

FORUM FACTSHEET 11

Supporting the needs of boys and young men in sex and relationships education

In January 1994 the Sex Education Forum hosted a seminar addressing the subject of boys, men, fatherhood and sex education. This was just one of many such events and initiatives held over the last few years. Since then, anxieties about the behaviour and supposed failings of boys have filled the pages of many newspapers. But what of the needs and anxieties of the boys and young men themselves? In October 1996, the Forum held a second seminar on the subject, as part of a two-year project funded by the Department of Health to support the needs of boys and young men in sex and relationships education.

This *Factsheet* summarises some of the learning from initiatives and research in different settings presented at the seminar, presents some findings from a mapping exercise undertaken with over 100 practitioners working with boys and young men in the area of sex education, and offers some suggestions taken from small-scale consultations with groups of boys.

Why do we need to focus on boys?

As we have been developing good practice for sex education, there is an emerging realisation that we may not be meeting the needs of boys. This is a problem for a number of reasons:

- a failure to address boys' needs has serious implications for their emotional and sexual health, such as:
 - an inability or reluctance to seek help and advice;
 - a rising suicide rate amongst young men.
- approaches which don't engage boys leave them bored and sometimes disruptive;
- a focus on reproductive aspects of sex education engages girls but not boys. This can reinforce the message that sex education is nothing to do with boys.

There are many good reasons for focusing on boys' needs:

- to increase their ability to take responsibility for their sexual behaviour and to make informed sexual choices – there is an increase in sexually transmitted diseases such as chlamydia, there continues to be a high rate of HIV infection, particularly among young gay men, and also a high rate of unplanned pregnancies;
- to increase their confidence in talking about sexual and emotional matters – research highlights that fathers are less comfortable talking to their children about sexual matters than mothers. An early start in their own education may make the task easier;

- to improve their self-esteem and confidence, increasing their enthusiasm for schooling and in some instances to reducing behavioural problems.

Issues for boys and young men

Boys tend to get less sex education than girls within the family. This is partly because mothers provide much more sex education than fathers and may not know enough about boys' development. It may also be because boys aren't seen as having an obvious stage of development equivalent to girls' menstruation and so are left to learn about sexuality and sex on their own. Also the motivation for parents to provide sex education may be in response to fears. As parents tend to have more fears in relation to their daughters – for example, the possibility of their becoming pregnant – they may be more motivated to provide sex education for their daughters.

Boys are also less likely than girls to learn about sex from other informed sources such as health professionals. Only a small proportion of young men have discussed sexual matters with their GP or at a young person's clinic because they are unlikely to attend in the first place. Young men are unlikely to actively seek out information or advice on sex. They are expected to 'know' and will hide their ignorance.

Boys tend to learn much of what they know about sex from male friends. Learning in this way within the peer group can be complicated, as it may not be acceptable for them to show ignorance. Discussion of sex within the peer

group often takes place through the telling of 'performance stories' of sexual conquests, real or imagined, in a highly competitive environment. Discussion in groups also limits the opportunities for talking about feelings, emotions and fears.

Boys experience a high level of peer pressure to lose their virginity at an early age. In the absence of other forms of rites of passage for boys, sexual intercourse may be seen as the best way to 'become a man'. Many young men learn about sex through pornography.

Behind the mask

Comments from teachers about boys: 'they act macho', 'they mess about', 'they don't take it seriously', depicts sex education as going on almost in spite of boys. Those working successfully with them highlight how vital it is to 'look behind the mask', to consider the vulnerabilities that hide behind such behaviour. The idealised conception of the 'real man' places pressures on boys and young men to differentiate themselves from gay men, women and 'failures'. The goal of achieving successful masculinity puts them under pressure not to reveal the extent of their vulnerability by concealing displays of caring, dependency, loving and other forms of nurturing or supposed effeminacy. They may adopt homophobic behaviour to avoid being perceived as gay.

It is clear that sex education can raise deep anxieties for boys – fear of ridicule or bullying can be the reason for macho posturing, homophobia and disruptiveness. To understand the

motivations for certain behaviours and to link external factors to internal feelings we may need to examine our own negative perceptions and expectations of boys. This may be particularly important for women.

What's in it for them?

One of the key questions facing educators is how to gain boys' interest in sex education. Work within schools has highlighted the importance of reviewing what the school is already doing by asking honestly, 'what's in it for the boys?' This would include: looking at the school ethos; school policies around sex education and confidentiality; the sex education curriculum and teaching methods. Each of these areas are considered below.

Reviewing the school ethos

A clear message from practitioners is that what happens outside sex education classes has a profound impact on the emotional well-being of all pupils. It is vital to take stock of the ethos of the school and consider the messages conveyed about masculinity. What forms of masculinity are valued and promoted? For example, which toys are boys encouraged to play with? Which activities are publicly valued on school noticeboards? What messages do assemblies give about gender roles? Are all sexualities valued, or are young gay men marginalised?

Involving boys in this review process will give a truthful picture of what it feels like to be a boy in your school, and boys welcome and appreciate being asked. We have found the following questions useful in our consultations with boys:

- Who could you go to for help within the school?
- Will the school keep it confidential?
- What is the school's attitude to showing feelings or seeking help on emotional matters?
- What is the school's attitude to bullying?
- What is the school's attitude to homosexuality?
- How important is sex education seen in the school?

Bullying

The damage that bullying does has thankfully gained high profile. There is now clear recognition that emotional bullying, name-calling and isolating individuals are as destructive to self-esteem as physical bullying. Research with pupils shows that boys use bullying in a different way from girls, often as a way of proving or asserting their masculinity. They also find it harder to report bullying, as it might damage their reputation in the peer group for being tough. Many schools have taken positive and active steps to deal with bullying. Successful approaches include policies and procedures which are not just about punishing the bully but also look at why it took place and the effect it had on the bullied person. The school ethos needs to be one in which it is everybody's business to challenge bullying.

One particular form of bullying, homophobia, is common in schools. Research shows boys as

particularly intolerant of different sexualities or those perceived as being in any way different from a perceived tough 'norm' of heterosexuality. Homophobic abuse is especially threatening for boys, and homophobia often makes up part of the 'macho' defensive armour for their developing masculinities. Fears about their own sexuality can be a reason for homophobia amongst boys. To reduce this schools need to ensure that different sexualities are addressed in all areas of the curriculum, not just in sex education – homosexuality, like heterosexuality, isn't just about sex. Teachers can help by not assuming that all pupils or their parents are heterosexual; by not making homophobic comments themselves, or colluding with other pupils who do; and by talking about sex, sexuality and relationships using inclusive terms such as 'partners' as well as boyfriends and girlfriends.

Support within the school

Suicide accounts for a quarter of all male deaths aged 15 to 24. As a cause of death it is now second only to road accidents. This stark statistic has resulted in urgent action within many schools. Suicide rates are one extreme outcome of a society which views seeking help as a weakness. The pressure on boys to 'keep a stiff upper lip' and be self-sufficient is particularly strong. One survey of over 20,000 young people found that amongst the 12-year-old boys almost one in five said they do nothing when they have a problem. At age 15, nearly 14 per cent said they would not turn to anyone for help with a health problem (only 5.8 per cent of girls responded in this way). Research with young gay men highlights the particular isolation and despair they experienced during their time at school.

What can schools do?

Schools need to encourage an ethos where it is OK to ask for help. Boys report that they would be seen as 'weirdos' if they asked for help. Schools will need to take concrete actions to produce a change in this attitude. There are a number of practical things that schools can do:

- provide access to support from outside the school;
- include helplines on school noticeboards for all areas of their lives young people may need help with, not just those adults think are important such as drugs;
- ensure that everyone receives leaflets giving details of confidential services;
- develop systems within the school so pupils can easily get help, do this in consultation with the pupils, ask them what would encourage or dissuade them from seeking help.



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The Samaritans suggest that everyone should draw up a list of people they might ask for help together with the advantages and disadvantages of each choice. Some schools have trained peer supporters to help younger pupils through difficult times. This has proved very popular.

School policies

Sex education policy

The school sex education policy needs to include specific mention of the ways in which boys' needs will be met. This should include clear aims of sex education. Boys and young men are often suspicious of our motives in relation to sex education. We need to work out the aims in partnership with them. What do they want to get out of it?

The policy should also make reference to the ways in which sex education will be organised and delivered to meet the specific needs of boys and young men for example single gender lessons for specific lessons, and teaching methods which will be effective and acceptable to them.

Confidentiality

One of the key factors in deciding to seek help is confidentiality. Although pupils may seek out a sympathetic teacher it is clear from research that some pupils struggle to find anyone to confide in. A clear policy on confidentiality worked out in partnership with pupils, will help encourage pupils to turn to someone for help when they need it. School nurses, community youth workers and outreach workers can all play an invaluable role here.

Reviewing the sex education curriculum

Our agenda or theirs?

If we are to gain boys' interest we must ensure that sex education is not based on adult perceptions of what they need. Boys report that sex education is almost entirely negative – *'Don't do this or this will happen.'* What they actually wanted was opportunities to talk about emotions and relationships.

To be successful we must work with their agenda. To do this, boys must be actively involved in developing sex education programmes and have a real influence over the content and delivery of their sex education. In short, we need to ask them what they want and need, how they want it covered and by whom, listen and then feedback what we will do to accommodate these needs.

Showing respect for boys

'Normally we are told about things that other people think are important' (12-year-old boy)

It is essential to give boys opportunities to talk



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about things that reflect their interests and concerns. It is important to acknowledge their opinions and respect the reasons why they hold them. It is important to realise that their opinions aren't simply 'wrong ideas' that can be shifted by superior logic or replaced by new skills, but have an active function for boys negotiating and making sense of the world they live in. If we ignore the investments that boys and young men have in beliefs, values and behaviours that make up their sexual cultures, we run the risk of ignoring the real differences between young men in terms of age, class, ethnicity, sexuality, and disability. We need to link external factors, culture and expectations to internal feelings.

As educators we also need to look behind behaviour and attitudes to see what fears might be there. For example, a reluctance to consider using condoms may be due to fears of looking stupid if you get it wrong, or worries that any delay in sex will result in a lost erection. These anxieties need to be addressed by sensitive skills-based lessons – for example, practising putting condoms on a model of a penis.

Beginning early – the primary years

Both boys and girls learn from a very early age what is considered to be appropriate by the significant people in their lives, be they parents or teachers, and will learn from the role models around them. Many of the behaviours we see in adolescent boys and young men result from the experiences they have in early socialisation and gender role modelling. This is why many primary schools use formal and informal opportunities to look at attitudes, emotions, relationships and stereotypes with children as soon as they enter school.

Children learn from both the formal and 'hidden' curriculum what is considered to be appropriate behaviour for boys, for example whether boys should express emotions. All aspects of school life therefore need to promote a range of positive masculinities. This is particularly important given the reducing numbers of men in teaching at the primary level, and the increasing numbers of boys growing up without positive male role models. It is important at this stage to provide positive role models of a range of ways of being male which include showing emotions, talking about feelings, showing the caring side of their natures, and fathering.

Some primary schools have provided special puberty sessions for boys. Some have invited fathers and male carers to the school for sessions with their sons to discuss feelings and concerns about puberty. Other schools provide sessions on moving onto secondary school, getting older boys to come and talk about what it is like.

A safe environment

How can we provide an environment where boys feel more comfortable about expressing emotions and feelings or admitting to vulnerabilities? It is probably not possible to provide a truly safe environment for sex education within a group or school setting. We need to recognise that agreements to keep confidences within the group are likely to be broken outside the session. However, certain things can be done to make it safer for boys to express emotions and feelings. Some of the following suggestions were provided by boys themselves.

- Avoid the 'need' for personal exposure by using the third person and other distancing techniques;
- use a developmental approach to increase the safety of sessions;
- build on the use of group work techniques in other areas of the curriculum – make the links between sex education and other areas of other curriculum explicit;
- don't impose your agenda – by, for instance, making pupils feed back the results of small-group discussions to the whole class if they don't wish to do so;
- recognise that not everything can be dealt with in a groupwork or classroom setting. Provide links to other services or sources of advice and support.

Teaching approaches

Key Stage 1

The early years of school can offer many opportunities to value the gentle and caring aspects of boys' natures. Using images in books and story lines teachers can explore and validate these aspects of boys' lives. *That's like me* (Wetton and others, 1994) suggests a very useful approach to using stories in health education. Circle Time, draw and tell activities, story time, home corner, structured play, drama, and assemblies can be used in this way.

Teachers can also use pictures drawn by or chosen by boys from magazines to explore what they want to be like. These can be used as triggers for discussions about what makes them feel good and feel bad about themselves. They can be used to explore their aspirations relating to self-image and 'acceptable' activities. Many teachers highlight the use of humour in stories to look at how boys experience their world, what is fair and what is unfair, what is different (apart from physical differences) about being a boy and being a girl, how the boys are treated, the expectations made on them, how they would like their treatment from adults and each other to be different.

The story *Bill's New Frock* by Anne Fine explores the different treatment a boy experiences when he wakes up one morning to find he has turned into a girl. Bill's bizarre and hilarious experiences cleverly reveal how ridiculous gender constraints are. This has now been dramatised by Channel 4 with an accompanying teachers' guide. (See Useful Organisations, page 8)



Bill's New Frock by Anne Fine, published by Methuen Children's Books. Reprinted by kind permission of Reed Consumer Books.



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Key Stage 2

It can be useful at Key Stage 2 to explore the concept of boy and girl friends. To examine how boys can have both boys and girls as friends. The resource *Health for Life* from the Health Education Authority has a good range of ideas to explore relationships for boys at Key Stage 2. *Colours of the Rainbow* also offers some useful classroom activities. The curriculum at this stage can also include exploration of what boys enjoy doing together when they are seven to 12 years old, just being together. For instance, talking, sharing stories and make believe, using their imagination, drawing, board games, field games, dancing, listening to music, computer games.

Some of the suggestions for Key Stage 1 can be revisited too. Boys will still like a teddy bear, so it is important to talk about their gentle and cuddly toys as well as their action toys. Boys enjoy the pleasurable feelings from pets – they are soft to touch and they like to take care of them. Pets can provide opportunities for them to feel good and take responsibility. This can be linked to some early parenting skills.

Boys should also be given the opportunity to explore again what makes them feel good and feel bad about being boys as they grow older and adults expect them to behave differently. Pictures can be used again to look at how they would like to be perceived, and what they consider acceptable activities for boys. Story time, assemblies and

drama can continue to offer chances for boys to explore positive aspects of being male.

Younger boys have a wide range of experiences that can be shared, acknowledged and validated. Some of this work can be done in single gender groups. Early preparation for growing up is a good building block for boys' self-esteem and confidence. Some primary schools have developed a specific statement of equality and entitlement for boys. These statements include reference to boys as future carers, fathers and partners with a commitment to providing positive parenting and domestic models for boys as part of their preparation for adult life.

What works best?

Active learning methods

No one method works best – once again it is important to involve boys in decisions about how aspects of sex education should be delivered. Approaches which have been found to work and be popular are those which actively involve boys in learning skills, and looking at attitudes and values. It has been suggested by some practitioners that task-focused activities have worked well for certain groups of boys. Others mention using music or other aspects of culture popular with boys to engage with boys. Addressing emotions, feelings and relationships in Circle Time has proved popular in primary settings and this success has been repeated in secondary schools.

A project run by Caught In The Act highlights the importance and value of allowing boys to set their own agenda for sex and relationships education. In this case boys with emotional and

behavioural difficulties were involved in a puppet project. The whole group worked together to put on a puppet performance. Given a free rein to choose the topic of the play, the boys decided on 'jealousy'. With limited assistance they wrote the dialogue, made the puppets and produced the music. The results were enormously encouraging. This group of troubled boys gained a huge sense of self-esteem when in charge of the puppets and through them were able to express feelings and emotions that they had found impossible to do so before.

The benefits were not restricted to this one area of the curriculum. The boys' work improved in other subjects and absenteeism dropped. Though challenging at times for workers and teaching staff, for instance when the boys expressed violent emotions through the puppets – the project was fun and rewarding.

Are single sex lessons best?

Consultations with practitioners and boys finds no general agreement on this issue. However there *is* agreement that boys should have some opportunities to work in single sex groups. The gender of the sex educator also was not an issue although boys do express a wish for a male facilitator at least some of the time, someone who can really empathise with their feelings and worries.

Practitioners working with boys and young men stress the importance of a flexible approach using starting points identified by the group and working with their agenda. It is clear that we need to pay attention to the *process* of learning which is as important as the messages we wish to convey. Factual-based lessons are not popular or effective in changing behaviours. For example with regard to teaching about contraception, it is clear that girls have a greater investment in this topic than boys, we need therefore to adapt lessons to ensure they don't exclude boys.

For instance, one school working to introduce a gender dimension to their sex education work adapted their usual approach to teaching about contraception. Taking account of the fact that most forms of contraception are for use by women, they felt boys would be interested in being able to see and handle the different methods. In small groups, the boys chose one particular method to present to the rest of the class, in order to increase their confidence and skills in talking about contraception.

Schools will need to involve boys themselves when planning the content and delivery of sex education if a gender element is to be effectively introduced to this work. One example of this involvement was a consultation carried out with boys in a number of schools which identified what they felt were the characteristics of a good sex educator.

A good sex educator:

- knows his or her stuff;
- doesn't get embarrassed;
- has a sense of humour – he or she makes it fun;
- doesn't ridicule or embarrass pupils;
- is able to control the class;
- is either male or female, but with some male input for certain aspects of sex education.

These characteristics may have implications for staff training needs, or the use or choice of outside visitors for some aspects of sex education.

Reviewing the resources used

The process of reviewing what the school is already doing to meet boys' needs should include reviewing the teaching resources and leaflets used. One researcher has suggested the following checklist to help educators and those involved in developing such material, consider the messages given by the images in sexual health material. What forms of masculinity are reinforced or presented in them?

Do the images:

- Polarise women and men and, if so, are men presented as the bad guys?
- Address emotional aspects of male sexuality, or do they present male sexuality as primarily physical?
- Represent men in competition with one another and, if so, are women shown to be the reward?
- Depict men as sexually irresponsible and women as the enforcers of sexual safety and sexual morality?
- Present a narrow definition of what it is to be a man?
- Prescribe roles for men that are restrictive and constraining?
- Represent male sexual desire as more potent, more urgent than female sexual desire?
- Visually promote the norms of heterosexuality?
- Present the visual context for sex as being disease, reproduction or pleasure?

(Source: Carey Jewitt – prepared for the Sex Education Forum)

As sex educators we need to make sure that the images used in leaflets and teaching materials don't undermine or contradict what we are trying to say. If they do contradict the verbal and written information we give to young men perhaps we should be asking ourselves whether this is because they covertly represent our view of male sexuality. If we use leaflets to trigger discussion and challenge young men's views of what it is to be a man, we need to ensure that the images don't present a narrow definition of masculinity.

Links outside the school

Schools can call on a wide range of support and help outside the school. For many schools this has involved making partnerships and forming links with the youth service, the health service – local health promotion teams, the school nurse service, and local family planning and youth services.

Sexual health agencies

Added to the pressures outlined above, boys face particular barriers when accessing sexual health clinics. These include:

- fears about lack of confidentiality;
- the cost of getting there;
- fear of ridicule from peers;
- embarrassment.

Any one of these could be enough to dissuade young men from using these services.

How to overcome these blocks

The Sheffield Centre for HIV and Sexual Health, one of the many organisations which have worked to overcome these barriers, suggests that:

- all young people need to be convinced that the service will be confidential – this should be reinforced, and their confidentiality actively protected;



4 Boys: A below the belt guide to the male body. Family Planning Association (1995)



- it should be stressed that the service is for them, particularly young men, or young people will assume that it is not;
- the service should be made welcoming for instance by:
 - doing away with uniforms and intimidating titles;
 - paying attention to the initial impression given by services;
 - providing training for staff on a wide range of issues affecting young men and women not just sexual matters;
 - targeting particular groups, such as young gay men or young men with learning difficulties;
 - reinforcing the notion that young men are legitimate users of the service.

Schools can also help by arranging visits to clinics and services to remove some of the 'mystery' of what they are like. A project run by Brook Advisory Centres provided a sexual health 'club' for young men. The male workers carried out outreach work in local schools to encourage attendance at the club.

Youth services in a number of areas have worked with the local health services to overcome some of these barriers. For Humberside and East Riding, this cooperation resulted in a joint policy which included:

- the use of condoms as a teaching aid;
- the use of youth centres by the family planning service as outreach youth advisory clinics;
- a planned structure for staff training;
- opportunities to consult with young people around sexual health services.

Support and training

Work with teachers has found that many state they have a 'gender neutral' approach to sex education. Research challenges this view and

observes that teachers work more confidently and creatively with girls. In comparison there is less conversation and collaboration between boys and teachers. Practitioners highlight the need for anyone working with boys and young men to undergo training which will enable them to:

- look at their attitudes towards boys and young men and how this has affected their response to them;
- appreciate boys' needs rather than reacting to them as being difficult;
- gain confidence in group work methods and facilitation skills.

Support for male teachers

Male teachers may feel under pressure to challenge young men's views rather than to listen to them and explore them. It is important to pro-

vide support for teachers when the culture of discussing practice does not really exist. This may be particularly true for male teachers.

Key pointers for working with boys in sex education:

- consult with boys – use their feedback to shape both the content and the delivery of sex education;
- ensure school policies integrate boys' needs – ask for each policy, 'what about the boys?'
- use 'safe' methods – distancing techniques, and case studies for instance;
- check the resources you use to ensure they don't present a narrow or stereotypical view of masculinity;
- provide some opportunities for boys to work in single gender groups;
- make accessible outside sources of help and advice;
- provide 'modelling' of a wide range of masculinities – involving men, training men, supporting them in being role models.

Many schools have recognised the importance of providing opportunities for boys to express their masculinity in different ways. Providing opportunities to explore stereotypes for instance that 'men don't talk about emotions', 'parenting is women's work', 'real men don't ask for help' and so on, expands the possibilities for both boys and girls, and includes boys who don't fit these stereotypes. Boys and young men do want to talk and they are interested. But we need to ask them what they want. If we do this the results, as the practitioners we contacted say, are very rewarding.



Resources

Further reading

Salisbury, J and Jackson, D (1996)
Challenging Macho Values: Practical ways of working with adolescent boys. Falmer Press.

A highly readable book which mixes the latest theory on boys, men and masculinities with candid accounts of classroom-based practice with boys in an inner-city school. Salisbury and Jackson challenge the culture of aggressive manliness within which most boys have grown up. They believe that boys aren't driven to violence because of boredom or because 'boys will be boys'. *Challenging Macho Values* brings to light the key social forces that shape boys today: media portrayal of heroic manliness; the emphasis on boys' virility rather than their sexuality; bullying; sexual harassment; verbal insults and putdowns; sport and the making of masculine bodies; and militaristic culture. It provides practical suggestions for ways of challenging and changing destructive patterns of behaviour.

Lloyd, T and Davidson, N (1996)
What Next for Men? Working With Men.

Collects the statistics behind the issues about boys and men currently being discussed in the media: growing male unemployment, crime, school performance, families without fathers, mental health problems and suicide, and reluctance to seek health advice. These statistics are followed by responses from men and women with particular concerns about the future of men, including MPs Malcolm Wicks and Claire Short, Herman Ousley, Chair of the Commission for Racial Equality, and a variety of leading writers, researchers and journalists. These varied contributions suggest some practical steps which could be taken to address the needs of men in a rapidly changing world.

Davidson, N (1996)
Oh Boys! Sex education and young men
Health Education No.3, May.

Discussion of new approaches to working with boys and young men. Suggests that men should get involved with sex education to provide an alternative for the stereotype that men do not talk seriously about sex. Provides some suggestions for ways of carrying out this work.

Working With Men newsletter
Working With Men.

Quarterly newsletter for professionals working with men around the issues of masculinity, sexism, violence, and sexual abuse. Contains descriptions of practice, issues affecting work, a focus on different professional groups, updates on literature, courses, and conferences concerning with men.

Hazlehurst, M (1993)
**Breaking In...Breaking Out:
Social and sex education for men with learning difficulties.** Working With Men.

Addresses the experiences of maleness for men with learning difficulties and encourages acknowledgement of this as an essential element in successful work with such men.

Askew, S and Ross, C (1988)
Boys Don't Cry: Boys and sexism in education. Open University Press

Looks at the factors in schools that affect the socialisation of boys; pressures on them to conform to damaging male stereotypes; relationships between boys and at bullying and aggressive behaviour. Addresses problems faced by women teachers and explores the particular problems of all boys (single sex) schools.

Suggested teaching resources

Wetton, N and Babar, S (1994)
That's Like Me! Health Education Authority.

This book vividly demonstrates the health education possibilities of story telling in the primary school classroom. The suggestions and insights are directly applicable to sex and relationships education.

Mancunian Community Health NHS Trust (1996) **Sex Lies and Hearsay**

A video package for use with young people aged 11-13. *Sex Lies and Hearsay* is the video of a play performed in schools and youth clubs by five young men in Manchester. It explores sexual health issues from a male perspective including, growing up, relationships, sexuality, peer pressure and images of boys. The video is accompa-

nied by a number of worksheets to complement the video. For details or to order contact Resources Officer, Mancunian Health Promotion Specialist Service, Beech Mount, Manchester, M9 1XS. Tel: 0161 203 4101.

National Youth Agency (updated version forthcoming) **The Grapevine Game**

This card game offers secondary school pupils an opportunity to separate fact from misinformation and explore their own and others' beliefs and opinions about all aspects of sexuality, sexual health, and personal relationships. Available from National Youth Agency 17-23 Albion St, Leicester LE1 6GD.

The B-Team **Man's World**

A game which helps explore and consider boys and men's issues. Designed for work with young men over the age of 14. Available from Working With Men. £18.00 (See Useful Organisations overleaf).

Camden and Islington Community Health Services (1994) **Colours of the Rainbow**

A comprehensive teaching manual that encourages children and young people to explore difference in sexuality and the effects of prejudice and discrimination. Available from Camden and Islington Health Promotion, St Pancras Hospital, 4 St Pancras Way, London NW1 0PE.

Working With Men (1996) **Safe**

A video which explores the relationships between three young black men who live together in the house of one of their parents. The video raises issues of taking responsibility, keeping up a front and the damage and confusion this can cause, being black and male – the interaction of masculinity and race, and risk taking. The primary target group is aged 15-19. Available from Working With Men (see overleaf)

Penis model pack Brook Advisory Centres.

A penis model made from plaster of paris, with teaching notes for its use. Available from Brook Advisory Centres (see useful organisations overleaf).

Please note: These publications are not available from the Sex Education Forum. Please contact the publishers directly.

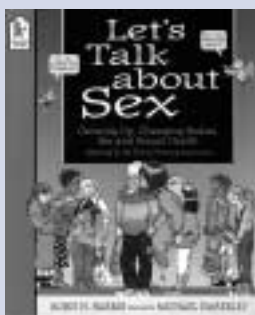
Resources for boys



Brook Advisory Centres (1995)

Boys Looking Ahead

Leaflet aimed at nine to 11-year-olds to help them understand the changes that take place at puberty.



Harris, RH (1995)

Let's Talk About Sex: Growing up, changing bodies, sex and sexual health

Walker Books

Thorough, frank, up-to-date, responsible and reassuring information about all aspects of growing up, sex and sexuality. Illustrated throughout with witty but accurate cartoons. Aimed at nine- to 14-year-olds and their parents and carers. Available from the Family Planning Association or through bookshops.



Family Planning Association (1995)

4 Boys: A below the belt guide to the male body

A pocket-sized booklet for young men aged 13 to 16 which gives reassuring and factual answers to the questions commonly asked by teenage boys about physical changes and sexual development.

Fisher, N (1994)

Living With a Willy

Pan Books

Written by the advice columnist for *Just Seventeen*, this lively guide for teenage boys aims to dispel their worries about the penis and about growing up. Available from the Family Planning Association or through bookshops.

Frankham, J and others (1995)

Young Gay Men Talking

AVERT

A booklet which gives voice to some of the confusions, fears and pleasures of being a young gay man. Aimed mainly at those aged 14 to 18, it is designed to help young men through the process of deciding whether they are gay or not, and to help them deal with their feelings if they decide they are. Available from AVERT.



Clift, S and others (1996)

Sexual Feelings and Relationships

AVERT

A leaflet aimed at 13- to 16-year-olds, and written with the help of young people, it tackles the area of sexual feelings. It uses accounts of young people's experiences some of which are about their feelings towards relationships, some are about their feelings about themselves. These are accompanied by practical information and advice. It covers: going out, what it's like to be in a relationship, breaking up, sexual feelings, thinking about having sexual intercourse, and talking about your feelings.

Sex Education Forum (1997 – forthcoming)

Supporting Sex and Relationships Education for Boys and Young Men: Positive strategies

(Working title)

Offers practical guidance and strategies for teachers, health workers and youth workers wishing to develop work with boys and young men.

Useful organisations

Working With Men

320 Commercial Way
London SE15 1QN
Tel: 0171 732 9409

Family Planning Association

2-12 Pentonville Road, London N7 9FP
Tel: 0171 837 5432

Brook Advisory Centres

165 Grays Inn Road, London WC1X 8UD

AVERT

11-13 Denne Parade, Horsham, West Sussex, RH12 1JD. Tel: 01403 210202.
<http://www.oneworld.org/avert/>

Channel 4 Schools

PO Box 100
Warwick
CV34 6TZ
Tel: 01926 433333

Samaritans

Tel: 0345 909090

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