



## **Attachment:**

### **Introducing the PSHE Programme at Gwynllyw**

#### **KS3**

At KS3, the basic PSHE programme is introduced by the PSHE co-ordinator. Arrangements are made for outside agencies and professional health workers (such as: the school nurse, "Sex Matters", Rebecca Wride from Torvaen) to introduce the main PSHE elements to pupils during non-contact days once a term.

It is recognised that peer education also has a positive impact on students' attitudes and behaviour. Therefore the school takes advantage of every opportunity to provide "Peer Education" so that elements of the PSHE course may be introduced, by inviting "peer educators" (e.g. Sixth form students from Ysgol Gyfun Llantarnam) who have been trained to provide PSHE information and answer pupils' questions in a clear and accessible manner.

Teachers who have been specially trained will be occasionally responsible for providing the education, with form tutors holding class discussions at appropriate periods so that the PSHE activities introduced may be extended and reviewed.

#### **KS4**

At KS4, teachers who have been specially trained are responsible for the provision of the Sex Education schemes of work for years 10 and 11 through PSHE carousel teaching framework which exists in the school. During the year, the pupils will be taught PSHE by experienced teachers. In addition, pupils will benefit from visits by Gwent Police who will provide specialist lessons on sexual changes and sexual tendencies in society; the nature of the teaching responds to news stories which appear in the press, and wicked criminal incidents which may cause a risk to young people.

### **Composition of Teaching Groups**

For the termly PSHE activities at KS3 and the formal Sex Education lessons at KS4, more often than not pupils will be placed in their pastoral groups according to their particular year group; this will encourage a feeling of equality as pupils of different abilities will take part in PSHE activities together. Groups are therefore created as mixed ability and mixed-sex groups.

### **Contents of PSHE Programme (Curriculum)**

- At Key Stage 2, pupils will follow units of work in their junior schools, which will give them the opportunity to study the names, positions, functions and the various sizes of human organs.
- At Key Stage 3 at Gwynllyw, pupils will follow the Science Education Department units of work, which builds on the junior school foundation, namely the study of

the composition and basic functions of cells, tissues, organs and organ systems and how they maintain essential life processes.

### **Sexual Education in the Present PSHE Programme**

#### **Basic Rules:**

At the start of every unit or activity pupils will be reminded of the basic rules listed below, so that the PSHE sessions are effective:

- everyone has the right to be treated with respect
- any questions asked must be suitable for the learning environment
- we (the teacher or student) will avoid sharing personal information
- we will always challenge any prejudice and we will respect diversity
- we will use the correct names for any parts of the body and any sexual activity.

#### ***Yr.7 - Periods/Puberty***

At Gwynllyw we understand the importance of preparing girls for their periods, but we also feel that it is important to educate the boys with regards to this topic. Ample opportunities are provided, and sensitivity is shown to help girls cope with periods and with requests for tampons or sanitary towels. Suitable facilities for disposing are placed in appropriate places. The school nurse will meet pupils as a group to discuss how the body changes and personal hygiene; girls will be spoken to as a separate group so that sanitary towels are dispersed; everyone (boys and girls as a year group) watch a film in the Talwrn about puberty changes; pupils receive individual leaflets about body changes during puberty; brief introduction on sexual relationships – emphasising the importance of trusting a person before beginning a sexual relationship; encouraging pupils to wait until they are mature enough before starting to experiment sexually.

#### ***Yr.8***

Professional health workers present information on healthy relationships which ensure equality between two people; pupils watch film clips which show inequality and cruelty in relationships and discuss the implications; pupils create a list of the positive characteristics and expectations they expect to gain from being in a relationship; pupils form an idea of healthy and productive relationships. Pupils continue to receive information regarding body changes and personal hygiene, with emphasis on the importance of washing regularly, keeping clean, keeping fit and healthy eating.

#### ***Yr.9***

Information regarding the different methods of contraception. Information regarding the various methods of contraception, how to get hold of them and an

opportunity to gain access to them is an important part of the Welsh Assembly Government's strategy of reducing unintentional teenage pregnancies. The PSHE framework suggests that during KS3, students should be given the opportunity to understand the various methods of contraception available within the context of a relationship.

In year 9 at Gwynllyw, we focus on the advantages of delaying sexual activity. Secondly, during the termly non-contact days, detailed information is provided by the school nurse, the "Sex Matters" agency and other professional workers on Sexually Transmitted Diseases and Safer Relationships. In general, the school nurse will meet yr.9 registration groups to share a series of lessons on Sexually Transmitted Diseases, and will present information on the various methods of contraception that are available. Pupils will be encouraged to participate in class discussions, will receive individual leaflets and receive further information regarding the sexual health clinic service in their local area.

### **Yr.10**

Pupils receive 5/6 Sex Education lessons during the year with qualified, experienced teachers during the weekly "PSHE Carousel."

- Pupils take part in "D 'n' A" (Drugs and Alcohol) activities; Agencies such as Drug Aid, Gwent Police, the South Wales Fire and Rescue Service, "Sex Matters" and members of the health service introduce a wide variety of PSHE activities which promote self-respect, the importance of responsibility, caring for others, making wise decisions, respect in relationships as well as further information regarding methods of contraception
- **Yr.11**
- Pupils receive 5/6 Sex Education lessons during the year with qualified, experienced teachers during the weekly "PSHE Carousel."

Pupils receive additional core lessons from the Gwent Police "Schoolbeat" programme, which (since September 2013) is "Sexual Consent– No is No" and x1 additional lesson during the year, namely gwrs atodol yn ystod y flwyddyn, sef "Sexual Exploitation" – "Dangerous Deceit" (new/pilot lesson).

## **Sexual Exploitation**

Article 34 CCUHP protects the rights of children from sexual exploitation. Every child and young person could be in danger from sexual exploitation. Gwynllyw understands that it has an important role with regards to reducing this danger. Through the investigation into safe and healthy relationships, we intend to encourage students to develop the skills of recognising possible risks, of keeping safe and to ask for help if required.

The PSHE framework at Gwynllyw also helps students develop positive attitudes and behaviour, including strategies for effectively managing anger, frustration and feelings of aggression, and to resolve conflict.

## **Safety On-Line**

The PSHE framework emphasises how important it is for all students to understand every aspect of personal safety. The internet is an integral part of many students' lives. As the opportunities for on-line socialising increases, children and young people need to know how to use the internet and mobile phone technology safely and responsibly. Specialist lessons are arranged throughout KS3 so that students are encouraged to be aware of the following:

- the possible risks with regards to the on-line environment
- what to do and who to contact if they feel that they are in danger.

Children and young people experience many pressures, many of which are conflicting. The PSHE provision at Gwynllyw helps students to:

- make sense of the sexual messages and images that they experience daily
- discover the differences between fiction and correct factual information
- develop the skills and understanding to challenge negative or crooked media messages regarding relationships, roles of the sexes, body image and sexual experimentation
- using the media as a learning support tool.

## **Sexual Health – Specific Matters**

Sexual education providers at Gwynllyw set the correct tone in PSHE lesson by setting clear, high expectations to the pupils of expectations regarding behaviour and their rights at the beginning of every lesson, and for every unit of work (see 'Basic Rules', page. 4). During lessons, ample opportunities are provided for pupils to adopt the skills and information required for them to make safe and responsible decisions with regards to their sexual behaviour. This integral aspect will enable students to acknowledge and understand the links between sexual activity and other types of risky behaviour, such as alcohol abuse and other illegal substances.

## Sexual References

Whilst encouraging open discussions, which promote inclusion and challenge inequality, in this way, the educational needs of every student will be met. Teachers and health workers should:

- deal with sexual references in an honest, sensitive manner without judging
- answer questions appropriately.

## Resources

Resources used in the PSHE programme lend themselves to a variety of teaching methods in line with the agreed school values for the PSHE framework. Resources used are appropriate for the learning needs of students at every key stage, namely language, images, and the relevant maturity and understanding.

If a parent/carer wishes to receive a copy of the resources/wishes to know where the resource is from, it is possible to provide the parent/carer with a hard copy or the information may be e-mailed's source.

## Confidentiality

Schools need to understand what are the boundaries of their professional and legal responsibilities. Every member of staff has a duty to protect their students. Gwynllyw recognises that if a classroom teacher, health worker or any other practitioner hears or sees anything during a PSHE lesson which suggests that a student is in danger of being seriously harmed, or could cause serious harm to others, they must share that information with the designated member of staff in charge of child protection.

It is possible that students will wish to discuss with a trusted member of staff sexual health matters which have arisen from PSHE lessons. In such cases, the teacher will explain to the student what will happen to any personal information revealed by them.

Students may reveal personal information somewhere or at a time where it may be difficult for a teacher to discuss the matter appropriately with that student. If this happens, the teacher should:

- follow the confidentiality policy, and, if necessary the school's child protection arrangements, in their discussions with a student
- express clearly to the student that unconditional confidentiality may not always be possible
- ensure **that students understand**

### **Student Inclusion**

At Gwynllyw, it is hoped that the programme followed will satisfy all students' needs.

It is understood that some children and young people find it difficult to talk to parents/carers and that they depend on the school for most, or all, of their Sexual Education. Therefore, PSHE activities at Gwynllyw attempts, from a cultural and religious viewpoint, to include every student and is sensitive to the needs of the local community. Discussions with students, their families and representatives from faith groups will help establish and reinforce what is appropriate and acceptable.

### **Pupil Participation**

- Students have the right, as noted in article 12 CCUHP, to contribute in a meaningful way towards the development of the sexual education policy and towards the PSHE programme.
- Pupil participation, for example in the school council, enables students to clearly express their opinions with regards to their needs at various key stages.
- Students should not be removed from PSHE to spend time on other aspects of the curriculum
  
- **Continual Professional Development**
- School staff who present the PSHE programme should have access to current training and resources so that the appropriate information regarding the various contraception methods, including emergency contraception, and their effectiveness is delivered.
- The current Sexual Education programme enables students to understand the importance of a safe, loving and stable environment within family life.
- Whilst delivering the Sexual Education programme, teachers trained in information regarding family life and child rearing should deliver the lessons.
- In a diverse society, there are learners from a variety of backgrounds, and the Welsh Assembly Government recognise that committed, stable and supportive relationships exist outside marriage. Teachers should be sensitive and respect these differences, ensuring that children and young people are not ear-marked due to their circumstances at home.

### **Non-Personal Techniques**

Teachers should look after students' privacy by avoiding personal conversations at all times. It is not good practice for teachers to explain educational activities through personal experience. Non-Personal techniques will help students discuss sensitive matters and make decisions in a 'safe' environment – for example:

- role-playing, which could help students practice skills and behaviour

- the use of stimulating materials such as photographs, adverts, newspaper articles
- case studies that contain fictional characters that students may identify with
- suitable DVDs
- visits by theatre in education groups.

Small/large discussions, or class discussions which have been well planned will enable students to investigate personal opinions, values and feelings. Activities such as circle time, value continuation, feedback and structured debates enable learners to express and share their viewpoints with others.

### **Working with Parents/Carers and the Wider Community**

Some parents/carers may be concerned about sexual identity and sexual references within the PSHE programme and the way that it is taught in schools. Some parents/carers may find it difficult to accept that their child is developing sexually.

We understand the importance of keeping close contact with parents/carers whilst drafting the sex education policy, so that minds may be put at ease regarding the Sex Education programme and the context within which it is introduced.

People have strong opinions and strong beliefs regarding contraception and it is possible that some parents may have strong religious beliefs regarding Sexual Education Matters. Students'/Parents' religious convictions should be respected.

### **Inclusion of Professional Health Workers and Outside Agencies**

Professional Health Workers are bound to their professional code of conduct. None the less, professional health workers who work in schools should be familiar with the school's confidentiality and sexual education policy and keep in mind how important it is to conform with these. Professional health workers should also try and protect learners' privacy and prevent students from revealing inappropriate personal information in the classroom.

Outside the learning environment, professional health workers may:

- advise or provide information to a student on a one to one basis on health matters including contraception
- use their professional opinion on whether a young person is mature enough to consent to medical treatment, including contraception. Such decision making has been based on the criteria in the "Frazer 2 Guidelines" and the "Axon Guidelines".

### **Monitoring and Evaluation**

- The PSHE co-ordinator is responsible for monitoring the standards of teaching and learning in Sexual Education lessons
- One annual observation is arranged to ensure that standards and contemporary developments are relevant and concur with changes in the PSHE Framework
- The school will make arrangements for young people to voice their opinions regarding the nature and content of PSHE lessons.
- Pupil Voice is an important part of the PSHE evaluation process - after every non-contact day, opportunities for evaluation and thought on elements of PSHE which were provided; students will contribute their ideas and thoughts regarding what they learnt, teaching methods and the subjects they wish to know more about in the future
- Effective communication will take place between the School Council and the school to discuss Pupil Voice and opinions on the resources and PSHE activities introduced.

The policy will be revised regularly by the PSHE co-ordinator and updated as required.

It will be presented to the Governors for review according to the school's review policy.

Received by Governors: March 2014

Signature of Chair of Governors:

Signature of Headteacher:

Period before review: 2 years

Review Date: March 2016.