In Perspective
Personal Development
and Relationships
**Audience**  
Headteachers, personal and social education coordinators and teachers of sex and relationships education in all maintained schools. School nurses, sexual health nurses and other health professionals working in schools. Welsh Network of Healthy School Schemes practitioners, Children and Young People's Partnerships, local authorities and coordinators/providers of sex and relationships education training programmes.

**Overview**  
Case studies on personal development and relationships from schools involved in the Welsh Network of Healthy School Schemes.

**Further information**  
Enquiries about this document should be directed to:

Young and Older People Branch  
Health Improvement Division  
Welsh Assembly Government  
Cathays Park  
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**Additional copies**  
This document can be accessed from the Welsh Assembly Government website at www.wales.gov.uk/topics/health/improvement

**Related documents**  
Welsh Assembly Government Circular No:019/2010 Sex and relationships education in schools; In Perspective Food & Fitness; Indicators for the Welsh Network of Healthy School Schemes National Quality Award.

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## Primary School

<table>
<thead>
<tr>
<th>Location</th>
<th>School Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conwy</td>
<td>Ysgol Cerrigydrudion</td>
<td>SRE based on SENSE ‘Making Sense of Growing up and Keeping Safe’</td>
</tr>
<tr>
<td>Monmouthshire</td>
<td>Goytre Fawr Primary</td>
<td>Developing SRE from planned whole-school circle time</td>
</tr>
<tr>
<td>Pembrokeshire</td>
<td>Fenton Community Primary School</td>
<td>Consultation with parents and children</td>
</tr>
<tr>
<td>Swansea</td>
<td>Cadle Primary School</td>
<td>The development of SRE to suit the school community</td>
</tr>
<tr>
<td>Swansea</td>
<td>St Helen’s Primary School</td>
<td>The development of SRE to reflect the school community</td>
</tr>
</tbody>
</table>

## Cluster of Schools

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newport</td>
<td>The development of an SRE scheme of work from a faith perspective</td>
</tr>
<tr>
<td>(All six)</td>
<td>Roman Catholic Primary schools in Newport LA</td>
</tr>
</tbody>
</table>

## Secondary Schools

<table>
<thead>
<tr>
<th>Location</th>
<th>School Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgend</td>
<td>Bryntirion</td>
<td>To provide effective SRE using a variety of different approaches</td>
</tr>
<tr>
<td></td>
<td>Comprehensive School</td>
<td></td>
</tr>
<tr>
<td>Cardiff</td>
<td>Llanishen High School</td>
<td>A whole school approach to SRE</td>
</tr>
<tr>
<td>Carmarthenshire</td>
<td>Ysgol Gyfun Pantycelyn</td>
<td>Sexual Health Peer Education Project</td>
</tr>
<tr>
<td>Denbighshire</td>
<td>Ysgol Glan Clwyd</td>
<td>Whole school approach to SRE</td>
</tr>
<tr>
<td>Flintshire</td>
<td>Alun School</td>
<td>A whole school audit and consultation with young people to plan SRE</td>
</tr>
<tr>
<td>Area</td>
<td>School Name</td>
<td>Provision</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Powys</td>
<td>John Beddoes</td>
<td>Added Power and Understanding in Sex Education (Apause)</td>
</tr>
<tr>
<td>Rhondda Cynon Taf</td>
<td>Ferndale Community School</td>
<td>Linking a whole-school approach to SRE with the wider community</td>
</tr>
<tr>
<td>Vale of Glamorgan</td>
<td>St Cyres Secondary School</td>
<td>SRE in the Welsh Baccalaureate</td>
</tr>
<tr>
<td>Conwy</td>
<td>Ysgol y Gogarth</td>
<td>SRE tailored to the specific needs of the pupils</td>
</tr>
<tr>
<td>Denbighshire</td>
<td>Ysgol Tir Morfa</td>
<td>Multi-agency involvement in school SRE provision</td>
</tr>
<tr>
<td>Merthyr Tydfil</td>
<td>Merthyr Tydfil College</td>
<td>Supporting the sexual health needs of students</td>
</tr>
</tbody>
</table>

**68 Special Schools**

**77 College**

**82 Whole Scheme/Local Authority Approaches**

Ceredigion Healthy School Scheme: Consultation with school students, PSE co-ordinators, school nurses and parents across the Local Authority.

Gwynedd Healthy School Scheme: Scheme-led SRE within all schools.

Neath Port Talbot: Whole authority approach to SRE.
Background

The Welsh Network of Healthy School Schemes (WNHSS) was launched in September 1999 to encourage the development of local healthy school schemes within a national framework. These schemes in turn support the development of health promoting schools in their areas.

A health promoting school is one which actively promotes and protects the physical, mental and social health and wellbeing of its community through positive action by such means as policy, strategic planning and staff development with regard to its curriculum, ethos, physical environment and community relations.

The Welsh Assembly Government has provided funding to help health and education services work in partnership to set up and run local healthy school schemes in all areas of Wales.

One of the topics covered by the WNHSS is ‘Personal development and relationships’ and this publication provides case studies on this topic from a range of schools across Wales.

In the publication, a range of terms are used:

**Sex education** is used in legislation for schools. For example, governing bodies of all schools in Wales must make, and keep up to date, their sex education policy.

**Sex and relationships education** (SRE) is commonly used in practice to reflect the range of learning and support which schools provide regarding the emotional, physical and social aspects of relationships, sexual health and wellbeing.

**Personal development and relationships** is used to refer to a broad range of initiatives beyond the curriculum.

Guidance for schools in Wales

The Welsh Assembly Government has published updated guidance, Sex and relationships education in schools September 2010. From September 2010, this document replaces Sex and Relationships Education in Schools National Assembly for Wales Circular 11/02.

Guidance is provided on:

- strategic planning for sex and relationships education;
- developing effective sex and relationships education;
- working in partnership.

It is known that effective school SRE programmes help young people to develop the appropriate skills and knowledge to make responsible decisions about their relationships, sexual health and well-being. The guidance states that:
‘Schools are recognised as having a central role to play in having a positive and sustained impact on children and young people’s sexual health and well-being. All learners need help to build up their confidence, awareness and self-esteem, which will in turn assist them in managing and negotiating their personal relationships. Schools should ensure that all teachers fully appreciate the role that effective SRE can have in improving sexual health and well-being and in reducing the number of teenage conceptions and rates of sexually transmitted infections (STIs) and HIV.’

It is envisaged that schools will read these effective practice case studies alongside the guidance when planning their SRE programmes.

**Context**

As the updated SRE guidance explains:

‘Cultural and social influences - the media, peer pressure and alcohol and drug use - can all influence sexual behaviour. Rates of teenage pregnancy continue to remain high in Wales and young people bear the greatest burden of sexually transmitted infection. The most recent study of Health Behaviour in School-aged Children showed that Wales had one of the highest proportions of 15-year-olds (in the 34 European and North American participating countries reporting) having had sexual intercourse, at 41 per cent of girls and 30 per cent of boys.’


This underlined the Welsh Assembly Government’s commitment to improving sexual health and well-being by narrowing sexual health inequalities and developing a society that supports open discussion about relationships, sex and sexuality.

**Welsh Network of Healthy School Schemes National Quality Award**

The publication Indicators for the Welsh Network of Healthy School Schemes National Quality Award sets out seven health topics that should be covered throughout a school’s involvement in the scheme:

- Food and Fitness
- Mental and Emotional Health and Well Being
- Personal Development and Relationships
- Substance Use and Misuse
- Environment
- Safety
- Hygiene
For each of these topics, important aspects of a whole school approach are identified in the following aspects of school life:

- Leadership and Communication
- Curriculum
- Ethos and Environment
- Family and Community Involvement

The document builds on the WNHSS guidance for working with schools at each phase of the programme and several underlying principles are taken into account:

- the importance of pupil participation in core areas of school life which directly affect the health and well-being of children and young people e.g. teaching and learning; environment, staff selection, pastoral care;
- the importance of the understanding and commitment to action of the whole school community;
- the existence of a positive approach to health;
- equity; and
- links to other relevant national and local programmes and policies.

Schools are encouraged to consider:

**Leadership and Communication**
- Policy development by staff, governors and pupils where appropriate and its dissemination to parents and the wider school community.
- Training and support for staff.
- The ability to respond to locally identified issues eg through drop-in clinics and condom card schemes.

**Curriculum**
- Age appropriate, developmental skills based schemes of work
- Use of resources that reflect current guidance

**Ethos and Environment**
- Pupils’ views taken into account
- Access to appropriate local information and sources of support
- Providing an environment in which breastfeeding is seen as the norm
Family and Community Involvement

- Informing parents and carers and involving as appropriate
- Involving appropriate outside agencies and having guidelines on their involvement
- Ensuring that the content of their delivery is planned, complies with the school policy, is evaluated and work followed up in school

All of these aspects are reflected within the case studies contained within this publication.
Primary Schools
School: Ysgol Cerrigydrudion

Scheme/LA: Conwy

Current phase on scheme: 4

Description of school: Small rural primary school with 70 pupils.

Action: Sex and relationships education (SRE) based on SENSE ‘Making Sense of Growing up and Keeping Safe’

Why did you choose to do this?

The school was happy with the way that SRE was delivered through the school. There was planned work with each year group mainly delivered by class teachers, however Year 5 and 6 classes were always taught by the school nurse. She came to the school in the autumn term with the Conwy healthy school scheme co-ordinator to show SENSE ‘Making Sense of Growing up and Keeping Safe’ to the staff. Everyone was impressed, including parents when it was shown to them, and it was decided to trial the materials with Year 5 and 6 pupils and for the class teacher to lead this work.

What actually happened?

Leadership and communication

• The school sex education policy was updated to reflect the new content and approach taken with the resource; with a greater emphasis on the importance of parental involvement.

• The year 5/6 teacher responsible for trialing SENSE ‘Making Sense of Growing up and Keeping Safe’ fed back his experiences and thoughts to other teachers in the school and across the authority through healthy school scheme meetings.
Curriculum

- The Year 5/6 teacher used the SENSE DVD and teachers’ notes to deliver aspects of the health and emotional wellbeing theme of PSE throughout the year. He used the following sections to develop this work:
  - staying safe to discuss bullying, internet safety;
  - enjoying and achieving to talk through friendships;
  - making a positive contribution to encourage positive behaviour, especially with environmental issues (as it is an Eco school);
  - economic and social well-being to discuss money matters and peer influence.

- Planned SRE work was delivered with each year group based on relationships and self-esteem development through PATHS (Promoting Alternative Thinking Strategies) or CAMAU in Welsh.

- In the summer term, SRE in Years 5 and 6 was covered over a period of five weeks with eight sessions being delivered either by the class teacher on his own, or the teacher and school nurse together, using SENSE ‘Making Sense of Growing up and Keeping Safe’.

- Throughout that period there was an issues box in the classroom where children could post any queries that they did not want to raise in person.

- The school nurse led discussions with the whole class but also had a separate session with girls where she discussed specific issues relating to menstruation.

Ethos and environment

- Members of the school council were involved in discussions about the use of the resource. They liked the quality of the DVD and especially liked the children’s comments in the theme discussions.

- Arrangements for girls that are menstruating have been discussed with pupils and parents. Girls can approach members of staff in confidence and they know where they can keep their sanitary packs and fetch them as necessary. A bin is provided for disposal. All are happy with the arrangements.

Family and community involvement

- At the start of the process, it was agreed that all Year 5 and 6 parents should see SENSE ‘Making Sense of Growing up and Keeping Safe’. The Conwy healthy school scheme co-ordinator and the school nurse presented the resources to parents at an open evening. From a class of 18 pupils, 12 parents attended. The school also provided a number of laptops with headphones for parents to look through the resource at their own pace. It was well received.

- The school nurse has been able to continue to support SRE in the school but with the use of SENSE, teacher involvement has become central to the delivery of the programme.
Which aspects went particularly well?

- The parents evening run by the school nurse and the lead teacher went really well; parents were very impressed with the materials. This gave the school confidence that their community were behind their plans and encouraged parents to be more involved in their children’s SRE.

- This was the first time the class teacher had delivered SRE. He found using SENSE was a very supportive way to manage this aspect of the curriculum and it gave him confidence. He would recommend it to others in the same situation.

- The pupils were very comfortable with the SENSE materials before the SRE sessions because the teacher had used the materials with them to deliver other PSE topics through the year. They particularly liked to listen to the comments made by children of their own age.

- The teacher felt that it was really important that he should deliver the SRE content to the pupils, as he had with other health topics. He did not want to highlight SRE as something different. Working with the school nurse allowed the class to be split into smaller groups to facilitate discussion.

- The question/issue box was very well used by the pupils. Each question was discussed as a class and anonymity was maintained. In some cases other pupils were able to answer the questions based on what they had already learnt.

- The school nurse was very impressed with the level of knowledge the children had accumulated and the vocabulary they were using. She also praised the skills they had developed in discussions; questioning others and appreciating views that were different to their own.

What problems were encountered and how were these overcome?

- The children were a little giggly initially but as the topic was covered over a period of time, they felt they could be more open and join in discussions. Setting ground rules at the start of sessions was found to be helpful in setting a supportive climate for discussion.

- Some children were reticent but they were able to ‘post’ any issues that were concerning them into the issues box.

How do you know how successful it was?

- No parents withdrew their children from the sex and relationship input although that had not been the case in past either.

- Having seen the SENSE materials, parent evaluations were very positive. The majority commented they had not known how to tackle the topic with their children. Many asked for more information and were given a contact number to purchase a parent pack.
• The children, teacher and school nurse all rated the input highly. The programme was evaluated by the school nurse and class teacher by reflecting on the pupils’ knowledge and skills at the beginning and at the end of the programme. It was apparent how much the pupils had gained by using the materials.

**Future plans**

• The teacher involved in this work has since moved to another school where he has introduced SENSE.

• The new Year 5/6 teacher in Ysgol Cerrigydrudion has been introduced to SENSE by the school nurse. He is already using it to deliver PSE successfully and he plans to deliver SRE in the same way as it was trialed.
School: Fenton Community Primary School

Scheme/LA: Pembrokeshire

Current phase on scheme: Working towards the National Quality Award

Description of school: a large primary school with 412 pupils with 10% minority ethnic pupils. There is an infant and a junior unit for children with additional learning needs (ALN).

Action: Consultation with parents and children

Why did you choose to do this?

Personal development and relationships was the last Healthy School action to be implemented before the end of phase 5. The co-ordinator felt there were some sensitive elements and that she needed to have built up staff confidence to approach the topic in school.

A head teacher from another school talked at the Pembrokeshire Healthy Schools Conference about how her school had approached sex and relationships education (SRE); hearing this helped the co-ordinator and the rest of the staff realise it would be straightforward to introduce into Fenton Community Primary School.

What actually happened?

Leadership and communication

- The Governors were keen to see the implementation of this planned work.
- The co-ordinator received training through the local healthy school scheme. She developed an action plan around the SRE resource pack provided by the local authority. This, and the resources to be used in its delivery, was shown first to a group of parents and then taken to a staff meeting; both were happy with the content.
Curriculum

- The school follows a circle time scheme developed in Pembrokeshire called ‘Eli in the Circle’ which provides opportunities to teach aspects of SRE that link with other PSE topics such as ‘Relationships’, ‘Valuing yourself’ and ‘Communicating feelings’.

- The SRE programme is planned around a video (no longer available to buy) that is divided into sections suitable for years 1 - 6. The messages are subtle and are built on in a spiral curriculum. Biological names for body parts are introduced at a young age. SRE is delivered in the spring term for all classes in the school, except Year 6 pupils who have their input in the summer term before they leave for secondary school. Lessons are very much discussion based. The topics covered are:

  - **Foundation Phase**
    - Differences

  - **Year 3**
    - Male and female

  - **Year 4**
    - Where I come from? – the myths

  - **Year 5**
    - Puberty
      The school felt that this was better delivered to girls and boys separately by two teachers. The girls have detailed input on menstruation and how to deal with it; including where to go for help in the school. Pupils write down any concerns or questions they have on sticky labels. These form the basis of discussions.

  - **Year 6**
    - Reproduction
      All pupils are together with two teachers. They use a question box to ensure all children’s concerns are addressed.

- There may be specific issues bought up among those pupils with ALN, such as inappropriate touching. The school nurse helps on a 1 to 1 basis if required.

Ethos and environment

- SRE fits well with the planned PSE programme in the school. All teachers, governors and parents have been happy with the approach taken.

Family and community involvement

- Parents were invited to come into the school to a talk given by the co-ordinator about SRE and to view the resources. All parents were asked but the school made a particular effort to encourage parents from ethnic minorities to attend. 25 parents did come, including the leader of the Mosque. They were happy with the approach suggested; although a few felt that the school should cover more. They were very keen that the sessions should be run by the teachers with only additional sessions led by the school nurse. They felt that the children knew them and they were always around if pupils needed to ask any further questions.
• Parents have been invited in subsequently for the opportunity to hear about SRE and to view the resources. Every year a letter goes home to inform the parents of the content of the SRE programme and when it will be delivered.

Which aspects went particularly well?
• SRE has been delivered successfully in the school for a few years and staff are now very comfortable with this: pupils are happy to ask them questions and go to them for help.

What problems were encountered and how were these overcome?
• The video used is very old fashioned now. SENSE could be used but the co-ordinator feels that it would also be good to have a visual resource that can be used with all pupils from Foundation Phase to year 6 to allow a spiral curriculum to continue as it does now; she has not identified a suitable resource yet.

How do you know how successful it was?
• Feedback from parents has been positive and no children have been withdrawn from the SRE provision.
• Examples of Year 5 pupil evaluations of the SRE they had received through their school life include:
  - Year 3 ‘I think it was good how they showed animal babies as well as human babies so it wasn’t as awkward.’
  - Year 4 ‘…it’s interesting [to know] about babies and where they come from.’
  - Year 5 ‘I think it is very useful for when I have my periods, so I don’t get scared when I have it.’
• The school has class councils where pupils will bring up issues of concern. Concerns regarding SRE have never been brought to the attention of the coordinator.

Future plans
• The local healthy school scheme in Pembrokeshire is considering how best to support schools with their approach to personal development and relationships. They have recently provided training for all school co-ordinators in SENSE ‘Making Sense of Growing up and Keeping Safe’ as one aspect of this support.
• The in-school co-ordinator is going to introduce this resource to all staff in the school. The aim is to look at how the resource can be used within SRE and if there are other resources available that give the whole school structure provided by the old and now dated video.
• Particular consideration has to be given to how SRE fits with the Foundation Phase curriculum.

• Year 6 pupils have now been involved since the start of this SRE work. The coordinator plans to ask them for their views of the SRE programme, and how it could be improved throughout the school.

• To consider the place of SRE within joint work with the secondary school based on the circle time approach, which at present looks at feelings and friendships.
School/College: Goytre Fawr Primary School

Scheme/LA: Monmouthshire

Current phase on scheme: 4

Description of school/College: English medium primary school in a rural setting. There are 192 children from Reception to Year 6 from a wide catchment area.

Action: Developing sex and relationships education (SRE) from planned whole-school circle time

Why did you choose to do this?

There was no structured SRE in place, so it was an area of PSE that needed to be addressed as a healthy schools action.

What actually happened?

Leadership and communication

- A working party was set up in the school to look at SRE, consisting of three teachers including the healthy school co-ordinator, the headteacher, the school nurse and a parent governor. Having studied the Welsh Assembly Government guidance on SRE across the primary phase; it was clear that a lot was being delivered already through the planned circle time that all classes follow. They did feel that specific lessons were required on puberty and reproduction for pupils in Years 5 and 6. They put together a draft sex education policy which was discussed by Governors and agreed at a full staff meeting.

- The group also considered a range of resources provided by the school nurse which parents were invited to come into school to consider along with the lessons planned.
Curriculum

- The circle time approach already established in the school was based on the materials developed by Cardiff LA. The programme provides age appropriate input for years 1 - 6. Reception teachers planned their own programme using a variety of circle time books. The following topics form the basis for all year groups:
  
  - **Self-esteem**
    - Promoting a sense of well-being
    - Developing a sense of belonging
    - Self-awareness
    - Building confidence
  
  - **Communication**
    - Developing confidence in speaking
    - Disclosing feelings
    - Practising listening
  
  - **Relationships**
    - Understanding others
    - Resolving conflict
    - Co-operating with others
    - Promoting good relationships
    - Valuing others
  
  - **Spiritual and Moral Development**
    - Solving problems
    - Reflection and meditation
    - Discussing sensitive issues

- SRE for children in the Foundation Phase consists of a planned topic on ‘Ourselves and Our Bodies’ around naming body parts and inappropriate and appropriate touching.

- The school decided that as teachers were not confident or trained to teach puberty and reproduction, the best person to deliver this unit to the older children was the school nurse, with teachers supporting her. A series of three lessons was planned for Years 5 and 6:
  
  - Hygiene and body changes delivered to all pupils.
  - Details of menstruation and boys’ puberty delivered separately to boys and girls to allow an opportunity for separate gender discussions.
  - Reproduction delivered to all pupils.

- This programme was delivered by the school nurse after parents were invited to see how it would be delivered. The parent governor came to some of the lessons too and the class teachers encouraged follow-up discussions in class.

- The school has recently adopted a project called ‘Challenging Attitudes’ a healthy relationships project for primary schools in Monmouthshire. It is organised by the Monmouthshire Domestic Abuse Team and delivered in partnership by Women’s Aid Monmouthshire Youth Development Officer and Monmouthshire Youth Service, Face-to-Face Counselling Service.
• It is a four week consecutive programme, one morning a week:

  Week One  Emotional Intelligence Workshop
  Week Two  Exploring feelings and emotions with mask making
  Week Three Drama games exploring personal space and tone of voice
  Week Four  Good Secrets, Bad Secrets
              Good/bad actions in a relationship
              Helping Hand: who can help us?
              What have we learned and action planning for future.
              Participants’ actions plan - “What I will change for me” (shared
              or personal targets).

Ethos and environment
• SRE lessons fit well with the school’s ethos of ‘keeping ourselves healthy’. All staff
  were made aware in staff meetings of all aspects of SRE that are delivered across
  the school.
• Girls who start their periods have a toilet they can go to where there are emergency
  supplies of sanitary towels if required.

Family and community involvement
• The sex education policy and SRE scheme of work were developed by the healthy
  school co-ordinator with help from a parent governor, school nurse and other
  teachers. There has been additional support from the Domestic Abuse Team.
• All parents were invited to look at the sex education policy and the SRE curriculum
  plans with the resources to be used. In fact only four parents took up the opportunity.
  One parent felt the input was not appropriate for her son for developmental reasons;
  he did attend the circle time input.

Which aspects went particularly well?
• The circle time sessions are valued by pupils and teachers.
• The sessions run by the school nurse were stimulating for the pupils. They asked
  lots of questions and were able to recall much of the detail when asked after the
  programme had finished.
• The school nurse felt that the circle time input was a good basis for her sessions.

What problems were encountered and how were these overcome?
• As there was no SRE training for teachers available locally at the time; the school
  nurse’s involvement was vital.
• There was a disappointing response from parents to the SRE evening. However very
  few children are withdrawn by parents from the specific SRE sessions.
• The school nurse has commitments in other schools so she has to be booked early in the year to deliver in the summer term.

• It was felt that it would be possible to cover the content in two sessions instead of three; one with the whole class and one with boys and girls separately.

**How do you know how successful it was?**

• Circle time within the school has been evaluated over a number of years and staff and pupils are keen to see that it continues. These comments by two pupils reflect the feelings of many:
  
  ‘It is good to talk as a class because you get to know each other.’
  
  ‘I feel that Circle Time is a safe place to talk.’

• The SRE programme has evaluated positively. The class teachers felt:

  ‘The pupils benefit from the experience of a professional who provides a good introduction to the issues related to puberty.’

• The Challenging Attitudes programme has been evaluated and the results have been positive. It was well received by the pupils and staff of the schools that trialed it. It is as a result of this that it is hoped to offer it to all primary schools in the authority.

**Future plans**

• To evaluate all aspects of SRE (Circle Time and nurse-led sessions) with the Year 5 and 6 children; asking them what they feel about it or if there would be anything they would like to change or add to the programme.

• To look at the possibility of incorporating Social and Emotional Aspects of Learning (SEAL) into the Circle Time element.
School: Cadle Primary School

Scheme/LA: Swansea

Current phase on scheme: 6

Description of school: Cadle Primary School is in an urban setting in the northern part of Swansea. There are currently 328 pupils on roll.

Action: The development of sex and relationships education (SRE) to suit the school community

Why did you choose to do this?

The school identified SRE as an area that needed to be changed when a PSE audit was undertaken.

In the past an SRE specialist was employed by the health authority in Swansea. When she was in post, she came into school to help develop the sex education policy and SRE scheme of work. The school has also been supported by the local authority PSE advisor.

What actually happened?

Leadership and communication

• The sex education policy was written with the support of the governors and put in place in 2007. It was revisited in 2009 to reflect the changes made to the curriculum to accommodate the use of SENSE ‘Making Sense of Growing up and Keeping Safe’.

• The policy was made available for all to read on the school website and is in a folder with other school policies on a table inside the main entrance.

• Training was provided for all staff in school by the SRE specialist; much of this was by teachers working alongside her with their classes. There have been no changes in staff since that time. The healthy school co-ordinator has received training in SENSE ‘Making Sense of Growing up and Keeping Safe’ and has cascaded this to all key stage 2 teachers.

Curriculum

• It was planned for all year groups to receive a spiral curriculum of SRE, delivered over a period of half a term.
• Reception
  - The work was based on a project called ‘Ourselves’, which encourages self-esteem and looks at what the pupils can do now that they could not do as babies. The school also invited mothers to come in with their babies. They looked at appropriate and inappropriate touching as part of this project.

• Years 1 and 2
  - The focus was on circle time activities centred on relationships and friendships. Philosophy for children was also used to look at these issues. Biological words were used to describe body parts.

• Years 3 and 4
  - The focus for children was on the relationships they develop with each other. Children worked in a range of different group situations and participated in philosophy discussions which centre on values. Safety is also a theme so SRE covered looking after yourself, being safe with others and responsibilities. Life cycles and living things were studied through the science curriculum.

• Years 5 and 6
  - The input for these two year groups was delivered at the same time to all pupils. More recently it has been updated to incorporate the ‘Puberty and Hygiene’ sections of SENSE ‘Making Sense of Growing up and Keeping Safe’.
  - For the first lesson all three classes combined for a fun introduction to body parts and appropriate names. The rest of the SRE programme was delivered in separate classes by the class teachers.
  - Each class had a question box for the few weeks that the programme lasted. It enabled children to post anonymous questions and topics that they wanted to cover. If appropriate and within the parameters of the sex education policy, the teacher would include these in discussions during the lessons.
  - This planned input has continued to be offered in the school since it’s inception.

Ethos and environment
• SRE is delivered as a part of the PSE curriculum and fits within the ethos of the school in relation to the importance of respect and positive relationships.

• The school makes sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection. There are disabled toilets which are single rooms and more private. It is the responsibility of a teachers’ assistant to make sure that supplies of sanitary towels and bags are available at all times.

Family and community involvement
• Parents were asked to comment on the sex education policy. The prospectus explains what is covered in SRE within each year group. Letters are sent home to all Year 5 and 6 parents before the SRE lessons. No parents have ever withdrawn children from this input.
• Once all parents have agreed to their children attending SRE lessons in Years 5 and 6, the school sends home a copy of ‘4you’ an fpa leaflet for parents to use with their children at the same time as the school lessons.

Which aspects went particularly well?
• The input of specialist staff from the LA was invaluable. It gave teachers confidence in delivery and the knowledge that the curriculum provided was good practice.
• The more that staff deliver sessions the more confident they feel.
• The spiral curriculum enables pupils to develop their understanding and skills through their school life.
• A strong signal is given to the pupils that it is fine to talk about SRE topics and to tell teachers your worries. This is particularly true about girls and their periods. The SENSE materials also confirm this with children of their age being shown discussing various issues. As it shows their misconceptions too, this allows our pupils to feel like they can talk freely about their ideas without fear that they’ll get things wrong.
• SENSE ‘Making Sense of Growing up and Keeping Safe’ is very child friendly and informative. The cartoon explanations are fun whilst providing good explanations of what will happen to children’s bodies as they develop. It also has excellent downloadable lesson ideas with lots of ideas and references to books which can be used to further pupils’ SRE knowledge and understanding.
• The sending home of the ‘4You’ leaflet has been effective and positively reinforces our SRE lessons in school. It encourages parents to also take responsibility in this area which further benefits the children.

What problems were encountered and how were these overcome?
• The use of biological terminology was an issue, but the school decided it would be part of the spiral and it would be brought in as staff became comfortable with its use. The younger children use agreed familiar terms.
• Concerns about child protection had been an issue but everyone is very clear about the procedures and that takes the worry away.
• There are some aspects of SENSE ‘Making Sense of Growing up and Keeping Safe’ that the teacher feels are inappropriate for use with Year 5 and she feels it is vital to study it in detail before using it with the pupils. The DVD format means that it is very easy to use only the sections required.

How do you know how successful it was?
• No parents withdraw their children from the lessons.
• As part of the teaching and learning in the school all lesson objectives are checked with the pupils to ensure they have been met. SRE is no exception. Pupils have always been positive about these lessons.
A questionnaire was sent to parents which had questions about the SRE input and the booklet ‘4you’. The response was very positive. All parents that were asked if they shared the leaflet with their child said that they did. Here are a few comments from them:

‘Everything is clearly explained, straight to the point and child friendly.’

‘It was clear as it explained things in bullet points and didn’t go on and on. It was illustrated well without being too revealing.’

‘…I didn’t know how he was going to react i.e. shy, but once we started going through it, it was more comfortable to talk about without being embarrassed.’

**Future plans**

- The sex education policy and scheme of work are reviewed on a regular cycle and this will continue. The next review will be when the updated Welsh Assembly guidance is in place.
- A year teacher is currently a member of a working party for the development of SRE guidelines for use in the Foundation Phase across Swansea. These guidelines will be put in place in the school when they are complete.
School: St Helen's Primary School

Scheme/LA: Swansea

Current phase on scheme: 5

Description of school: This is an inner city school with 196 pupils on role from 17 different nationalities, 89% have English as an additional language, 146 are from Muslim families.

Action: The development of sex and relationships education (SRE) to reflect the school community

Why did you choose to do this?

SRE was delivered in the school but many children from the Bangladeshi families were being withdrawn.

School staff were concerned because they felt that many children were starting puberty with no knowledge of what was happening to their bodies.

In the past an SRE specialist was employed by Swansea, when she was in post, she was able to work with the school to help develop the sex education policy and SRE scheme of work.

What actually happened?

Leadership and communication

- In 2006 when the present head teacher was first in post, the curriculum sub-committee of the Governing Body reviewed the school sex education policy. This committee included the head teacher, a teacher, an LA governor and a parent governor; a Bangladeshi mother. She suggested that the school invite the Imam from the local mosque to look at the policy and schemes of work.

- The Imam felt the content as being planned was appropriate and was happy with the approach to be taken and the resources used to deliver it. He was supportive of the work and said he would encourage parents to allow their children to attend the lessons.

- The policy is reviewed annually by staff and governors; parents are invited to comment at each annual review.
Curriculum

- In the Nursery most children speak very little English. For this reason the staff do not feel comfortable introducing biological terms for the body. A lot of time is spent building relationships and developing self esteem. They refer to appropriate and inappropriate touching; this is introduced in relation to personal space and privacy.

- The curriculum content is taught in a spiral curriculum from Reception to Year 6, built around a number of topics which cover a range of skills, knowledge, and attitudes. These are delivered at an appropriate level at each age range. The topics are:
  
  - Relationships
    - Myself as an individual
    - Myself and my friends
    - Myself and the wider community
  
  - Family life
    - Family patterns
    - Family responsibility
    - Family emotions
  
  - Growth and development
    - Self-awareness
    - Physical changes
    - New life
  
  - Examples of how topics would reflect the age range of the pupils:
    
    - **Myself as an individual**
      In the Foundation Phase, pupils look at how they have changed since they were babies, with Year 6 the focus is on the changes that take place at puberty and the effect on emotional health. All year groups look at developing self-esteem and the importance of valuing themselves. Support is given on being able to communicate their feelings.

    - **Physical Changes**
      With younger children this centres on how they have changed since they were born and naming of body parts with the correct terminology. For Year 5 (with a review session in Year 6) it is the physical changes that happen at puberty that are covered.

    - **New Life**
      Throughout the school, this topic is based on the wonder of birth. Mothers and babies are invited in to the younger classes and in Year 6 they learn about how a baby is conceived and born. Pupils are shown a film which explores the development of the foetus with pictures taken in the womb.
• There are a number of teaching styles employed in the delivery of the SRE; circle time is used for class discussions and the range of resources used such as SENSE ‘Making Sense of Growing Up’ and ‘Keeping Safe’ encourage a variety of approaches. Older pupils were asked what questions they wanted answering by SRE. A couple of example questions on the topic of periods were:

  Can we play games and sport when we have a period?
  Are periods always painful?

• SRE is delivered by the class teacher in all years, including the puberty and reproduction sessions. This approach makes the content appear ‘ordinary’ and allows plenty of opportunity for pupils to come back to them with any queries. The Year 5 teacher is a man and the Year 6 teacher is a woman; pupils are encouraged to talk with whoever they feel most comfortable.

Ethos and environment
• Practical arrangements are in place to support girls and help them cope with menstruation. The visitors/disabled toilet has a sanitary bin and the school has a Service Level Agreement with the LA for sanitary bin waste disposal. A basket containing a towel, baby wipes and liquid soap, sanitary towels and panty liners are available for the girls to use in emergencies. However most girls bring their own sanitary protection.

Family and community involvement
• Details of the sex education policy are published in the annual school prospectus and are presented to all new parents. As Sylheti is a spoken language, school staff phone individual families to pass on important information. Parents can borrow a copy of the SENSE DVD and puberty leaflet used in Year 5 and 6 lessons if they wish to be familiar with the content. It is made clear that parents have the right to withdraw their child from sex and relationships education lessons. No one has done this for many years.

• The policy is clear that if any external agencies are involved in the implementation of SRE, it is only after consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

Which aspects went particularly well?
• The involvement of the Imam was really important. Until that point, a minority of parents would withdraw their children from the SRE. After his input no parents have withdrawn their children.

• The pupils get a lot out of all aspects of SRE. They are enthusiastic to learn.

• The training and support of the SRE specialist and PSE advisor for Swansea were very helpful at the start of the process.
What problems were encountered and how were these overcome?

- The use of the word ‘sex’ can worry parents. They are always really surprised about the breadth of the topic and that most elements of it are of no concern.
- Consideration needs to given to the fact that English is an additional language to many parents. The policy is written in a straightforward way and important letters home are translated where possible.

How do you know how successful it was?

- No parents withdraw their children from the lessons.
- Other schools with high numbers of ethnic minority pupils have asked how SRE is organised in the school.
- At the last inspection it was commented that SRE ‘is comprehensively and sensitively taught.’
- Pupils are asked to reflect on all of their learning in school and are involved in self-evaluation exercises. They are also asked to evaluate the lessons for the teachers, including SRE. The pupils’ reactions have been very positive:
  - ‘When I went home I talked to my mum. She was interested in what we had talked about and she explained even more to me. I liked finding out about how the body works.’
  - ‘It was good to learn it from my teacher because I trust her. My mum says ‘Why are you talking about that now?’ she doesn’t like talking about it.’
  - ‘The SRE lesson was good. We need to know about periods before they happen to us. It was good to learn about it with my friends, so I can talk to them about it.’
- All class teachers feel comfortable and confident to teach SRE to their classes.

Future plans

- To update the sex education policy to reflect the updated Welsh Assembly Government SRE Guidance. The new local Imam will be invited in to be part of the revision process.
- SENSE ‘Making Sense of Growing up and Keeping Safe’ is used successfully in Year 5 and 6, but the PSE co-ordinator would like certain elements of it to be introduced in Years 3 and 4; she plans to work with staff to identify appropriate aspects of the materials for this.
Cluster of Schools

School: All six Roman Catholic Primary schools in Newport LA
With input by staff from St Joseph’s RC Comprehensive school

Scheme/LA: Newport

Current phase on scheme:
- St David’s R.C. Primary (Phase 2)
- St Joseph’s RC Primary (Phase 3)
- St Michael’s RC Primary (Phase 2)
- St Gabriel’s RC Primary (Phase 3)
- St Mary’s RC Primary (Phase 3)
- St Patrick’s RC Primary (Phase 2)

Description of schools: There is one large school of 357 pupils, the others have
between 130 and 210 pupils and are geographically spread
across the City of Newport.

Action: The development of an sex and relationships
education (SRE) scheme of work from a faith
perspective

Why did you choose to do this?

The request to bring some continuity of provision came from the cluster to the Community and Teacher Adviser (Health) employed by the LA.

He attended a meeting with cluster Head teachers to discuss how this could be driven forward and also to discuss the ‘City of Newport Quality Approach to SRE’ which is a ‘toolkit’ to assist schools in developing all aspects of SRE including policy. It was decided to have a working party to consider how this approach would fit within the six faith schools. Initially the focus was on a scheme for Years 5 and 6 as this was of greatest concern to the schools.

What actually happened?

Leadership and communication
- The working party was set up with one or two representatives from each school. It was to meet over three separate days during 2009/2010. Two of these days have already taken place at the time of writing.
Day 1
• The aims and objectives were identified and set
• Resources were considered for their suitability
• The structure of the scheme was developed to build on work already in place up to Year 4 in the schools and to fit with local and national guidance. It was decided to base the SRE programme on six themes that would be consistent to both Years 5 and 6 and allow for progression within each year group. The themes are:
  - All about me
  - Puberty/growing up
  - Personal Hygiene
  - Family Life and Responsibilities
  - Friendships
  - Reflection/bridging
• To ensure consistency from a faith perspective, a social/emotional, physical/intellectual and spiritual strand was integrated into the scheme.
• Staff worked in groups responsible for developing ideas for each theme. A representative was present from St Joseph’s RC Comprehensive School to assist with transition into Year 7 and the bridge into secondary SRE.

Day 2
• The working group split up into the identified themed focus groups. The teachers used appropriate resources identified from the first day some of which were approved for use in schools by Governors/Diocese.
• The staff then put together plans, pupil resources and a baseline assessment for each theme.
• This information was then collated into an electronic format and sent back to schools for comments from members of the group and senior management team.
• The plan is now to send the final draft to all Governors for approval and to check that sex education policies reflect this new approach.
• The delivery of the new scheme should take place early in the summer term.
• Day 3 will be reflective practice with consideration being given to evaluation.

Which aspects went particularly well?
• The team working across the cluster has been very positive for all. There is a feeling of shared ownership in the SRE scheme and good practice already in place in schools has been built on.
• The resource produced provides continuity among the schools in the cluster but is not prescriptive and still allows schools flexibility in delivery to meet their individual needs.
What problems were encountered and how were these overcome?

- The development of the SRE scheme will have taken a full year to complete as it has had to compete with other priorities.
- It would have been better to be fitted into a shorter time frame with more concentrated blocks of time.

How do you know how successful it was?

- The process has been successful so far in relation to developing a consistent approach and common understanding from a staff development perspective; however it is only after all the schools have delivered the scheme and it has been evaluated that it will be possible to judge if that element is successful.

Future plans

- The secondary school that all the schools feed is going to look at their SRE programme for Year 7 pupils once this scheme is in place to ensure it builds on the work in the primary schools.
- The work in earlier year groups underpinning this Year 5 and 6 scheme will be considered in relation to the new input.
Secondary Schools
School: Bryntirion Comprehensive School

Scheme/LA: Bridgend

Current phase on scheme: 2

Description of school: The school has 1035 pupils aged 11-18 years; it is in the suburbs of Bridgend and has a mixed catchment.

Action: To provide effective sex and relationships education (SRE) using a variety of different approaches

Why did you choose to do this?

The new full-time PSE co-ordinator started in September 2008. It was her role to deliver most of the curriculum supported by a team of five enthusiastic teachers. She redesigned all areas of the PSE curriculum including SRE.

The pupils were consulted and were very clear about the input they felt that they needed.

What actually happened?

Leadership and communication

- Using the results of the audit, a sex education policy and SRE scheme of work were planned in-line with national guidance. Staff and governors were consulted on its content. The plans were then presented to parents for approval.

- The PSE co-ordinator received a range of training at her previous school. She initially worked alongside the five teachers delivering SRE to provide support and training in order to make them feel confident in the future.

- A whole INSET day for teachers on the healthy schools initiative was held in Spring 2009, with a carousel of workshops run throughout the day; many of these related to SRE. The topics included; sexual health, sexual exploitation, Women's Aid and internet safety. The workshops were run by a range of external agencies.

- The Assistant Head/Child Protection Officer wanted to make staff aware of recent initiatives in which the school was involved.
Curriculum

- In the first lesson of the SRE module pupils suggest ground rules; they always think of similar ones revolving around confidentiality, mutual respect, and not asking anyone about what they do; only what they think. They also agreed as a group the words they feel comfortable using for male and female genitalia. This involves a discussion about which words can be offensive and which would be appropriate to use in relationships. The member of staff and the pupils sign the ground rules and they are laminated to be put on the wall for all lessons in the module. Pupils are then given the opportunity to ask any questions they want to be answered during the next few weeks. The co-ordinator compiles a list and shows it to the head of year to ensure awareness of issues within the year group.

- PSE lessons are for one hour, Key Stage 3 pupils have one lesson a fortnight; because Key Stage 4 input is part of the Welsh Baccalaureate, there are three lessons a fortnight. There is SRE input for all year groups, varying from four to eight lessons:
  - **Year 7**
    - Physical and emotional changes during puberty - boys and girls
    - Personal hygiene
    - The role and significance of marriage
    - The changing nature of friendships during teenage years
    - Different types of love
  - **Year 8**
    - Appropriate and inappropriate physical contact
    - Self-esteem and self-respect
    - An overview of the positive and negative consequences of physical relationships
    - An overview of the nature of contraception and sources of advice and support
  - **Year 9**
    - Contraception including condom demonstration
    - Sexually transmitted infections, including HIV and AIDS
  - **Year 10**
    - Revision of sexually transmitted infections
    - Revision of contraception with condom demonstration
    - Self-examination - breast, testicle and the nature of the cervical smear test
    - Changing relationships
  - **Year 11**
    - Attitudes towards homosexuality
    - Childbirth and pregnancy
    - Financial, emotional and social implications of teenage pregnancy
    - Attitudes towards abortion
A number of resources were used in the input including Professor Winston’s Human Body DVD and ‘The Baby Borrowers’.

The co-ordinator is keen that SRE is not covered as an isolated PSE topic but where possible the links are shown to other issues such as substance misuse and mental and emotional health and wellbeing. An approach that successfully achieves this is the use of drama presentations by theatre companies:

- ‘Last Orders’ a drama based on alcohol use and sex. Following the performance the actors stay in role and are involved in a reality style chat show differentiated for three groups of Year 9 pupils of different abilities. Pupil participation is encouraged and a wide range of issues are considered such as the impact of alcohol, the age of consent and rape.

- ‘Bystanders’ a play that addresses issues of personal safety around sexual activity was offered to groups from Year 8 and 9 as issues were more relevant to certain peer groups at the time.

A member of staff from the Spectrum Project at Hafan Cymru, delivered lessons on the topic of domestic abuse, power and control and bullying to a number of year groups. She then trained thirty two Year 12 and 13 pupils on these issues and on child protection. It was the role of these pupils to use this training as peer educators of Year 7 on age appropriate, generic bullying. The content is delivered through games and a range of activities.

Ethos and environment

- Pupils drop in to talk to the PSE co-ordinator informally about what they would like to be covered in SRE and the first lesson in each module clarifies what pupils in each group want to learn.

- An after-school club has been run for vulnerable young women in Year 11. As part of the authority and school approach to suicides amongst young people a number of initiatives were promoted. One of these was Student Assisted Programme (SAP) a school counselling initiative. The PSE Co-ordinator and a teaching colleague worked with vulnerable pupils who had been referred or self-referred into the group. At the end of the course, eight of the girls from Year 11 wanted to continue with support. It had been noted by the staff during the sessions that these pupils were particularly vulnerable in relation to their sexual health and relationships.

- The PSE Co-ordinator managed to secure funding from the Local Authority ‘Out of School Hours Learning’ budget to set up an after school support group on sexual health issues for these pupils. She bought an interactive baby, an empathy belly and some appropriate resources including the DVD ‘Three carrier bags and a buggy’. Seven sessions have been run.

- The school nurse provides support for individual pupils on sexual health issues on a needs basis.

- A notice board in the PSE co-ordinator’s classroom provides contact details for all the national and local sexual health support services. These are also given out to pupils at the end of their SRE module.
Family and community involvement

- Parents of all pupils were asked to a presentation on the plans for the school sex education policy and SRE scheme of work. In fact only parents of Year 7 and 8 attended. The PSE co-ordinator ran the session. She gave information on the local context in relation to sexual health activity. The resources that were to be used in the delivery were also shown. Over fifty parents came to this and were very positive about the suggested input. They were particularly supportive of the approach to teach SRE within the context of loving relationships.

- There has been a range of support from external agencies. The input by the theatre groups and the Spectrum Project were particularly valued.

Which aspects went particularly well?

- Having supportive parents has been very positive and allows SRE to flourish in the school.

- The after school club for vulnerable young women has been well received and provides a safe environment for them to consider their views on sexual issues.

- The drama input has triggered a change in perception as to what can be discussed within school.

What problems were encountered and how were these overcome?

- There had been gaps in the school SRE provision. It was important to provide a planned programme so that all year groups would have a SRE module.

- The school values the work that is going on and has encouraged the co-ordinator to bid for money from different sources to allow it to flourish.

How do you know how successful it was?

- Parental views on the policy and scheme of work at the presentation evening were very positive. It has been decided that it is important to run this every year to ensure all parents have the opportunity to look at the resources and hear the rationale for what is covered.

- All lessons are evaluated, varying from detailed written evaluations to quicker physical responses to specific questions e.g. thumbs up if you have understood/enjoyed/benefitted from the lesson.

- The evaluations provided by the Year 12/13 pupils and the Year 8 pupils on the peer education project were very positive.

- The reactions of the pupils attending the after-school club have been very positive. They will always attend the club and are able to talk openly about their views. They have begun to be able to support each other outside the group setting.
Future plans

- To continue with the range of activities for all pupils as well as the after school group that will target pupils with particular need in Year 11.

- The co-ordinator particularly values the theatre presentation ‘Last Orders’ and would like to secure funding for this to be used on an annual basis. She has received training in the development of this particular drama into the curriculum. She feels this would benefit the other teachers who deliver SRE.

- The co-ordinator will attend training on ‘SENSE Making Sense of Sex and Relationships’ in the spring term 2010 and then consider how it can best be used in the school. She feels she would like all teaching staff to have more opportunity to explore the value of SRE and its benefits for young people.

- The PSE co-ordinator would like to develop assertiveness training for young women which would include self-defence lessons. She would also like to tap into the new technologies such as networking sites to see if it would be possible to include positive messages around PSE.

- The deputy head will lead the school in the Investors in Family project, starting next year.

- The school is to take on the ‘Valley and Vale Project’ which is targeted mental health support and will lead to an Open College Network qualification on self-esteem and positive relationships.
School/College: Llanishen High School

Scheme/LA: Cardiff

Current phase on scheme: 4

Description of school: 1640 pupils aged from 11 – 18 years from a mixed urban catchment.

Action: A whole school approach to sex and relationships education (SRE)

Why did you choose to do this?

There has been a long history of SRE in the school. It has been reviewed on a regular basis. All units of work are evaluated and changes made accordingly.

What actually happened?

Leadership and communication

• All staff at the school opt to deliver one of five PSE themes. SRE is one of these and 18 members of staff who are comfortable with the delivery, make up the ‘SRE Team’. They receive an initial two days of training with the PSE co-ordinator and health promotion staff before they deliver to pupils. They receive further in-house training on any new initiatives.

• The sex education policy is reviewed every three years. The views of pupils and teachers are taken into consideration; then the draft policy is discussed with the senior leadership team and the governors.

• The scheme of work outlines what is covered in PSE lessons and also relevant content delivered in other subject areas across the curriculum.

• The PSE Co-ordinator is keen to incorporate new approaches into the SRE curriculum where possible.
Curriculum

- There is SRE provision within each year group in the school:

  - **Year 7**
    - Reproduction, puberty and conception
      Relationships in families and with friends; including a timeline of how a family changes and how to deal with this. It is hoped that this will be delivered by Circle Time. The school has introduced a Circle Time module at the start of Year 7 to build on the approach which is used in all feeder schools. It is to encourage the settling-in process.

      **Role play scenarios: coping strategies for difficult situations.**

      Internet safety. This unit is based on materials called ‘Think you know?’ The SRE team and ICT department were all trained in its delivery. The IT department delivers two lessons and the lesson on the danger of paedophiles is delivered in SRE. The child protection officer is available during this lesson in case of disclosures.

  - **Year 8**
    - SRE and the Law
      Self esteem and relationships and encouraging the postponement of sexual intercourse
      A DVD is used as a stimulus for discussions on such issues as same sex relationships and homophobic bullying
      Assertiveness training
      Views and beliefs, a line continuum and discussion

  - **Year 9**
    - Recap on the law and SRE
      Latest statistics on teenage pregnancy
      Contraception. All pupils have the opportunity to practice putting a condom on a plastic model (using the Contraception Kit). This unit is linked to alcohol use. The pupils have the opportunity to wear ‘beer goggles’ (which make the wearer feel as if they have drunk a large quantity of alcohol) and then attempt to put the condom on the contraceptive pack resource
      Problem pages with possible solutions
      STIs including statistics, symptoms and myths surrounding them
      Personal responsibility and decision making and assertiveness
      Accessing support and information
- **Year 10**
  Ethical issues including abortion
  Parenting. This includes work on both the physical needs and emotional needs of babies. The pupils can opt to take a life-like baby home for a weekend. Pupils then feed back to the class how they coped with the crying, the needs of the baby and its impact on their life

- **Year 11**
  Other PSE topics are covered during this year

- **Years 12 and 13**
  There is a lot of SRE covered in the PSE elements of the Welsh Baccalaureate. The topics include:
  the moral and spiritual aspects of promiscuity, abortion and responsibilities within sexual health
  sexually transmitted infections with emphasis on local sexual health clinics, hours of opening and procedures
  the latest developments in contraception including the local Condom Card Scheme
  issues relating to same-sex relationships and supportive organisations
  domestic abuse with the support of external agencies.

**Ethos and environment**
- The school nurse sees pupils on a one to one basis or if referred to her by year tutors/other agencies although there is no drop-in clinic in the school.
- There are posters clearly displayed around the school with details of all local sexual health services and national helplines. This information is also given during lessons and in pupils’ booklets which they take home. It is also on the school website under PSE.

**Family and community involvement**
- Input by theatre groups exploring topics such as teenage pregnancy, body image and sensitive issues as self-harming. The actors perform and then conduct workshops with the pupils.
- The GPs and health promotion specialists at North Cardiff Medical Centre have provided a day’s input on a range of SRE topics for a targeted group of year 9 pupils. The criteria for choosing them came from the head teachers’ initial meeting with staff at the centre. Hard to reach pupils were identified as needing support. Form teachers proposed five pupils in this category from their form. Letters went out to parents (50). Only 30 agreed that their children could attend; the remaining pupils who went were those who wished to attend but had not been contacted before.
To ensure that parents know what is being covered at school, pupil SRE booklets are taken home. The details of sexual health services in the area can then be accessed by parents too.

Only three parents have ever withdrawn their children from SRE; all on faith grounds. Alternative, broader relationships work was provided for them.

Which aspects went particularly well?
- All SRE work units are evaluated by staff and pupils and updated accordingly. This means that those that form part of the ongoing provision are all well received.
- It is good to have a large team of teachers who are well trained and keen to deliver SRE. Any input from outside agencies is then an added-extra for pupils.
- The sexual health lead in the health promotion department has provided local statistics on a variety of sexual health topics. These have been incorporated into the lessons and pupils find them very interesting.

What problems were encountered and how were these overcome?
- The school nurse initially had a role in the delivery of the work on contraception and STIs; however she was often unable to do this because of other commitments. The SRE team teachers were trained to deliver this aspect instead.

How do you know how successful it was?
- Most of the evaluations are very positive. The pupils highlight the discussions and the opportunities to ask further questions. Any negative comments are acted upon and the programme changed accordingly.
- The PSE coordinator and senior management staff visit PSE lessons every week in order to observe lessons and talk to pupils. This is done informally via ‘Learning walks’ as well as formal lesson observations.
- The recent school inspection commented that the PSE provision was thorough and pupils responded well to the input. A number of SRE lessons were observed and received very positive feedback.

Future plans
- The sex education policy and SRE scheme of work will be reviewed in light of the updated Welsh Assembly Government guidance.
- At the moment domestic abuse is not being covered; there are plans to introduce a locally produced resource on drugs and violence into the Year 10 parenting provision rather than as a stand-alone unit.
School: Ysgol Gyfun Pantycelyn

Scheme/LA: Carmarthenshire

Current phase on scheme: 4

Description of school/College: Rural secondary school with 343 pupils.

Action: Sexual Health Peer Education Project

Why did you choose to do this?

As there was general concern in the school about pupil pregnancies, the school council called for improved sex and relationships education (SRE). The councillors felt SRE should be in Year 8 rather in Year 9 as it had been up until then.

Form teachers were happy delivering certain aspects of SRE such as relationships and sexuality; they felt that contraception and sexually transmitted infections (STIs) might have more impact if delivered by young people.

The school had previously run a peer mentoring project on the topic of drugs. They were then offered the chance to trial a similar SRE project through the local healthy school scheme. Following the success of the initial pilot, the school developed their own model, based on the aspects that had gone particularly well such as agony aunt letters, a condom demonstration and an STI game.

What actually happened?

Leadership and communication

• The peer education input was planned to fit into the whole school SRE curriculum. Year 7 pupils cover human reproduction in science and broad relationships education in PSE. Year 10 pupils have input from an NHS team which covers contraception, STIs and where to get help. Year 12 and 13 students have a session preparing them for life beyond school. This has an SRE element to it.

• There is a theme running through all PSE that the young people need to respect and be in control of their own bodies and make informed choices in relation to their lifestyle.

• The PSE co-ordinator in school works with the healthy school scheme co-ordinator and the PSE advisor to plan the input and provide the training for the peer educators.

• The initiative was put forward for a ‘Health for Kids’ award in 2007.
**Curriculum**

- The school has a planned SRE curriculum:
  - Year 7: Puberty
  - Year 8: Boyfriends and girlfriends
  - Year 9: Sexuality
  - Year 10: Contraception and STIs

- Fifteen students from years 12 and 13 at the school volunteered to become peer educators in a sexual relationships project. They participated in a two-day training course held at school and run by a number of external agencies.

- The topics covered in the training included anatomy, contraception, STIs and confidentiality. The aim was to develop the students’ confidence and enthusiasm for becoming peer sex educators and provide them with ideas and activities which they could develop further when planning their own lesson for year 8 pupils.

- Towards the end of the workshop, the young people split into groups to plan the areas they wanted to deliver to the younger students. They then prepared them further in their free time and had the content checked by the PSE co-ordinator to ensure they conformed to the school's sex education policy.

- All sessions delivered to year 8 students had the underlying message that it is the minority of young people who have sex and that all must choose what is right for them. The sessions were based on:
  - Details of the male and female anatomy along with changes that take place during puberty. This involved the Year 8 pupils constructing and labelling models of the male and female sex organs.
  - Contraception with particular emphasis being placed on the condom, Femidom, the pill, the contraceptive implant and emergency contraception. A contraception display kit was used to show year 8 pupils how to use a condom correctly.
  - STIs pupils participated in various activities emphasising that the only effective barrier to infection is the condom. Information was given on the most common STIs.

- All sessions included:
  - Information on local services which could help with any concerns e.g. GP surgery, pharmacy, sexual health clinics, school nurse, youth worker, form teacher and peer educators. Also national organisations such as Childline and NSPCC.
  - Assertiveness skills and the message that young people should wait until they feel ready before participating in a sexual relationship.
  - Shortly after completing their training the peer educators delivered three hourly sessions, once a week for the following three weeks.
Ethos and environment

- The peer educators created a display of relevant materials in the main corridor. It is supported by a leaflet stand which holds a variety of relevant material for young people to take away.
- The trophy that the school won for the Health for Kids award is on display in the entrance.
- The project fits in well with the ethos of pupil participation that runs through the school.
- Family and community involvement.
- The initial training for the peer educators was run by local youth workers, health education advisers, healthy schools co-ordinators and a local G.P. The continued training in later years still has input by external agencies.
- All Year 8 parents were informed of the peer education project and the content of the sessions.

Which aspects went particularly well?

- It was multi-agency work at its best and was a positive experience for all involved.
- The school were runners up in Health for Kids Award 2007 in the PSE category for pupils aged 11 - 18 years.

What problems were encountered and how were these overcome?

- The project built on previous peer education work so the school was aware of any likely pitfalls. It has become more streamlined each year it is run.
- During the first year not enough time was allotted for the peer educators to plan their sessions within the training. It was hard for them to get together in their own time to do this. More time has subsequently been allowed.
- The peer educators were able to identify their own weaknesses and plan improvements for the following session.
- The peer educators can be nervous, they can also lose some of the impetus provided by the training so their sessions are run soon after the training finishes.

How do you know how successful it was?

- Evaluation of all involved in the process:
  - Peer educators felt that the training days had prepared them well for their role. They enjoyed the process and felt that they grew in confidence and developed key skills.
  - Year 8 students were very positive, the vast majority having gained knowledge and understanding of the topic areas covered. This was backed up by form tutors
who observed pupils actively participating in the sessions. Over 90% of pupils stated that they preferred this subject area being delivered by older peers rather than teachers.

- **Form tutors** felt it had been positive for all and saw active teaching methods being used which they felt they could also use.

- **External agencies** have all been impressed with the scheme and the level of expertise and commitment of the peer educators.

**Future plans**

- All agencies were happy to commit to providing the peer educators training and to support the project in future years.

- The scheme has run every year since it was introduced; it is a valued part of the school curriculum.

- The project has been accredited as a module within the Children’s University at Trinity College Carmarthen.
School: Ysgol Glan Clwyd

Scheme/LA: Denbighshire

Current phase on scheme: 3

Description of school: Welsh medium secondary school with 970 pupils aged 11-18 years. Pupils are from a wide catchment that is a mixture of urban and rural.

**Action: Whole school approach to sex and relationships education (SRE)**

**Why did you choose to do this?**

There has been a strong lead from the local authority; the PSE advisor and the healthy school scheme co-ordinator have provided support and help. The senior management team in the school has been keen to develop this area of the curriculum.

**What actually happened?**

**Leadership and communication**
- The assistant head teacher, who is responsible for pastoral care and PSE, has led on this and is responsible for the delivery of SRE. Several members of staff expressed an interest in delivering SRE if timetabling allows.
- School staff received SRE training from the fpa Jiwsi project.
- The sex education policy is being updated using the sample structure from the local authority. The pupils will lead on this through the school council. Over the next academic year the pupils will be able to express their views not only through the school council but also by use of learner’s voice questionnaires.
- Guidelines have been developed for staff on dealing with sensitive situations.
- The school is working with the Children and Young People’s Partnership in Denbighshire on healthy sexuality and to reduce sexually transmitted infections (STIs) in young people.

**Curriculum**
- The SRE curriculum meets the needs of all year groups throughout the school. This is achieved by the use of a range of types of delivery. Form tutors teach the half-terminly
lessons on a wide range of PSE issues. The main provision is then delivered by trained staff and external agencies.

- In Year 7 the approach continues the circle time approach that is used by all feeder primary schools. There is a six week programme based around the topic of relationships.

- In Year 8 there is input on cyber-bullying.

- The core input in Year 9 is a six week course for pupils based around a carousel of activities so that at the end of the course they have all had six hours input. The sessions are based on:
  
  - **Open attitudes** which are developed by use of debate and questions. The school also has an on-site emotional support co-ordinator who has an open door policy for pupils and staff to discuss a variety of issues; relationships and sexual health among them.
  
  - **What are safe relationships?** Year 7 circle time lessons on relationships are developed and the Young Person’s Worker for Young Mothers in Denbighshire visits the school to talk to the pupils on safe sexual relationships.
  
  - **Empowerment** Pupils are given factual information regarding contraception and STIs and time to discuss their attitudes on sexual activity. It is hoped that this will help them to make informed choices.
  
  - **The Charmed circle** is used in the introductory session. This encourages a lot of discussion on all aspects of sexuality such as terminology and attitudes.
  
  - **Contraception** is covered by the teacher, who has received the Jiwsi training, using the FPA contraceptive educational display kit.
  
  - **VIVA**, a voluntary organisation that supports the needs of trans-gender young people runs a session based on attitudes.

- An information box is available during the 6 week period that pupils can use to ask questions. These are then discussed by the SRE teacher during lessons.

- The pupils’ understanding, attitudes and skills are evaluated at the end of each session when discussions are held.

- Timetabled SRE is complemented with SRE theatre presentations, the most recent was ‘What am I going to tell Mum?’ which addressed teenage pregnancy.

**Ethos and environment**

- Childline trains Year 11 pupils every year so that they are able to provide targeted emotional support for younger pupils at lunchtimes. The training is arranged for the Year 11 pupils in July when they are asked to return to school for the 2 day training. This has been very successful. Building on this, Year 12 pupils will receive training to become peer educators on sexual health issues with Years 7 and 8.
Family and community involvement

• Parents are informed by letter that SRE is to be delivered with support from external agencies. No pupils have been withdrawn from the lessons.

• A range of external agencies provide planned sessions to fit with the school's planned SRE programme.

Which aspects went particularly well?

• The six week programme works very well. It gives the subject kudos and ensures that no pupil will miss the whole programme. Through the school council, pupils identify topics to be included in the Year 9 lessons.

What problems were encountered and how were these overcome?

• The co-ordination and time required to work with external agencies to support SRE in school.

How do you know how successful it was?

• The evaluation of all SRE received from different year groups, either verbal or more formal written evaluations.

• The PSE Co-ordinator runs an open door policy so pupils know they can call in to talk about any issues.

Future plans

• The co-ordinator wants to look at SRE and transition. At the moment there are a variety of approaches used in the feeder primary schools.

• The development of the peer education scheme.

• Through the Young People's Partnership there is a move to put inserts into the pupil diaries containing contact details for all local and national agencies that can help support the pupils’ sexual health.

• Health professionals are very keen to have a condom card scheme run within the school. Research and discussions will need to be held before any such initiatives are set up. It is hoped eventually this would develop into a clinic to provide support on contraception and broader sexual health issues.
**School:** Alun School

**Scheme\LA:** Flintshire

**Current phase on scheme:** 4

**Description of school:** The Alun School is a large mixed comprehensive school of 1750 pupils situated in a county town.

**Action:** A whole school audit and consultation with young people to plan sex and relationships education (SRE)

**Why did you choose to do this?**

The healthy school coordinator wanted to complete a whole school audit of SRE as an action for Phase 3 of the WNHSS. The results of this were to lead to a review of the sex education policy and SRE schemes of work. This was planned after attending the SRE and SENSE ‘Making Sense of Sex and Relationships’ training, led by the PSE Advisor and the healthy school scheme co-ordinator for Flintshire.

The objectives identified for this audit were:

- To identify strengths and weaknesses in current delivery.
- To avoid unnecessary repetition of key aspects of this topic, particularly within subject areas, and put in place provision for aspects that were poorly covered, or maybe not covered at all.
- To look at the use of outside agencies and their expertise, to aid in the delivery of this topic, within the PSE curriculum.
- To review in particular, current delivery of topics relating to domestic abuse.
- To ensure that the current school sex education policy was being adhered to in terms of its principles for policy and practice and objectives.
What actually happened?

Leadership and communication

- The purpose of the audit and the audit form were presented to senior management. Each head of department was then provided with a list of 18 topics relating to SRE, to discover which aspects were covered within the subjects and when.
- The responses were collated and reviewed by the healthy school co-ordinator, who is also the head of PSE. She then presented the findings to a group comprising representatives of senior management, the school nurse, the school medical officer and health and social care coordinator. They were then presented to all the staff in a meeting.
- The main findings were that the curriculum areas of RE, PSE and Science covered the majority of issues relating to SRE. It was however found that issues such as friendship, positive relationships, challenging prejudice and stereotyping and valuing others were covered by many other curriculum areas such as role play in drama, and maths from other cultures and beyond the curriculum in assemblies and the overall ethos of the school. It also identified topics in need of inclusion or more weighting:
  - Sexual harassment and its effects on individuals.
  - More discussion, on sensitive and controversial issues such as abortion, IVF, surrogacy.
  - Supportive and respectful same sex relationships.
- The healthy school co-ordinator wanted to find out what the pupils felt about the SRE in school. She found ‘Are you getting it right?’ A toolkit for consulting young people on sex and relationships education. This was used to consult with a sample group of Year 10 pupils and was led by the healthy school scheme co-ordinator/head of PSE for the school.
- The results of the audit and the consultation with pupils were incorporated into the SRE provision and the updated school policy.

Curriculum

- The findings about what the pupils wanted from their SRE curriculum were clear. Pupils rated the delivery of PSE by a number of different agencies:
  - external agencies or youth workers that were specially trained in SRE were felt to be ‘brilliant’ and ‘very helpful’
  - the school nurse was ‘mainly helpful’
  - teachers were OK or ‘mainly helpful’
  - peer educators were rated very broadly from ‘brilliant’ to ‘no thanks’.
- They valued a range of activities to deliver SRE with discussions rating as most valuable by all pupils with theatre, films, quizzes and role plays also scoring highly. They wanted up-to-date DVDs aimed at their age group.
They felt that anyone who delivered SRE should:

- have expertise in the area;
- be non-judgemental;
- not be embarrassed or make pupils feel embarrassed;
- be approachable;
- the same gender as pupils with some lessons offered to boys and girls separately.

They made additional suggestions as to the topics they considered important to cover within SRE:

- Different types of relationship including same sex relationships
- How to maintain long term relationships
- Opportunity to challenge prejudice
- Religion and relationships
- Divorce
- Foreplay and masturbation
- Types of birth available and the topic of surrogacy
- Breast feeding
- More information on the location of family planning clinics

The findings from the audit were used to inform the scheme of work as were the results of the pupil consultation. The resulting scheme is as follows:

- **Year 7:** Settling In
  Rules and responsibility
  Respect for Others (formerly bullying) delivered both by Form Tutor and Victim Support Outreach Worker
  Personal hygiene
  Friendships
  Crucial Crew Day with input by Childline and also Internet safety

- **Year 8:** Stereotyping: ‘Hoodie Trouble’ (Ngfl resource)
  Assertiveness

- **Year 9:** Divorce
  Contraception & the law relating to various aspects of sexual behaviour (delivered by Sex and Relationships Community Worker)
  Peer pressure
  Love and marriage
  Positive Relationships school’s worker from Agathos Trust followed by Delyn Womens’ Aid was able to provide a representative to do this. In the next academic year an approach will also be made to the Spectrum Project, Hafan Cymru to complement this work.
Prejudice and stereotyping
Body image and the media
Recognising personal qualities
Conflict and Avoidance
Family life in the 21st Century: single parents, step parents, half siblings, lone parents. What makes a happy family?

- **Year 10:** Risks associated with sexual activity
  Types of relationships and choices within them with regard to sexual behaviour, eg. Celibacy, use of contraception, etc
  Contraception delivered by Form Tutors, use of ‘SENSE’ resource eg Virtual Clinic
  Moral issues and dilemmas - IVF (Surrogacy will also be introduced at some point)
  STIs (delivered by Sex and Relationships Community Worker) and HIV (delivered by form tutors)
  Peer pressure and how to resist it
  Model baby can be borrowed by students if they so choose in this year.
  Planning a family, preparation for having a baby and setting up home
  Parenting styles and parenting: do’s and don’ts
  Responsibilities of being a parent
  Analysis of personal strengths and weaknesses
  Aggressive and anti-social behaviour with the police liaison officer
  Theatre production on an aspect of SRE

- **Year 11:** Know the causes and effects of stress and the ways in which it can be managed (this includes input from a member of the Youth and Drug Alcohol Team)
  Alcohol and its effect on behaviour
  Mental health
  Adoption and ‘Who get’s the baby?’ (NGfl Resource)
  (There will be input on breast and testicular cancer.
  The school nurse will provide to separate gender groups.)

- The curriculum is now responsive to the needs of students. Monitoring and review by staff and students alike, serve to inform curriculum changes.

**Ethos and environment**
- The consultation fitted in well with the ethos of the school that values pupil participation and strives to improve the learning experiences of pupils.
- The findings were discussed with representatives of senior management, health education coordinator and health and social care coordinator.
Family and community involvement
- The findings were also discussed with the school nurse and school medical officer.
- As pupils rated SRE delivered by external agencies so highly, the school has looked to see who is able to deliver different aspects of the subject.
- Parents of new pupils are given written information as to the content of the SRE curriculum and both the statutory and non statutory parts of it explained. Parents are invited to review the programme and discuss it with the head of PSE should they so wish. She is also willing to provide literature, advice and resources.

Which aspects went particularly well?
- The co-ordinator was supported by the senior management team in all of this work.
- The Year 10 pupils involved in the consultation process showed maturity and a responsible attitude towards SRE. They were pleased to have been asked and concerned to help in improving the SRE.
- Form tutors deliver the PSE programme and are in the process of receiving training from Head of PSE in the use of ‘SENSE’. Staff have been very positive about its use and open to accepting the challenge of teaching this sensitive subject. To ensure they feel adequately supported this will be monitored through open discussion and their written lesson evaluations.

What problems were encountered and how were these overcome?
- The audit of SRE provision by staff was less successful due to other demands on their time. It was decided it would be better to audit the whole PSE provision at the same time, with SRE being only one strand of this.

How do you know how successful it was?
- In the light of the audit and consultation findings, changes were made to the scheme of work for SRE in Year 10. For example, more use is now being made of outside speakers as part of the planned SRE programme i.e. representatives of Women’s Aid, and a Sexual Health and Relationships Youth Worker.
- Once pupils were taught this revised curriculum the ‘Are you getting it right?’ toolkit was used again. This showed that at key stage 3 pupils felt the most important things to learn about in SRE were:
  - The importance of making responsible choices for a healthy lifestyle.
  - The biology of sex and human reproduction, contraception, sexually transmitted infections and HIV.
- At key stage 4 they were more interested in the emotional aspects and responsibilities of making and maintaining relationships, than the physical aspects associated with this subject.
• Training for form tutors on SRE has given them more confidence to deal with SRE within the PSE programme and make use of resources such as SENSE.

• The teaching of SRE is now within the PSE programme. The number of lessons per year has been increased. Each year group has 25 hours PSE a year.

• New SRE lessons are evaluated by staff and students at the end of each lesson. They have been well received.

**Future plans**

• The students explained that they wanted to know more about types of birth and breastfeeding. This is an area to be developed with the aid of input from the school nurse and her colleagues. The pupils also wanted to consider same sex relationships and homophobia.

• Training will continue to be provided for staff on the use of the SENSE DVD.

• The co-ordinator is keen to look at the links between the use of alcohol and risky sexual behaviours.

• Pupil consultation will continue in SRE.
**School:** John Beddoes School  
**Scheme/LA:** Powys  
**Current phase on scheme:** 4  
**Description of school/College:** John Beddoes is a rural 11-18 mixed secondary school situated in Mid Wales with 440 pupils.

### Action: Added Power and Understanding in Sex Education (Apause)

#### Why did you choose to do this?

The school opted to pilot the Apause programme in Powys when approached to do so by the then Powys health promotion unit (now Public Health Wales) and the LA in 2002. This evidence based programme was favoured for its multi agency and peer approach, and chosen through consultation with professionals, headteachers and pupils in response to the need to improve sex and relationships education (SRE) provision within the county. It is designed for use with pupils from Year 9 upwards and can be timetabled through different areas of the curriculum including PSE, PE, RE and Science. It has now been running in the school for eight years.

#### What actually happened?

**Leadership and Communication**

- The sex education policy has been developed to ensure that it supports all aspects of the Apause programme.
- All training for staff is provided through the healthy school scheme in Powys.

**Curriculum**

- The majority of sex and relationship education in the school is delivered through Apause. However in Years 7 and 8 there is input through the science curriculum and PSE lessons based on the requirements of the PSE framework.

**The programme**

**Year 9: Three adult-led sessions**

- These sessions are delivered jointly by a health professional and an Apause trained teacher.
  - **Session 1: ‘Lets Talk’** a discussion based lesson, centred on a range of sensitive issues. Points on pubertal and general development, which have been raised on an initial questionnaire, are clarified.
- **Session 2: Love and Sex** a health professional led lesson in which conception, contraception, STIs and relationships are introduced.

- **Session 3: Couples** The health professional leads a third case study based lesson signposting pupils to help, advice and support on a variety of sexual health and relationship issues.

  - A follow-up questionnaire provides feedback and a process monitoring report.

**Year 9: Four peer-led sessions**
- These sessions are led by Year 12 pupils, trained to deliver scripted and well planned sessions to Year 9 pupils. A teacher attends all sessions and the ground rules used at the adult-led sessions are adhered to.

  - **Session 1: Risk Appreciation**
    The main focus is on understanding the risks involved in early sexual involvement and by the end of the session the class are in agreement that there are many good reasons for waiting a few years before getting sexually involved.

  - **Session 2: Pressure on relationships**
    This session concentrates on the pressures young people face to become sexually involved. The role of media, peers and culture are explored specifically looking at what makes people feel bad about themselves and more vulnerable to being pressurised into doing things they do not want to do.

  - **Session 3: The Power to be me**
    The pupils are introduced to the 3 Rs: Resist, Reverse, Remove, an approach to assertiveness and negotiation which is modelled through role-play.

  - **Session 4: The final Session**
    This session allows consolidation of previous sessions through a fun quiz and role-play.

    Again there is a follow-up questionnaire which provides feedback to the school co-ordinator.

**Year 10: Four adult-led sessions**
- Three further sessions are jointly delivered by the school nurse (Apause trained) and one of the school’s Apause teachers.

  - **Session 1: Contraception & relationships**
    This includes discussion about choices and responsibilities within relationships, and the possible consequences of a sexual relationship.

  - **Session 2: At the sexual health clinic**
    Pupils prepare and present information on sexually transmitted infections (STIs) including details about access to treatment and contact tracing.
- **Session 3: Social norms and physical responsibilities**
  Groups consider the risks associated with different levels of intimate and physical contact; alternatives to a full sexual relationship are discussed.

**Year 11: Evaluation of pupil learning and views on the delivery**

- The school administers questionnaires to all Year 11 pupils. Teachers do not see individual responses as the pupils put them straight into a sealed envelope to be sent back to Apause. The collated results can be fed back to the school with comparative data provided from similar schools at a cost.

**Year 12: Peer education training.**

- Students from Year 12 attend a two day training at the school delivered by the trained in-school co-ordinators. The main focus of this training is to ‘equip’ the students with the necessary knowledge and skills to deliver their 4 sessions on relationships to Year 9 pupils. It is hard work but a lot of fun!

**Ethos and environment**

- The Apause approach fits in well with the ethos of the school, where pupil participation is encouraged. It also ensures a consistent approach from all teachers and the school nurse in their SRE delivery. Ground rules are always agreed and adhered to.

- The information collected throughout the programme that is fed back from Apause to the school, enables teachers to see the impact of the curriculum provided. If any concerns are highlighted the school will ensure that these are acted upon.

**Family and community involvement**

- Teachers say working in partnership with the school nurse gives them added confidence to deliver sessions on potentially sensitive issues.

- The school nurse enjoys working alongside teachers in the classroom as it ensures good classroom management.

- The school nurse brings local knowledge about access to sexual health services.

- Since the introduction of the programme the weekly ‘drop in’ session held by the school nurse has seen an increase in numbers of pupils who attend.

- A letter goes home to parents and carers before the sessions are run. Pupils can take home information on some aspects of the project such as STIs.

**Which aspects went particularly well?**

- Feedback from the Year 12 peer educators about their role in this programme has always been outstandingly positive on many levels. They not only enjoy the work but report major gains in personal development such as increased confidence and the development of social skills. They also feel that they gain skills such as class management, organisation and presentation skills.
Some of these key skills, for example working with others, taking responsibility for their own learning and communication, now count towards the Welsh Baccalaureate accreditation. The content also counts towards the PSE Element 1: Positive relationships and Element 2: Health and emotional wellbeing.

What problems were encountered and how were these overcome?

- Apause has been in the school for so long that it runs very smoothly. The only ongoing problem is timetabling the school nurse to provide her sessions to three form groups.
- It has been found that it is easier and less disruptive if all Year 12 pupils have the Apause training whether or not they are going to run peer-led sessions. The benefits from the training in terms of knowledge and skill development are universal. All pupils that want to be involved in the peer-led sessions can be. Some will choose to support group work rather than deliver to the whole class.

How do you know how successful it was?

- The questionnaires collected by Apause show the positive feedback and what has been learned by the pupils. Members of staff provide positive feedback too.
- The school consults pupils about PSE provision and Apause is always mentioned as a highlight in terms of what they learn and the fun and enjoyable approach taken.
- An Estyn inspection singled out the programme for positive comment:
  - ‘The school was a pilot scheme for the development of the Apause sex education programme focused on year 9 pupils and this has proved an effective element.’
  - ‘There is a comprehensive programme of PSE in place… Apause, a sex education programme delivered in Year 9, gives pupils support in this sensitive area of the curriculum.’

Future plans

- The school would like to continue to provide the programme in school. The Welsh Baccalaureate has provided an additional impetus for this.

The illustrations are provided with permission of David Evans, chief executive Apause.
School: Ferndale Community School
Scheme/LA: Rhondda Cynon Taff
Current phase on scheme: 4

Description of school/College: An 11-18 mixed secondary school with 674 pupils, with 129 in years 12 and 13. The school serves the northern Rhondda Fach valley, the area suffers from high levels of deprivation and much of it is a designated Communities First area.

Action: Linking a whole-school approach to sex and relationships education (SRE) with the wider community

Why did you choose to do this?
There is a real need for good SRE in an area where young people are sexually active at a young age and teenage conception is high. It is just one aspect of encouraging young people to have healthier lifestyles.

What actually happened?
Leadership and communication
• When the co-ordinator took over PSE in May 2003 it was delivered by a number of teachers in different subject areas. She felt that the only way it could be taught successfully was by staff that were comfortable with the content and wanted to teach it. The Head Teacher and the Senior Management team supported her and now she delivers all PSE in Key Stage 4 and in Years 12 and 13 and four other teachers support her in the delivery to Key Stage 3.
• The sex education policy was developed by the co-ordinator and presented to the governors and then put before the student council for comments.
• PSE, as with all other subject areas is part of the Departmental Review process. The co-ordinator together with her line manager, agree to set targets for the year and these are monitored and evaluated on an annual basis.
Curriculum

• All year groups get a one hour PSE lesson each fortnight covering three modules. One of these is SRE and Health. The co-ordinator has produced a teacher and pupil booklet for each module with a variety of activities and information. There are also other resources used such as ‘Offside’ a project that the school piloted on appropriate teenage relationships developed by Barnardos. All lessons are resourced utilising videos, DVDs, quizzes, questionnaires and I.C.T. research where applicable. Most of the lessons are discussion based.

• All SRE lessons are relationship based. For each year group there are a number of SRE topics covered:

  - **Year 7**
    The Co-ordinator has liaised with all feeder schools and carried out an audit of the PSE provision at Key Stage 2 before planning the content of the Year 7 programme.
    Personal Hygiene
    Puberty including physical and emotional changes
    Friendships and Family Relationships

  - **Year 8**
    Thinking about sex education
    Boyfriends/girlfriends
    Feelings
    Sexual development and making love
    Conception and contraception
    Pregnancy and birth of a baby
    STIs

  - **Year 9**
    High risk behaviour
    No hurry - unprotected sex
    HIV and AIDS
    Sexuality and relationships
    Marriage/ marriage breakdown
    Physical and mental health

  - **Year 10**
    Relationships – parents and friends
    Close relationships -sex or friendship?
    Different types of love
    Contraception and Emergency Contraception (Sexual responsibility)
    STIs including HIV/AIDS

  - **Year 11**
    Why marriage?
    Teenage marriages
    Teenage single parenthood
    Contraception
    Abortion
    Sexuality, STIs
• The co-ordinator has undertaken a whole school audit to see which other subjects cover aspects of PSE and SRE. The IT department built a program to input this information. The PSE programme has been reviewed in light of this.

Ethos and environment

The sex education policy was developed by the co-ordinator and presented to the governors and then put before the student council for comments.

• The school is keen to run the Condom Card Scheme and a Health and Wellbeing drop-in clinic, which it is hoped will be open for one morning a week at 8 am and one lunchtime. At the moment the Condom Card Scheme is run in the on site Youth Club in the evening. It is also offered by the E3+ Co-ordinator who is responsible for running activities after school. A number of other youth and community centres also offer the scheme.

• The co-ordinator has a number of display boards in central positions with relevant PSE and SRE content e.g.:
  - ‘PSE in the Press’ with newspaper articles to raise discussion
  - ‘Helpful contacts for SRE’ and other health services.

Family and community involvement

• The co-ordinator is keen to link with external agencies as they can highlight a source of support for the pupils outside school. However this is sometimes difficult because of the limited amount of time they can offer the school.
  - The school nurse always ran sessions in the past but now her role has changed and she spends more time giving inoculations and has very little availability to deliver any SRE.
  - The co-ordinator is working hard to find any other health professionals that would contribute to the SRE programme, particularly in relation to STIs and family planning.
  - Treatment Education Drugs Service (TEDS), a drugs agency, address every year group and run sessions that link substance misuse with risky sexual behaviour.
  - When the budget allows the co-ordinator utilises theatre groups to come in to present to the pupils and this further broadens their experiences. The most recent presentation was about teenage pregnancy.
  - The local project ‘Books and Babies’ produce a magazine aimed at and written by single, teenage parents called ‘Teenage Mams’. This has provided a useful resource for use in lessons at KS4 and gives the pupils an insight into the reality of single parenthood.
  - Parents are kept informed about the policy and curriculum input. Parents are regularly asked to fill in a survey on school life. For the last few years PSE has been the subject that 88% of parents/carers value the most for their children. They comment on the fact that it is so meaningful for them.
Which aspects went particularly well?

- Display boards in central positions with relevant PSE and SRE content prove extremely popular with pupils. The ‘PSE in the Press’ board is one that pupils congregate around to read; they will also bring in articles to be considered for inclusion.

- The delivery by enthusiastic staff and the detailed booklets for pupils and teachers ensure that all of the pupils get the same quality of input.

- The support from the head teacher and the senior management team has been invaluable.

What problems were encountered and how were these overcome?

- It is difficult to find time to meet with the other teachers on a regular basis because they all teach other curriculum subjects. They do manage to talk through issues on an informal basis which ensures the curriculum does not suffer.

How do you know how successful it was?

- All modules are formally evaluated. Pupils complete a form which asks for views on the lessons overall and on specific activities, what they have learnt and what they would still like to learn. These are collated and used to inform the content of subsequent modules. The PSE co-ordinator tries to talk to individual pupils if they have asked for specific information. For example: Individual concerns in Years 7 and 8 about puberty, to more personal worries with older pupils. The pupils know that they can also approach any member of the PSE team directly with any concerns.

- Parents views on PSE coverage are gauged using the Kirkland Rowell Parental Survey 2009. This revealed that:
  - 80% of parents rated PSE as exceptional.
  - PSE came top of the list of subjects overall with a weighted % of 87.6%.

- In the most recent inspection, PSE was described as ‘an outstanding feature.’ It also said:
  - “Personal support and guidance, including a comprehensive PSE programme are of the highest quality.”
  - “The school effectively promotes pupils’ spiritual, moral, social and cultural development by means of a comprehensive and very well designed PSE programme.”

- The co-ordinator has been asked to speak to other teachers and health professionals in the authority. This has been instigated through the healthy school scheme, the Rhondda Fach steering group and Communities First.
• A group of year 12 pupils, having had SRE throughout their time in school, heard a local MP decry secondary school SRE in the Rhondda valley. They went to his surgery to explain how good their SRE was. (The co-ordinator followed this up by talking to him as well).

Future plans
• Many of the plans relate to linking the school SRE programme with sexual health services in the community by setting up the Condom Card Scheme and encouraging service providers to come into school. The co-ordinator feels that a combined approach would send a stronger message about safe sexual activity.
• The sex education policy and SRE curriculum will be reviewed in light of updated Welsh Assembly Government guidance and in line with the PSE framework.
• The Co-ordinator is continually trying to further enhance the PSE programme with a multi-agency approach.
School: St Cyres Secondary School

Scheme/LA: Vale of Glamorgan

Current phase on scheme: 6 (Working towards the National Quality Award)

Description of school: The school is on a split site, it has 1388 pupils aged 11-18 years who are taken from a wide catchment both in and outside the Vale of Glamorgan. Next year there will be 22% black and ethnic minority pupils.

Action: Sex and relationships education (SRE) in the Welsh Baccalaureate

Why did you choose to do this?

The school was a pilot school for the Welsh Baccalaureate (WBQ). The head of Years 12 and 13 led the development of the Advanced (level 3) WBQ in the school. The Intermediate diploma (level 2) was then trialed with pupils in Key Stage 4, co-ordinated by the Director of Personal Development.

As part of the PSE section for the WBQ pupils study healthy relationships, peer pressure, first sexual activity, contraception, STIs and attitudes to sex. Pupils study this through a range of lessons, workshops and activity days.

What actually happened?

Leadership and communication

- Level 2 work is led by the PSE co-ordinator and delivered by 11 tutors, all of whom chose to be involved. Level 3 work is led by the Head of sixth form and there are 18 tutors.
- The sex education policy has not changed because of the WBQ, but it has been enhanced by it. The policy will be reviewed when the updated Welsh Assembly guidance is available.
Curriculum

- WBQ Advanced Diploma (Level 3) is an important part of the Year 12 and 13 curriculum. The pupils take a lot of responsibility for their learning and lessons are set up like seminars.

- The WBQ Intermediate Diploma (Level 2) is offered as part of the core curriculum to all Year 10 pupils. The pupils receive one hour lesson a week on the PSE component of the WBQ. It is delivered by their learning coach.

- For both Levels 2 and 3 Personal and Social Education (PSE) is one of the components of the Core Studies. The older pupils look at topics in more depth and over a longer time period.

- Each level covers the same five elements
  - Element 1  Positive relationships
  - Element 2  Health and emotional well-being
  - Element 3  Active citizenship
  - Element 4  Sustainable development and global citizenship
  - Element 5  Community participation

- There are three key issues for each of Elements 1 - 4. Pupils need to consider one key issue for each of them. SRE can fit in varying degrees within:
  - work on relationships in Element 1
  - the key issue of sexual health or as part of a broader issue of the benefits of a healthy lifestyle in Element 2
  - in the social and moral issues in contemporary society or legal and human rights in Element 3.

- The Community Participation element has to be completed by all pupils. Some pupils have been trained as peer educators and contribute in Key Stage 3 lessons. Others have delivered assemblies on health topics. SRE had been the topic for a number of pupils.

- The pupils also undertake an individual investigation. Pupils often choose a sexual health topic such as abortion, STIs or teenage pregnancy.

Ethos and environment

- The approach taken in the WBQ fits in well with the ethos of the school. It is pupil centred and enables the school to work as a community benefitting the needs of all students. SRE has benefited because of this.

- A number of SRE related displays have been put up around the school by pupils studying the WBQ.

Family and community involvement

- All parents are invited to a talk to explain the details of the WBQ and how PSE and SRE are covered within this.
• External agencies also come into the school to deliver some aspects of the SRE programme such as the school nurse, YMCA, The Penarth Youth Project and a number of drama productions.

How does this link with other SRE actions?
• SRE in the WBQ builds on the planned input in Key Stage 3. It revisits and builds on a number of topics. PSE for 11 to 14 year olds is one lesson a fortnight. The topics covered are:
  - Year 7 Puberty, Respect, Friendship, My identity, My entitlement
  - Year 8 Peer pressure, Relationships, Media influence, Equal opportunities
  - Year 9 SRE, What’s the hurry? Being attractive, Considering sexuality, Contraception, STIs

Which aspects went particularly well?
• It has all been very positive. With PSE being part of the core WBQ curriculum, it means SRE and other health topics are an entitlement for all. Pupils’ learning in this area counts towards an important qualification. It also means that pupils can take responsibility for their learning and often choose to look at SRE issues in order to complete their key skills folios.
• The school has not had to find extra time to deliver the WBQ, the PSE component of the core studies is delivered in the same timetabled lesson as PSE used to be.
• Teachers who are learning coaches see their pupils more frequently allowing them to build a better relationship; they feel that this makes the delivery more successful.

What problems were encountered and how were these overcome?
• The trials that took place with small numbers of pupils ironed out any problems. This has meant that once all 240 pupils were involved the programme has run smoothly.
• The progression from the intermediate to the advanced course in all subject areas including SRE requires careful monitoring to ensure that work is not replicated.
• It is always difficult to find the time to ensure that all teachers have the training they require and that they are comfortable with child protection issues. This tends to be given in-house during twilight sessions.
How do you know how successful it was?

- The trial showed how much pupils enjoyed the course, how their skills developed and how SRE was an integral component of the WBQ at Year 13.
- Evaluation of pupil and staff views took place within the trial. This will continue and will inform the future development of the SRE programme.

Future plans

- To learn from any issues to arise from the first full year of the WBQ at Key Stage 4 and make changes as appropriate. In relation to SRE this will mean having to ensure that there is not undue repetition of SRE content and that over the time pupils will cover all important sexual health issues.
Special Schools
School: Ysgol y Gogarth

Scheme/LA: Conwy

Current phase on scheme: 6

Description of school: A day and residential special school for 170 pupils aged 3-19 years. All pupils are fully statemented for severe and moderate learning difficulties, autistic spectrum disorder and challenging behaviour.

Action: Sex and relationships education (SRE) tailored to the specific needs of the pupils

Why did you choose to do this?

The school wanted to meet the needs of all pupils in relation to their present and future sexual health; to enable the pupils to have safe, healthy and satisfying relationships.

After attending a fpa Jiwsi course and then a follow up Jiwsi network meeting, it was agreed with health and fpa professionals that it would be beneficial to pool resources and a school working team was set up. The team consists of the Community Sister (Learning Disabilities), school PSE co-ordinator, Jiwsi Project Officer, Public Health practitioner for the Healthy Sexuality Project and the Young Persons Health Advisor (YPHA). This group has shaped SRE in the school.

What actually happened?

Leadership and communication

- The sex education policy and SRE schemes of work are all planned around the national and local guidance. The policy was developed by the PSE co-ordinator, governors and representatives from external agencies involved in the delivery of sessions. It has been disseminated to other staff in meetings. The SRE team invited all parents of children in the secondary department of the school to an informal meeting where they could find out about the SRE curriculum and about the service being offered.
The co-ordinator was trained through the fpa Jiwsi course. Training for other school staff is through them observing external agencies deliver to pupils and school-based workshops run for all staff.

Curriculum

- The SRE curriculum is co-ordinated by the PSE curriculum leader and deputy head teacher in consultation with the whole staff. There is SRE for all year groups. ‘The Equals Scheme of Work for PSE’ provides a good structure. The school also uses SENSE primary and secondary resources. These have been very useful because of their visual nature. The fpa resources listed below have all been useful.
- The SRE curriculum is taught through a range of activities: circle time, planned aspects of science, PSE and RE, pastoral time, trips and residential projects.
- Foundation phase planned SRE it is covered mainly through circle time and when issues arise throughout the day.

  - **Key stage 2**
    Particular emphasis is made in different year groups, for example puberty and menstruation will be covered in year 6 as well as the emotional issues being discussed in circle time.
    A booklet, ‘Periods a Practical Guide’ is used that was devised by three local YPHA. It is very visual and shows how to change a pad and how to be hygienic.

  - **Key stages 3 and 4**
    The pupils have a number of interactive theatre presentations covering topics such as teenage pregnancy. There is an SRE Awareness Day for those pupils in Key Stages 3 and 4 with moderate learning difficulties. This involves drawing in a number of additional facilitators from the FPA, YPHA service and Learning Disability Team. The day consists of a number of workshops covering the following topics:
    - Body parts
    - Menstruation
    - What is sex?
    - Personal hygiene
    - Personal space
    - Public and private
    - Appropriate and inappropriate touching
    - Contraception (including information on the local Condom Card scheme)
    - STIs
    - Self examination (a recent addition)
    
    Each pupil attends up to five workshops ending with a game and a feedback activity in the hall. This links into the PSE / SRE curriculum via the long term planning but ensures that pupils receive part of the SRE curriculum on an annual basis.
    Year 11 pupils are taken to the local family planning clinic during their last term at school. They are shown what is available and taken through the process when they attend the clinic, filling out forms and exploring the issue of confidentiality.
- **Post 16**
  At post 16, students follow ASDAN Towards Independence Module: Sex and Relationships Education. They also have a six week course on SRE, which means they revisit the topic and explore it in greater depth. Through the practical application of skills already learned, it is planned that the students will also acquire skills needed for their lives once they leave school.

  - The YPHA, Community Sister and FPA Officer supports those with a severe learning difficulty in small groups of six to eight pupils from years 6-12 and beyond. They run a six week course for the pupils. Parental consent for group work is arranged via the PSE co-ordinator. Pupils are ‘grouped’ together by age and/or ability level. The groups can be gender specific or mixed dependent on need. The topics covered are discussed prior to any group commencing. The PSE co-ordinator and Community Nurse meet to discuss any pertinent issues that need to be addressed via the group, for example: personal hygiene and inappropriate touching. Considerations for one to one work vary dependent on the nature of the referral.

**Ethos and environment**

  - Girls are told where they can go if they start menstruating. They can be signposted to the school nurse or the PSE co-ordinator. Parents provide pain relief if needed, for some young people.

  - SRE fits into the school ethos. It is inclusive and all pupils are helped to fulfil a healthy life now and in the future. It is also planned as a partnership between parents, pupils, school council, teachers and health professionals including the paediatrician.

  - The sex education policy is initially placed on the school public server for staff to read and comment on. It is then presented and discussed by staff in a staff meeting and taken to a governors meeting to be discussed there.

**Family and community involvement**

  - All parents are invited to an informal meeting about the services on offer and the SRE curriculum; this is followed up by a letter. A very small minority say that they do not want their children to receive SRE. This can be due to a specific child’s disability or parents’ particular views.

  - Parents are given the option to talk through any concerns they have with school staff or the staff from external agencies.

  - All booklets and leaflets are sent home so that parents can talk about the topic with their child. It is made clear that parents can ask the school if they want a particular topic to be covered with their child. The parents then contact the PSE co-ordinator to arrange this.

  - The involvement of external agencies is an important feature of SRE in the school. Visitors are invited into school because of the particular expertise or contribution they are able to make. All inputs into SRE sessions are part of a planned programme and negotiated and agreed with staff in advance.
Which aspects went particularly well?

• The involvement of external agencies has been very beneficial for the pupils and the school. They have helped in setting up a strong partnership team, working on the delivery of SRE to young people with a learning disability. The Child and Adolescent Learning Disabilities Service (CALDS) team had received increased number of referrals for children who attend school via parents, YPHA, school staff, paediatricians and social services. By offering group work via the school, this has addressed many of the needs of the young people.

• The local healthy school scheme co-ordinator talked to the school council for the Phase 5 assessment. During the meeting she asked the councillors what they thought about the healthy schools scheme in the school and they explained that they enjoyed the SRE awareness day and workshops.

• Staff feel that the small groups working on specific topics and the SRE day have been particularly beneficial.

What problems were encountered and how were these overcome?

• It is not a problem because staff are prepared for this, but the SRE input particularly on personal choice and the law has raised a number of child protection issues. These were dealt with via the child protection officer.

• It has been found that setting ground rules in all sessions is really important to avoid any problems caused by personal disclosure, confidentiality and helps to focus pupils.

How do you know how successful it was?

• The SRE day has an evaluation component built in. Pupils talk to support staff about what they have enjoyed and learnt about during the day. They complete evaluation forms at the end of workshops to show what they have enjoyed and what they have learnt more about. At the end of the day they are asked to fill in class evaluation sheets, by drawing pictures or making comments.

• Examples of comments made by pupils:
  
  ‘We enjoyed the sex germ game at the end.’
  ‘Enjoyed the role play about aggressive, passive and assertive behaviour.’
  ‘A good day - Gr8 Fun. Thanks.’
  ‘Would like more workshops like this.’

• Verbal feedback is always encouraged in the small group work. There have been some changes in behaviour as a result of the input. An example of this was one boy who was touching female staff inappropriately and after the course finished he had understood that this was wrong.

• The school values parental feedback. This is usually received by letter or telephone to the PSE co-ordinator.
Future plans

- The working party would like to set up a weekly drop-in session for the young people at school. This enables them to access a confidential service that they may otherwise have difficulty accessing.

- The team would like to arrange an awareness day for those young people post 16 years with severe learning difficulties. The day would involve three workshops and one large group activity. This would be a new initiative for the school.
School: Ysgol Tir Morfa

Scheme/LA: Denbighshire

Current phase on scheme: 5

Description of school: All-age community special school. Originally a school for pupils with Moderate Learning Difficulties, Ysgol Tir Morfa is being redeveloped by Denbighshire County Council to provide for pupils with a wider range of additional learning needs including those with Profound and Multiple Learning Disabilities and complex medical needs.

Action: Multi-agency involvement in school sex and relationships education (SRE) provision

Why did you choose to do this?

SRE is possibly the most difficult area of learning for young people with additional learning needs. There is very often a mismatch between their level of understanding and their physical development, particularly during adolescence.

The school has always worked collaboratively with a range of agencies to support pupils in all areas of learning. As the school provision of SRE developed, it seemed appropriate that their input would be valuable in this area as well. Health staff with whom the school already had links were keen to become involved in an increased capacity and they suggested other agencies whose input would also be beneficial.

It was identified that some secondary-aged pupils needed support with their learning about sex and relationships which was above and beyond the classroom curriculum provision.

What actually happened?

Leadership and communication

- The school sex education policy was drawn up according to Welsh Assembly Government guidelines and in consultation with staff, parents, the Governing Body and the LA.
• Training for all teaching staff in the delivery of SRE was provided by the LA. Subsequent support, dialogue and collaboration continue on a regular basis.

• An ethos of close collaboration between the school and multi agency professionals has been established and is maintained so their involvement is planned and carried out in a manner consistent with school policy. Joint evaluation also takes place.

Curriculum
An SRE curriculum has been developed with the aim of being both relevant to the physical maturity of pupils and appropriate to their level of understanding.

• A range of relevant resources has been acquired (some purchased, some produced in-house).

Ethos and environment

• An ethos where pupils are encouraged to be appropriately open about issues concerning sex and relationships is supported by all staff.

• Weekly ‘Drop In’ sessions give an opportunity for secondary-aged pupils to talk about, and receive support with, any health concerns with the Young people’s health advisor (YPHA), (the school nurse).

Family and community involvement

• Girls Talk Sessions which take a practical approach to understanding menstruation and its management are held annually. These are developmental sessions for all girls in years 6-9 led by the school’s YPHA, supported by the school-based paediatric nurse and the school’s learning support staff.

• Keeping Safe Groups consist of annual blocks of six sessions for small, groups of pupils with the most significant learning difficulties at Key Stages 3 and 4. They are led by a Community Sister from the Child and Adolescent Learning Disabilities Team, a Project Jiwsi Officer (Fpa) and a Public Health Practitioner for Healthy Sexuality. This team is joined by a link member of staff from the school. The focus of the group work is healthy sexuality with the aim to develop a better understanding of appropriate/inappropriate behaviour, personal space, public /private places, setting boundaries and keeping safe.

• Relationships Groups are a follow-on from the Keeping Safe groups. They consist of annual blocks of sessions for post-16 pupils. They are led by a community sister from the Child and Adolescent Learning Disabilities Team and a public health practitioner for healthy sexuality.

• The Healthy Sexuality Day is an annual event for learners using a team of multi agency professionals supported by school staff to provide a carousel of workshops covering a range of related topics.

• Parents meetings are held bi-annually; these give the opportunity for the school’s policy and approach to SRE to be shared and parents can talk through any concerns. If their child is invited to attend a Keeping Safe group, parents’ permission is sought and they receive written feedback. The resources used by the school to support provision are shown to parents.
Which aspects went particularly well?

- Strong links have been made between school staff and the multi agency professionals providing an enhanced provision of SRE.
- School staff have felt supported in their delivery.
- Parents meetings.
- The fact that the multi-agency professionals are of mixed gender has helped to provide appropriate role models for pupils.
- Having a link member of school staff being part of the multi agency sessions has aided continuity of provision.

What problems were encountered and how were these overcome?

- There has been a danger of school staff being over-reliant on the involvement of multi agency professionals. The ‘value-added’ nature of the multi agency involvement is discussed regularly.
- It is essential that professionals from outside school follow the school’s approach to SRE. Regular planning and evaluation meetings are held with the multi-agency professionals to ensure they are working within the school’s policy and guidelines for SRE.

How do you know how successful it was?

- PSE is embedded in the ethos of the school. Estyn Inspectors noted that the ‘...quality of care, support and guidance which pupils receive throughout the school is very high’ and that support ‘for sex education is an outstanding feature’ (2005).
- Parents meetings have been well-attended and parents have expressed gratitude for the support and guidance given.
- Feedback from pupils is always positive.
  - ‘Keeping safe it was great and went well.’
  - ‘We did public and private places.’
  - ‘I like to talk to somebody.’
- The development of a confident and appropriate approach to issues around sex and relationships observed in many pupils is also a testament to success.
- Evaluation meetings for school staff and external agencies comprise many positive issues and few negative.

Future plans

- Further developments to support parents in their role as educators of sex and relationships.
- Further involvement of pupils in the planning and evaluation of SRE provision.
Colleges
College: Merthyr Tydfil College
LA: Merthyr Tydfil

Description of college: The College offers a wide range of qualifications covering a broad spectrum of subjects to students who are aged 16 years and over. There are 850 students following full-time courses and a further 3500 that are enrolled part-time.

Action: Supporting the sexual health needs of students

Why did you choose to do this?
It was felt by interested members of staff that the students would benefit from support in health matters but particularly with their sexual health. This is a need shared generally by young people in the Merthyr Tydfil County Borough Council, where the teenage conception rates in 2007 were the highest in Wales in all age ranges from under 16 years to 20 years.

The students who chose to run the condom card scheme did so because they felt it was something to benefit all students and increased their community participation hours for the Welsh Baccalaureate.

What actually happened?
- The equality co-ordinator in the college was initially responsible for co-ordinating the set-up of a number of sexual health initiatives. She is still supportive of these but the Welsh Baccalaureate co-ordinator who also teaches on the BTEC Health and Social Care Course and Public Services, has taken over the daily running of the sexual health initiatives.

- A Peer-led Condom Card Scheme
  - The Condom Card Scheme is run in a variety of settings across the Borough of Merthyr Tydfil; the college scheme is the only example to be run by young people.
  - It started in the college in 2006 with five male students who volunteered to attend ‘The Peer-led Drug Awareness Scheme’ organised by the local police. During this training the five students identified the need in the college for a condom card scheme They went on to receive Condom Card Assessor Training run by staff from the Health Promotion Department and the Senior Nurse for Women’s Integrated Sexual and Reproductive Health. They also received child protection training set up by Health Promotion. They then ran the condom card scheme during two lunchtimes a week for the rest of the year. This scheme has been replicated every year since then.
During the last academic year, students studying on the first year BTEC Health and Social Care course, 11 young women and 1 young man, aged 16 -19 years old, received training and have taken over the running of the scheme. This is the second year they have been running it. They are answering aspects of their Health and Social Care course work by running the scheme; it is also assessed as a community placement for the Welsh Baccalaureate and contributes to the achievement of Key Skills.

The scheme is run from an easily accessible, centrally located room. Condoms are available every Monday from 12-1.00pm and Friday from 11.00am-1.00pm. The students offering the service work in groups and are on duty in a rota system.

The students promote the scheme by putting up posters around the college. They also ran a stall at the main college entrance on World Aids Day to promote the scheme and the use of condoms as protection against all STIs as well as HIV infection.

**The Nurse Drop-in Clinic**

This was set up in March 2006 and has run consistently since then by a family planning nurse. Funded by the local NHS Trust it is open from 10 -1 pm every Wednesday for students between 16 and 25 years old.

- The nurse is able to:
  - Give condoms and signpost on to the Condom Card Scheme in the college and in other settings within Merthyr Tydfil Borough.
  - Start young women on other forms of contraception such as the contraceptive pill and give emergency contraception.
  - Offer pregnancy testing and refer directly to the Pregnancy Advisory Service to reduce waiting times and so the young woman does not have to visit the GP first.
  - Test and treat Chlamydia and arrange further STI testing to reduce waiting time and make it as easy as possible for the young people.
  - Offer to see the students at the family planning clinics to offer continuity of care

A new centre was refurbished in a demountable room but numbers dropped when a staff office was located next door. Now the drop-in clinic is located in the same room as the Condom Card scheme and numbers have risen again. For the rest of the week the nurse leaves her contact details on the door of the room so that students can speak to her by phone if necessary.

**Sex and Relationship Education**

In 2006 the nurse and a colleague ran some short sessions on sexual health for courses, such as bricklaying, carpentry and decorating which are studied predominantly by male students. This was originally planned as a way of advertising the services of the clinic to the harder to reach young male students. It has encouraged this group of students to use the service.

Since then this training session has been opened up to all courses that want it. The topics covered include sexually transmitted infections and safer sex, contraception, testicular/breast examinations and the promotion of cervical screening and HPV vaccinations. In all sessions the nurse signposts the other sexual health services on offer in the college.
- Special events are also arranged with teaching staff and nurse involvement:
  A health day was run for the Sports department which covered a broad range of
  health issues as well as sex and relationships education (SRE).

  A sexual health stall at the Fresher's Fair with the students promoting the Condom
  Card Scheme.

- There has always been an important health education aspect to the Health and Social
  Care course. Staff deliver a variety of topics including SRE.

- The Welsh Baccalaureate (WBQ) has been introduced into the college. There are over
  200 students at Level 3 (Advanced) and 30 at Level 2 (Intermediate). It is offered to
  students who study on the following courses: Health and Social Care, Public Services,
  Art and Design, Business and Performing Arts. The teaching of all aspects of health
  and well-being is planned by the staff on the individual courses. The nurse in the
  college has provided support and run sessions for different departments. A number of
  students have chosen sexual health topics such as abortion and teenage pregnancies
  for their individual investigation.

**Which aspects went particularly well?**

- All initiatives are now integral to the fabric of the college.

- The future of the Peer-led Condom Card scheme will be secure because as well as
  providing easy to access condoms, it contributes greatly to the course work of those
  students studying BTEC Health and Social Care and the WBQ.

- The students are most comfortable going to other students for condoms and to talk about
  sexual health issues. The nurse is well respected by the students.

- The response to the WBQ course is very positive. Staff and students report that it extends
  opportunities to study sexual health issues of importance to the students.

**What problems were encountered and how were these overcome?**

- Students were not happy to go to the drop-in clinic if they felt that teaching staff would
  see them accessing it. This has shown that it needs to be in a place that students can
  access easily but is not directly overlooked.

- Funding has always been an issue for the running of the nurse drop-in clinic. However in
  2009 funding was secured for three years from Cymorth.

- The students were keen to run the Condom Card scheme for more than a year. However
  the work commitments for Year 2 students are greater so Year 1 Health and Social Care
  students will to be trained to replace the present team.

- The nurse has run sessions for groups of young people with a variety of disabilities and
  who are particularly vulnerable. She is being supported by her manager to source further
  training to help in this area.
How do you know how successful it was?

- In a more general piece of research on the views of young people towards sexual health services in Merthyr Tydfil students at the college were interviewed. Their responses on all aspects of this work were positive. Here are some example comments:
  
  - The clinic:
    ‘Them women are cracking! Any problems and I would wait to see them.’
  
  - The SRE input by the nurses:
    ‘She’s not shy about it; really open and will answer questions. She makes the learning fun.’
  
  - The Peer-led Condom Card Scheme:
    ‘We call it the ‘Condom Club’. It provides us with what we want and its fun too.’

- The students and staff have evaluated positively the sex and relationships aspect of the Welsh Baccalaureate course.

- In one sample month (November-December 2009) the Condom Card Scheme in the college distributed 85 condoms to 9 male and 6 female students aged 16 -21 years.

- 384 young people who have used the drop-in clinic from September 2008 to June 2009.

- The nurse has run 14 group sessions for 244 students in the same time-frame. This has resulted in an increase in students attending the drop-in clinic.

Future plans

- To maintain the services that are on offer at the moment.
- To train Year 1 Health and Social Care Course students to run the Condom Card Scheme on an annual basis.
- To consider how best to evaluate the services and to improve in line with student wishes.
- To look at the training needs of staff delivering the Welsh Baccalaureate and to investigate which external agencies can support the college in this work. The co-ordinator has received training in SENSE Making Sense of Sex and Relationships She plans to use this with the 14 - 16 years olds next year when they start offering Level 1 (Foundation) WBQ.
Whole Scheme and Local Authority Approaches
Scheme/LA: Ceredigion Healthy School Scheme

Description of scheme: 71 schools are part of the Ceredigion Healthy Schools Scheme; seven of these are secondary schools.

Action: Consultation with school students, PSE co-ordinators, school nurses and parents across the Local Authority

Why did you choose to do this?

In May 2008, members of the Ceredigion Youth Forum wanted to discuss ways to improve the delivery of the PSE curriculum within schools. Sex and relationships education (SRE) was one of the four themes which the young people wanted to be considered.

A workshop on SRE was run for these young people by staff from the Ceredigion Local Public Health Team. School councils from each secondary school in Ceredigion, were invited to express their opinions and make constructive suggestions with regard to the delivery of SRE.

The same staff then consulted with PSE co-ordinators and school nurses in each secondary school. They also consulted with one parents’ group in the authority.

What actually happened?

School students
• The healthy school scheme co-ordinator and senior public health specialist from the local public health team ran consultation workshops with members from the school councils in each of the seven secondary schools in the county. The format of the workshops was based on the suggestions in the publication that is written to support this process within individual schools ‘Are you getting it right? A toolkit for consulting young people on sex and relationships education’.

• The students were asked to consider what the issues were in relation to the provision of SRE and how this provision could be improved. The main issues brought up by the students across the authority were:
  - SRE is often delivered on a one-off basis and is not always age appropriate.
  - Provision after Year 9 is either non-existent or poor.
- It is easier to discuss sensitive issues with outside agencies rather than teachers.
- Boys felt that most of the provision is aimed at girls.
- Important topics were not included:
  - information on local services (including those available in school)
  - emotional aspects of SRE; how to go out/break up with someone, how to talk to parents
  - potentially sensitive issues such as abortion, rape, sexuality
  - PSE Co-ordinators
- The main issues they discussed during their consultation were:
  - The lack of training available for teachers and access to up-to-date resources.
  - So many staff are involved in the delivery of SRE that there is a lack of consistency.
  - Transition issues around the variety of coverage in primary schools.

School nurses
- School nurses provide a significant amount of support for schools. The main issues they brought up during their consultation were:
  - SRE lessons are often not planned in advance and many schools ask for input at the end of term. This lack of planning can also cause duplication with input by other outside agencies.
  - It seems to school nurses as if they are the sole deliverers of SRE.
  - What they are asked to deliver varies a lot between schools.
  - They deliver the biological/medical information. There is little time for emotional aspects of SRE to be covered or for skills development.
  - There is a greater need to deal with young people on a 1 to 1 basis which has implications for staff time.

Parents
- There is a parents’ group linked to the Children and Young People’s Partnership, ‘Llais Rhieni’ (Parents’ Voice). It was this group that was consulted. The main issues for these parents were:
  - Parents are often unaware of what topics are being covered in SRE and when; this means they can not support the school input.
  - Schools should cover issues such as assertiveness and values relating to SRE.
  - Young people with learning difficulties need to be catered for.
- Overall recommendations from the consultation
  - Schools should deliver SRE based on the findings of the consultation and national guidance.
  - SRE needs to be delivered in an age appropriate, structured and planned way to all year groups. Transition with primary schools needs to be considered.
- All staff members delivering SRE to be trained in appropriate teaching methods and provided with materials to support them. Schools to recognise the limitations of school nurse time in asking for support.
- All appropriate services (in-school, local and national) to be clearly publicised to pupils both in and outside the curriculum.
- Input must include discussion of the values and emotional aspects of SRE as well as skills based work.

**Which aspects went particularly well?**

- These findings were compiled in a report ‘Are you getting it right? Sex and Relationships Education in Ceredigion July 2009’. This has enabled interested professionals to plan a co-ordinated approach to SRE within Ceredigion.
- The involvement of both education and health professionals at local authority level has ensured access to a variety of young people, staff and parents.

**What problems were encountered and how were these overcome?**

- The consultation process was lengthy (from July 2008 to June 2009). It took time for consultation sessions to be set up.
- In hindsight it would have been beneficial to include students from the Pupil Referral Unit (PRU) now Ceredigion Teaching and Learning Centre (TLC). However staff members have been involved in subsequent developments.

**How do you know how successful it was?**

- Everyone that was asked to comment was grateful for the opportunity. The young people said that they really valued being listened to.
- Another Healthy School Scheme is going to replicate the consultation process.
- The real proof of success will come when views have been taken into consideration in the SRE provision in schools.

**Future plans**

- Acting on the consultation findings has already started. A pack is being developed with PSE Co-ordinators from all secondary schools and the TLC, with funding from the LA to release them three times within this academic year.
- This will include:
  - Up-to-date resources
  - Lesson plans
  - An exemplar policy
- When secondary school support is in place, the transition from primary schools could be considered.
Scheme/LA: Gwynedd Healthy School Scheme

Description of authority: Gwynedd is a large mainly rural authority with 103 primary schools, 14 secondary schools, the majority of these teach through the medium of Welsh. The healthy schools scheme has been running since 2001, the co-ordinator has been in post since then. The last schools joined the scheme in April 2009.

Action: Scheme-led sex and relationships education (SRE) within all schools

Why did you choose to do this?

The Healthy School Scheme Co-ordinator has a background as a family planning trained school nurse. She came to the role understanding the needs of young people in terms of their sexual health.

As part of her degree in education and training she conducted research with young people who concluded that SRE in schools was ‘too little, too late’. As many schools were nervous about tackling this sensitive topic she realised there was a need for clear guidance from the local authority.

What actually happened?

Leadership and communication

- The Gwynedd Healthy School Scheme is organised so that all schools have to cover ten topics, including SRE, before the end of Phase 3.
- The co-ordinator has supported schools by providing:
  - An outline policy that schools can adapt for their own needs.
  - Training for all schools and support for individual schools through support visits and end of phase accreditations.
  - Curriculum ideas are linked to the national guidance on SRE for all phases of schools.
  - Locally produced resources were developed for all schools.
  - The co-ordination of input from external agencies such as theatre groups.
Whole Scheme and Local Authority Approaches

Curriculum

- The co-ordinator has been supporting the schools for many years. These are the most recent approaches the schools have been encouraged to use:
- Primary schools
  - **Foundation phase**
    The quality circle time model is used throughout the authority; this ensures that schools cover the basis of SRE and other PSE by ensuring that the pupils learn to:
    - value themselves
    - recognise and communicate their feelings
    - form friendships and relationships.

    The co-ordinator has produced additional circle time sessions that support schools to deliver the two issues that schools find most sensitive; the naming of body parts using biological terminology and appropriate and inappropriate touching. Schools are encouraged to make an outline of a child's body (body board); this is then used during circle time sessions for naming parts of the body. Traffic light symbols are also used with the body board in discussions relating to appropriate and inappropriate touching.

  - **Key stage 2**
    The co-ordinator has ensured that all schools have been trained on the content of the SENSE CD ‘Growing up and Keeping Safe’ and how to use it within all aspects of PSE. The CD was only given to schools who attended the teacher training. Teachers from all schools throughout the County received a day’s training Gwynedd healthy schools scheme funded these and paid supply cover for all teachers who attended. Some schools sent more than one teacher to the training in order to ensure adequate support for SRE within individual schools.

    She has also supported individual schools by providing whole school twilight training or parent and governor meetings.

    It is suggested that Year 3 and 4 pupils learn about friends, family, trust and respect using the SENSE resource as well as repeating the inappropriate touching circle time activity.

    Years 5 and 6 input is based on ‘Being Healthy’ within SENSE with most discussions taking place within circle time so that pupils follow the rules on confidentiality and respect that accompany this approach.

Transition from Primary to Secondary Schools

- A pro-forma letter has been produced for secondary schools to send to all feeder primary schools to enquire about their SRE programmes. The hope is that it will allow secondary schools to plan for continuity and progression.
- She has presented in a county wide secondary head teachers meeting, on SRE developments in primary schools.
Secondary schools

- The co-ordinator undertook an audit of secondary school SRE provision and sexual health services within each school in order to identify support needs. The gathering of information for the audit included:
  - What was included within the sex education policy, how often it was reviewed, who was involved in its development and whether it followed national guidance.
  - How many lessons were presented to each year group and what topics were covered as well as considering which other subjects were delivering related input.
  - What resources they liked and what they felt they needed in terms of other resources and support.
  - This audit identified gaps in the provision of SRE. Using SENSE ‘Making Sense of Sex and Relationships’ she asked four teachers, with a range of experience in SRE, to form a working group. They worked for two days to match the resource to different curriculum areas with recommended age ranges. This has been written up as a mapping document with suggested input for staff in IT, languages, drama, science as well as police liaison officers and school nurses.
  - The co-ordinator also mapped the PSE framework to the same resource to guide teachers as to when and how it could be used to deliver SRE and other health issues.
  - In September 2009 all schools were asked to identify a team of teachers who could be responsible for developing SRE across the school using SENSE ‘Making Sense of Sex and Relationships’. They received a day’s training. This covered:
    - The presentation of SENSE and the accompanying documents.
    - How teachers could deliver the sensitive areas of SRE including a condom safety activity, STIs, abortions and homophobia.
    - A parenting skills course of four lessons has been developed. Schools will be encouraged to offer the course to particularly vulnerable young people. It is based around the interactive babies that the healthy school scheme has purchased.

Special Schools

- Much of the support that is available for primary and secondary schools is appropriate for use in special schools. The staff have found that the circle time sessions on appropriate and inappropriate touching have been particularly valuable.
- Jiwsi, an fpa initiative in North Wales, has specially trained staff who deliver SRE programmes to vulnerable primary children as well as secondary pupils.

Alternative Curriculum / Pupil Referral Unit

- Staff are included in all training and support given to both primary and secondary schools. Jiwsi trainers also work within the school setting.

Ethos and environment

- The scheme coordinator has presented the SRE work that all primary schools cover to secondary school head teachers.
Whole Scheme and Local Authority Approaches

- All 14 secondary schools have a drop-in clinic run by the school nurse and all provide a contraceptive service for pupils. These clinics can offer:
  - Condoms
  - Other contraception
  - Emergency Contraception
  - Pregnancy testing
  - Signposting to local services for STI testing and treatment
- If the school nurse is family planning trained, he/she can offer all of these services, however in some schools, a family planning doctor may also be in attendance. Dispensing of contraception is undertaken through the school nursing service under the Patient Group Direction Guidance. Most clinics run once or twice a week.
- Schools are provided with lists of local and national sexual health services that they use to signpost services to their pupils.

Family and community involvement
- Schools are advised to provide a statement in the School Handbook that SRE will be presented at specific times. Parents are advised to contact the school if they wish to withdraw their child from SRE. Any letters home are to remind parents that they can follow up discussions at home.
- The co-ordinator will help with parents’ evenings when schools review their policies; either by attending or giving ideas to teachers.
- The co-ordinator encourages schools to have support from external agencies:
- School nurses (to deliver with teachers present) in secondary school on local services available, confidentiality, STIs and contraception.
- Domestic abuse would be presented by local supporting agencies e.g. Hafan Cymru.
- Theatre presentations. The healthy school schemes in Gwynedd, Anglesey and Conwy jointly commissioned the local Theatre in Education Company to provided a presentation on pregnancy called ‘No ID’ which linked with the secondary SENSE resource.

Which aspects went particularly well?
- The local authority approach works well. It ensures that schools do not feel isolated and concerned about the topics they deliver. They know that all schools are following a similar good practice approach based on national guidance. It gives staff confidence and ensures universal coverage for young people so that none of them miss out.
- The co-ordinator always encourages staff to go to other schools to talk through any concerns and share good practice.
What problems were encountered and how were these overcome?

- It can be hard persuading some teachers and governors that SRE is important. The co-ordinator has statistics on teenage conception and other sexual health issues as well as information she has been given by young people. These can be persuasive.
- Some schools may sometimes leave the delivery of sensitive aspects of SRE to the school nurse. Gwynedd schools are encouraged to use outside agencies in supporting the delivery of SRE. They are advised to use adequately trained staff and they must conform with the school’s sex education policy.
- The co-ordinator finds that schools are reticent to send teachers out for training without supply cover being paid; so prioritises her budget to ensure that she can continue to do this.

How do you know how successful it was?

- Formal evaluation of all the training that is run for teachers and in-school meetings with parents or governors.
  
  ‘This training has provided me with the confidence to teach SRE in our school.’
  ‘I feel more confident in discussing sensitive issues such as homophobia and dealing with sensitive and difficult questions.’
  ‘I have been inspired to undertake practical activities such as condom demonstration with our pupils.’
  ‘I am looking forward to using all of the practical activities with our pupils.’

- During on-going support visits, schools will be asked to demonstrate the effectiveness of initiatives and encouraged to evaluate future developments.

- End of phase assessments are an opportunity for external appraisal of SRE.

Future plans

- To evaluate the effectiveness of the authority approach and to revisit in light of the new SRE Guidance expected in 2010.

- To organise cluster-based meetings of primary and secondary schools to discuss the SRE provision in all schools.

- The Condom Card Scheme recently launched in Gwynedd on the social networking sites, Facebook, BEBO and Twitter. This will be incorporated in all secondary school drop-in clinics.
Scheme/LA: Neath Port Talbot

Description of authority:

Schools: 11 secondary schools, 71 primary schools (including separate Infants and Juniors)
3 special schools and 3 Pupil Referral Units.

Youth Centres: 16 maintained centres and support for 5 centres run by voluntary organisations.

Colleges: Neath Port Talbot College and Afan College

Action: Whole authority approach to sex and relationships education (SRE)

Why did you choose to do this?

The local authority has a good reputation for SRE provision and sexual health services; however staff and young people were reporting through schools, youth centres and sexual health services that their educational experiences were not consistent across Neath Port Talbot.

What actually happened?

- An SRE research questionnaire was developed and used with youth practitioners and both primary and secondary teachers to identify current practice.
- Consultation was held with young people to establish their views on SRE through:
  - the Youth Council
  - young people accessing the sexual health service ‘Relationship Advisory Drop-in Service (RADS)’
  - young people in school and youth settings
- An overview of the current SRE provision was produced and given to the Local Authority Cabinet Liaison Forum, highlighting the proposals for a county-wide strategic approach to SRE.
- A small SRE group was formed; its members were the sexual health lead from youth services, head of school nursing services, the PSE Advisor and healthy school scheme co-ordinators. Using national and local guidance documents and the consultation advice, it was decided to initiate the following actions:
• Sexual health training for all professionals delivering SRE, to include:
  - school nurses
  - youth practitioners/statutory and voluntary sector
  - primary and secondary school teachers
  - college teaching staff

• This was an Open College Network Level One accredited programme which consisted of a two days course. Teachers only had one day’s training but had additional work to be completed within a specific timescale to ensure they gained the same accreditation.

• To tie-in with this training, SRE teaching guides were developed for teachers at Key stages 2, 3 and 4 and for youth practitioners. These incorporated the SENSE ‘Making Sense of Growing up and Keeping Safe’ (Primary) and SENSE Making Sense of Sex and Relationships’ (Secondary).

• Sexual health awareness training will be provided for a pilot group of parents in one geographical area.

• A Local Sexual Health Strategy Group was established with the lead staff on sexual health from a number of education and health services.

**Which aspects went particularly well?**

• There has been strong support from all interested parties: healthy schools scheme, schools, colleges, youth service and voluntary organisations.

• The consultation went well and both practitioners and young people were happy to share their thoughts.

• Funding was secured to provide training for practitioners.

**What problems were encountered and how were these overcome?**

• The funding secured for the training was not sufficient to pay supply costs for teachers to come out for two days of training. Teacher training had to be reduced to one day with additional work undertaken by teachers in their own time.

• It has taken nearly three years to achieve everything. Working as a team has helped to keep enthusiasm high.

**How do you know how successful it was?**

• The success of the whole project will only be known once SRE provision across the authority has been evaluated.

• However there has been much positive feedback from professionals having the training, the teaching packs and support. Organisations welcomed the support and training and were keen to establish a countywide approach to SRE for the benefit of the young people.
The comments have all been positive:

‘It’s good to know that we are all going to be educating young people using the same resources, so as to establish consistency.’

‘I feel much better now that I have guidance and training to deliver SRE to young people I work with.’

‘This pack is really useful.’

‘It’s good to know we have someone to contact for support when delivering SRE.’

‘There has been a lot of interest from people working in other areas of Wales and they hope to be able to replicate elements of this project.’

Future plans

A thorough evaluation of the process and achievements of this work is planned in 2011. In light of this there may be other actions that are required.
4 You

4 You is a leaflet aimed at primary school children. Other resources and support for SRE are available at www.fpa.org.uk

Apause

The Apause programme began in 1990 as a research project based at Exeter University. It is a collaborative process delivered by health professionals, trained teachers and peer educators from within the school. It aims to promote the development of personal values, empower pupils to take control of their involvement in any sexual activity, and to encourage healthier sexual behaviours.

Apause2 is an updated version which does not rely on visiting health professionals and uses ICT support and video clips of effective practice to train peer educators and teachers.

All resources may be downloaded from the website www.sreproject.org

Are you getting it right?

A toolkit for consulting young people on sex and relationships education. This was commissioned by the Teenage Pregnancy Unit, Department for Children, Schools and Families. It was published in 2008 by the National Children’s Bureau in conjunction with the Sex Education Forum. www.ncb.org.uk/sef

Barnardos ‘Offside’

This resource looks at the consequences of actions and considers the word ‘consent’. www.barnardos.org.uk/wales.htm

The Baby Borrowers

BBC 3 documentary about teenage couples looking after young children. Teachers notes also available. http://www.bbc.co.uk/parenting/tv_and_radio/baby_borrowers/index.shtml

Cardiff Circle Time

Cardiff Circle Time available through the Cardiff Healthy School Scheme.
Challenging Attitudes’

a healthy relationships project for primary schools. It is offered to Year 5 and 6 pupils in Monmouthshire. Through this project, the delivery team hopes to encourage young people to have respect for themselves and others and recognise behaviour that is inappropriate, leading them to develop strong friendships and relationships that are healthy and life enhancing.

The Children’s University™

The Children’s University™ is an organisation that provides 7 to 14 year olds throughout the UK with exciting and innovative learning activities and experiences outside normal school hours. www.thechildrensuniversity.com

E3

E3 stands for *extend, enrich* and *excite*. It is a project run in RCT to offer secondary aged pupils the chance to access a range of physical activities in safe and secure settings just after the school day.

The Equals Scheme of Work for PSE'

The Equals Scheme of Work for PSE’ can be found at www.equals.co.uk

It provides schemes of work for the National Curriculum for pupils with learning difficulties.

Health for Kids Award

Health for Kids Award is a reward scheme for projects in the UK that help children and young people stay healthy.

www.hfkawards.co.uk

Hoodie Trouble

A resource based around the issue of ‘hoodie culture’ prevalent in many towns throughout the country. Produced by national grid for learning.

www.ngfl-cymru.org.uk
The Jiwsi Project

Across North Wales, the Jiwsi project delivers sex and relationships education to vulnerable young people, including looked after children, disabled young people, excluded young people and young offenders. The project also provides sex and relationships training for professionals and runs a popular sex and relationships practitioners support network.

www.fpa.org.uk

Other fpa resources used by the school and available

The bilingual workbook produced by the Jiwsi project ‘A pick ‘n’ mix of sex and relationships education activities’ with ideas for workshops and activities around sexual health with young people under 25 is available to download free.

Learner’s voice

Learner’s voice www.jisc.ac.uk (this has a Further Education and Higher Education focus).

PATHS

*PATHS (Promoting Alternative Thinking Strategies) or CAMAU is a resource to promote positive behaviours and emotional literacy. It is used in Conwy as a whole school scheme to promote self esteem and help children manage difficult feelings and develop positive responses to difficult situations. www.conwy.gov.uk

Philosophy for children / communities

Philosophy for children/communities ‘aims to encourage children (or adults) to think critically, caringly, creatively and collaboratively. It helps teachers to build a ‘community of enquiry’ where participants create and enquire into their own questions, and ‘learn how to learn’ in the process.’ www.sapere.org.uk

Professor Winston’s Human Body

Professor Winston’s Human Body

Originally a BBC TV series now available as DVD www.bbcshop.com
| **SENSE ‘Making Sense of Growing up and Keeping Safe** | Welsh Assembly Government funded resource with training provided by local healthy school teams. |
| **SEAL** | Social and Emotional Aspects of Learning (SEAL) |
| **Student Assisted Programme** | Student Assisted Programme (SAP) This is a scripted school counseling programme. See ‘In Perspective: Mental and Emotional Health and Wellbeing’ for more details. |
| **SENSE Making Sense of Sex and Relationships** | A Welsh Assembly Government funded resource with training provided by local healthy school teams. |
| **Spectrum Project** | Spectrum Project, Hafan Cymru A project that covers issues around domestic abuse. www.hafancymru.co.uk |
| **Talking Together…about sex and relationships** | A practical resource for schools and parents working with young people with learning disabilities. |
| **Think You Know** | The Child Exploitation and Online Protection Unit have developed the ‘Think You Know’ materials www.thinkyouknow.co.uk |
| **Valley and Vale** | A community arts programme in Bridgend, It is based on the concept of changing lives, using arts and media to release potential. www.valleyandvale.co.uk |
| **Who Gets the Baby** | A resource based around the issue of sexuality and what makes a family unit. Produced by national grid for learning www.ngfl-cymru.org.uk |