

# Added power and understanding **Apause** in sex education



Collaborative group-work

**Apause** is a proven, well-established Sex & Relationships Education (SRE) programme for secondary schools.

Providing an integrated progression across Key Stages 3 & 4, **Apause** is easy to teach; flexible enough to fit across a range of delivery strategies; and comes with ready-to-go classroom packs for ease of preparation.

**90% of Apause Year 9 students agree:**  
"All schools should have SRE like this."

Using materials that challenge and really engage the pupils, **Apause** enables even the novice teacher to deliver an SRE programme effectively and with confidence.

**Apause** makes positive contributions to the Every Child Matters framework and the Healthy Schools Programme, and includes evaluation tools to satisfy the OFSTED/QCA criteria across the whole PSHE curriculum.



Practising relationship skills

## How **Apause** was developed

**Apause** builds on the accepted theory that better relationships make for better health. It has been developed over the last 15 years with the University of Exeter, using child-health experts, teachers, young people and health professionals. Backed by strong evidence and independent evaluation, combined with the experience of thousands of hours of classroom practice, **Apause** is proven to be an effective educational and health promotion programme.

It is recognised for achieving significant positive gains in young people's knowledge, health beliefs and relationship skills. These factors combine to increase the likelihood of effective contraceptive use, and postponement of first intercourse.

Already widely adopted by schools in Local Authorities across England & Wales, **Apause** is acknowledged by DfES and OFSTED as providing a programme using good practice.

## Benefits at a glance:

- Proven in thousands of KS3 & KS4 classrooms
- Cited as "Good practice" by DfES and OFSTED
- Ready-to-use classroom packs
- Satisfies OFSTED/QCA PSHE criteria
- Fun, interesting and relevant

**The 2004 NFER evaluation states:**  
"The majority [84%] of schools using **Apause** thought it was better than other sex and relationships education provision and wanted to continue their involvement."

## How *Apause* works

The emphasis in **Apause** is on relationships education, and is based on collaborative learning. Young people experience **Apause** as a sociable learning activity, using materials which are rigorously tested for interest, relevance and age-appropriateness.

### Card from sequencing activity – KS3 'Understanding Healthy Relationships' Exercise 4



#### Flirting

Noticing that someone is physically attractive.  
Holding long eye contact.  
Interested and paying attention to each other.  
"Accidental" physical contact with each other.  
Friendly kisses.

All classroom materials are supplied to schools as 'pre-packed and ready-to-go'. This allows teachers and support staff to make best use of their time, and ensures lesson materials are complete and ready, whenever needed. It's a genuinely cost-effective programme for all types of schools.

In a recent survey over 90% of **Apause** students agreed that the exercises helped teachers to give clear instructions for the small group activities.

The structured resources are designed to stimulate discussion among small groups of pupils, who then feed back information and their ideas to the class. The key learning process occurs in the students' interactions with each other, using the information contained in the resources.

Class Teacher Booklets include lesson plans, clear guidance, key words, structured questions and personalisable scripts. These offer the option of acceptable forms of language for sharing sensitive pieces of information in the classroom environment, and ease of initiating activities.

Such a structured approach is proven to lead to appropriate and relevant class discussion.

## What *Apause* covers

The **Apause** programme contains Units of Work covering the PSHE curriculum requirements for SRE across KS3 & KS4 (see table on page 5 for details).

It includes an optional set of lessons for the 'Human Development' component of Science for Years 7/8, which can be used within the KS3 PSHE units of work to refresh and reinforce basic learning about reproductive and sexual functions.

#### Yr 9 girl from Tyne and Wear:

"We shared our answers and ideas and it helped us understand it better. I found it easy to talk in front of my group and class."



Resource-led discussions

The Peer Education programme trains KS4 or KS5 pupils to boost the relationship skills of KS3 groups. A proven method of enhancing the whole school ethos. **Apause** Peer Education is verified by an integral evaluation procedure.

Evaluation at KS3 and KS4 through student questionnaires allows you to track the effectiveness of your SRE/PSHE delivery. Full evaluation reports enable constructive monitoring and feedback. This ensures your school gains recognition and maximises the advantage of the comprehensive and integrated **Apause** approach.

# Apause contributions to QCA Personal, Social and Health Education curriculum

Identified by QCA and inspected by OFSTED at KS3	Apause Units of Work			
	Understanding Healthy Relationships KS3 Teacher-Led	Peer Education KS3	Maturing Relationships KS4 Teacher-Led	Peer-Educator Training KS4/KS5
<b>Developing confidence and responsibility and making the most of their abilities</b>				
1b Respect & identity	✓	✓	✓	✓
<b>Developing a healthy safer lifestyle</b>				
2a Changes: physical/emotional	✓	✓	✓	
2b Keeping healthy	✓	✓	✓	✓
2c Relationships and health	✓	✓	✓	✓
2e Reproduction, contraception and STIs	✓	✓	✓	✓
2f Risks and choices	✓	✓	✓	✓
2g Pressures, health and support		✓	✓	✓
<b>Developing good relationships and respecting the difference between people</b>				
3e Pressures and changing relationships		✓	✓	✓
3h Valuing goodwill in relationships	✓	✓	✓	✓
3i Actions, consequences and negotiation		✓	✓	✓
3j Pressure, resistance and support		✓	✓	✓
3k Communication: adults and peers	✓		✓	✓
<b>Identified by QCA and inspected by OFSTED at KS4</b>				
<b>Developing confidence and responsibility and making the most of their abilities</b>				
1b Identity and confidence	✓		✓	✓
1d Influences, pressures and help	✓		✓	✓
<b>Developing a healthy safer lifestyle</b>				
2a Decisions and consequences		✓	✓	✓
2b Assertiveness skills	✓	✓		✓
2e Sexual activity, risks and choices	✓	✓	✓	✓
2f Relationships, contraception and advice		✓	✓	✓
2g Advice and information			✓	
<b>Developing good relationships and respecting the difference between people</b>				
3b Exploitation in relationships		✓		✓
3c Assertiveness, support and prejudice	✓	✓	✓	✓
3d Cooperation and difference	✓	✓		✓
3e Talk: relationships and feelings	✓	✓	✓	✓
3f Changing relationships	✓	✓	✓	✓
3g Marriage, families, children	✓	✓	✓	✓

NB The Apause Yr 7/8 'Human Development' unit contributes to the mandatory Science curriculum and is therefore not included here as part of the non-statutory PSHE curriculum. However, the Apause Yr 7/8 unit can also significantly contribute to the personal and social development of students.

## Using peers to engage students

The **Apause** programme includes a highly successful and well-established unit of work for peer-led SRE. Using older peer-educators, this unit runs in KS3 following the teacher-led unit. It takes advantage of the peer educators' unique ability to engage younger students in a classroom, in ways impossible for adults. These peers enable the exploration and practice of essential relationship skills, with a main focus on assertiveness and saying "No" to unwanted sexual pressure.



*Practising assertiveness with trained peer educators*

## Flexibility for the school and teacher

### Maths Co-ordinator:

"Superb! As a busy teacher, my responsibilities are teaching and learning, this is greatly helped by having pre-packed resources."

**Apause** is designed to provide a comprehensive, integrated programme across KS3 & KS4. However, **Apause** allows each school the flexibility to teach SRE in the way that best suits the local situation.

**Apause** is ideal for:

- planned curriculum timetables
- collapsed timetables
- whole-class or seminar-style teaching.

It also has the flexibility to allow exercises to be delivered earlier or later across the Key Stages.

## Support should you need it

Every school adopting **Apause** is supported with a well-developed, successful training programme. Designed to assist experienced and novice SRE teachers, the in-school training enables all teachers to understand the methodology and structure of **Apause**, and to work with the materials and plans.

**Apause** does not require all teachers to be familiar with, or experienced in, teaching SRE – the training gives even non-specialists the confidence and tools to deliver SRE effectively, while helping to build their knowledge base. For experienced teachers the materials are designed to be easily adaptable to suit their own style and environment.

**Apause** materials are readily enhanced using the services of local health professionals to complement individual schools' PSHE timetables.

## 'Ready-to-go' resources

**Apause** units come with reference manuals including rationale, theory and practice, QCA and OFSTED matrices. Complete ready-to-go class packs include a teacher-guide and set of exercises/lessons.

### Extract from Teachers' Guidelines - KS3 'Understanding Healthy Relationships' Exercise 2

*(The information in the text box below might help to bring the discussion to a conclusion.)*






**1. Boys usually start to think 'romantically' (in terms of being physically attracted to someone) at a younger age than girls.**

Probably false because generally girls show signs of puberty earlier than boys. It is normal for the hormones which cause puberty to also cause feelings of inquisitiveness and attraction towards members of your own sex and the opposite sex. Everybody experiences these hormones in a different way.

### Yr 10 student from Somerset:

"I think that the exercises were good because they were not just worksheets and they did not patronise us."

# Apause Units of Work

Key stage	Themes and timetabling	Learning expectations
<p><b>Key Stage 3</b></p> <p><b>Peer Programme Evaluation</b></p> <p><b>KS3 PSHE Evaluation</b></p>	<p><b>Unit: Human Development</b>  <b>Theme:</b> 'Starting with Biology'   A menu of 4 x 60 min lessons in KS3 Science (Years 7 and/or 8)</p>	<p>Basic understanding of human reproductive function, including:</p> <ul style="list-style-type: none"> <li>• puberty</li> <li>• sex and sexuality</li> <li>• birth</li> <li>• infant dependency.</li> </ul>
	<p><b>Unit: Understanding Healthy Relationships</b>  <b>Theme:</b> 'More than Biology'   6 x 20-30 min exercises            KS3 Teacher-led SRE</p>	<p>Enhancing communication skills to improve:</p> <ul style="list-style-type: none"> <li>• students' self-esteem</li> <li>• knowledge and normative expectations about puberty, relationships, sexuality, 'difference', sexual health and local services.</li> </ul>
	<p><b>Unit: Peer Education</b>  <b>Theme:</b> 'Beyond Information – Relationship Skills'   4 x 60 min sessions of            KS3 Peer-led SRE</p>	<p>Enhancing relationship skills through:</p> <ul style="list-style-type: none"> <li>• participatory learning</li> <li>• role-plays</li> <li>• modelled and practised techniques.</li> </ul> <p>Establishing normative beliefs and skills necessary to say 'No' to unwanted pressure.</p>
<p><b>Key Stage 4</b></p> <p><b>KS4 PSHE Evaluation</b></p>	<p><b>Unit: Maturing Relationships</b>  <b>Theme:</b> 'More to Gain but More to Lose'   6 x 20-30 min exercises            KS4 Teacher-led SRE</p>	<p>Normalising fulfilling relationships. Improving knowledge, understanding and communication skills as the most effective means of:</p> <ul style="list-style-type: none"> <li>• anticipating and managing contraception</li> <li>• STI protection</li> <li>• personal distress</li> <li>• access to services.</li> </ul>
	<p>The KS4 evaluation is a comprehensive survey exploring health-knowledge, attitudes, beliefs and behaviours covered by the whole PSHE curriculum. It provides valuable health outcome measures and relevant insights into pupils' whole-school experience and broader social influences from ages 11 – 16.</p>	
<p><b>Key Stage 5</b></p>	<p><b>Unit: Peer-Educator Training</b>  <b>Theme:</b> 'Making Sense for Others – and Yourself'   8-12 hours' peer training for KS4 or KS5            PSHE/Citizenship</p>	<p>Revising relevant information surrounding sexual health and relationships through intensive group practice in:</p> <ul style="list-style-type: none"> <li>• classroom management skills</li> <li>• presentation skills</li> <li>• role-play</li> <li>• role-play facilitation skills with opportunities for personal reflection and performance evaluation.</li> </ul>

The Human Development in Science unit has a manual including background notes, detailed lessons plans and photocopiable resources.

Entry-level training is available, and recommended in the first year. This 6-hour school-based programme includes sessions for senior teachers, SRE leads and class teachers. It provides a detailed overview and opportunities to practise sample exercises. The aim is to enable independent delivery of all **Apause** teacher-led units.

We can also provide peer-education training. Options include: a two-day programme for all involved peer educators each year; or, a one-off training for two or more teachers and selected peers, enabling schools to manage their own future training independently.



Using ready-to-go classroom resources

## Integral evaluation

### Extract from Teachers' Guidelines – KS3 'Understanding Healthy Relationships' Exercise 1



**On-task:**

*(Students should write in this space ideas like:)*

- Embarrassed,
- Ashamed to admit she didn't know,
- Felt stupid

Evaluation is an integral part of the **Apause** programme. Used for self-assessment and for OFSTED monitoring, **Apause** evaluation programmes covering the whole of PSHE are available for the end of KS3 and KS4.

The KS4 evaluation is a more rigorous survey, covering knowledge, attitudes, beliefs and behaviours across all PSHE health areas. Reports are produced for each school, which allow monitoring of added value and year-group progress; impact, outcome and

perception of PSHE; and also benchmark against national and comparative schools' performance.

In addition KS3 process and impact evaluation questionnaires can be run pre and post delivery of each KS3 unit. The reports give valuable class-by-class insights into the quality of students' experience of SRE.

If you would like more information about **Apause**, or would like to receive samples of the classroom materials, to see how **Apause** would benefit your school, please contact us at:

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