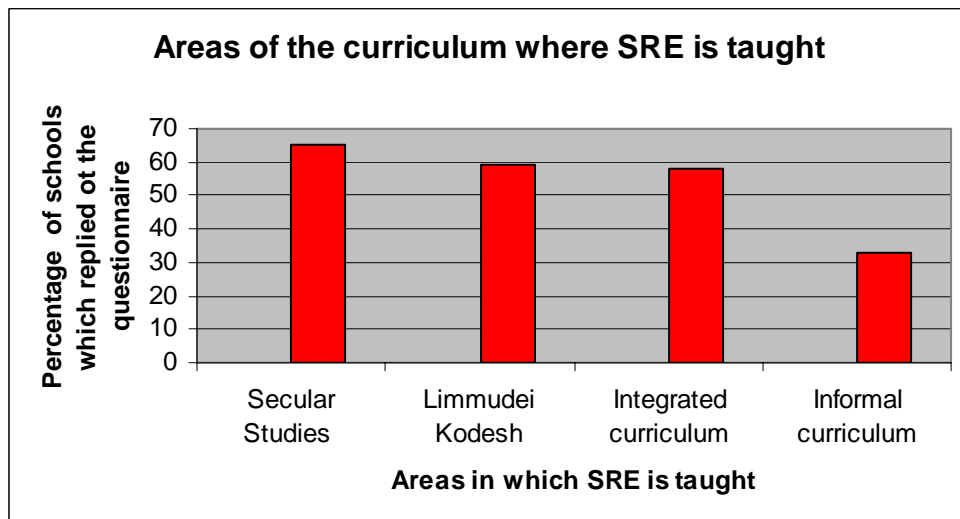
Schools varied as to who they felt should deliver the sex education aspects of SRE and how they balanced inputs from secular and Jewish Studies teachers. The questionnaire showed that where there is SRE in primary schools, it is taught by secular subject teachers in consultation with Jewish Studies teachers, rabbis and rebbetzin, with 44% of schools also using outside agencies. To a lesser extent, support staff and school nurses also played a role. In secondary schools the same situation applied with more input from external agencies. Peer educators were used by only one school.

Eighteen schools (89 per cent) had a designated member of staff responsible for the PSHE and Citizenship curriculum. Of these, eight schools had a designated member of staff responsible for the SRE curriculum.

Areas of the curriculum where SRE is taught

Schools were asked in which parts of the curriculum SRE was located:

- Sixty-five per cent of schools replying to the questionnaire said that SRE is taught as part of secular studies.
- In addition 59 per cent reported that it was taught within Limmudei Kodesh/Jewish Studies.
- SRE featured as part of an integrated curriculum in 58 per cent of schools
- SRE featured within the informal curriculum in 33 per cent of schools



Type of group SRE is taught in

Sixty eight per cent of schools used separate gender groups to deliver SRE, with both co-educational groups and whole class groups also being used in both primary and secondary schools.

Teacher interviews

Interviews showed that some schools coordinate SRE work across a team of teachers. However, even here there was often a significant gap between what the senior management expected of the teachers and what the teachers themselves felt confident about delivering. This was related to areas such as teacher appropriateness, teacher self-confidence, training needs, clear policy and practice guidelines, and general SRE programme cohesion.

Topics taught

Relationship and social topics were most likely to be taught across Key Stages in both primary and secondary schools. These included:

- becoming a responsible adult;
- bullying and harassment;
- family relationships;
- health education;
- keeping safe (primary schools);
- positive self-image;
- recognising and expressing feelings (primary schools);
- resolving conflict and learning to co-operate;
- rights and responsibilities.

Topics which featured in the secondary school curriculum to a *lesser* extent included:

- Jewish marriage;
- physical and emotional changes in adolescence;
- pregnancy and birth.

Sexual health topics were *least* likely to be taught. These included:

- contraception;
- dating;
- different cultural beliefs/practices within sex and relationships;
- HIV/AIDS;
- homosexual and lesbian relationships;
- sex and the law;
- STIs;
- safer sex;
- termination of pregnancy.

The role of parents and carers

The questionnaires indicated that the majority of the schools strongly agreed that the responsibility for SRE was a joint one between parents and school. More than half agreed that schools should arrange educational opportunities to support parents in discussing sensitive issues with their children.

Many schools noted that greater knowledge was needed about parents' views on SRE. Some schools were organising SRE parent workshops while others were planning to set up a broad-based parent education programme which could include discussions about SRE.

In interviews, most parents said that they regarded well-taught SRE as an effective way of correcting children's misconceptions. However many were ambivalent about the programme's content, some expressed concern that SRE would encourage children to think that 'they can just go out and do it.' They were worried about their children's emotional readiness and ability to process explicit information and resources. However, overall they felt that factual information was best. They trusted high quality outside agencies and/or 'trained, good inside people' to deliver SRE.

Parents wanted better communication from schools about topics being taught to give them the opportunity to prepare their children beforehand or to discuss topics afterwards. None said that they would withdraw their children from sex education lessons but they would want to be alerted if there were any issues that their child found problematic. Some parents wanted greater involvement in forming SRE policy.

Some parents believed that parental education programmes would be a valuable source of support for discussing sex and relationships with their children. Others felt that such programmes would miss the target group as only those who were already aware of the issues would attend. Most felt that SRE taught at school could be helpful for parents who felt unable to discuss it at home.

Most parents welcomed the school's teaching of Jewish values as a counter-voice to society and the pressures faced by young people through the media and advertising. Hence their children could make informed decisions about issues to do with SRE.

Overall, it was felt that relationships education could start from the nursery but that sex education should begin in Years 5 and 6 with risk awareness and keeping safe being the major focus from that time onwards. However, topics around puberty could be introduced in Year 4 because children today are growing up much more quickly.

Pupils' experiences

Interviews with pupils were carried out in Years 1, 2, 5 and 6 in the primary schools and in Years 7, 8, and 10-13 in the secondary schools. In all cases, single sex groups of boys and girls were interviewed in each year except for one mixed Year 13 group.

In primary schools, boys were more forthcoming than girls, and in secondary schools the response was equal. Pupils' answers reflected their preference for clear, concrete fact-based teaching and learning.

Most pupils agreed that the right time for sex education was in Year 5 and 6, although a few thought it should be taught in Year 4. Both boys and girls were vague about the content of SRE in Years 5 and 6 - as a one-off lesson did not seem to have made a real impact

In primary schools, girls were not taught about boys' bodily changes at puberty. In only one primary school did boys learn about girls' bodily changes at puberty. This lack of any effective cross gender education followed through to secondary school except in relation to statutory science lessons.

Ten and 11 year-old primary school pupils had virtually no knowledge of sexually transmitted infections. They had heard of AIDS but not HIV. Gay relationships were discussed by the school with individual children on a need-to-know basis, for example, if children raised the topic in class or posted questions into anonymous SRE question boxes which some schools used.

Secondary school interviews show that pupils are able to make a valuable contribution to effective and innovative SRE programmes.

Responses from secondary school pupils on sex before marriage show that they wanted to be able to make an educated and informed choice about sex and relationships rather than being taught only the abstinence model.

IMPLICATIONS FOR BEST PRACTICE

Many of the issues identified in the research have implications for all schools. Good practice ensures that children and young people know and understand about the law and their rights and entitlements, health issues and the range of religious, cultural and legal perspectives.

We recommend that Jewish schools, their governors, advisors and parents act on these findings when developing best practice:

SRE policy

1. Schools should have a documented policy which is evaluated and updated regularly.
2. All sections of the school community, including pupils, should be adequately represented and consulted on the policy document. In line with government SRE guidance, decisions about the content of the SRE programme should be left to schools' professional judgement.
3. The policy should include an explicit statement concerning the level of confidentiality offered by the school to pupils, teachers and parents.
4. The policy should be discussed widely in the school community and disseminated to governors, all school staff including teachers, school nurses and counsellors, outside agencies and experts with whom the school consults.
5. The policy should outline topic areas and schemes of work and identify future planning and discussion strategies for particularly sensitive issues.
6. The policy should clearly set down the issues which will be covered as part of the planned SRE programme, those questions to which staff will respond within the values framework of the school and those that will be referred back to parents.
7. The policy should include an explicit statement concerning the right of parents/carers to withdraw their child from non-statutory SRE lessons but not from statutory science lessons. It should also state how the parents will be supported to educate their children about SRE, should they decide to withdraw them from the school's SRE lessons.
8. Schools should refer to the DfES SRE guidance for advice on policy formation. The guidance recommends themes that should be covered in supporting young people's physical, emotional and moral development.
9. Schools should identify and implement procedures to deal with problems arising with pupils, parents, teachers and outside agencies and share these procedures with all relevant groups.
10. The policy should take account of Jewish views on central issues within SRE.

SRE programmes and resources

1. Schools should prioritise funding for training and resource purposes.
2. Both primary and secondary schools should take note of published DfES, LEA and/or QCA guidelines and Key Stage outcomes on both Personal, Social, Health and Citizenship Education and SRE in building their programmes.
3. Programmes need clearly to show progress and continuity in both the relationships and sex education elements of SRE. A spiral curriculum should be developed which builds year on year into an holistic SRE programme, ideally delivered within an holistic PHSE curriculum.
4. This SRE curriculum and schemes of work should have a sound factual basis and actively engage pupils in their own learning. Pupils should be enabled to discuss sensitive and controversial issues and establish their own moral baseline.
5. Cross-curricular links, including Jewish Studies, English and Citizenship, should be made to enhance the impact of SRE on pupils and to ensure that the programme is delivered in an integrated and vivid way.
6. The PSHE co-ordinator should play a key role in monitoring SRE provision to ensure all children and young people are provided with comprehensive learning opportunities.

Teachers

1. Each school should appoint a PSHE co-ordinator with specific responsibility for SRE.
2. Selected teachers should be targeted for training as a specialist PHSE and SRE team.
3. An adequate number of suitable teachers need to be trained in order to ensure sustained and robust SRE programmes throughout the Key Stages.
4. Close teamwork is required between the senior management team and teachers delivering the SRE programme.
5. Schools should develop teacher peer education through shadowing expert teachers, team teaching, non-managerial supervision and monitoring one another.
6. Teachers should be regularly appraised in order to assess their appropriateness, competency and confidence in teaching SRE.
7. Whole-school INSET should provide the opportunity for all staff to be involved in awareness-raising and discussion of SRE issues. Curriculum based INSET is necessary for staff responsible for the delivery of SRE schemes of work, while INSET to enhance the knowledge and handling of SRE issues is needed by staff with pastoral responsibility.

8. Schools should set up clusters of teacher forums together with other schools to discuss problems and share good practice.
9. Schools need to be encouraged to enhance specific teacher-led INSET through appropriate training techniques.
10. Schools should create innovative education programmes that encourage parental involvement in the discussion of SRE-related issues with trained professionals.

Parents

Interviews with parents across both primary and secondary schools show they often have strong feelings and beliefs but lack factual information about the risks to which their children may be exposed. Parental self-esteem and confidence may also be shaken when their children do not talk to them about SRE issues.

The quality of SRE can be enhanced by forming effective partnerships with parents. This could be achieved by:

1. Providing accurate and adequate knowledge to parents
2. Communicating with parents about the topics being taught so that they have the opportunity to prepare their children beforehand or pick up where the school has left off.
3. By providing opportunities for parents to share views, learn how to explain SRE related topics to their children and develop the skills and knowledge necessary to answer awkward questions
4. Reassuring parents that 'rejection' is a normal feature of adolescent development

Schools can ensure that parent education programmes are of high quality and appropriate, by using expert outside agencies and/or confident, trained staff inside the school.

Pupils

1. Strategies for peer education should be explored especially by secondary schools. It should not take the place of planned, formal curriculum-based SRE but should offer support to pupils in addition to the taught programme.
2. Schools should seek pupils' views. This would make a valuable contribution to effective and relevant SRE programmes and help to foster a sense of ownership amongst children and young people.

3. Secondary school pupils would prefer to be helped to make an educated and informed choice about sex before marriage rather than only being taught the abstinence model. This has direct implications for presenting the Jewish view in a positive, innovative way, so that it is seen as a viable choice.
4. Schools should develop strategies which offer effective support and confidentiality to pupils.

Outside agencies

Outside experts and agencies have a valuable role to play in supporting effective SRE when they work within the ethos and value framework of the school to:

1. Inform schools of appropriate existing Jewish resource to support the teaching and learning of SRE and encourage schools to share and develop it.
2. Help schools to develop high quality, appropriate resources in topic areas where resources are lacking.
3. Respond to the schools' universal request for a ready-made curriculum that takes account of the ethos of individual schools.
4. Develop an SRE teachers' guidebook with appropriate Jewish resources.
5. Assist schools in creating innovative education programmes which encourage parents to discussing SRE-related issues with their children.
6. Provide resources such as an engaging website and speakers who can connect with young people.
7. Provide training in the methodologies for teaching SRE; boost teachers' confidence in handling sensitive issues; and help develop specialist knowledge around SRE.

APPENDIX A: METHODOLOGY

Questionnaire sample and response

The questionnaire was distributed in March 2004 to 81 Jewish primary and secondary schools in Britain. Twenty-seven questionnaires were completed by schools and were included in the analysis. This is a higher than average return rate for unsolicited postal surveys. Eleven schools were private and 16 were voluntary aided. Twenty were primary schools and seven were secondary.

The interview process

Interviews were conducted with pupils, parents and teachers in Jewish primary and secondary schools in Britain in January and February 2005.

Twenty-seven schools completed questionnaires, of these 11 participated in the interview stage. Nine were primary, two secondary; two were private schools and nine voluntary aided. They represented the Jewish ideological spectrum, including right wing orthodox, modern orthodox, progressive and Jewish schools with mixed faith pupils.

The purpose of these interviews was to explore in detail the current level of SRE provision and satisfaction levels with what was being delivered. Access to schools was facilitated through the Head Teacher and Head of Jewish Studies.

All pupils were interviewed in separate gender groups except for one Year 13 (Sixth Form) group. Interview questions, prepared in advance as guidelines, were sent to those schools asking to see them.

Ethical guidelines and a sample pro-forma letter to parents were sent to schools requesting to see them. In some cases schools combined the sample model letter to parents with their own.

Assurance was given that the complete anonymity of all schools and participants would be maintained in any reporting. All schools were asked to obtain signed parental permission for pupils to take part in the interview process.

Learning from the interview process

The interview process itself was of value. To quote one of the interviewers:

'I feel that the process was a valuable experience for [Headteacher X] and that she went through a process of self-awareness and self-discovery in terms of what exactly SRE is and should cover. Her initial perceptions of it being about 'sex' were changed by the end of the session as she realised that it was more far-reaching than that. Her self-awareness developed in terms of her acceptance of outside input. At first she was insistent that the school did not require or use any input [from] outside thus excluding anything that Derech might be able to provide. However [during the course of the interview] she began to realise that she [already] used various bits of resources from various external sources and thus became more open to the suggestion of external input'.

In some cases those interviewed filled multiple roles, for example, in some primary schools governors were also parents and/or teachers of current pupils. Hence they answered from more than one perspective, for example, governors or teachers responding to questions as parents, particularly where they had little or no involvement with SRE policy and practice.

It was clear that parents and pupils had been handpicked and had not come forward as part of a random sample. Schools' criteria for choosing pupils were that they were bright and articulate. In several cases, parents interviewed were also teachers or governors in the school and so it was easy to obtain permission to interview their children. Parents were also chosen on the basis of their positive involvement with the school.

All four interviewers were female and ranged in age from 30s-50s. It is interesting to note that in many cases the boys interviewed in both primary and secondary schools expressed a preference for male SRE teachers and girls for female SRE teachers. As there was no basis for comparison, the degree to which female interviewers may have affected the response of boy respondents is unknown. Ideally both male and female interviewers should be used when both boys and girls are interviewed.

APPENDIX B: QUESTIONNAIRE

This is the text of the questionnaire distributed to schools. The format has been amended to save space:

To Support the Development of Sex and Relationships Education (SRE) in Jewish Primary and Secondary Schools in Britain.

PLEASE NOTE:

1. All information and documentation supplied by schools for the purpose of this questionnaire will be treated in the strictest confidence. No school will be named in any of the published research.

2. When completed kindly place your questionnaire in the FREEPOST envelope provided and send it to:

FREEPOST National Children's Bureau London EC1B 1DB

First some facts about your school:

1. Name of school _____

Address _____

Telephone _____ Fax _____ Email _____

2: Name of Headteacher _____ Name of Rabbinic Principal _____

Name of Head of Jewish Studies _____

3. Type of school: Please tick where appropriate:

Single sex or mixed <input type="checkbox"/>	Primary with nursery attached <input type="checkbox"/>	Primary <input type="checkbox"/>
Secondary <input type="checkbox"/>	Mainstream school <input type="checkbox"/>	
Mainstream school with facilities for special needs <input type="checkbox"/>		Special Needs school <input type="checkbox"/>

4. Status of school:

Private School Voluntary Aided School

5. Number of pupils on role: RECEPTION – YEAR 13 INCLUSIVE:

10 - 99 100 – 499 500 – 999 1000 +

To help us understand the ethos and aims of your school, kindly enclose copies of the following documents:

6. Please tick if enclosed.

School Prospectus Limmudei Kodesh Policy Document
Teaching and Learning Policy Document
Personal Social Health Education and Citizenship Policy Document
Sex and Relationships (SRE) policy Document

Next some facts about staff involvement and training:

7. Has everyone involved in teaching SRE received specific training?

YES NO

If YES, please specify:

8. Who teaches SRE? Please tick all that apply:

Teache Support Staff School Nurse Rabbi/Rebbetzin
Peer Educator Outside Agencies

9. Are there staff members with particular responsibility for co-ordinating the curriculum for the following:

Limmudei Kodesh/Jewish Studies YES NO
PSHE and Citizenship YES NO
SRE YES NO

10. In which area of the curriculum is SRE taught? Please tick all that apply.

Limmudei Kodesh/Jewish Studies Secular Studies Integrated Curriculum
Informal Curriculum

Now for some opinions:

11. The following is a set of statements about attitudes relating to parent and school governor involvement. For each statement please indicate whether you agree strongly, agree, are neutral, disagree or disagree strongly. Tick the appropriate box.

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. Parents alone are responsible for the Sex and Relationships Education of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Parents together with the school are responsible for the Sex and Relationships Education of their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Schools alone are responsible for the Sex and Relationships Education of their pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Schools should arrange education opportunities for parents to discuss ways of dealing with sensitive issues within the Sex and Relationships Education of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Parents should be informed of opportunities to learn about the content and legislation of Sex and Relationships Education in Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. It is important for school governors to be educated and informed about the content and legislation of Sex and Relationships Education in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. The following list is intended to reflect a range of topics that contribute to children’s personal development across the Key Stages. This list is by no means exhaustive. Please tick the boxes next to the topics taught in your school. You may add more topics of your own.

- Positive self image Keeping Safe Family relationships
 Becoming a responsible and active member of the community Bullying and harassment
 Stereotypes Rights and responsibilities
 Different cultural beliefs and practices within sex and relationships
 Jewish sexual ethics Jewish marriage Sex and the law
 Role models and media messages Risk-taking Dating Peer pressure
 Health Education Change in the family
 Physical and emotional changes in adolescence Contraception

- Pregnancy and birth Termination of pregnancy
 Homosexual and lesbian relationships Respecting Diversity Friends and friendship
 Recognising and expressing a range of feelings and emotions
 Resolving conflict and learning to co-operate Attitudes to head lice
 Sexually Transmitted Infections (STIs) HIV/AIDS Safer sex
 Decision making The re-emergence of Tuberculosis Drug and Alcohol Abuse

Other topics taught: _____

13. In which Key Stage is SRE taught? You may tick more than one box.

- KS1 KS 2 KS 3 KS 4

14. What kind of groups is SRE taught in? You may tick more than one box

- Single sex groups Co-educational groups A combination of both
 Small groups within a class Whole class groups Year groups
 Key Stage groups

15. Any additional comments about the development, planning, delivery or evaluation of SRE in Jewish Schools?

Just a few more facts:

16. **Your name** _____ **Your position** _____

17. Would your school be willing to participate in interview which is the next stage of this research? Please circle your response below:

- YES** **NO**

APPENDIX C: CONSULTANTS, STEERING AND ADVISORY GROUPS

Consultants

Rabbi Mark Kampf

Rabbi Shimon Winegarten

Steering Group – see below for biographical information

Simon Blake - NCB

Rosalind Collin - JAT

Ruth Hilton - JAT

Lynndy Levin – independent researcher

Advisory Group

Linda Caller

Hanna Chody

Rabbi Jonathan Dove

Barbara Goldfoot

Marilyn Kanter

Prof. David Katz

Irene Kay

Clive Lawton

Jeffrey Leader

Spencer Lewis

Sharon Margolis

Dr. Helena Miller

Rabbi Ephraim Mirvis

Steering group – biographical information

Simon Blake is Assistant Director, Children's Development at the National Children's Bureau where he leads the Personal, Social and Health Education and Citizenship programme. Prior to this, Simon was Director of the Sex Education Forum. He has written on all aspects of Personal, Social Health Education and Citizenship and is co-editor of *Spotlight: promoting emotional and social development*, a termly magazine. Simon is a member of the executive of NSCoPSE the professional organisation for LEA advisers, inspectors and advisory teachers with responsibility for PSHE.

Rosalind Collin has been the Director of JAT since 1992. Previously she was full-time volunteer Chair of Exodus, the Reform Synagogue's Soviet Jewry Campaign, which included setting up campaigning groups in 30 synagogues throughout the UK. She also chaired the North-West London Soviet Jewry Group, which uniquely brought together synagogues from all affiliations.

Ruth Hilton has been a Teacher Advisor for Personal and Social Education for East Sussex, Brighton and Hove since 1991 after teaching for many years in Special Education in London and East Sussex. She co-ordinates all the pupil and student voice work in Brighton and Hove and supports special schools in Brighton and Hove and East Sussex with their Healthy School development. She has been a consultant to and developed teaching materials for the National Theatre Education Department and Channel 4 Education and worked with the NCB on a project to support delivery of SRE in Pupil Referral Units. She is the co author of *Drama and PSHE* and wrote *The Safer Sex Game*. Ruth has been a Trustee of JAT, a youth worker and a governor of a special school.

Lynndy Levin BA PGCE MA is a consultant in Jewish education in Britain and the Ukraine. She is currently undertaking doctoral research at London University Institute of Education. Over the past [thirty-four years](#) Lynndy has worked within the Jewish schools networks in Israel, Britain and the Ukraine as a teacher, head teacher, curriculum developer, teacher trainer and consultant. Since 1994 her research has focussed on developing and providing Jewish Orthodox primary and secondary schools with curricula and resource to meaningfully engage with Personal Social Health and Citizenship Education and Sexuality and Relationships Education. In 1997 the Jakobovits Charitable Trust funded Lynndy to write a PSHE curriculum programme for Jewish Orthodox Primary Schools: *The 3D Jewish Me*.

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