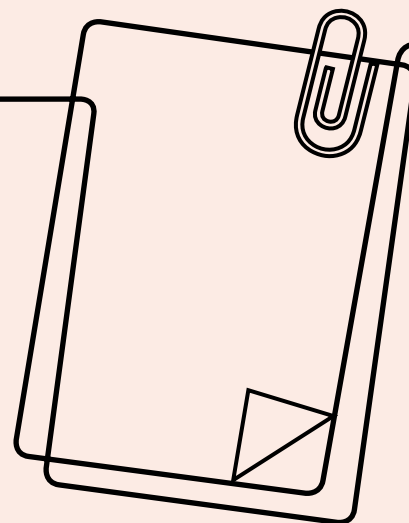


BEFORE YOU GET STARTED



DO... has comprehensive [lesson guidance](#) which we'd strongly recommend reading before teaching the lessons in this pack. The guidance contains useful advice and techniques for quality RSE delivery and covers topics like establishing ground rules, confidentiality and support for students. For ease of reference, we've replicated their guidance on establishing a group agreement below but there is also a lot of other useful information, including:

- Confidentiality and young people
- Different learning methods
- Different learning needs
- Start where they are at – age appropriateness
- Embedding gender and sexual diversity – not just adding it on
- Promote tolerance and respect for difference and diversity
- Faith and values
- Use of language
- Asking and answering questions

- Assessment and evaluation
- Supporting young people in accessing services guidance.

ESTABLISHING A GROUP AGREEMENT

Why it's needed

Teachers and students feel safer and work more effectively if they have worked together to decide upon a group agreement or set of ground rules. This helps reduce anxiety and embarrassment but also sets the tone for the programme of lessons, allowing everyone to feel that they can participate if they wish. It also reduces the risk of unintended personal 'disclosure' from both students and teachers – it's not appropriate for a teacher to disclose details about their sex life (though some teachers do choose to be open to students about their sexuality).

▲ TOP
TIP

It's much better to get students involved in creating the group agreement. So maybe start with a couple of ground rules and then ask students to complete the rest e.g. 'What behaviours would you not like to see happen during the programme?'

This group agreement should be one of the very first things you do before you start working through the any lesson plans. You can either ask students to come up with their own group agreement or use the example below as a guide.

EXAMPLE GROUP AGREEMENT

We will be open

We can talk openly and honestly but we shouldn't talk about our own or others' personal/private lives. We can discuss general situations as examples but must not use names or identifying descriptions.

The classroom is a safe space

We can feel safe discussing general issues relating to relationships and sex within this space. And we know that, as long as we are not at risk, our teachers will maintain a certain level of confidentiality. Outside of the classroom, we are aware that other people may feel uncomfortable with such discussions.

We will be nice and respectful

It's okay for us to disagree with another person's point of view but we will not judge, make fun of, or put down anybody.

We won't be forced to get involved

We'll always encourage everyone to get involved in the lesson but no-one will be forced to do anything they don't want to, and no-one will be put on the spot.

Remember, we are all different

We all have different identities, backgrounds and experiences so try to remember that during the lessons.

We will listen to others and share our points of view

Everyone has the right to share their point of view and it will be listened to.

We will try to use respectful language

Nobody should be intentionally disrespectful to others. If we use disrespectful language unknowingly, we will discuss this in class to help each other understand why it's disrespectful.

Asking questions

We know that there are no stupid questions. It's okay not to know everything and it's okay to get things wrong – even if you are the teacher.

SELF-REFLECTION EXERCISE

Teaching about HIV can be challenging because of the topics, opinions and questions that may arise. But the skills it can help to develop are essential and exploration of values and attitudes through the lens of HIV can be highly rewarding for teachers and students. Reflecting on your own personal feelings about HIV, relationships, sex, education and society before entering the classroom, can greatly enhance your teaching.

This self-reflection exercise has been created to make you comfortable about preparing and delivering quality lessons about HIV; it is designed to be used ahead of teaching with this pack.

Click [here](#) for five other self-reflection exercises from DO... that you can complete to help you address any concerns or anxieties you have before you teach RSE in the classroom.

ACTIVITY

Think carefully about what you know about HIV and write down your thoughts.

This could include:

- What you were taught at school about HIV
- How HIV is passed on
- Who has HIV
- What HIV is and what AIDS is
- What people living with HIV can and can't do
- What effect HIV has on someone living with HIV.

Once you have written down everything you can think of, have a read through the FAQs about HIV in the next section:

- Was there anything that surprised you?
- Have you learned anything new?
- Where were you right and where were you wrong?
- If you were wrong, what might have influenced your thinking?
- If you were right, where did you get this information?

Take home message:

Unpacking what we know about HIV – particularly in terms of the messages we received in our own relationships and sex education – can help us evaluate where prejudice may have influenced our understanding of the condition.