

CONTRACEPTION CHOICES

Key Stage 4



Teacher guidance

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This guidance document accompanies You Before Two's lessons on contraception. These two lessons are for key stage 4 and explore types of contraception and how people can make decisions about what type is right for them, as well as accessing emergency contraception and overcoming barriers to accessing sexual health services.

Please read this guidance before teaching the lessons.

Introduction

Teaching these lessons will support young people to overcome common barriers to accessing sexual health services so that they can become confident users of NHS services.

These lessons help you to address sexual health aspects of the statutory guidance for Relationships, Sex and Health education, and can be taught in a series of lessons exploring intimate relationships and sexual health. Please see the appendix for curriculum links to the PSHE Association Programme of Study and Department for Education's Relationships, Sex and Health Education statutory guidance. The lesson plans are based on one-hour lessons and provide suggested timings for each activity; however, these timings are adaptable depending on the needs of your group.

Who are You Before Two?

We are a charity created to deliver relevant, frank, and empowering educational films and lesson plans to secondary school-aged young people on issues such as sexual consent, healthy relationships, mental resilience, family planning and safety online.

Dr Sutton, a Consultant in Sexual Health and Dr Foljambe, a GP, have developed these videos and the lesson plans to be informative, user-friendly, and helpful.

Creating a safe learning environment

Creating a safe learning environment

A safe learning environment helps students feel comfortable with sharing their ideas and opinions without attracting negative feedback and will help teachers to manage discussions on sensitive issues confidently. Bear in mind that some members of the class may or may not have had sex by the point they are being taught about contraception, and that some young people may have experienced sexual assault or harassment. It is important that all students feel safe to learn in a judgement-free environment and recognise that this learning may be relevant for them at any point in their lives, if not right now. It is good practice for teachers to:

- work with students to establish ground rules about how they will behave in discussion, such as;
 - Listen to and respect each other
 - One person speaking at a time
 - Openness but no personal stories
 - No such thing as a silly question
 - During discussions we have the right to pass
 - We won't laugh at, judge, or make assumptions about anyone else in the group
- offer opportunities for students to discuss issues in small groups as well as sharing views with the class
- make a box/envelope available for students to put questions or concerns in (anonymously if they wish), to avoid having to voice them in front of the class
- provide factually accurate, up to date information
- provide balanced arguments to help students clarify their own opinions
- be sensitive to the needs and experiences of individuals
- use distancing strategies to discourage personal disclosures in the classroom, which will allow students to explore topics objectively, and to keep the learning environment safe
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting student wellbeing
- make students aware of sources of support, both in and outside the school.

Further guidance on creating a safe learning environment is available from the PSHE Association.

Safeguarding

Be aware that teaching about sexual health and intimate relationships may prompt disclosures from young people about experiences such as sexual assault and harassment, or other concerning behaviours. In line with your school's child protection and safeguarding policies, report any concerns raised as soon as possible to your Designated Safeguarding Lead.

Creating a safe learning environment

LGBT inclusion

These lessons specifically explore contraception in the context of preventing pregnancy. It's good practice to ensure these lessons are taught within broader learning about barrier methods, including their role in preventing the transmission of STIs and promote sexual health amongst young people, and that LGBT young people are made aware that this learning is relevant to same sex relationships. Avoid making assumptions about the sexuality of young people in the classroom. For example, it can be helpful to refer to "partners", rather than using terms such as "girlfriend" or "boyfriend".

Students with additional vulnerabilities

If students have had experiences that mean they feel unable to learn about this topic within the classroom, it can be helpful to:

- Work with pastoral staff to understand needs before teaching the lessons
- Let students know the topic in advance and encourage them to highlight any concerns to their teacher
- Provide exit passes and an alternative safe place for students to go if unable to stay in the lesson
- Consider how else this learning might be caught up, as it can be most crucial for those who use the exit pass. For example, can this be taught in a one-to-one or small group setting for these students?

Differentiation

These lessons include support and challenge recommendations, and scaffolded versions of the main activities have been provided, to enable all students to access the learning and make progress. These suggestions will help you differentiate learning appropriately. However, you know your students best and may adapt the activities further to match student needs. If the lessons require planning for specific needs, you can also refer to the **PSHE Association Planning Framework for students with SEND**. Extension activity ideas are also provided to extend and deepen the learning further.

Signposting support

Support for teachers

Further lesson plans Quality Assured by the PSHE Association can be found on the You Before Two website:

<https://youbeforetwo.co.uk/our-lesson-plans/>

Further information on contraception can be found on the Brook website, or on UCL Contraception Choices:

www.brook.org.uk

www.contraceptionchoices.org

Support for students

Ensure students know where they can seek help and further advice, now and in the future, if they have questions or concerns related to contraception. Remind students that they can ask for help and advice from trusted adults at home, outside the home, in school or from appropriate organisations.

If students are concerned about pressure to have sex, sexual assault or harassment they can contact Childline:

www.childline.org.uk 0800 1111

They could also find out more about sexual health and contraception from:

NHS emergency contraception: www.nhs.uk/conditions/contraception/emergency-contraception

NHS: www.nhs.uk/conditions/contraception

Brook: www.brook.org.uk

