

|   | Pages   |
|---|---------|
| Introduction  | 2       |
| Acknowledgements  | 3-4     |
| Lesson Plan Overview  | 5       |
| Additional Notes  | 6-9     |
| <b>General Resources</b>                                    |         |
| Needs Assessment  | 10      |
| Ground Rules  | 11-12   |
| Teacher Evaluation Sheet                                    | 13      |
| Students End of Unit Evaluation Sheet                       | 14      |
| Where to go for help sheet                                  | 15-16   |
| Video Synopses  | 17      |
| • In my experience  | 18-19   |
| • HIV Risky Business  | 20      |
| • A – Z of Love and Sex                                     | 21      |
| • Age of Consent  | 22      |
| • Pleasureland  | 23      |
| Feel Wheel  | 24      |
| A-Z of love, sex and relationships                          | 25-26   |
| Correct sequence for putting on a condom                    | 27      |
| Methods of contraception                                    | 28      |
| Young persons sexual health clinics                         | 29      |
| How many people did you say you slept with?                 | 30      |
| Agree/Disagree Cards  | 31      |
| True/False Cards  | 32      |
| <b>Lesson Plans</b>   |         |
| Year 7  | 33-64   |
| Year 8  | 65-108  |
| Year 9  | 109-151 |
| Year 10   | 152-179 |
| Year 11   | 180-209 |
| <b>Additional Activities</b>                                |         |
| Introduction to Additional Activities                       | 210     |
| 1 Choosing language for SRE                                 | 211     |
| 2 Finding out about Sexually Transmitted Infections (STI's) | 212-214 |
| 3 Pressure, influence and persuasion                        | 215-216 |
| 4 Difficult situations – feelings and solutions             | 217-218 |
| 5 Relationships issues and difficulties                     | 219-220 |
| 6 What makes a good parent                                  | 221-222 |
| 7 Life as a young mum and dad                               | 223-225 |
| 8 Flour babies – A taste of being a parent                  | 226     |
| Contact Details   | 227     |

## Introduction

The Choices Secondary School SRE (Sex and Relationships Education) Resource was developed in 2004 by Caroline Swindells (Calderdale PCT Health Promotion Service) in collaboration with Education Effectiveness, School Nurses and the Youth Service as part of Calderdale Teenage Pregnancy Strategy. It is based on the Choices pack (Teachers' Lesson Plans and resource sheets) developed by Lynne Englefield in 2002.

Both packs have been based on recommendations from extensive research carried out in Todmorden High School and The Ridings School, where over 800 students, teachers and parents gave their views as to how SRE should be taught in Calderdale.

The national Teenage Pregnancy and Sexual Health strategies sight the delivery of effective SRE as being essential for reducing the rates of teenage pregnancy and sexually transmitted infections.

The pack offers all the lesson plans and resources necessary to deliver SRE to Key Stages 3 and 4. It is a spiral curriculum, which builds on teaching from year 7 to year 11. It is envisaged that the pack will be part of a whole school approach to SRE with teachers, students, parents and governors all contributing to the development of the school's policy. Some of the lesson plans may need adapting for students with special needs, gifted and talented students and black and ethnic (BME) students. It is hoped that in the future the pack will be developed so that it can more effectively meet the needs of these groups.



## Acknowledgments

Health Promotion Service(Calderdale Primary Care Trust) and Education Effectiveness (Schools and Children’s Services, Calderdale Council) would like to thank all the people who have contributed to this project:

Firstly Caroline Swindells for all her hard work, commitment and attention to detail.

We would particularly like to thank all those who participated in the development days Majid Ali (Education Effectiveness), Diane Catlow (School Nurse Team Leader), Dayle Coe (Brighouse High School), Lin Divine (Holy Trinity Senior School), Ange Duffy (North Halifax Grammar School), Caroline Naylor (The Calder High School), John Fielding (The Crossley Heath School), Suzanne Gould (The Ridings School), Katherine Hughes (Health Promotion), Jayne Noble (Todmorden High School), Lesley Pither (School Nurse), Denise Richards (Pupil Referral Unit) Donna Templeton (St Catherine’s Catholic High School), Frances Wardle (Brighouse High School) Angie Smith (Luddenden Youth Centre).

A special thank you to Di Lightowler (Education Effectiveness) and Angela Hodgson (Calderdale and Huddersfield NHS trust) who have both contributed so much.

Thanks also to Marie Rayner, Danielle Golubovic and Linda Butterworth for their fantastic administrative support.

A big thank you to Iain Crockett and his team for all their help and patience with the design and printing of the resource, and to David Burn, for his brilliant cartoons.

Also thanks to Lynne Englefield, Liz Clough and Colette Hallas from Kirklees for their contributions to the original research project and Choices pack.

A huge thank you to all those who have given so much support, in all sorts of ways – Penny Greenwood (Health Promotion), Jo O’Hagan (Teenage Pregnancy Coordinator), Ellen Sieg (Health Promotion), Tony Burgin (Health Promotion), Ruksana Sarder-Akram (Health Inequalities Officer- Wakefield), Geraldine Wallbank (Teenage Pregnancy Primary Care and Education Manager- Wakefield) and all those in the SRE sub group.

Finally thanks in anticipation to all those who will become involved with the Choices Project in the future, as it is only with the commitment from those within school communities that the project will succeed in meeting the SRE needs of students, parents and staff.

The producers of this resource would like to thank the following companies for their acknowledgement in the use of the clips from their videos and the referencing of the material contained on them.

### **CHANNEL 4 LEARNING**

P.O. Box 400

Wetherby

LS23 7LG

[4learning.sales@channel4.co.uk](mailto:4learning.sales@channel4.co.uk)

[www.channel4.com/learning](http://www.channel4.com/learning)

"Age of Consent"

"Pleasurelands"

"A-Z of Love and Sex"

"In my Experience"

### **ICON ENTERTAINMENT INTERNATIONAL 2000**

"Kevin and Perry"

CWAC Children with AIDS Charity

9 Denby Street

London

SW1V 2HF

[info@cwac.org](mailto:info@cwac.org)

0207 233 5966

"HIV Risky Business"

### **BBC VIDEO PRESENTATIONS**

"French and Saunders"

### Lesson Plan Overview

#### Year 7

- 1 Needs assessment. Ground rules. Introduction to SRE.
- 2 Types of relationships. How relationships and responsibilities change with age.
- 3 Relationships – managing, negotiating and dealing with conflict.
- 4 Morals, attitudes & values.
- 5 Changing relationships including loss and bereavement.
- 6 Growing up, physical and emotional changes, puberty.

#### Year 8

- 1 Needs assessment. Ground rules. Stereotypes.
- 2 Emotions, relationships and dating – how they change as we grow up.
- 3 Love, sex and peer pressure.
- 4 Sexual activity - costs & benefits. Contraception.
- 5 Assertiveness & personal safety.
- 6 Priorities. The impact of parenthood.

#### Year 9

- 1 Needs assessment. Ground rules. Unplanned pregnancy.
- 2 Contraception – methods and who is responsible?
- 3 Risky behaviour, HIV & AIDS.
- 4 Pressures and ways of coping.
- 5 Homophobia and bullying.
- 6 Sexual health services – how and where to get help.

#### Year 10

- 1 Needs assessment. Ground rules. Sexual relationships. Vocabulary.
- 2 Sex & the law including the age of consent.
- 3 When and where to get help. Avoiding and dealing with risky situations.
- 4 Media pressure, self image, sexual identity.
- 5 Recognising & responding to difficult situations.

#### Year 11

- 1 Needs assessment. Ground rules. Parenthood – roles and responsibilities.
- 2 Marriage and other long-term relationships.
- 3 Moral, cultural and emotional aspects of abortion.
- 4 Contraception. Sexually transmitted infections (STI's). Pregnancy.
- 5 Sexual assault – reducing risk, keeping safe.

# Additional notes

## 1. What is SRE?

A definition of Sex and Relationships Education:

Sex and relationships education should:

- be an integral part of the lifelong learning process;
- be an entitlement for all and should meet the needs of males as well as females; those who are heterosexual, those who are lesbian, gay or bisexual; those with physical, learning or emotional difficulties, those with a religious or cultural tradition, and those of all ages
- encourage personal and social development fostering self-esteem, self awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experiences.

Sex and relationships education is lifelong learning about sex, sexuality, emotions, behaviour, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

It should support young people in preparing them for a life in which they can:

- be aware of and enjoy their sexuality
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others
- behave responsibly within sexual and personal relationships
- communicate effectively
- have sufficient information and skills to protect themselves and their partners from unintended/unwanted conceptions, sexually transmitted infections including HIV
- neither exploit nor be exploited
- access confidential advice and support

## 2. SRE and Confidentiality Policy

All high schools should have up to date policies agreed by the governing body which are reviewed regularly. All teachers, but especially pastoral staff, are urged to be familiar with these policies as they should give clear guidance about the delivery of these sensitive issues which can arise in any subject/curriculum area.

No teacher can offer complete confidentiality either in the classroom or on a one to one basis and this needs to be made clear to pupils. See your school confidentiality policy for guidelines.

## 3. Variety in the Pack

The lesson plans for each year group have been developed by different teachers, hence you may notice variations in style and approach. Hopefully this will add interest and variety to the curriculum.

## 4. Ofsted Learning Outcomes

All lessons have been written to meet Ofsted learning outcomes. These are included on each lesson plan.

## 5. CD Rom

All packs come with a CD Rom which contains a complete copy of the SRE pack, enabling easy reproduction of lesson plans and activity sheets.

## 6. Who should teach SRE?

Some teachers feel uncomfortable about teaching SRE and believe that it would be better delivered by outside agencies. However because teachers have already developed a relationship with their pupils, have knowledge about them and the school culture, as well as opportunities to develop the work, they are ideally placed to deliver SRE. Ofsted recommend that ideally SRE should be delivered by a team of specialist PSHE teachers. Inviting visitors into school eg. school nurses, youth workers, young parents, drama groups etc can be very valuable to help support certain aspects of the SRE curriculum.

## Additional notes (cont.)

### 7. Training

It is important that teachers of SRE feel appropriately trained and supported. A training programme to support teachers who deliver this pack is offered by Health Promotion and Education Effectiveness. Please contact them for details.

### 8. Team Teaching

For teachers who lack confidence or are less experienced in delivering SRE, teaching alongside more experienced practitioner can be immensely valuable.

Teaming up with other teachers may also be helpful in other situations eg. one teacher taking the boys, the other the girls, for delivering subjects most appropriately taught in single sex groups.

It is wise to build in such opportunities at the planning and timetabling stage.

### 9. Working with visitors

Visitors can make a very useful contribution to the variety and content of an SRE programme. It is important that they are involved in the planning and timetabling of sessions to ensure that they know in advance what and when they will be teaching. It is strongly recommended that schools follow the guidelines for the 'Involvement of Visitors in School', available from Health Promotion and Education Effectiveness.

### 10. Gay and Lesbian pupils

Teachers should be aware that a proportion of students in their class may be gay, lesbian or bisexual. It is important that this is acknowledged so that their experiences and sexuality feel equally valid.

There are specific lesson plans in the resource dealing with issues such as homophobic bullying, but in addition acknowledgment and acceptance of all sexual orientations should be a theme throughout the delivery of the pack.

The language used should be inclusive and not imply that all relationships are heterosexual. For example when talking about sexual partners use the phrase 'girlfriend or boyfriend' whether you are referring to the girls or the boys.

When discussing safe sex practices the needs of lesbian and gay people should be addressed.

It should be made clear that homophobic comments are inappropriate, insensitive and will be challenged.

### 11. Dealing with difficult questions, disclosure, prejudice and other sensitive issues.

SRE can be a challenging and sensitive subject to deliver. The following may help when dealing with difficult situations.

- Be aware of your school SRE, child protection and confidentiality policies, students and parents should also be made aware of these.
- Useful teaching methods for covering sensitive issues include, role-play, scenarios, videos, theatre, etc. These distancing techniques will also help avoid disclosure.
- Set Ground Rules.
- If you don't know the answer say so and that you will find the answer out and get back to them. Only give information that is accurate. Draw a distinction between fact (health, law) and values or opinions.
- Refer back to the students learning eg. do you remember when we talked about contraception .....?
- Reflect the question back eg. what do you know, think, or have heard.
- Answer in simple terms, using language you are comfortable with.
- Make it clear in your ground rules and teaching that prejudice will not be tolerated. Calmly but clearly challenge prejudiced remarks. Use inclusive language in your teaching to encompass all.
- Be honest.
- Stay calm.
- Deal with the problem on an individual basis but it may still be appropriate to use distancing strategies and if in doubt discuss with senior colleagues.
- Refer to other agencies eg. school nurse, sexual health services.

## Additional notes (cont.)

### 12. Timing of lessons

Some of the lesson plans contain a lot of information. Depending on several factors including student ability and interest and how much discussion takes place, teachers may not have time to deliver the whole lesson plan. This is not a problem as long as the teacher feels the aims and objectives of the lesson have been met. The resource is a spiral curriculum, knowledge being built up year on year, hence many subjects will be revisited in a different format in future lessons.

### 13. Needs Audit

It is good practice to carry out a needs assessment at the beginning of each year group unit. To find out what students want to know. A needs assessment tool is available in the general resources section.

Teachers should be prepared to change the content of the lessons if the needs of students differ from what has been planned (see 14. Additional Activities).

There are specialised SRE resources available for students for whom religion, culture or disability is an issue. Please contact Health Promotion or Education Effectiveness for details.

Doing a whole school consultation with students, teachers, parents and governors is also highly recommended. Guidance on this can be obtained from Health Promotion or Education Effectiveness.

### 14. Additional Activities

This section contains a variety of extra activities which teachers can use to supplement the pack if required.

### 15. Ground Rules and Contracts

Setting ground rules with a class at the beginning of each unit helps to create a safe environment when dealing with sensitive issues and is good practice. Guidelines for setting ground rules are available in the general resources section.

Some teachers may like to develop this into a 'contract' with the students, a two way agreement which both sides agree to and can change if necessary. As well as ground rules, the contract may include other key aspects of SRE for example:-

- Normal classroom rules will still apply but teaching and learning styles may be more informal.
- The issues being discussed in class may not be ones that would usually be shared with teachers, therefore the aims and objectives of each lesson will be made clear.
- One to one support can be offered by the teacher within the parameters of the structures and policies of the school. Alternatively teachers can direct students to other sources of individual help.
- Students should be aware that complete confidentiality cannot be guaranteed by the teacher. For example, if they felt that the young person's health or safety was at risk they would have to tell a third party.

### 16. Question Box

It is recommended that a question box (which can be as simple as an empty tissue box covered in paper) is made available. This allows students to ask anonymous questions which can be responded to by the teacher in future lessons. It has been suggested on the lesson plans that teachers respond to the questions during the introduction, however it is up to individual teachers to decide when is the most appropriate time.

### 17. Teaching Methods

One of the aims of the resource is to use interactive teaching methods as they are not only effective but consultation has shown that many students prefer them. Methods used include role-play, card games, discussion, small group work, rounds, storyboards, videos and brainstorming.

## Additional notes (cont.)

Many of the activities in the pack can be done in a variety of ways and teachers are encouraged to experiment with methods to find out which best suit them and their students.

More guidance is available from Health Promotion and Education Effectiveness and from the resource list included in 'General Resources' section.

### 18. Small Group Work

It is up to individual teachers to decide which students will work best together in small groups. However feedback from consultation with students in Calderdale shows that they have a preference for mixed sex friendship groups and single sex groups for certain subjects. Single sex groups are appropriate when dealing with some topics, particularly explicit visuals, where girls from Muslim and other faith or cultural groups are present.

### 19. Resources

All the necessary resources to deliver the lessons have been provided including videos/DVD's, condom demonstrators, contraceptives and copiable activity sheets. However considerations will have to be given to the timetabling of sessions as there may not be sufficient resources to deliver the same lesson to each class in a year group concurrently.

Additional packs of resources can be purchased at cost price from Health Promotion.

The Health Promotion Resource Centre also has many alternative resources available for loan which compliment the content of the CHOICES resource. These include videos, books, leaflets, tool kits, guidance documents and bodyboards. Anyone is welcome to join the Resource Centre and make use of the materials. There are specialised SRE resources for students where faith and culture is an issue, please contact Health Promotion or Education Effectiveness for details.

### 20. Evaluation

Teacher and student evaluation sheets are included in the resource. These will enable teachers to monitor and evaluate their own practice and will provide feedback, so that any necessary changes and improvements can be made to the CHOICES resource. Schools will be informed of a system whereby Health Promotion and Education Effectiveness can have access to completed forms. Student education sheets do not ask for a name, teachers may want students to add them.

### 21. Student Assessment

All units of work include at least one assessment activity. The interactive nature of the lesson will also provide opportunities for teachers to make assessments of student learning by observation and from verbal feedback.

### 22. Personal Folder

Students may like to keep copies of handouts and assessment sheets in a folder or journal as a record of their learning.

### 23. Updating the Resource

Health Promotion, aided by feedback from teacher and student evaluations, will review the contents of the resource on a regular basis. Updates to the resource will be made available to all schools.

If teachers find something in the resource which is incorrect, difficult to teach etc, please ensure that this is fed back to the CHOICES team at Health Promotion or via Education Effectiveness.