



CRUSH

***Transforming Relationships
and Sexuality Education***

**About
Crush**
p3

**Relationships
and Sexuality
Education
in Wales**
p6

**Making
Professional
Learning Matter**
p11

Contents

**Starting Out:
school case
studies**
p30

**RSE
concepts
glossary**
p75

**Becoming
resourceful**
p69

**Mapping for
the future**
p56

Section

1

PROTECTIVE

INCLUSIVE

EQUITY

CO-PRODUCED

About Crush

RIGHTS

EMPOWERING

HOLISTIC

CREATIVE

RSE starts early

Relationships and sexuality education (RSE) begins long before children start school.

Schools can listen, learn and respond

Schools have the potential to create safe and empowering environments that can attune and respond to children and young people's own learning and experience on a range of RSE issues.



#RSEWales

Shaping daily life and imagined futures

As soon as children enter the social world they will be encountering complex and often contradictory messages about sex, gender, relationships and sexuality that shape their day-to-day lives and imagined futures.

Re-imagining RSE

In the last two years, over 20 primary, secondary and special schools have participated in a series of professional development workshops designed specifically to prepare teachers for the new RSE in Wales.



#reassemblingtherules

This booklet illustrates how the critical, creative and participatory methods developed in the **AGENDA toolkit** are informing the design and implementation of this bespoke professional learning programme.

New **resources** have been developed, **creative RSE audits** are making voice matter in new ways, and a series of **illustrated school case studies** and **films** share stories of how teachers are starting to reimagine what RSE can be and become with and for children and young people.

Crush as FEELING

attuning to the diversity, unpredictability and intensity of emotions that ebb and flow throughout all RSE learning and experience.

Crush as FORCE

developing an affirmative praxis for addressing injustice, inequity and violence, and working with the forces that make change and empowerment possible.

Why Crush?

Crush as FOLD

recognising the messiness of experience and the potential of RSE, as a trans-disciplinary field, to explore how categories and concepts (e.g. identity, consent, body image) entangle and fold into one another.

Section

2



Relationships and Sexuality Education in Wales

Why does RSE matter?

“Relationships and sexuality education (RSE) plays a vital role in enhancing learners’ well-being and safety and will be mandatory.

Children begin to learn about relationships long before they start school. As soon as they enter the social world they will be encountering and interacting with complex and often contradictory messages about gender, relationships and sexuality that will shape their day-to-day lives and imagined futures. These messages come from advertising, books, music, social media and television, and from family members, peers and communities.

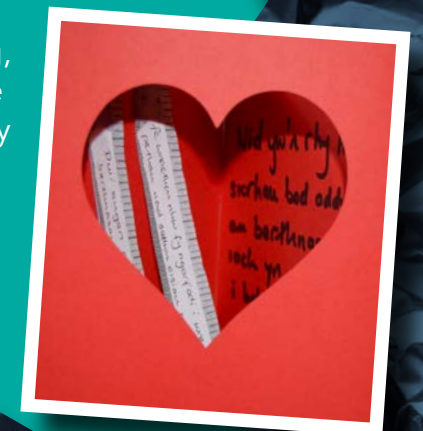
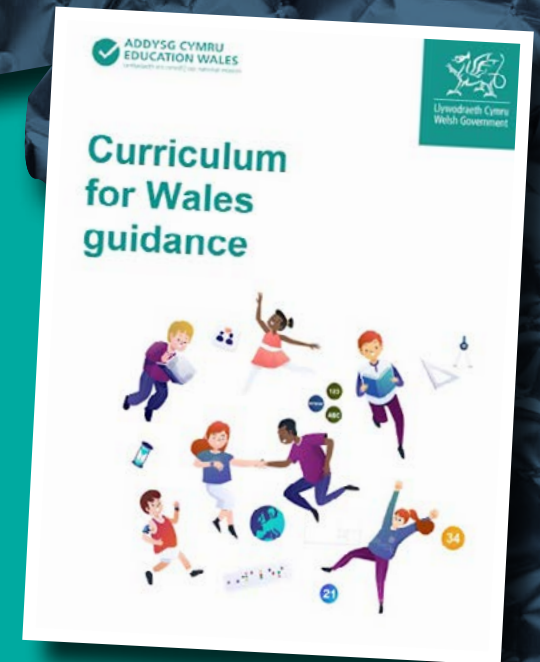


What children and young people are learning and experiencing can include misconceptions and sometimes challenge adult assumptions or expectations.

Through RSE, learners should be supported to explore and discuss information and values about relationships and sexuality that they are already exposed to and often struggle to navigate for themselves.

Schools have an important role for prevention and protection, discussion and responding to learners’ questions and needs. They have the potential to create safe and empowering environments that build upon learners’ own formal and informal learning and experiences, offline and online. This enables learners to reflect and express their views and feelings on a range of RSE issues. Central to this is acknowledging, discussing and engaging with a diverse range of perspectives: locally, nationally and internationally”
(Welsh Government 2020, p.38)

<https://bit.ly/2UBvFvj>



Re-defining RSE

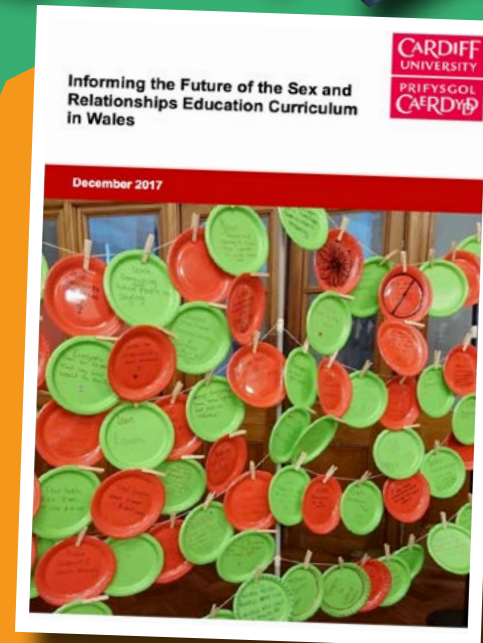
“Relationships and sexuality education aims to gradually empower learners to build the knowledge, skills and ethical values for understanding how relationships, sex, gender and sexuality shape their own and other people’s lives.

It seeks to support learners’ rights to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives.

This includes the ability to recognise, understand and speak out about discrimination and violence and know how and where to seek support, advice and factual information on a range of RSE issues”.

(Welsh Government 2020, p.38)

<https://bit.ly/2UBvFvj>



Find out more about the definitions of sex, gender, sexuality and relationships at www.agendaonline.co.uk and the evidence-base that has informed this new definition of RSE at bit.ly/futureofSRE

Transforming RSE: 8 guiding principles

The **expert panel report** recommended that Wales' **new RSE** should be underpinned by eight core principles. These now feature in the statutory RSE curriculum guidance.



"RIGHTS AND GENDER-EQUITY BASED so that learners can develop an understanding of how rights related to relationships, sex, gender and sexuality contribute to the freedom, equity, dignity, well-being and safety of all people."



"CREATIVE so that RSE provision can benefit from how creative approaches have the potential to make ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts on sensitive topics."



"HOLISTIC and provided across the curriculum because relationships and sexuality education is a broad, inter-disciplinary and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan."



"INCLUSIVE to ensure that all learners see themselves and each other in what they learn about RSE. Central here will be recognising and valuing diversity and difference across the domains of sex, gender, sexuality and relationships, and ensuring that RSE provision is inclusive of LGBTQ+ lives."



"CO-PRODUCED offering learners, parents and carers the opportunity to discuss and engage with decisions about learning and teaching in RSE. Provision should also draw on specialist services and expertise, and engage with local communities."



"RELEVANT AND DEVELOPMENTALLY APPROPRIATE to ensure that all RSE provision recognises and responds to learners' own capacities and needs. It will not assume, but attune to and build upon learners' evolving knowledge and experience."



"EMPOWERING to enable practitioners to create an affirmative and transformative RSE curriculum that enhances learner voice and agency. This can be achieved by inviting learners to advance social justice for gender, sexual and relationship equity and well-being."



"PROTECTIVE AND PREVENTATIVE so that learners are supported to understand and cope with change, conflicts and pressure; the knowledge to recognise discrimination and violence; and the confidence to seek support and advice on equalities and equity, health and violence regarding relationships, sex, gender and sexuality. Crucial here will be working in partnership with specialist services and expertise."



"Learning should be underpinned by a collective whole-school approach so that the principles will be supported, reinforced and embedded across the school and wider community" (Welsh Government 2020, p.40)

RSE as a living curriculum

Welsh government curriculum guidance states that the new relationships and sexuality education should include the following six thematic areas. These areas have been informed by UNESCO's 2018 *International Technical Guidance On Sexuality Education* and can be adapted to develop a 'holistic' Relationships and Sexuality Education curriculum.

To find out more about how they can be used (from age 5-18) go to: bit.ly/usingconcepts

Bodies and Body Image

Learners should develop an understanding of the human body and how it changes over time, including people's feelings about their bodies, and their sexual and reproductive capacities and functions.

Central to this learning is recognising the diversity of the human body, and how understanding of human bodies is shaped by society, the law, science and technology.

Relationships

Learners should develop an understanding of how different types of safe, consensual, healthy and fulfilling relationships can be formed and maintained.

Central to this learning should be recognising and understanding the diversity of relationships around the world, and over the life course.

Sex, Gender and Sexuality

Learners should develop an understanding of sex, gender and sexuality. This includes how biology, society and culture shape our sense of self and relationships with others.

Central to this learning should be recognising the diversity of gender and sexual identity, expression, behaviour and representation, including LGBTQ+ diversity, and how social and cultural understandings of sex, gender and sexuality have changed over time and continue to evolve.

Rights and Equity

Learners should develop an understanding of how rights related to sex, gender, sexuality and relationships contribute to the freedom, equity, dignity, well-being and safety of all people.

Central to this learning should be an understanding of the opportunities and challenges people face in exercising their rights across the world.

Holistic RSE means that teaching and learning is ...

"provided across the curriculum because relationships and sexuality education is a broad, inter-disciplinary and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan"
(Welsh Government 2020, p.40)

What is a living RSE curriculum?

A living RSE curriculum is a responsive and responsible curriculum that connects to and builds upon children and young people's own learning and experience, and real world issues.

See the case study **Inside Out** which shows you creative and participatory ways to introduce these themes to children, young people, staff and parents.

Sexual Health and Well-being

Learners should develop an understanding of the positive role of sexuality in human life and a gradual awareness of personal sexual health and well-being.

Central to this learning is appreciating the different ways that people express sexuality across cultures and contexts, including myths about sexual health and well-being.

Violence, Safety and Support

Learners should develop an understanding of the social, emotional, physical and legal nature and impact of gender-based and sexual violence, including online.

Central to this learning should be supporting learners to understand and manage change, conflict, risk and pressures of different kinds. Building learners' confidence to speak out and know how to seek advice and support is integral to RSE.

Section

3

Making Professional Learning Matter

an innovative approach to in-service Relationships and Sexuality Education

Preparing teachers for the new RSE

Core workshop activities

Teacher reflections



Preparing teachers for the new RSE

A bespoke programme preparing teachers for the new RSE in Wales



In 2018 Professor Renold and Dr. McGeeney were invited by Central South Consortium to design and deliver a series of Relationships and Sexuality Education (RSE) professional learning workshops, to support teachers to prepare for the new RSE statutory curriculum and guidance in Wales.

The four-day professional learning programme has been running for two years. So far we have trained two cohorts, totalling over 25 teachers across 23 primary, secondary and special schools.



The programme runs over six months and consists of an initial two day workshop in which teachers are introduced to the new RSE curriculum and learn about key issues and research case studies relating to RSE.

Teachers are also supported to design their own RSE creative audits in which they use creative methods to gather the views of children, young people, teachers, parents and governors about how RSE is being provided in their schools. Two further workshops follow, at which teachers share the learning from their creative audits and are supported to develop follow on participatory inquiry projects. This booklet contains case studies drawn from the 2018/19 and 2019/20 cohorts.

From 2018 – 2020 the new RSE leads have collectively engaged with over 1300 children and young people and over 400 members of staff amounting to a large scale RSE participatory inquiry project across south Wales.



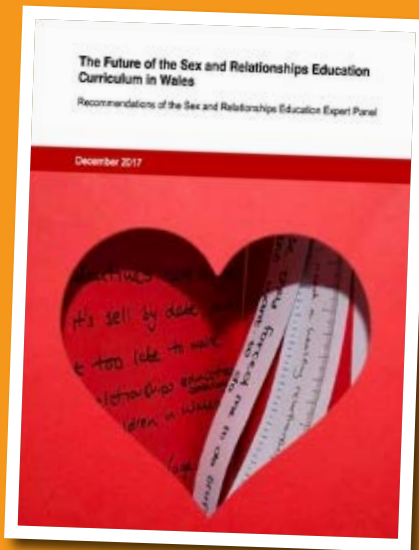
High quality RSE demands a confident and well-trained workforce

An innovative approach to in-service RSE: creative and critical pedagogy

The programme is research-driven, participatory and creative, modelling promising practice in RSE and providing the opportunity for teacher-participants to put their learning into practice through carrying out a participatory inquiry project at their school.

This innovative approach to professional learning in RSE is based on the findings and recommendations of the expert RSE panel that was convened in 2017 to make recommendations to the Welsh government informing the development of a new RSE curriculum (Renold and McGeeney 2017a, 2017b).

The programme is underpinned by the eight core principles for RSE that were recommended by the panel, and now feature in the forthcoming statutory RSE curriculum.



Why creative and critical pedagogy?

Creative pedagogy uses arts-based methods to enable a wide range of expression and discussion so that ideas can take-off and new connections can be made.

It often involves learning to unlearn what we think we know. This makes space for us to be curious about what really matters to ourselves and to others.

Creative pedagogy can also support the creation of safe and inclusive environments to feel, think, question and share sensitive, sensitive or difficult issues. Working in the creative mode can encourage new responses to familiar or unfamiliar feelings, ideas, movements, concepts or situations.

However, it isn't a matter of anything goes. The pedagogy that we use is critical as well as creative. It keeps a check on power relations and social norms and works to understand and transform how these power relations, norms and inequalities play out (e.g. how gender, sexual or racialized stereotypes are reinforced, questioned or challenged).

For more on what it means to 'be creative' see www.agendaonline.co.uk/be-creative



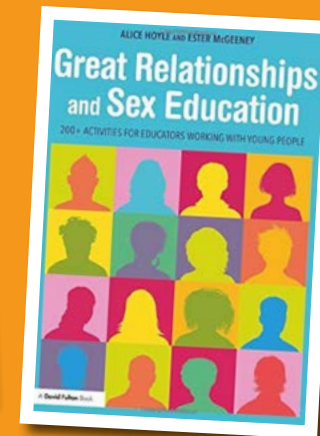
Whilst there is a wealth of international research on RSE, very little is known about how RSE is delivered in Welsh schools, in particular in primary and special schools. There is a lack of research internationally about teacher training in relation to RSE (Renold and McGeeney 2017).

Summary of the RSE professional learning programme

- 1 Re-imagining RSE:** Two day workshop for teachers to introduce the eight core principles underpinning the forthcoming statutory RSE in Wales through a series of creative and interactive activities, including: fielding fears and building confidence; over-turning assumptions with research crush cards; mapping current and future practices with UNESCO; making voice matter with creative and critical pedagogy.
- 2 Conducting a creative audit:** Teachers have between 6-8 weeks to carry out a creative RSE audit mapping the views and needs of young people, staff, governors and parents.
- 3 Darta Cwrdd:** A day of teachers sharing and interacting with the darta collected from the creative audit; darta analysis; and next steps for further inquiry.
- 4 Making RSE Matter:** Teachers have between 10-16 weeks design and implement how they are attuning to and acting upon the learning from their creative audits (e.g. additional creative audits; policy development; participatory inquiry projects taking forward one core principle or theme).
- 5 Sharing and Supporting:** A day where teachers share the findings of their progress and critically reflect on their learning journey so far, including what further support they need and can offer each other.

*Teachers from the 2018/9 cohort supported and shared their practice with teachers from the 2019/2020 cohort.

Each workshop was underpinned by a selection of key readings which were distributed to each school two months before the programme began to give participants time to engage with the key debates about RSE and prepare for the initial workshop. Key readings included:



What is Darta?
Go to page 22 to find out

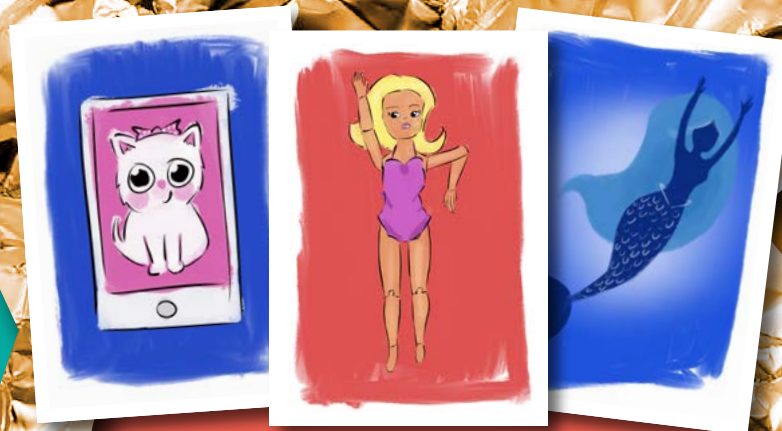


For further resources see the section, 'Becoming Resourceful'.

Core workshop activities

What Jars us about RSE?

Fielding fears and building confidence



Crush Cards

Towards relevant and developmentally appropriate RSE

Mapping with UNESCO

Towards holistic and inclusive RSE



What Jars us about RSE? Fielding fears and building confidence

RSE is a specialist area of the curriculum that addresses sensitive issues that can arouse feelings of anxiety, embarrassment and vulnerability among teachers, students and parents.



Without specialist training schools may either avoid covering sensitive or challenging topics altogether or provide RSE in a way that fails to adequately support and safeguard children and young people.

Addressing these issues head on, the Professional Learning Programme, invited participants to voice their own concerns about RSE using the 'What Jars you?' exercise.



Each teacher was given a jar and asked to write down on pieces of paper what 'jars' them about RSE in their schools. Each teacher stuffed the jars with their (anonymous) fears and concerns about RSE.

Meeting resistance

A key concern for teachers was how to engage the wider community of staff, learners and parents to support RSE provision. They expressed concern how to tackle staff resistance, increase confidence and find time to train and co-ordinate staff to ensure consistent high quality provision.

Meeting pupil needs

Another set of concerns were about how to develop an appropriate and meaningful RSE curriculum that meets pupils needs, especially those with additional needs.



Meeting discomfort

The third key theme in teachers' responses was about how to manage the embarrassment and discomfort of staff and pupils when teaching and learning about RSE.



The What Jars You? Activity proved popular with teacher-participants, not only as a way of enabling them to reflect and share their concerns about the new RSE curriculum but as a creative method for enabling children and young people in their schools to later share their views about RSE.

Jump to the end to read their **reflections** on some of these early anxieties.

Crush Cards

Towards relevant and developmentally appropriate RSE

Research Matters

There is a big gap between children and young people's lived experiences and the content of the RSE curriculum. Research shows that RSE often fails to address children and young people's questions and concerns and that many children struggle to find themselves and their experiences reflected in the RSE curriculum. To address this gap we created the CRUSH CARDS that can be used with teachers, and can be adapted for use with children and young people.

Participants took part in a card sort activity that was designed specifically for the workshop to bring children and young people's experiences of relationships, gender and sexualities to the forefront and to challenge and overturn teachers' assumptions about children's lives and experiences.

Outing our categories

The Crush Cards contain a bold image on one side such as a wedding dress, a pair of lips, a tampon or a gun. Participants work in groups and are asked to sort the cards into categories. Unlike in most card sort activities (a technique commonly used in RSE) participants are not given the categories but asked to create their own. This enables participants to explore whatever themes are important to them and to set the pace and tone of the discussion. Participants repeat this exercise three times, creating new categories each time.



Over-turning our expectations

In the final part of the activity participants turn the cards over to reveal a case study on the back of each card. Each case study is drawn from research with children and young people and offers a snapshot into their lives. The images are related to the case studies, but sometimes in unexpected ways. For example, on the back of a card containing an image of a white wedding dress is the story of 13 year old Nazera and her views on intimacy before marriage, dating, her decision to wear the hijab and her admiration of the non-binary singer Sam Smith. On the back of an image of pair of red lips is the account of five year old Matilda's experience of kiss chase in the school playground and behind the image of the tampon is 17 year old Indiah's story of having sex with a partner whilst on her period.

Teachers commented on the value of these case studies for bringing children's experiences into the classroom and offering a fresh perspective on familiar RSE topics such as internet safety and sexual health. Instead of trying to fix a 'problem' or offer a moral stance on an issue, these case studies open up opportunities to discuss situations that children and young people may experience in their relationships and everyday lives and expand what counts as RSE.

Crush Cards (continued)

Crushing age-appropriateness

With our second cohort, we extended the CRUSH activities by inviting participants to choose one of the crush-stories and use the Brook Traffic Light Tool to explore the story. This is a tool that helps professionals working with children and young people to understand what healthy sexual development looks like. The tool lists red, amber and green sexual behaviours for children of all ages to help professionals identify, understand and respond to children and young people's sexual behaviours.

At the professional learning programme we asked teachers to identify any red, amber or green behaviours in the stories. This generated discussion on how we come to know what is age or developmentally appropriate as we explored the following questions:

How do notions of childhood innocence shape notions of age or developmental appropriateness?

How might reflecting on social, cultural and historical dimensions of experience help?

Does the CRUSH-story you selected complicate the way the Traffic Light Tool-kit has coded the behaviour in the story as green, amber or red?

Developmentally appropriate pedagogy is being responsive and flexible to the issues that may arise when curriculum content creates an interactive platform that welcomes children's own curiosity and knowledge (Renold and McGeeney 2017, p.62).

"Relevant and developmentally appropriate RSE ensures that all RSE provision recognises and responds to learners' own capacities and needs. It will not assume, but attune to and build upon learners' evolving knowledge and experience"

(Welsh Government 2020, p.40)

Teacher comments

Developmentally appropriate RSE...

IS...
inclusive and
accessible

IS NOT...
one size
fits all

IS...
fluid

IS NOT...
a linear
approach

IS...
building a
relationship with
the children
in your care

IS NOT...
easy to
get right

IS...
thinking about
what is important
to and for our
children

IS NOT...
age
specific

Mapping with UNESCO

Towards holistic and inclusive RSE

During the workshop participants were introduced to the eight key concepts for RSE as set out by UNESCO (2018) in their revised guidance on RSE.



These have now been consolidated in the new RSE curriculum for Wales as:

- 1 **Rights and Equity**
- 2 **Relationships**
- 3 **Sex, Gender and Sexuality**
- 4 **Bodies and Body image**
- 5 **Sexual Health and Well-being**
- 6 **Violence, Safety and Support**

UNESCO provides a set of learning objectives for each age category (5-8, 9-12, 12-15, 15-18+)

Teachers were asked to map current practice at their school across the thematic areas and across the curriculum.



A strength of this activity is that it enabled teachers to expand their understanding of RSE and to think holistically about RSE as an inter-disciplinary subject. It also helped teachers to identify strengths and gaps in current practice.

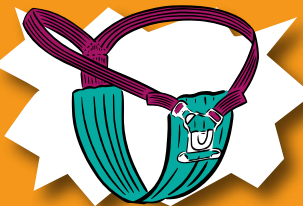
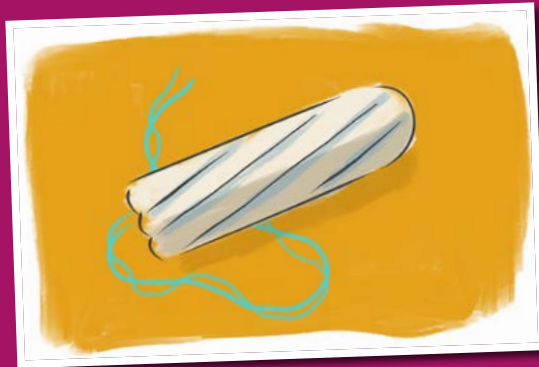
In discussion, teachers reflected that they are covering **Relationships** well and some teachers were able to map this across the curriculum. One teacher commented that relationship diversity is visible in the curriculum for each year group. E.g. in French pupils look at the family tree, in geography pupils look at equal marriage as an indicator of development, in Spanish pupils look at the history of Lorca and study his texts and in media studies they analyse magazine covers that include gay couples.

Another strength of the UNESCO framework is that it helped teachers to expand their understanding of Relationships and identify gaps within their provision, such as long term commitments and parenting, or inclusion and respect.

Mapping with UNESCO (continued)

A holistic and inclusive approach to menstruation

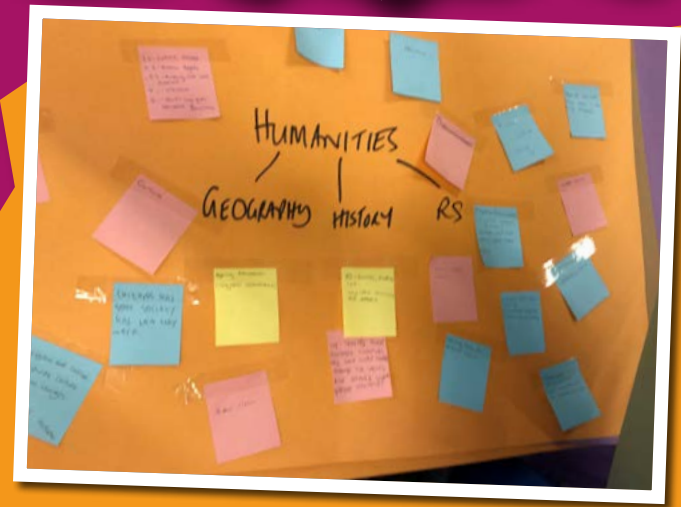
A personal skills-based lesson on menstruating bodies can be explored in relation to the human body's changing medical, cultural and social historical journey (e.g. rites and rituals of menstruation or sanitary product inventions through the ages).



What is a Hoosier sanitary belt?
www.mum.org/hoosier.htm

They could be explored through economics and geography (e.g. the tampon tax, or the un/availability of sanitary products across the world). Doing so, might enable a rich discussion of gender equity and rights, provide some deeper understanding of why shame and stigma endure for many girls and women, and what people, including children and young people, are doing to address this.

A holistic RSE curriculum offers an inter-disciplinary curriculum for learning and experience. Shifting away from segregated or single issue based curriculum programmes (e.g. lessons on 'pornography', 'consent', 'gender identity'), a holistic RSE is characterized by its capacity to integrate these issues with reference to how they connect with each other (e.g. the biological, cultural, economic, historical, political, psychological, social and digital domains). (Renold and McGeeney 2017, 53).



Taking the mapping exercise back to school

Several teachers repeated this exercise with staff and pupils, using it as a way of mapping practice whilst also introducing their schools to the expanded definition of RSE as a holistic and cross-curricular area of learning.

One teacher created images for each of the UNESCO topics to enable younger children to engage in the exercise. As further discussed below this has enabled schools to start to consider key areas where there are gaps in the RSE curriculum, providing useful starting points for creating a new curriculum.

For teachers who felt overwhelmed by the task of creating a new curriculum the UNESCO framework has proved useful as a way of focussing activity around one key concept, with a view to building capacity across other areas in the future.

The creative audit: towards a co-produced and empowering RSE

The creative audit is a tool that enables teachers to co-produce the RSE curriculum. It offers teachers a template that they can adapt and use to engage children, young people and staff in creative activities designed to help share their views and experiences of RSE. Teachers are encouraged to work with pupils and colleagues to create darta*, to analyse it and to find creative ways of sharing the experiences that it captures across the school and the wider community and to use these experiences as the starting point for designing their RSE curriculum.

Audit (noun)

From the Latin *auditus*:
a hearing, a listening, to perceive

Why a creative audit?

Creative methods can support you to create safe and inclusive environments where all children and young people are listened to. By using a wide range of expression you can create spaces for children to feel, think, question, and share sensitive or difficult issues, without revealing to much of themselves.

As a tool it is grounded in article 12 of the UNCRC and the core principles for RSE as set out by Welsh Government (2020).

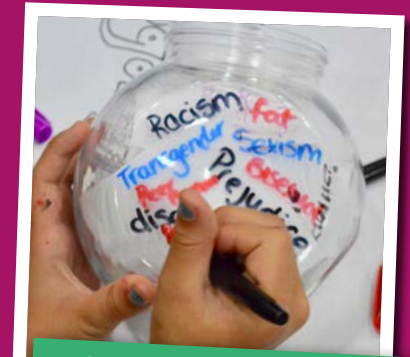
ARTICLE 12: You have the right to say what you think in all matters affecting you and for your views to be taken seriously

WHAT IS DARTA?
Generating views and experiences
using arts-based methods
Data + Creativity = DARTA

* Darta refers to data that are created using arts-based methods. It is a concept that helps teachers think differently about 'data', which is usually understood as referring to statistical data, or to qualitative data that is only discursive – containing words and quotes rather than objects and materials that capture experience through engaging in creative activities (see **Renold** 2018)

Making Darta

The creative audit was central to the professional learning programme design. It enabled teachers to apply the learning from the initial workshops and to find out more about RSE in their schools. At the initial workshop teachers were given time and support to design their creative audits. The programme design meant that teachers were able to try out some creative methods and approaches as part of the initial workshop, before having the opportunity to adapt these and put them into practice in their schools.



What JARS you about RSE in your school?

Run(a)way ideas for a rights-respecting school

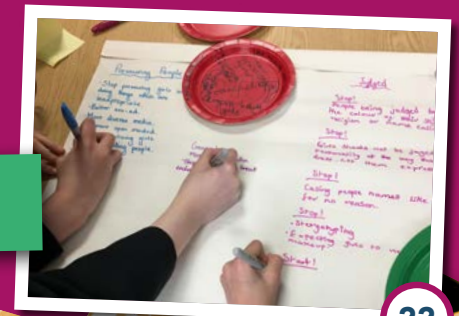


Many of the teachers used activities from the initial workshop (e.g. **RSE Runway; Stop/start plates; Jars**), although others also designed their own or adapted activities to meet the learning needs of their pupils. Most teachers also engaged staff in their creative audits, with some also reaching out to parents and governors.

Some teachers reported feeling initially apprehensive about doing a creative audit at their school and overwhelmed by the task of building a new RSE curriculum, or adapting their existing programme of work.

Sharing ideas and darta with teachers and workshop facilitators gave many a confidence boost and on-going support.

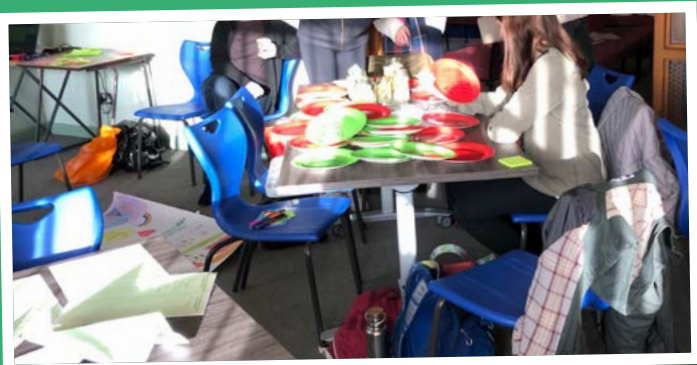
What needs to stop or start to make RSE better in your school?



The creative audit (continued)

Sharing Darta

Two follow on workshops gave teachers the opportunity to share their darta and their analysis of the findings from their creative audits. Time was also given for teachers to develop their own co-produced RSE Parti projects (participatory inquiry projects) which would take forward the findings from their creative audit and develop one or more of the 8 thematic areas from the UNESCO (2018) guidance.



These 'follow on' workshops provided the opportunity for teachers to share and discuss any concerns or difficulties arising from their projects with each other and with the workshop facilitators. Teachers were able to gather ideas for resources, activities and approaches that they could use and adapt in their schools. See the Teachers' **Run(a)way Reflections** for a summary of teachers' views about their learning journey.



Turning darta into dartafacts: making article 12 come to life!

In the workshops teachers were encouraged to consider what's doable about who and how they want to share the findings of their creative audit with. The aim here is to provide an environment where the whole school and wider community can interact, learn together, ask questions.

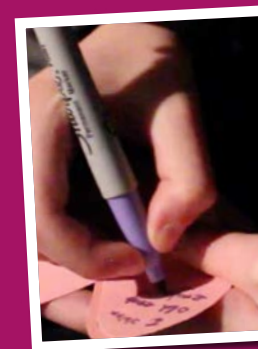
Some teachers used the darta at an INSET day to inform teachers and governors about what children and young people were learning about and/or wanted the school to provide on RSE topics.

One teacher created a film about what they had implemented from their creative audit. The film not only shared how the school is listening, responding and acting upon children and young people's views, it also operated as a catalyst for further creative audits with different year groups.

Darta become Dartafacts when they leave the environment they were created in and are reassembled in new ways for new audiences to interact with.

Another teacher adapted the JARS activity. She invited 120 Year 7 students to privately and anonymously post in their RSE JARS what they would LOVE to learn about in their RSE lessons.

The LOVE-RSE hearts included almost every aspect of the new RSE, from one word statements such as "RELATIONSHIPS", "BABIES", "LGBTQ" and "EMOTIONAL ABUSE and PUBERTY" to longer descriptions, "I would love to learn about different genders and why people feel like they are different to others", "I think it's important to learn about sexual stuff to keep us safe", "I want to learn about how to get a girlfriend".



DARTA

DARTAFACT

The creative audit (continued)

WHAT, IF AND HOW?

One teacher created a display based upon their collection of primary school children's views (age 10-11) on the suggested WHAT, IF and HOW activities from the creative audit workshop.

WHAT

RSE issues have
you learned about?

"Sex organs
and sex"

"I have learn that
people's body
image changes
through the years"

"I know your body changes
how babies are made. Also the
three main topics of gender
and how some people are
transgender. Also some people
can be born with female sex
organs and male sex organs"

"I know what gay means because
I live with someone who is gay
and I respect it. I don't joke
about it like people do"

HOW

did you learn
about RSE?

"I have learnt from my mother, films and
the school nurse. My mother tells me
about pregnancy and you don't have
your period (then)."

"the films like Twilight have sex in it
and that's how I know. The nurse told
me about puberty"

"I learnt about
these things from
my sisters"

"with films and TV
programmes like
F.R.I.E.N.D.S."

"I found out young and when I shouldn't
of. But I have also had some lessons in
school. My mum gave me a book about
everything that is changing for me.
We also watched a film in school"

IF

you could design your school's
RSE, what things would you stop
or start? What would you want to
know more or less about?

"I think people should talk about
gender and what the sex organs
can do in Year 5, periods and
puberty in Year 6 and how babies
are made in Year 9"

"I would like
to know more
about sex"

"If I got taught in a
younger age, I think we
would be immature"

"What if I did not learn
about it, I would not
have a clue about it!"

"Could you teach
us how to put a
condom on"



"Ask questions that are
a bit embarrassing and
I will like an answer"

"Transgender"



Teacher reflections

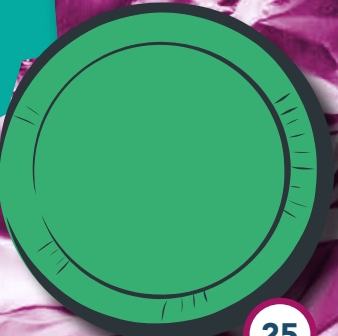
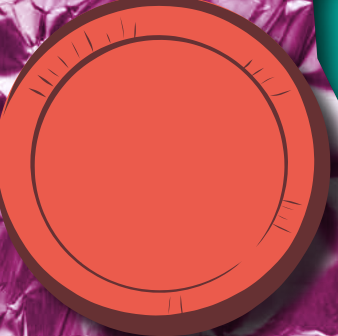
At the end of the six month programme, teachers are invited to participate in a series of creative activities that allow them to reflect upon their learning journey. This section shares some of their thoughts and experiences.



In summary, the professional learning programme increased teachers confidence to prepare for the new RSE curriculum throughout their schools. This was a shift from the beginning of the programme when teachers felt concerned about potential embarrassment and resistance they may experience from staff, parents and pupils to the changes that were coming.

The creative audit provided teachers with an opportunity to put the learning from the initial workshop into practice and to receive expert support in designing and delivering a programme of work in their schools, as well as the opportunity to share practice with others.

Teachers valued the flexibility of the programme, the level of support from the facilitators during and in-between workshops and the opportunity to learn about and share best practice and experiment with new ways of working with a more holistic and co-produced curriculum.





FEEDBACK RUNWAY

Teachers were invited to think up their own questions to answer. Our only steer was that each question should allow them to anonymously share and evaluate their learning journey.

What was your favourite part?

- "The group was a safe space. I always felt comfortable talking and sharing views"
- "Seeing what others had done have done and being inspired"
- "The audits! Conducting the audit and it going well. Empowering!"
- "Hearing about others' audits and seeing the darta"

How has/will the course made a difference?

- "Inspiring and empowering. Ready to make changes"
- "Forces a whirlwind of ideas, thoughts and processes that would have been lower on priority list"
- "I feel well-informed and able to lead RSE in my school"

What would you do differently?

- "Meet with pupils more and get parents involved in the audit earlier"
- "The old toolkits just don't work anymore. Bin them."
- "Make more time and prioritise the RSE inquiry."

What advice would you give to someone starting the programme?

- "Be open to ideas and share. Listen to your learners"
- "Do what is right for your school. Get inspiration form others in the group, but don't compare what you have done/not done"
- "Have a subject lead. Meet with your senior leadership team first"

What was your least favourite part?

- Time! "Lack of it!"
- "Presenting our findings"
- "Time restraints"

What support do you need to move on?

- "Resources"
- "Support from SLT, governors and class teams"
- "Mapping across the curriculum"

What do we have now that we didn't have before?

- "Buckets of confidence and a vision"
- "A way forward, ideas, guidance and correct documentation"
- "A support group and network - collaboration"

Other

- "Thank you for giving us so much time, resources and support. I feel confident learning RSE in my school"
- "Thank you! I didn't know I was so interested and passionate about RSE and its potential"
- "I am so grateful for being part of this training – it is inspirational and achievable. THANK YOU!"

STOP, START and CONTINUE

We also asked teachers to write what they would like to **STOP** (red plate), **START** (green plate) and **CONTINUE** (purple plate) in relation to how they were now approaching RSE in their school.

STOP
looking for easy
fixes and toolkits.
There aren't any
made just
for you!

CONTINUE
to develop and
update a suitable
bank of resources
and share good
practice with
others

START
thinking
cross-curricular:
topics, themes,
holistic

STOP
assuming
I know what
students want to
learn / know

START
engaging
pupils in the
delivery and
planning
of RSE

CONTINUE
making it
relevant
and mean
something

START
collecting
more data

STOP
being
concerned
about parent
backlash

CONTINUE
listening to
pupils on an individual
level to ensure that
RSE is 'fluid' in relation
to their changing
needs.

START
developing
staff confidence
and consistent
delivery on a
whole school
level

STOP the
formality of
a lesson – room
to breathe and
laugh encourages
confidence

STOP
teaching RSE
as a singular,
discrete lesson

CONTINUE
creative methods
of learning about
RSE and researching
holistic RSE in
my setting

START
looking
deeper into
RSE and gaining
understanding from
a child's point
of view

STOP
trying to change
everything
at once

CONTINUE
to believe that
ALL staff will
get on board
with RSE

START
being proactive
in developing
ideas to use
creatively

OUR UNICORN MOMENT

We asked teachers to write down one moment that had previously been unthinkable or undoable before they participated in the professional development programme.

How engaged and positive pupils responses would be.

Collecting data!
Staff Support!

Developing a ALN saw with other ALN professionals

Talking seriously to a fellow group of professionals about RSE in my school - presenting this made me appreciate the progress made even more.

I never thought... the pupils would enjoy as much as they would!

Positive reactions of both pupils & parents about content so far.

Begun to envisage the shape of RSE for the future

CUSHIONING COMMENTS FOR FUTURE COHORTS

Finally, we asked teachers to write on reflective strips one message that they wanted to share with the next cohort of teachers participating in the professional learning programme that would support their journey. Using velcro each strip will be attached to a cushion and will greet the new cohort as they take their seats for the 2020/21 professional development programme.



Section

4

INSIDE
OUT



BRANCHING
OUT



Starting Out: school case studies

SHAKING
THINGS
UP

RSE

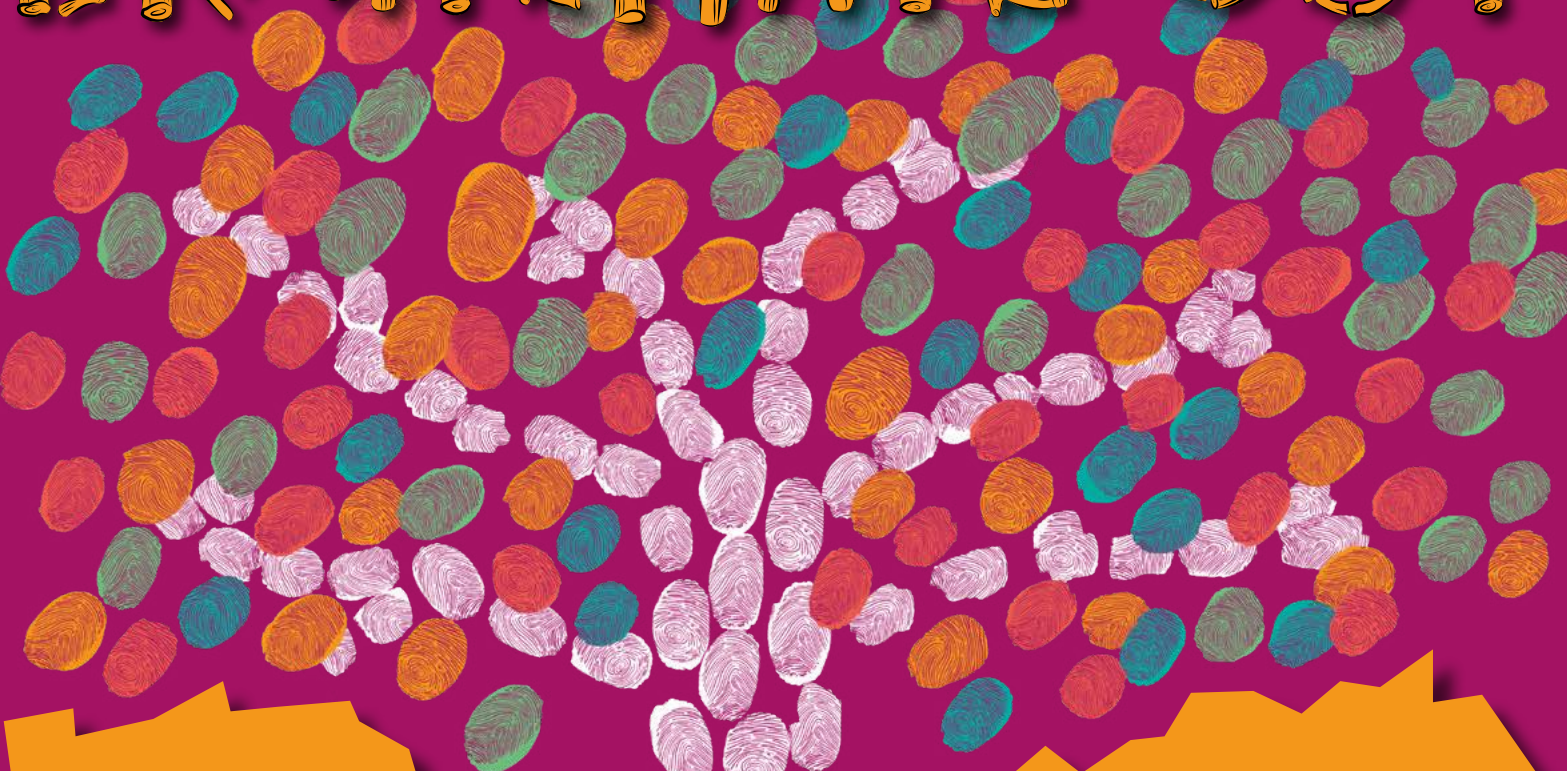
HEARTS
+ MINDS



CANVASSING
VOICE



BRANCHING OUT



Starting out

I'm a foundation phase teacher in a Welsh primary school with approximately 180 pupils from Nursery age to Year 6. The school was established within the last decade in response to the increasing demand for Welsh-medium education.

Our junior department is still relatively small but our infant department continues to grow on a yearly basis with 30 children currently in our reception class. Two years ago I was appointed as Healthy Schools Coordinator and at the last minute our head teacher nominated me to come on the professional RSE learning programme.

School

Primary school
(Welsh Medium).

Creative audit participants

18 children (Years 5 and 6), 15 staff.

Creative audit activities

STOP/ START plates;
UNESCO image mapping.

Making RSE Matter

Everybody is different;
Fingerprint tree;
Wiring our Bodies;
Moving with our Feelings.

RSE themes

Bodies and Body image;
Rights and Equity;
Relationships;
Sex, Gender and Sexuality;
Violence, Safety and Support.

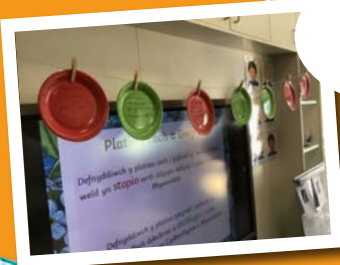
RSE principles

Creative; Co-produced;
Empowering; Inclusive;
Protective and Preventative;
Relevant and developmentally appropriate.

My creative audit with teachers

I started by doing a creative audit with staff at my school. I had 45 minutes to work with all staff as part of an INSET session. I used the CRUSH cards as a way of opening up conversations about RSE. This led to staff talking about their own experiences of RSE and how they learnt about sexuality and relationships.

When I talked about the changes to the RSE curriculum staff were very supportive.



They felt that they had received very little RSE at school when they were younger and could see the need for positive change in Wales.

Next we used the **UNESCO themes** to map what RSE is currently being delivered at our school but we ran out of time.

Bringing everybody together to share what we are all doing was useful, because it has helped us realise how much RSE we are already doing embedded within the different areas of learning.

Finally I asked staff to use red and green plates to write down practices they wanted to stop and start for future RSE provision within the school.

Children's Creative Audit (Part 1): breaking the ice and exploring RSE themes

Next I worked with 18 children from Years 5 and 6. I didn't know the children very well and have never taught this age group before so I decided to start by doing some creative activities centred around some RSE themes.

I took the children off timetable for the day and used some of the Primary AGENDA activities to explore themes of feelings, bodies and emotions, diversity and difference.

I wanted to break the ice, have some fun and get to know the children, before diving in and asking them about their experiences and opinions about RSE curriculum.





Difference and Diversity

We started by watching the youtube videos **"Everyone Is Different"** by Lanny Sherwin and **'This is me'** by The Greatest Showman Cast. This was followed by the Fingerprint tree activity. We drew a tree and then filled the trunk and branches with our fingerprints. We used a magnifying glass to look at our fingerprints in detail and talked about the fact that we are all similar but unique. We made notes around the tree about things that are similar and different between us in our group.



Wiring our bodies

This activity was adapted from the Primary AGENDA resource Wyred Bodies (see www.agendaonline.co.uk/everybody-matters).

We each made a pipe cleaner body and then talked about how we would take care of them. We made a list of what you need to do to keep yourself and others safe and then for the rest of the day the children looked after their 'bodies'. They took this really seriously. One child made a blanket to keep their body warm when they went outside.



Moving with our feelings

The children moved their bodies to two songs - one sad song (*Bridge over Troubled Water* by Artists for Grenfell) and one happy song (*Happy* by Pharrell Williams) and then talked about how they felt. We used some sentence starters to encourage children to talk about their own bodies and feelings - I feel good in my body when... I feel bad in my body when... Then they split into two groups and each drew a body outline to show how they had been feeling - one sad body, one happy. They swapped 'bodies' and annotated them, writing their feelings and experiences in and around the body.

STOP / START plates

Finally we moved on to having a discussion about RSE. We used the red and green plates to talk about what the children liked and didn't like about RSE. It was difficult because they didn't know much about what RSE is and so weren't able to give very much feedback.



I didn't think that the children would open up to me in the first session because I don't usually teach them, but they really did. They loved the activities and the discussions and told me that they wanted to do more.

Children's creative audit (Part 2): mapping RSE at our school

In the second session we had more of a focus on mapping and evaluating RSE at our school. I asked children to share their thoughts and feelings on 10 topics from within the UNESCO themes, using a set of images developed by one of the teachers on the professional learning programme. It was really helpful to have the images as prompts for each of the topics, particularly as they showed diverse relationships and communities. This helped the children to be inclusive in their discussions from the start. For each topic I asked the children to use two different coloured post-it notes to map what they already know about the topic (e.g. families) and what they would like to know about the topic.

From this I learnt that the children at our school would like to know everything! Some of the topics they said they wanted to know more about were: different types of families, different kinds of relationships - including multi-faith and multi-racial relationships, relationships with disabled people, being friends with someone who's different to you, two women / two men loving each other, how disabled relationships work, sexuality, sex, babies, people of different shapes and sizes and body image. They also said that they wanted to learn about these things more than once in primary school and for talk about sex and body parts to become more normalised and less taboo.



Key creative audit findings – children

- 1 All children wanted to know more about all RSE topics.**
- 2 Children's current level of knowledge and understanding is uneven.**
- 3 Children were keen to share and to learn from their peers in open discussions.**

The creative audit made it clear that the children at our school are keen to engage in RSE and want to share and learn from their peers in open discussions.

**I learnt that the children know a lot already but they want to know much more!
I also realised that not everything they know is correct and it is clear that some children know much more than others.**

There was a particular child within the class that already had a lot of knowledge about sex and relationships. She openly spoke about her feelings on different types of relationships and whilst many of the other children said that they understood what was being said I wasn't sure that they did. It's clear that we need to create a level playing field so that all children are provided with the same knowledge to support their understanding.

What's next?

We are currently in the process of writing a new RSE policy for our school. Once this is complete we will make RSE compulsory, with no parental opt-out from September onwards. We will be letting parents know and offering them an open evening to discuss any questions or concerns that they may have.

I'm also going to work with the teachers to map what we are currently delivering across the new six RSE themes that were recently announced by the Welsh Government.

Once we've taken stock of what we are currently doing we will plan a way forward for our school.



Starting out

We are a special school for young people aged 3-19 and have around 200 children and young people on roll. Two years ago two senior members of staff at our school attended the RSE professional learning programme. At that time we were delivering RSE (or SRE as we used to call it) using materials from the local health board, embedded within our PSE curriculum. As senior leaders we had responsibility for wellbeing and overseeing RSE at our school, but delivered very little RSE ourselves.

School

Special School
(age 3-19).

Creative audit participants

29 young people
(age 7-19), 20 teachers,
80 teaching assistants.

Creative audit activities

CRUSH cards; What
Jars Us?; Multi-Media
Pupil Voice.

Making RSE Matter

UNCRC Canvases;
Relationship Rocks;
RSE Mondays.

RSE themes

Sex, gender and
sexuality; Sexual
health and well-being;
Relationships; Rights
and Equity; Violence,
support and safety.

RSE principles

Creative, co-produced;
empowering;
inclusive; relevant
and developmentally
appropriate; rights-
based; protective and
preventative.

Our creative audit

Staff Jars and Crush Cards

We started our creative audit by working with our whole staff team to complete a staff audit. We are a large staff team of 100 people so we worked in small groups using the CRUSH cards to get people talking about different RSE themes. Next we asked them to think about what 'jars' them about RSE.

We gathered all the 'jar' responses on post-its and found that the main themes were:

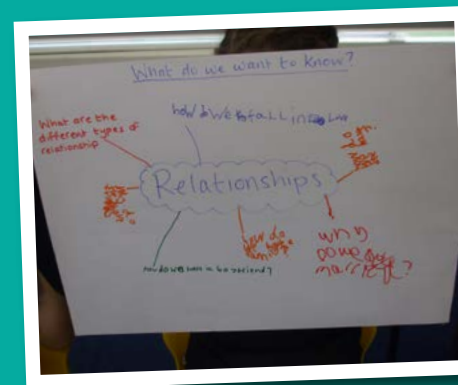
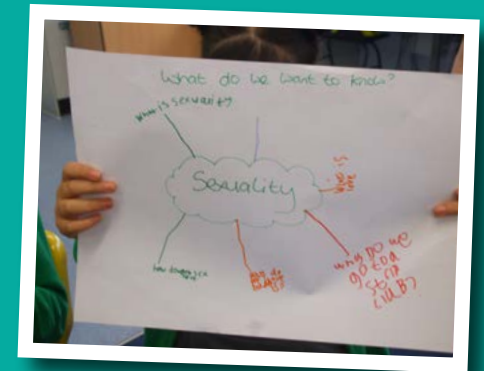


Capturing Pupil Voice: sound, pictures, mind-maps and an e-book

Initially three different age groups (KS2/3, KS3, KS4/post 16) of young people participated in the creative audit with the support of their class teachers and teaching assistants.

In each class we used questions about relationships and sexuality to open up a discussion and to find out what young people already know and what they are curious about.

With each group we used different questions and different methods to capture young people's responses, depending on the age and ability of the group. In the KS2/3 class, we asked young people questions about friendships and audio recorded their responses. The group then worked together to choose pictures and create an e-book that showcases the questions and their responses.



For the KS3 class young people created mindmaps about Relationships and Sexuality to find out what they already know about relationships and sexuality and what they would like to know. In the KS4 and Post 16 class we asked questions about what Relationships and Sexuality mean to young people, what they know and would like to know and how they would like to learn in RSE. Young people wrote their responses on post-it notes.

RSE questions from our S4 / post 16 learners



WHAT

What does relationships and sexuality mean?

'Sexuality means your sexual preference. If you are attracted to the same sex as you or a different sex'

'You can have lots of different relationships with different people like friends, family, co-workers, teachers, boyfriends and husbands. Most are not sexual relationships but some are'

What do you find difficult when learning about relationships and sexuality in class?

'I don't find it difficult; I help other people in class'

'I find it difficult to understand some words'

'I sometimes find it hard because of finding my own sexuality'

What do you already know about relationships and sexuality?

'I know that sexuality can be described as fixed or fluid'

'I know lots about internalised homophobia- this is when a gay man is homophobic to hide his own gay sexuality'

HOW

How can we improve the teaching of relationships and sexuality in our class?

'I think it needs to be spoken about more'

'Give advice on how to stay safe'

IF

What do you want to find out about relationships and sexuality?

'What percentage of the world know their sexuality from a young age, maybe before 10?'

'Why was being gay a problem in the past?'

Towards a needs-led, developmentally appropriate RSE

From doing this exercise we learnt that there is a wide variation in young people's knowledge and understanding about RSE.

At KS2/3 we found that young people have a basic level of understanding about friendships and that they require a high level of support to explore this and articulate their views. In the KS4 and Post 16 class however we found that there was already lots of good RSE practice going on. This was reflected in the fact that the group were able to give mature answers to the questions they explored about relationships and sexuality. Their responses - recorded anonymously on post-it notes - showed a clear understanding of terminology and a high level of skill within our school context.

From doing the creative audit we realised that whilst many areas of the relationships curriculum are currently included through PSE, sexuality is not well covered.

In the KS3 class for example we found that young people had lots of questions about relationships and sexuality, in particular about reproduction, bodies and sex, but not much knowledge.

In this group in particular we noticed there was a high level of variation in young people's level of understanding, need and ability when it comes to doing RSE.

This degree of variation has led us to question whether it is appropriate for us to be grouping young people by age when delivering RSE.

Starting small

After the initial creative audit we decided to continue working with a small number of individual teachers and their class groups.

We tried out new activities and lesson plans, whilst at the same time continuing to create 'darta' and listen to young people to inform future changes.

Relationship rocks

Each person had a box with a piece of material stretched over. They were asked to place rocks on the material to show the pressures on relationships and take them away to show how positive actions can relieve pressures.

They also poked holes in the material using pencils to symbolise permanent damage and used water to wet the material as an example of an action that could weaken a relationship (make it wet) but that could be repaired (the material will dry).



UNCRC RSE Canvases

We wanted to embed the UN Rights of the Child across the RSE curriculum. To do this we worked with a group of 12 young people from key stage 3 and 4 and introduced them to the UNCRC. We had a discussion about our rights and talked about the meanings of each right.

Next we asked each young person to create a UNCRC canvas about one of the rights that they felt was important to them and that they would like to learn more about.

We used this to plan future lessons, and continue to introduce key 'hot spots' for young people through visual activities, using their rights as the vehicle to drive this. We are also using the UNCRC to structure school assemblies. Based on what young people said they wanted to learn more about in the UNCRC canvas project we decided to focus on the theme of 'safe and healthy'. We planned three lessons covering healthy and unhealthy relationships (see Relationship Rocks), safe sex (see Health Gloves) and online safety.



Health gloves

Young people looked at different types of contraception and were shown how to put on a condom. Next the group created 'health gloves' by drawing round their hands and writing the five main aspects of personal health: emotional, social, spiritual and intellectual on each finger and 'physical' on the thumb. They then looked at which aspect of their personal health a condom could protect against and cut off those that the condom couldn't protect against. They were left with only the thumb. They tried doing this with a latex glove and wearing the glove with all but one of the digits cut off.

As a class this prompted a discussion about the emotional, social, intellectual and spiritual consequences and outcomes of sex and helped us to explore more holistically what makes sex safe or unsafe.

Building our RSE provision

Affirmative, trauma informed RSE

Several of the young people at our school have experienced sexual abuse. Some are non-verbal and autistic. Whilst doing the creative audit we realised that we need to further understand what strategies and resources to use to include these young people in RSE in a way that is safe and affirmative for all those involved. We recognised that there was a gap in terms of resources and expertise here and that we would need to get further specialist training. Two members of staff have attended specialist training and have been taking a lead on working with small groups of young people.

Working with stage not age

We have since set up an RSE Monday group where young people are taken out of class to do targeted RSE work. This has allowed us to experiment with grouping young people by ability and need, rather than by age, and allowing us to use methods and content that is developmentally appropriate to all those in the group. Increasingly we are building a bank of good resources and teaching materials for delivering RSE.

What's next?

Towards a whole-school approach

Throughout this process we have learnt a lot about how RSE is delivered in our school and where the gaps are. Our approach so far has been to work with a small number of around 6 teachers in the school who have particular skills or interest in delivering RSE. This has enabled us to develop capacity within the staff team and learn about special skills and expertise that staff members have.

We are currently moving towards a whole school approach to RSE and recognise that we need to train all teachers and teaching assistants so that they have the confidence and capacity to facilitate RSE in class time.

We are learning that a high level skill is required when teaching RSE to young people with ASD and complex ALN. Through the work with young people in the creative audit we also realised that some staff need further training around terminology and inclusivity as we noticed that when staff were helping young people to record their responses they were not always understanding and recording their responses in an inclusive way.

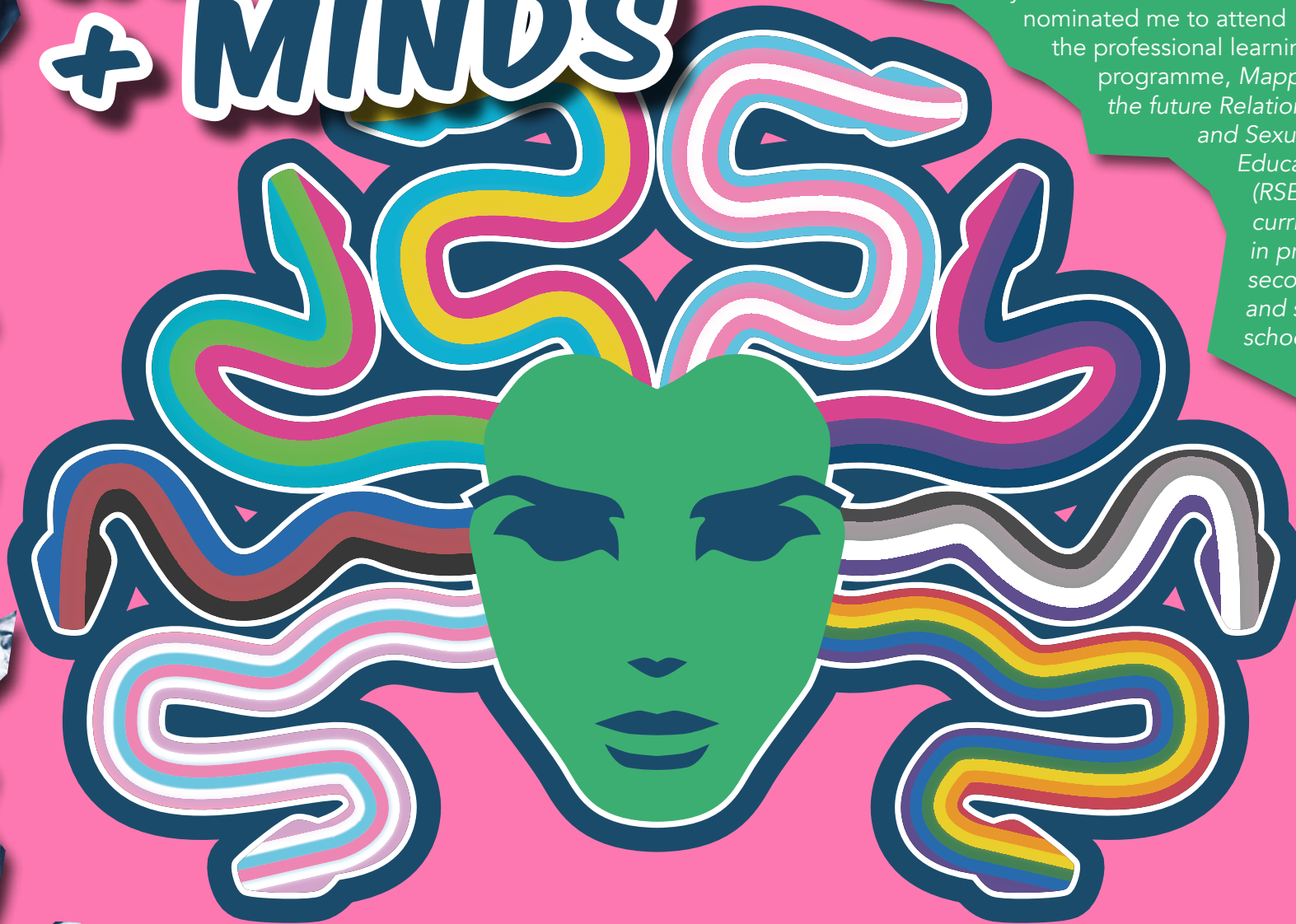
It is difficult to find time for whole staff RSE training as we - like all special schools - have packed training calendars and RSE has to compete with other priorities. Moving forwards RSE will need to be planned for in the School Improvement Plan and events will need to be entered into the calendar in advance.

Updating our RSE policy

Our RSE policy is long out of date and needs updating. We are going to use this as an opportunity to talk about RSE and the forthcoming changes across the school community. First we have a twilight session with staff to go through the work that we have been doing so far and draft a new policy. Next we will involve children and parents in a similar process. We see this as an opportunity to involve people across our school community and share the work we have been doing.



HEARTS + MINDS



Starting out

I'm a Maths teacher at a comprehensive secondary school in the South Wales valleys. I've had responsibility for PSHE at our school for about seven years. In 2018 our Head teacher nominated me to attend the professional learning programme, *Mapping the future Relationships and Sexuality Education (RSE) curriculum in primary, secondary and special schools.*

School

Secondary school.

Creative audit participants

82 young people (Years 7, 8, 9, 10 and 11).

Creative audit activities

What Jars You?, STOP / START plates, Runway for Change, Call out Cards.

Making RSE Matter

LGBTQ+ art group; health and wellbeing ambassador training; holistic RSE through the expressive arts; creating an RSE leaflet for parents.

RSE themes

Bodies and Body image; Sex, Gender and Sexuality; Relationships; Rights and Equity.

RSE principles

Creative; co-produced; empowering; holistic; inclusive; protective; relevant and developmentally appropriate; rights and gender equity based.

Doing the creative audit

My first task was to carry out a creative audit at our school to find out young people's views on their RSE provision. I started out by working with two small groups of young people from years 10 and 11.



I wanted to work with some of the more vulnerable learners who I thought would benefit most from the opportunity to come together and talk about RSE.

I wanted to give them the opportunity to share their experiences of gender, sexuality, relationships and mental health and to use these experiences to inform the new curriculum.

I met for an hour with each group and I used the What Jars You?, Runway and STOP / START plates activities to open up conversations about RSE at our school. What I found was that what young people wanted to talk about wasn't really the RSE curriculum but their experiences of bullying and poor mental health. I was distressed to find out how undervalued young people felt by staff and the ignorance and the discrimination around gender and sexuality that they experienced across the school.

The group were really engaged in the discussion but one hour wasn't enough! Some of the young people left upset as there wasn't enough time to finish the conversations or work through some of the issues that the session had brought up.

After the session one young person went home and wrote me a letter about his experiences of coming out as gay and how he wanted things to be different for other LGBTQ+ young people at our school.

My next step was to find out more about the RSE curriculum. I met with a group of 15 young people in year ten and eleven to explore what they were learning and what they wanted from the new RSE curriculum. This became my first RSE group. We used the CRUSH cards and sorted them into categories, which got the group talking about their experiences of RSE.

Next we created call out cards where young people wrote their opinions on RSE and how they would like to drive things forward at our school.

The creative audit made clear what I probably already knew - that there are big gaps between what we are teaching young people in the curriculum and what they already know and want to know.

Young people were critical of the overly biological approach that they feel we take to RSE. They said it sometimes feels like they are being taught about 'breeding' rather than human relationships and emotions.

They wanted to learn about the positive aspects of sex and relationships and to talk about things like intimacy.

They were clear that teachers need more training, especially with regards to LGBTQ+ lives and communities. They want teachers to be more aware of the issues that LGBTQ+ young people may face so that they can help ensure that in our school community people of all genders and sexualities can express themselves as they are and feel accepted.



Creative audit findings

Young people want...

- 1 the 'sex talks' to include more and for RSE to be more engaging, less childish and to focus on the positive aspects of a healthy sexual relationship.
- 2 more on different types of relationships.
- 3 RSE lessons to be less awkward and less biological, so not about 'breeding' but 'human relationships'.
- 4 not to be separated by gender in RSE lessons.
- 5 staff involved to be more open minded and happy to discuss the positive aspects of sex and sexual relationships, such as intimacy.
- 6 teacher training to be updated especially in regards to LGBTQ+.
- 7 They want people to be more aware of issues that LGBTQ+ young people may face.
- 7 to ensure that within our school environment, and within our communities, young people of all sexualities can express themselves the way they are, and feel accepted.

LGBTQ+ art group

A key finding from the creative audit was that young people felt that LGBTQ+ young people were not supported at our school. In response we have set up a new arts-based LGBTQ group.

The group is led by our artist in residence and includes over 12 LGBTQ+ young people and their allies across Years 8-11. The group has been running for 4 months and so far they have completed their first photography project with the school and the wider community. This included a series of images with faces painted with different LGBTQ+ flags.

The group have also begun supporting teachers to co-create an inclusive RSE curriculum by designing posters with LGBTQ+ facts. This activity was opened up to all Year 7s who each created a LOVE IS LOVE poster.



Inspired by the summer LOVE AGENDA conference at St Fagans (2020), the group are working towards an exhibition and digital story of its evolution on the theme LOVE* IS ... The project has involved some young people exploring love across the curriculum, drawing from its Ancient Greek origins (agápe, éros, philía, philautia, storgē, and xenia).

Other young people have been researching contemporary identities and expressions, as well as artists, political figures and equality and discrimination laws around the world.

Their research is informing their collective and individual art projects.

One student is making a Medusa head with 25 snakes each representing different genders and sexualities.

They chose this number to connect to the story behind St Dwynwen's Day on the 25th January (Welsh Valentine's Day). Dwywen allegedly turned her suitor into a block of ice after rejecting his sexual advances, and never married.



Health and wellbeing ambassadors

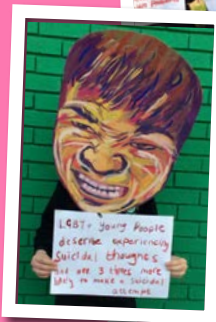
The creative audit made it clear that young people wanted things to change at our school. They took their ideas to the youth parliament who decided that they wanted to have health and wellbeing ambassadors at the school who could offer information and support to their peers. A group of 14 young people have just finished their training and are about to start their new role.

Doing Holistic RSE through the expressive arts



Our Safer Internet Day 2020 activities included pupils exploring all of the things that young people should be free to be when online with #freetobe posters.

Fusing our Big Head Project with expressionism themes for Children's Mental Health Week our students created a series of unnerving visual statements highlighting the mental health needs of young people.



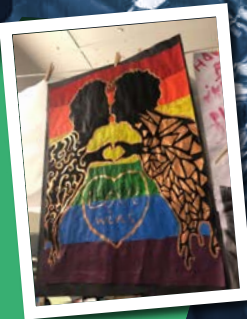
Facilitated by our artist in residence the expressive arts have been a really powerful way of bringing different areas of the curriculum together on a range of RSE issues.



For **British Science Week** our photography group made digitally manipulated images combining makeup/collage investigating the role of science and body image.

What's next?

Moving towards a whole school approach



Last summer I presented the findings from the creative audit to teachers at the Relationships and Sexuality Education conference at the All Wales Nation Centre. I also shared them with staff at our school as part of an INSET evening.

Responses from staff were mixed - some are very hopeful and supportive and others were resistant to some of the changes. We are working with this resistance slowly to try and create a culture shift across the whole school.

In March I'll be training the governors, sharing with them the work that we've been doing so far and we are already seeing the impact of whole school creative projects like "LOVE* IS ...".

Mapping RSE across the curriculum and more creative audits

The RSE group that we set up last year have either left school or are buried in their exams so we've set up a new group of 25 young people in years 10 and 11 who have volunteered to take part. We are going to map what RSE is currently happening across all areas of the curriculum and use more creative methods to capture their experiences and hopes for RSE. We are also going to be working with key stage 3 young people to design a leaflet for parents about the new RSE curriculum.

INSIDE

OUT

Starting out

Our primary school is in a valleys town with approximately 350 children on roll, from Nursery to year six including a KS2 learning support class for pupils with ASD. I am a teacher in the Learning Support Class for children with ASD. In 2017 I was also given the role of 'healthy schools officer' and completed the work involved in gain our Phase 3 Healthy Schools award. Our head teacher passed on information about the RSE professional learning programme and the creative audit which has become the focus for working towards phase 4 of the healthy school award.

School

Primary school, with specialist Autistic Spectrum Disorder (ASD) unit.

Creative audit participants

12 young people (Year 6), 33 members of staff.

Creative audit activities

What Jars You?; Mapping UNESCO key themes; Stop/Start plates; Diversity street; Learning walk.

Making RSE Matter

Inside Out; What Makes a Good Friend?

RSE themes

Relationships; Rights and Equity; Violence, Safety and Support.

RSE principles

Creative; Co-produced; Empowering; Inclusive; Empowering; Protective and Preventative; Relevant and developmentally appropriate; Rights and Gender Equity based.

My creative audit

Panic!

The first thing I did after coming back from the first two days of the professional learning programme was panic! I felt overwhelmed and confused by the task ahead. I had been given 1.5 hours to work with staff at my school at an inset day and a morning session with some year 6 children and I couldn't see how I was going to cover everything that I had learnt at the two training days. I contacted Emma and Ester who encouraged me to start small and focus on one of the UNESCO key concepts.

I felt overwhelmed and confused... so I started small and focused on one of the UNESCO concepts - relationships.

One concept at a time: Relationships

First I met with staff. I started the session using a range of clips from adverts and films to spark discussion and open up conversations around RSE themes.

In particular I focused on relationships, gender identity and gender expression, equality and equity. I played the McCain 2018 advertising campaigns 'We are family' and 'Here's to love', trailers from the films *Wonder* and *The Boy in the Dress* and a clip from the *Wonder Years*.



In and out of our comfort zones

Next I gave an overview of what's happening with RSE in Wales and did the *What jars you?* activity to explore teachers' questions and concerns about RSE. This was followed by an introduction to the eight **UNESCO concepts**, which I laid out on large sheets of paper on the floor, one concept per sheet. I gave my colleagues post-it notes and asked them to use them to map current practice across the school across the 8 concepts. We finished the session doing the STOP / START plates activity.

Feedback from staff about the session was very positive. Staff seemed to realise they need to move out of their comfort zones.

There were some concerns and questions were raised about reactions from parents, the age appropriateness of some topics and how to address some of the difficult issues that we know some of the children are experiencing in their lives.

My creative audit

Diversity Street

With the children I started with the same set of clips that I had used with staff, which were a great hook to spark thoughts and discussion. I decided to focus on one of the UNESCO themes (Relationships), rather than trying to map all of them as I had done with staff.



I created an activity called **Diversity Street** where I rolled out a long piece of paper and asked the children to design a street that housed as many family and relationship variations as they could think of. They cut out pictures from catalogues and drew their own houses and families to create the sheet. I was amazed by the diverse identities and relationships that they chose to include. Next the children re-wrote the first UNESCO topic (Relationships) in their own words and used this to audit what they had learnt in school so far.

I created an activity called diversity street - I was amazed by the identities and relationships that they chose to include.

Relationships Learning Walk

We did a learning walk around school taking photos of displays where the different Relationship topics were being covered. We also mapped the other UNESCO themes. Children were more able to think outside the box than staff and could identify a number of extracurricular activities that matched the themes. For example the time when boys played the parts of the ugly sisters and girls played the parts of Joseph and Simba in school productions.

What do we want to Stop and Start to make RSE better

We finished the session thinking about what the children would like to STOP and START when it comes to RSE at our school using red and green slips of paper. Feedback on the session was very positive and the children didn't want the session to end. The children were very open-minded and comfortable talking about the issues raised. There were some initial 'gasps' from 1 or 2 children after other pupils used terms like 'transgender' but it sparked good conversations.



Making it Matter

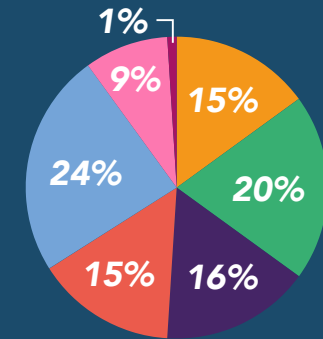
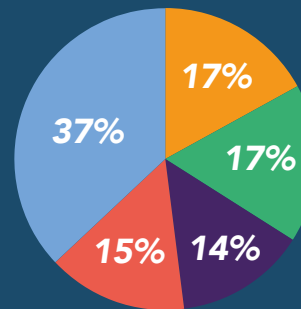
Minding the gap with post-its and pie-charts

From the data collected and general feedback from staff and children during the initial creative audit sessions, it is apparent that we have a huge emphasis on developing skills for health and well-being in our school, with lots of interventions and strategies in class and around the school.

Staff and children both think that we are an inclusive school, promoting equality for all abilities, needs and backgrounds.

To try and understand where the gaps in our provision are, I organised the post-it notes that children and staff had created during the UNESCO mapping exercise into a table form. I also counted each post-it comment and converted the results into pie charts to create a clear image of which areas are covered well in our school and where there are gaps.

Staff mapping of current practice using UNESCO key concepts



Year 6 pupils mapping of current practice using UNESCO key concepts

- Relationships
- Values, rights, culture and sexuality
- Understanding gender
- Violence and staying safe
- Skills for health and wellbeing
- Human body and development
- Sexuality and sexual behaviour
- Sexual and reproductive health

More on sexuality, sexual health and puberty

From the charts I could also see from this that we do quite a lot on some areas such as Skills for Health and Wellbeing, Values, culture, rights and sexuality and Understanding gender, but very little on other areas relating to sexuality, sexual health and puberty.

This is perhaps unsurprising, particularly given the level of unease and apprehension from staff that I felt during the staff audit about moving forward with some of these areas. It is also clear that we need to do more work in this area as a school, not least because we have had several cases of girls starting their periods before the 'nurse visit' in Year 6. As a result we will be introducing puberty lessons from year 5 initially, moving on to starting in year 4.

Building our RSE provision: an action research project

Addressing relationships, violence and staying safe

Having completed the creative audit I shared the findings with colleagues and parent governors.

Having seen the findings, my colleagues in the Health and Wellbeing AOLE decided we should develop the work as part of an action research project we had been tasked with completing as a pioneer school. We decided to continue to explore the theme of Relationships and to also explore the theme of Violence and Staying safe. This is in recognition of the large number of children at our school who have experienced domestic abuse at home, some of whom have been placed on the child protection register, taken into care, sought refuge or who have had police involvement. Because of this we felt that it was particularly important for our children to have a good understanding of healthy and unhealthy relationships and of safety and support strategies.

Working with external agencies and INSET twilight sessions

I met with the Healthy Schools Officer who offered additional training, support and resources

To support our project I met with the Healthy Schools Officer who offered additional training, support and resources for my AOLE colleagues and I attended a PDR twilight INSET training with our neighbouring Welsh medium primary school, who are also developing RSE across the school for their Healthy Schools award. We also had a whole staff twilight PDR training with the Healthy Schools Team.

Picture-Survey informing creative RSE pedagogy

We decided to start our project with a simple survey of children to find out about their ideas about families, friendships, healthy and unhealthy relationships. We used a pictorial questionnaire for reception children and a more in-depth online survey for year 6. This gave us a baseline understanding from which to plan and deliver a range of activities over the next two terms.

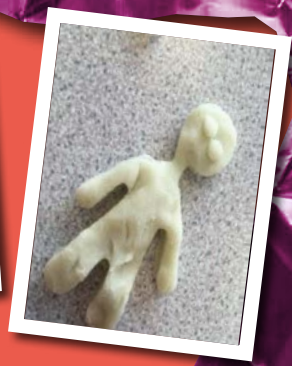
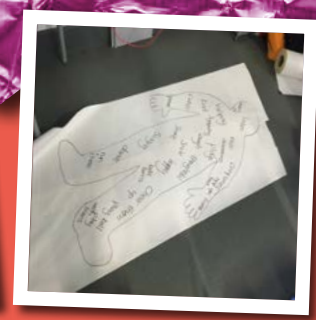
Exploring emotions and relationships creatively

Our focus has been on stories, film-clips, songs, movement and art to explore feelings and to develop children's communication skills around their emotions.

Key emotions we have explored include feeling safe/unsafe, loved/unloved, controlled/in-control. We have also been supporting the pupils to recognise the signs of an unhealthy relationship to have the courage to speak to a trusted friend or adult if they have concerns about themselves or someone they care about. We have worked with my ASD class and the reception class, which is led by another member of the Health and Wellbeing AOLE.

Inside out

We watched the *Inside Out* film as a way of opening up discussions about emotions. I brought in the character toys from the film for us to use in the classroom and the children drew the characters or coloured pictures of them in. We named the emotions and the characters and then thought about other words for emotions such as sadness, joy and anger. We had a therapeutic arts degree student working with us and she did some art-based activities around emotions and colour associations. We took photos of the children pulling different faces and expressing different emotions and used this to talk about how we feel in different situations and when we are with different people. Finally the children drew portraits in the style of Picasso that captured some of the emotions we had been exploring.



What is a good friend?

We talked about friendship, what makes a good friend and what we like about other people. We drew around children in the class and wrote lots of words about friendship around the 'bodies'. I read out short scenarios with pictures to show different situations and people reacting in different ways. We sorted the pictures into 'Good friend/Not a good friend'. We made salt dough people and talked to them about what we think a good friend is and finally we came up with a set of class rules to show how to be a good friend.

Towards a living curriculum

At the end of the project we repeated the questionnaire and found the results to be encouraging. We have noticed that the children are more engaged and are more able to make connections between the curriculum and their own lives.

During the activities, Reception children became more enthusiastic to contribute their ideas, and were more articulate when doing so. Children in the ASD class responded well to the characters from the film and using art as a medium to communicate their ideas. This also led to an improvement in their use of vocabulary.

What's next?

Rolling out our cross-curricular RSE: Slow and steady

We are going to continue to develop this area of work as a way of supporting personal and social development in the school. Our plan is to roll out the ideas across the school, beginning with the friendship activities as a safe way in for children and staff. It's been a slow process for us and there is still lots of work to do. We also have various curriculum councils as well as the school council, comprised of small groups of pupils from Y2-Y6 who meet regularly to discuss issues and set targets. This cross-curricular approach will enable pupils to bring up a range of issues and topics to be addressed, hopefully including relationships and sexuality.

SHAKING THINGS



Starting out

Three years ago I took on responsibility for RSE at our school. At this time RSE was delivered as 5 drop down days throughout the year plus a two week summer programme.

The curriculum needed an overhaul. It was very booklet driven and drop down days had low attendance. Young people didn't seem to think there was much point in RSE.

One year into my new role the head nominated a colleague and I to go on a professional learning programme about RSE. Our first task was to carry out a creative audit with young people at our school to find out their views on the RSE curriculum.

School

Secondary school.

Creative audit participants

500 young people (Years 7, 8, 9, 10 and 12) and 40 teachers.

Creative audit activities

Object sort; What Jars You?; STOP/START plates; CRUSH cards; RSE tree.

Making RSE Matter

Pride Day; LGBTQ+ group; 'Don't bottle it up'; 'Message in a Mirror'; Glitter Jars; LOVE RSE Jars.

RSE themes

Bodies and Body Image; Relationships; Sex, Gender and Sexuality; Sexual health and well-being; Violence, Safety and Support.

RSE principles

Creative; Co-produced; Empowering; Inclusive; Relevant and Developmentally Appropriate; Protective and Preventative.

Doing the creative audit

We started with year 9 for one day, talking each class off timetable for half an hour. We carried out the sessions in the drama studio where we laid out a set of objects that were lit up by the studio lighting. There was a toy gun, a bra, a doll, a tampon, an iPad, a teddy, a high heeled shoe, a striped flag, a pack of condoms, a football, a boxing glove, a mask, a bottle and some handcuffs. We asked young people to sort the objects into categories, but we didn't tell them what the categories were. They had to do this three times, ensuring that they used new categories each time.



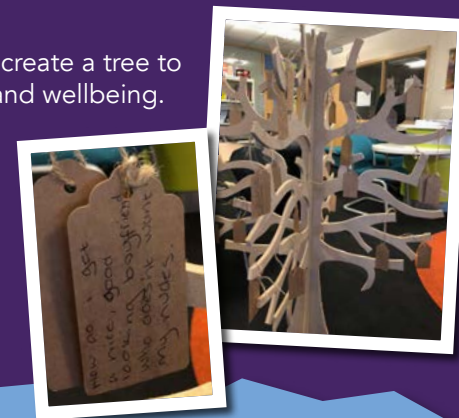
The objects opened up conversations about the topics they were interested in - gender, relationships, body image, violence, pornography, anxiety, parenting. They could set the tone and pace of what they were comfortable talking about.

We also did the **What jars you?** activity where we gave each young person a jar and asked them to fill it with all their thoughts about what 'jars' them about RSE at our school. This was followed by the **Stop / Start** plate activity where each young person was given a red and green plate and asked to write what they would like to STOP about RSE (on the red plate) and what they would like to START about RSE (on the green plate). We hung the plates up and took them with us when we worked with the teachers so that they could hear what young people had to say.

Next we worked with year 10 on one of our Health and Wellbeing drop-down days. This time we used the **CRUSH cards** from the professional learning programme rather than objects. On the back of each card is a story about a young person, based on research. We asked young people to sort the images into categories of their own choice, before flipping the cards over and reading the stories about other children and young people's lives and experiences.

We asked our Design and Technology department to create a tree to help 'grow' young people's knowledge about health and wellbeing. Every young person was given a label and asked to write down a question they had and tie it to the tree.

We've used these questions to help us build the new curriculum and to spark conversation in the staff room!



Starting to listen: working with year 12

On the one of the Health and Wellbeing drop-down days we worked with the 6th formers and did the **What jars you?** and the **STOP / START** plates activities. Through these conversations we realised how little 6th formers knew about sexual health and safer sex. As a result we planned three RSE sessions for year 12 called *Drugs, Sex and Rock and Roll*.

We used the **DO...RSE session plan** to explore safer sex, a **British red cross session plan** to explore partying, staying safe and what to do if someone becomes unwell and a third session on drug use. Doing these sessions raised some alarms.

Young people thought the best form of contraception was withdrawal and that, anal sex was a lot safer than penis-in-vagina sex, because you can't get somebody pregnant.

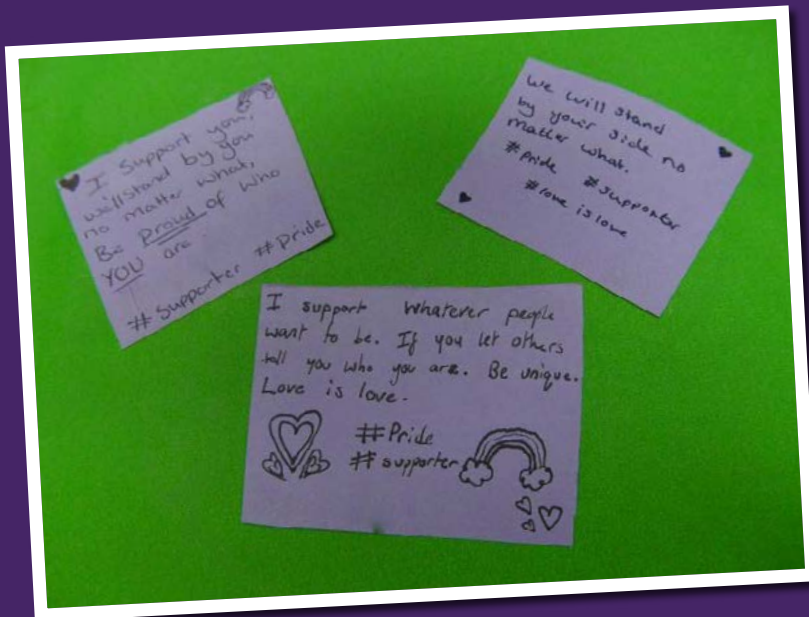
We've got a lot more work to do with year twelve. We never would have realised if we hadn't had the initial conversation and started listening.

Making it matter - with young people

In a couple of months we worked with around 500 young people as part of the creative audit, including those with additional learning needs. We were so inspired by doing the creative audits that we put everything the young people made into a film.

The film shows pictures of all the plates, jars, comments and questions from young people so that you can see for yourself what young people said and how passionate they felt about the issues that concern them.

From the creative audit we learnt that by far the largest issue that 'jarred' young people was the attitudes towards LGBTQ+ young people at our school and the lack of support, knowledge and understanding from staff.

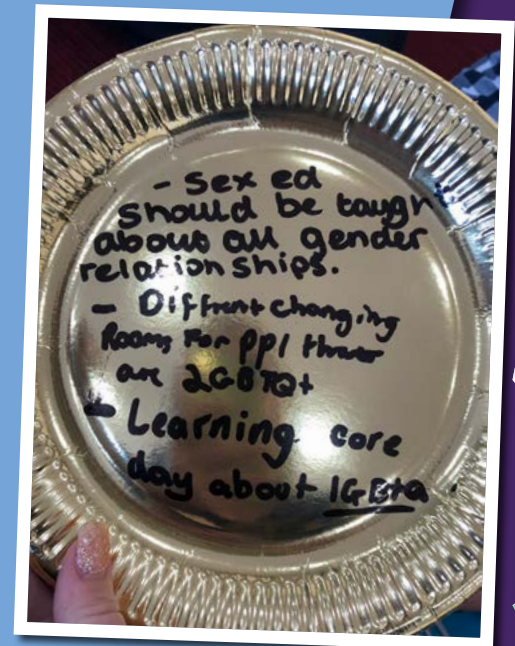


Young people felt that they were constantly judged for their looks and friendship groups, with most of the negative comments being directed at LGBTQ+ relationships. They noted that young people often made inappropriate comments and frequently used the word 'gay' in a derogatory way.

Young people also wanted more information about sexual relationships, STIs and abusive relationships. They also wanted to talk more openly and more often with staff about relationships and issues they face. They wanted these conversations to be less embarrassing and to feel like a normal part of school life.

Young people's creative audit: key findings

- 1 Young people wanted more information and support for LGBTQ+ young people
- 2 Young people wanted more relevant information about sexual relationships, STIs and abusive relationships
- 3 Young people wanted to talk more openly about relationships and issues they face and they wanted this to happen more often so it becomes more 'normal' and less embarrassing
- 4 Young people wanted more discussions around stereotypes and judgements for appearance and identity



Making it matter - with teachers

Next we used the film to share young people's responses with about 40 staff at a staff inset day. We brought along all the things that young people had made - the health and wellbeing tree with young people's questions, the jars and the plates. When staff came in they started reading all the plates, which we had pinned up around the room, and were quite taken aback by some of young people's comments.



We found it much more powerful to show teachers what young people have said in their own words - rather than them hearing it from us.

We had fun with the staff. We showed a clip from **Mean girls (Don't have sex or you'll die!)** to kick things off and we did the CRUSH cards and the STOP / START plates. We were surprised at how similar teachers' plates were to those of the young people. Teachers seemed to realise that things needed to change at our school and that we need to listen to young people.

We also grouped teachers into their AOLEs and asked them to map what they are currently doing on RSE using the eight **UNESCO key concepts**. This helped us find out what RSE is already happening across the curriculum as well as showing how a holistic RSE curriculum can be embedded across the school and within each AoLE.

Teacher audit: main findings

- 1 Teachers did not feel that their knowledge and understanding (age/stage) was up to date enough.
- 2 Teachers were afraid of backlash from parents and inappropriate comments / discussion from pupils.
- 3 Additional training is required to give teachers confidence in delivery.
- 4 More regular opportunities for structured discussions are needed to normalise and reduce embarrassment.
- 5 More open discussions / different teaching styles are needed.
- 6 Some teachers felt that expert professionals need to deliver sessions.



From the staff audit we realised that teachers need more training to give them the confidence to deliver RSE, but it's been too hard to get everyone together to do this.

We've had to find other ways of supporting staff and building capacity. This has included sending them the support cloud principles. We also offer drop in sessions to help with delivery during break times.



Building the RSE curriculum

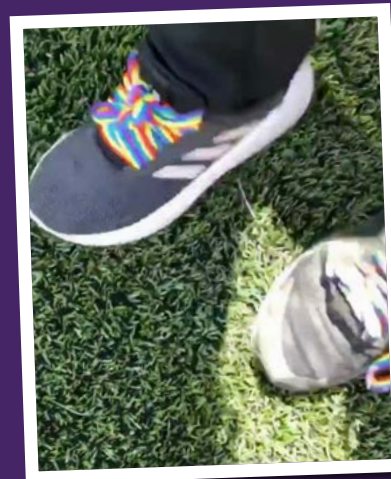
UNDOD (Unity)

The first action we took after doing the creative audits was to start up a young person-led LGBTQ+ group.



The aim of the group was to develop the RSE curriculum specifically related to LGBTQ+ relationships and to support each other, fundraise and effect whole school change. The group gather weekly on a Friday lunchtime and we have met with a similar group at another secondary school to help them to focus their ideas and identify their priorities. They have called themselves UNDOD and we've worked with the art department to design an UNDOD logo. The logo has been graffitied onto our school wall.

In the summer we had a Pride day as part of the summer programme, which was a turning point for our school. The day was a celebration of diversity, inclusion and belonging and it felt like the moment at which teachers and young people understood what we are trying to achieve through RSE - loving who you are and being different.



We focused a whole lesson on the phrase 'that's so gay' as this was something that really came out of the creative audit as a problem at our school. We ran an activity on gender pronouns and created a timeline of LGBTQ+ rights. We had a session on rainbow hearts and Stonewall Cymru came and did their *rainbow shoelaces* activity for the day. UNDOD also made a PRIDE video, which has had over 500,000 views on twitter.

Mixed Emotions

Mental health also emerged from the creative audit as something that young people would like more support with so we've been trying out ways of exploring mental health creatively.

At a Year 6 immersion day we did a taster session called Mindful moments. We played calm music and did mindful colouring with the children.

Then we made glitter jars and used them to talk about how you can experience and manage your emotions.

We gave each child a jar and asked them to fill it with glitter, PVA glue and water. When you shake the jars you can see the glitter swirling around and then starting to settle. We now have some of the glitter jars on our desks and we use them in our teaching to reflect what's going on in the room when emotions are running high or there's a problem with behaviour. The 6th formers have seen them and now they want to make them too.



Building the RSE curriculum

Don't bottle it up

Mental health came up as a theme in the creative audit so we developed a project called 'don't bottle it up'.



We asked everyone to bring in their empty plastic bottles and then gave one to each young person. With years 7 and 8 we talked about all the things that people bottle up and wrote these on coloured paper and stuffed them into the bottle.



Then we decorated the bottles with positive messages that young people wanted to say - like 'Always ask twice whether someone is ok'. Young people took these home. In year 9 we asked young people to write down all the advice that they would give to help people open up and stop bottling things up. They stuffed all this advice into plastic bottles.

Mirror mirror

We've also been doing sessions on body image where we talk about appearance ideals and that it's what's on the inside that really counts. We gave everyone a paper mirror and asked them to design their own message for what they would like people to see reflected when they look in the mirror.

We are framing the best designs and messages and hanging them around the school. We are also secretly writing some messages on the school toilet mirrors!



Where are we now?

We've developed a new scheme of work based on the UNESCO thematic areas and the draft 'What Matters' statements from the Health and Wellbeing curriculum. We have time on the timetable every fortnight to work with year 7 and 8 around wellbeing and RSE.



We still have our drop down days but now, rather than teaching in isolation, the drop down days support what's happening in the RSE and Health and Wellbeing curriculum every fortnight.

The days are also now co-led by young people. One has been led by UNODD - our LGBTQ+ group and one by a group of young carers.

What's next?

Next we want to work with governors, parents and with more year 6 young people on transition days. We also need to do more work with 6th form and get some more curriculum time with years 9 and up.

We're really proud of what we have done so far. It's been the most inspiring thing. Creating new ways of capturing pupil voice. It's changed how we teach, not just to do with RSE, but how we gather data and engage young people in curriculum development.

Young people's engagement has changed radically and their attendance on drop down days has noticeably improved since we've started this work.

They can tell we are listening to them, taking their ideas seriously and working with them to change the culture at our school.

Section

5



Mapping for the future







Try our Mind the Gap and Butterfly Bingo activities to creatively map your current RSE provision and how you might begin to work towards a holistic and whole-school approach to RSE.

This section will continue to evolve as we learn from RSE educators what they need to co-produce high quality RSE.



MIND THE GAP: Mapping RSE across the curriculum

Which **thematic areas** do you currently explore across the six areas of learning and experience (AOLE)? Use this quick mapping chart to help you audit what you already offer, and how, and note down ideas (possibilities and challenges) for future provision.

	Expressive Arts 	Health and Well-being 	Maths and Numeracy 	Humanities 	Language, Literacy and Communication 	Science and technology 
Rights and Equity						
Relationships						
Sex, Gender and Sexuality						
Bodies and Body Image						
Sexual Health and Well-being						
Violence, Safety and Support						

Making RSE Matter with Butterfly Bingo

a creative audit for a whole school approach to Relationships and Sexuality Education



High quality RSE¹ starts early; is adaptable, developmentally appropriate and needs-led; offers a spiral curriculum; collaborates with external providers and communities; is of sufficient duration; is engaging and participatory; and creates a safe, respectful, confidential and inclusive learning environment.

A **whole school approach²** to RSE means that all learning and experience is supported, reinforced and embedded across the school and wider community.

School leadership and policy

Safe-guarding and support

Professional learning

School culture and environment

Curriculum and pedagogy

Student voice and participation

Community partnership building

Reflection and assessment

This creative audit has been developed specifically to support schools engage with the new RSE curriculum and school guidance in Wales.

It can be used as a pedagogic device to discuss and raise awareness of what might be included in a whole school approach to RSE.

It can also be used to identify and/or evaluate areas of current and future RSE provision. The following four step process, supports this application.

¹ Pound, P., Denford, S., Shucksmith J, et al (2017) What is best practice in sex and relationship education? A synthesis of evidence, including stakeholders' views, *British Medical Journal Open*, 7.

² Renold, E. and McGeeney, E. (2017) *Informing the future of the Sex and Relationships Education Curriculum in Wales*. Cardiff: Cardiff University. (pp.82-87)

Gather

Invite members of the school community, including students, all staff (not just teachers), governors and parents/carers to form a working group to conduct an RSE Matters audit. Adults must not outnumber children or young people. Ensure a diverse and inclusive membership.

Notice

Use coloured star stickers (gold, silver, bronze) to indicate if the school has thought about, planned or taken action on any of the issues. Each colour represents a different aspect of a whole school approach.



Considered the idea and carried out a bit of research to find out more.



Developed the idea and embedded into an action plan.



Building capacity and resources to put the idea into practice.

Evaluate

Colour in the butterfly spectrum to show how well the school is doing on each issue. For example, the school may have sought the views from young people or families on RSE resources, but not shared with each group how their views were incorporated.



You're just starting out



You're getting there



You're really flying!

Share

Encourage students to write a short report, make a digital story or deliver a school assembly of how well the school is doing, and what needs to improve.

There are blank squares for students, staff and wider school community to add their own ideas of how they think their school and community can be providing an inclusive, holistic, empowering, creative, co-produced and protective Relationships and Sexuality Education for all.

Why a butterfly?

A whole school approach to RSE is considered best practice. Like the evolution of a butterfly, a whole school approach has the potential to really transform what RSE can become and meet the needs of all students and staff and the wider community.

However, like the 'butterfly effect' designing, implementing and evaluating a constantly changing and dynamic system is challenging and often unpredictable. Metamorphosis is a given, but not always in the way we might predict. It is how we can become resourceful with what happens when a new policy, idea or resource begins to make a difference. Being guided by the **eight embedding principles** will go some way to keeping you on track.



Butterfly Bingo

a creative audit for a whole school approach to Relationships and Sexuality Education

KEY:

- School leadership and policy
- Professional learning
- Curriculum and pedagogy
- Community and partnership building
- Safeguarding and support
- School culture and environment
- Student voice and participation
- Reflection and Assessment

Undertake annual participatory action research inquiry to assess student, staff, parent/carer and community needs

Co-produce assessment and evaluation with students

A clear and comprehensive RSE policy co-produced with students, parents/carers, governors and staff

Celebrate activities and achievements for annual RSE day in the local community (25th June)

Uses a range of interactive and affirmative pedagogy

RSE annual student award

Organise accessible RSE themed events to build shared learning (e.g. parent/carer coffee morning, school assembly, after-school drama performance or art exhibition)

Regular assessment and evaluation of how RSE provision is meeting student's needs

In-house and school counsellors and nurses providing support and provision in line with the school's RSE policy and practice

Audit how RSE is provided and experienced in the school across key learning environments (e.g. classrooms, playgrounds, corridors, school trips etc)

Support students to raise awareness and campaign on RSE issues

Regular drop-in sessions for parents/carers to inform and comment upon RSE policy and provision

Support services available for core RSE team to access

Offer a holistic and inclusive curriculum, across each area of learning and experience

A designated management lead to take responsibility and co-ordinate whole school approach to RSE

External agencies support RSE in line with the school's own RSE values, policy and curriculum

Regularly ask, listen to and act upon what students think makes for safe and inclusive learning environments (e.g. from resources used in lessons, to LGBTQ youth group)

Outreach RSE support and provision (e.g. by school nurse, counsellor or designated RSE leads)

RSE resources are assessed for their suitability and effectiveness

Regular RSE training and development for RSE lead

Accessible and inclusive support services that meets the needs of all students

Make the school's RSE policy visible in different ways (e.g. RSE logo; posters, digital story on school TV; school assemblies; newsletters homes; school website)

A named RSE lead for each area of learning and experience

Annual RSE report sharing progress and future planning (accessible for students, parents/carers and community)

RSE is given high status by senior management

RSE action group with relevant agencies and key individuals to identify and share local knowledge and data on key health, well-being and safe-guarding issues

RSE cluster events to share practice

Knowledge and access to local RSE services and regional, national and international RSE organisations

Co-produce curriculum and pedagogy with students (e.g. from activities in lessons to fieldtrips and conferences)

Workload allocation for core RSE team

RSE is clearly timetabled and provided at regular intervals throughout the school year

Set up a diverse student-led, staff facilitated RSE working group

Experiment with participatory and creative ways to dip-test how core RSE messages are being practiced and reinforced

RSE taught by staff who are trained, supported and confident

Annual student-led, staff facilitated audit to monitor RSE provision, including support services

Collaborating with local and national organisations, services, groups and individuals who can support RSE provision

Experiment with creative ways to share reflections, assessments and evaluations in school, with parents/carers and the wider community

RSE policy is connected to other relevant school policies (e.g. anti-bullying, safeguarding, equalities, children's rights, VAWDASV, SEND etc.)



Butterfly Bingo

a creative audit for a whole school approach to Relationships and Sexuality Education

KEY:

- | | |
|------------------------------------|---------------------------------|
| School leadership and policy | Safeguarding and support |
| Professional learning | School culture and environment |
| Curriculum and pedagogy | Student voice and participation |
| Community and partnership building | Reflection and Assessment |

A grid of 50 rectangular cards for a butterfly bingo game. Each card is a different color and features a small illustration of a caterpillar, a pupa, and a butterfly at the bottom. The colors of the cards correspond to the categories in the key. The cards are arranged in a grid that is approximately 10 columns wide and 5 rows high, with some cards missing in certain positions.



Butterfly Bingo: School leadership and policy

a creative audit for a whole school approach to Relationships and Sexuality Education

A designated management lead to take responsibility and co-ordinate whole school approach to RSE



A clear and comprehensive RSE policy co-produced with students, parents/carers, governors and staff



A named RSE lead for each area of learning and experience



RSE policy is connected to other relevant school policies (e.g. anti-bullying, safeguarding, equalities, children's rights, VAWDASV, SEND etc.)



RSE is given high status by senior management





Butterfly Bingo: Professional learning

a creative audit for a whole school approach to Relationships and Sexuality Education

Membership of RSE networks and organisations (e.g. sex education forum)



Regular RSE training and development for RSE lead



RSE resources budget



Support services available for core RSE team to access



Workload allocation for core RSE team



RSE cluster events to share practice



In-house CPD and INSET for all staff and governors





Butterfly Bingo: Curriculum and pedagogy

a creative audit for a whole school approach to Relationships and Sexuality Education

External agencies support RSE in line with the school's own RSE values, policy and curriculum



RSE is clearly timetabled and provided at regular intervals throughout the school year



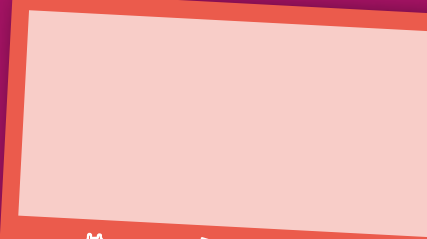
RSE taught by staff who are trained, supported and confident



Create a safe and inclusive learning environment for students and teachers



Offer a holistic and inclusive curriculum, across each area of learning and experience



RSE resources are assessed for their suitability and effectiveness



Uses a range of interactive and affirmative pedagogy





Butterfly Bingo: Community and partnership building

a creative audit for a whole school approach to Relationships and Sexuality Education

Celebrate activities and achievements for annual RSE day in the local community (25th June)



Collaborating with local and national organisations, services, groups and individuals who can support RSE provision



Organise accessible RSE themed events to build shared learning (e.g. parent/carer coffee morning, school assembly, after-school drama performance or art exhibition)



Regular drop-in sessions for parents/carers to inform and comment upon RSE policy and provision





Butterfly Bingo: Safeguarding and support

a creative audit for a whole school approach to Relationships and Sexuality Education

In-house and school counsellors and nurses providing support and provision in line with the school's RSE policy and practice



Outreach RSE support and provision (e.g. by school nurse, counsellor or designated RSE leads)



Accessible and inclusive support services that meets the needs of all students



Knowledge and access to local RSE services and regional, national and international RSE organisations



RSE action group with relevant agencies and key individuals to identify and share local knowledge and data on key health, well-being and safe-guarding issues

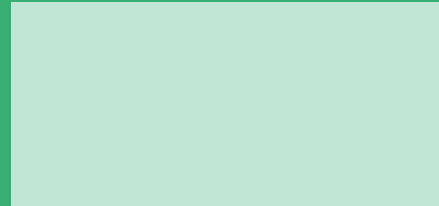




Butterfly Bingo: School culture and environment

a creative audit for a whole school approach to Relationships and Sexuality Education

Make the school's RSE policy visible in different ways (e.g. RSE logo; posters, digital story on school TV; school assemblies; newsletters homes; school website)



Audit how RSE is provided and experienced in the school across key learning environments (e.g. classrooms, playgrounds, corridors, school trips etc)



Celebrate moments of how, when and where core messages of the school's RSE programme has been reinforced



Ensure key messages, learning and skills are reinforced across the school



Experiment with participatory and creative ways to dip-test how core RSE messages are being practiced and reinforced





Butterfly Bingo: Student voice and participation

a creative audit for a whole school approach to Relationships and Sexuality Education

Annual student-led, staff facilitated audit to monitor RSE provision, including support services



Regularly ask, listen to and act upon what students think makes for safe and inclusive learning environments (e.g. from resources used in lessons, to LGBTQ youth group)



Co-produce assessment and evaluation with students



Support students to raise awareness and campaign on RSE issues



RSE annual student award



Set up a diverse student-led, staff facilitated RSE working group



Co-produce curriculum and pedagogy with students (e.g. from activities in lessons to fieldtrips and conferences)





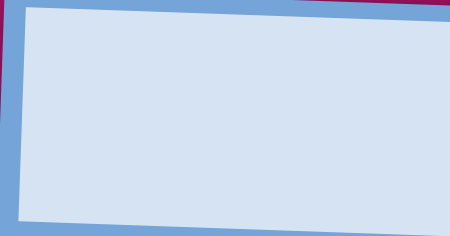
Butterfly Bingo: Reflection and Assessment

a creative audit for a whole school approach to Relationships and Sexuality Education

Undertake annual participatory action research inquiry to assess student, staff, parent/carer and community needs



Regular assessment and evaluation of how RSE provision is meeting student's needs



Annual RSE report sharing progress and future planning (accessible for students, parents/carers and community)



Ongoing critical reflective practice portfolio for RSE leads/working group



Experiment with creative ways to share reflections, assessments and evaluations in school, with parents/carers and the wider community



Section

6

Becoming resourceful

Dive in and explore a range of online training and resources, curriculum guides and activities, useful websites for young people to access, and organisations and research based publications for developing high quality Relationships and Sexuality Education.





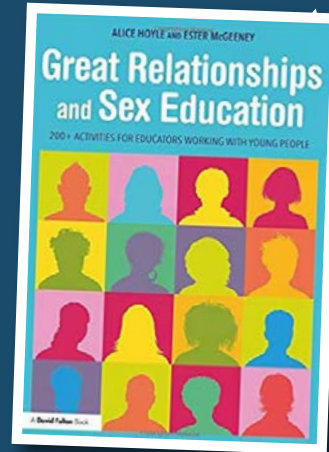
Online training and resources for practitioners

- **DO...RSE for schools** Free training and resources for educators, which includes a self-reflection toolkit for teachers and others to unpack their own personal feelings about things like sex, relationships, education and society before planning or delivering an RSE programme. www.dosreforschools.com/how-do-can-help/do-for-educators/self-reflection-exercises/
- **Brook Learn** is a free e-learning platform for RSE educators with modules on how to deliver RSE, consent, pleasure, contraception, relationships and contraception. Includes activities that can be delivered to young people. learn.brook.org.uk
- **The Traffic Light Toolkit** A free, evidence based resource for professionals to help understand healthy sexual development and sexual behaviours. www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool
- **Assessment, Evaluation and Sex and Relationships Education** A practical toolkit for education, health and community settings by Simon Blake and Stella Muttock, revised by Sam Beal and Lisa Handy (2012) NCB/JKP. This is an easy to use guide that includes baseline assessment activities, formative and summative assessment ideas as well as evaluation activities.
- **RFSU** (the Swedish Association for Sexuality Education). Free booklets and audio-visual resources for educators and young people www.rfsu.se/en/Engelska/
- **UNESCO International technical guidance on sexuality education** An evidence-informed approach (Revised edition). Contains an outline of key topics and learning objectives for an SRE curriculum for 5 – 18 year olds. unesdoc.unesco.org/images/0026/002607/260770e.pdf
- **It's All One Curriculum** Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education (The Population Council 2009) www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf
- **Sexual Ethics for a Caring Society Curriculum (SECS-C), by Professor Sharon Lamb** The US based SECS-C is a sexual ethics curriculum for Year 8-10 that is designed to be used in schools after a few lessons on sexual health have been provided. The SECS-C includes a suite of 16 lessons and focuses on ethics and as a practical philosophy curriculum, teaches students to think about other people and sex in society from an ethics viewpoint. www.sexualethics.org.
See also, the sex and ethics podcast series www.sharonlamb.com/secsc-podcast
- **The Proud Trust** support LGBT+ young people to empower themselves and to make a positive change for themselves and their communities. They do this through youth groups, coordinating national and regional LGBT+ youth work networks, managing the LGBT+ Centre for Manchester, delivering of training, running events and campaigns and undertaking research. They have a wealth resources to support young people, youth workers, teachers, health workers, etc. provide inclusive RSE provision. www.theproudtrust.org



Example curriculum and activity guides

- **Great Relationships and Sex Education by Hoyle and McGeeny (2019)**
An innovative and accessible guide for educators who work with young people to create and deliver Relationships and Sex Education (RSE) programmes. It contains over 200 creative activities and session ideas that can be used both by experienced RSE educators and those new to RSE.



- **Resilience, Rights and Respectful Relationships**
Extensive, evidence based SRE curriculum for primary and secondary schools developed in Australia. Needs some adaptation for use in Wales. fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R
- **Growing up with Jasmine and Tom** An interactive digital SRE programme for primary schools that is currently being updated by FPA. Needs to be purchased by schools. www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools
- **Sex and History** Free resource to be used with secondary age pupils that uses historical objects to start conversations about sex, relationships, gender, power and control. www.sexandhistory.exeter.ac.uk

- **AGENDA: supporting children and young people's guide to making positive relationships matter** AGENDA offers a set of creative, inclusive and participatory activities for educators to find out what is important to children and young people and ensure they are involved in developing the RSE curriculum. The website is bilingual, with a range of free resources to download, adapt and use. www.agendaonline.co.uk
- **Spectrum Project** Hafan Cymru's Spectrum Project is an all Wales programme funded by the Welsh Government and delivered by experienced teachers in primary and secondary schools. The free, bilingual, workshops are closely linked to the curriculum and promote the importance of healthy relationships whilst raising the awareness of children, young people and adults about the issues of domestic abuse, sexual violence and violence against women. There are a range of free to download activities for educators to adapt and use on a range of relationships education issues.
- **Jiwsj** is an FPA community education project delivering sexual health and relationships education to groups of vulnerable young people in community settings throughout North Wales. It works with a wide variety of vulnerable young people, frequently adapting existing exercises and creating new activities to meet their varied needs. The booklet "A pick n mix of sex and relationships activities" collates a selection of SRE exercises based on Jiwsj work. www.fpa.org.uk/sites/default/files/jiwsj-sre-activities-english.pdf
- **Sexuality Education Matters** Developed by Debbie Ollis, Lyn Harrison and Clare Maharaj (Deakin University, Australia) this resource is designed to support pre-service teacher education prepare students to teach sexuality education in Primary and Secondary Schools. www.youthsexuality.com.au/files/8014/1643/9174/sexuality-education-matters-april-2013-online.pdf
- **The practical guide to love, sex and relationships:** a teaching resource for Years 7-9 This teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University, provides a suite of activities and teaching demonstration videos on relationships, sexual consent, equity and sexual and reproductive health. www.lovesexrelationships.edu.au



Useful websites for young people to access

- **Brook Website** This is a young people friendly website that offers info on all aspects of sexual health. It has lots of detailed text that may not be suitable for low literacy users. www.brook.org.uk
- **FPA Website** This website offers information on sexual health and contraceptive choices for people of all ages. www.fpa.org.uk
- The **NHS Live Well site** has a specific section on sexual health that includes a contraception guide, information on STIs and FAQs for young people. It also has a services near you function that identifies local sexual health information and support services. www.nhs.uk/livewell/sexualhealthtopics/pages/sexual-health-hub.aspx
- **BISH UK** This is a UK based website with lots of info for 14+ young people on sex, sexual health, relationships and much more. It is positive, critical and informative. The site uses great graphics and short films, as well as blogs and information, making it very accessible and user friendly for young people. www.bishuk.com
- **Scarleteen** This is a US website packed with extended essays on sex, sexual health, relationships, bodies and much more. This is a positive, critical and informative site that uses lots of text so may not be suitable for low literacy and younger users. www.scarleteen.com
- **Frisky Wales** This UK based website for 11-25 year olds is produced by Public Health Wales to support sexual health advice, STI risk assessment and testing, and contraception. www.friskywales.org

JOIN THE RSE FACEBOOK GROUP

With just over 1000 members this group created for UK teachers to seek advice, share ideas and resources on teaching Relationships and Sex Education (RSE).

The group is run by Alice Hoyle (www.alicehoyle.co.uk) and Justin Hancock (www.bishtraining.com)

www.facebook.com/groups/RSEforSchools



UK Organisations that offer specialist support, advice and guidance on RSE issues.

Barnardos
Bish
Brook
FPA
Gendered Intelligence
Going off the rails
Healthy Schools UK
Image in action
Mermaids
Mencap
National Education Union
NSPCC
National Children's Bureau

The Proud Trust
Royal College of Nursing
Sex Education Forum
Sex and History
Sexplain UK
Sexpression
Stonewall
DO...
Terrence Higgins Trust
Tender
Plan UK
Women's Aid



Research

Start a Conversation: accessible think pieces on RSE by academic experts

Storks, cabbage patches, and the birds and the bees – our broken sex education system, by Spring Chenoa Cooper and Cristyn Davies

Sex and relationship education should be about rights and equity not just biology, by Emma Renold

Healthy relationships education offers a real chance to reduce domestic violence, by Sara Page and Em Temple-Malt

How #metoo can guide sex education in schools, by Melissa Kang

A grown up conversation about children an porn online starts here, by Victoria Nash, Cicely Marston, Joanna R Adler and Sonia Livingstone

Why boys need to have conversations about emotional literacy in classrooms, by Amy Schalet

Why education about gender and sexuality does belong in the classroom, by David Rhodes

What LGBTQI+ parents want from their children's schools, by Carrie Paechter and Anna Carlie

Respectful relationships education isn't about activating a gender war, by Helen Cahill, Catherine Smith and Jessica Crofts

Fun sex is healthy sex: why isn't that on the curriculum? by Lucy O Sullivan

Good sex ed doesn't lead to teen pregnancy, it prevents it, by Suzanne Dyson

Puberty is starting earlier for many children – sex education must catch up with this new reality, by Celia Roberts

Young men and sexting: its normal and complicated, by Signe Ravn and Steven Roberts

Young women and girls are taking sex-ed into their own hands on Youtube, by Chloe Krystyna Garcia

What schools can do to reduce the risk that teachers and other educators will sexually abuse children, by David Finkelhor

The Conversation is an independent source of news and views, sourced from the academic and research community and delivered direct to the public.

Use the search engine at **www.theconversation.com** to find out the latest research findings for a holistic RSE curriculum.



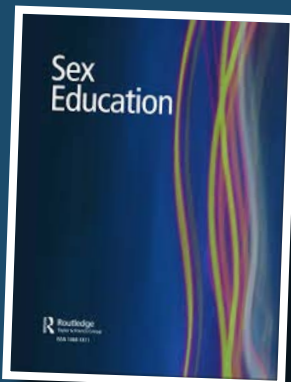


Research

Academic Journals that publish research on RSE issues



Sexualities



Sex Education



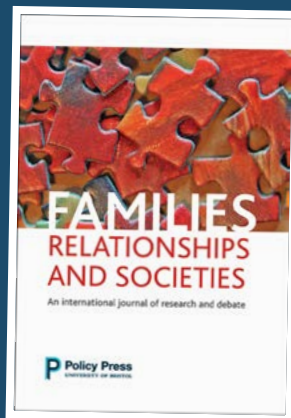
Gender and Education



Culture, Health and Sexuality

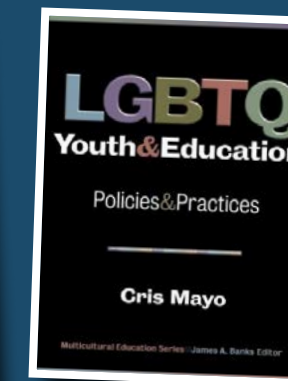
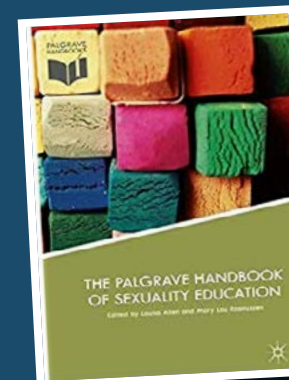
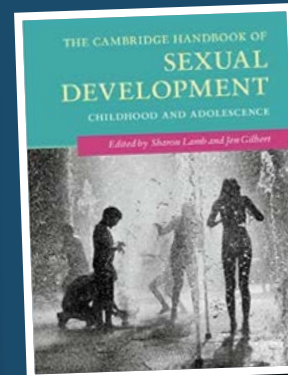
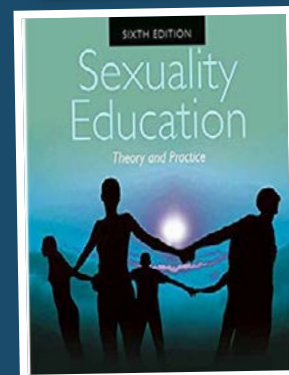
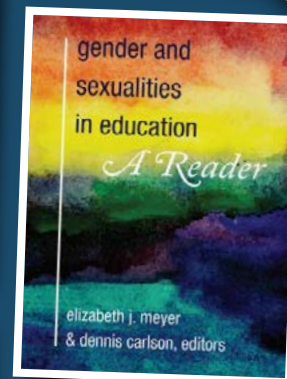
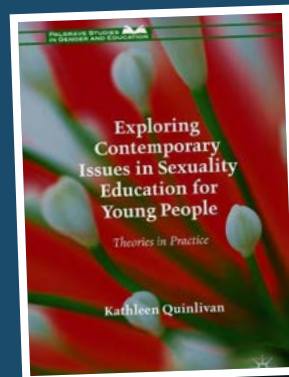


Journal of Gender Studies



Families, Relationships and Societies

Further reading



Look for 'open access' articles which are free to download. Use the journal's search engine to find an article about a topic or area of interest.

Like an author? Find out more about their research by entering their name in 'google scholar' or finding them on [academia.edu](https://www.academia.edu)

Section

7

Sex and gender

Pornography

Sexuality

Sexualisation

Glossary: collected explanations of words

"a glowing" (gloos, Dutch)

"a spark, a flame" (Glossi, Icelandic)

"explanations that shift their meaning"
(Early 14th Century)

RSE concepts glossary

These concepts have been chosen based upon what teachers in RSE workshops want to know more about. They are by no means an exhaustive list, and will continue to be added to.

Concept: to grasp an idea or principle

Sexual consent

Sexting

Friendship

Body image

Sexual violence

Emotion

Bullying

Relationships



SEX and GENDER

Gender

'Gender' is used in this resource to refer to how sexed bodies are lived (e.g. as identity, as expression, through social interaction), represented (e.g. in language, media, popular culture) and regulated (e.g. by socio-cultural norms, such as the stereotypes of 'masculinity' and 'femininity', and in law).

While the concept gender can include the different ways societies assign chromosomes or body parts to sex categories, it is not synonymous with sex, and does not only refer to gender identity or gender expression.

It is a concept that allows for analyses of **gender as an organising principle of society** (e.g. how gender shapes and is shaped by economic, environmental, political, cultural, legal, historical, religious and spiritual factors). As a concept, it also enables an exploration of how **different societies** address the intersection of biological, socio-cultural and psychological processes.

Sex

'Sex' is used in this resource to refer to the biological processes and attributes that societies use to **assign sex categories**. These biological attributes include chromosomes, hormones and internal and external physical sexual and reproductive anatomy. **Research is continually evolving** in this area (see Fausto-Sterling's **'Just how many sexes are there?'**).

"There is nothing in the body that can be said to be permanent and unchanging" (**Fausto-sterling, 2017**)

"Gender gender why do you matter? All you are is a trouble maker"
(**group of young people, age 12/13**)

Gender identity

Research suggests that 'gender identity' is a historically specific term that became meaningful only in the twentieth century. In this resource 'gender identity' is used to refer to a person's inner sense of self. Gender identity does not necessarily relate to the sex a person is assigned at birth. Feelings about gender identity start early, around the age of 2-3 (see this **animated video**).

Gender expression

'Gender expression' is used in this resource to refer to the outward signs that people use to communicate their gender identity (i.e. inner sense of self). This can include, for example, preferred pronouns, choice of name, style of dress and appearance, mannerisms and behaviour.

"Gender relations must be understood on a large scale as well as in intimate detail" (**Messerschmidt et al. 2018**)

Connected AGENDA case studies:



THE ROTIFER PROJECT



ALL OF US



WHAT IF #THISISME?

Accessible think pieces by academic experts

The new puberty, by Lisa Mundy

Who do you think you are?
by Jaqueline Rose

Beyond sex differences,
by D. Joel and A. Fausto-Sterling.

We don't need macho stereotypes to entice boys onto the dancefloor,
by Christopher Marlow

Four big lessons from the UK's new gender pay gap reporting rules and what's next for equality, by Jana Javornik

Ol' Man River – how gendered language shapes the way we see the world,
by Ella Tenant

Beyond pink and blue – the quiet rise of gender neutral toys, by Jason Bainbridge

Its not just about race and gender – religious stereotypes need tackling too,
by Saskia Warren

What is gender queer? By Jessica Kean and Rillark Bolton

Trans: Adventures across time and space,
by Meg John Barker

A trans review of 2017: the year of transgender moral panic, by Meg John Barker

We must celebrate gender and sexual diversity in our schools, by Lucy Nichols

Our ancient ancestors may have known more about gender than we do, by Karina Croucher

Medieval women can teach us how to smash gender rules and the glass ceiling, by Laura Kaisas Williams

Women in sound: addressing the music industry's gender gap, by Linda O Keeffe

Making guys play with dolls won't create an army of men working as carers, by Gina Rippon

World Cup: sexism in British punditry is clear for all to see, by Kath Woodward

Banning the burkini reinforces a single story about Muslim women: they need saving, by Pina Sadar

Fearless Girl facing Charging Bull simply restates outdated gender stereotypes. Here's why, by Daniela Peluso

No more 'leaning in' – the neoliberal myth of the superhero businesswoman holds us all back, by Melissa Young

How to overcome phallus obsessed toxic masculinity, by Stephen Linstead and Garance Maréchal

A brief history of the pantomime – and why it's about so much more than 'blokes in dresses', by Nigel Ward

How neuro-sexism is holding back gender equality and science itself, by Nina Ripon.

Robotics, science fiction and the search for the perfect artificial woman, by Irena Hayter



Sexuality

The World Health Organisation's (WHO) definition of sexuality informs this resource. They define sexuality as "... a central aspect of being human throughout life that encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.

Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed.

Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors." (WHO 2006, 2010).

For further WHO definitions of sexual health and sexual rights, see www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en/

"For many children and young people, sexuality is rarely derived from any singular source or formal pedagogy. Rather, sexual learning involves a 'sticking together' of different experiences, practices, knowledge and understanding. It is then contingently assembled in diverse ways through bodily practices, including first-hand experiences, peer-group interactions, formal and informal sexuality education, popular culture representations, as well as social media networks and technologies" (*Kehily and Nayak 2017, p.22*).

Connected
AGENDA
case studies:



FRIENDS?



DIGITAL
DIVERSITY CLUB

Accessible think pieces by academic experts

Disabled LGBT+ young people face a battle just to be taken seriously, by Alex Toft

Sex, health and society – what's the connection? By Jayne Lucke

Janelle Monae's vagina trousers: Pynk is the new black, by Victoria Anderson

Why the age of consent is a world-wide challenge, by Michael Richards

Nintendo can't take the gay out of gaming without a fight, by Mark Griffiths

Why you should think twice before you talk about the LGBT community by Eleanor Formby

So much for dutch tolerance: life as an LGBT asylum seeker in the Netherlands, by Sarah French-Brennan

The truth about sex in ancient Greece, by James Robson

How Indian judges wrote love into law as they decriminalised gay sex, by Senthoran Raj

Why I joined #500queerscientists by Adam Frew

Why the clitoris doesn't get the attention it deserves – and why this matters, by Jane Chalmers and Cat Jones

How a masculine culture that favors sexual conquests gave us today's 'incels', by Ross Haenfler

What asexuality can teach us about sexual relationships and boundaries, by Catriona Jones, Julie Jomeen and Mark Hayter

Sex in Africa is more diverse than gay or straight, by Chantal Zabus

Global Series, Talking Sex Changing Cultures

Forget the pick-up lines – here's how to talk about your sexual desires and boundaries by Bianca Fileborn

Some notes on the female orgasm, by Annamarie Jagose

New data shows sexual boundaries are changing – but what do we really know? by Megan Todd.

Times up Mister Bond: why new ideas of identity mean the next 007 could be black, bisexual – or even a woman, by Thusa Rajendran

And the winner of the medieval Bad Sex fiction award is... by David Clark.

There's a problem with the LGBT rights movement – its limiting freedom, by Ratna Kapur

Five problematic sex messages perpetuated by advice manuals, by Meg John Barker

Anthill podcast: Sex and New Technologies.

Spells, charms, erotic dolls: love magic in the ancient Mediterranean, by Marguerite Johnson

From reproducers to 'flutters' to 'sluts': tracing attitudes to women's pleasure in Australia, by Lisa Featherstone

From the 16th-century to men's rights activists, why 'cuckold' is the worst thing you can call a man, by Una McLlivena



Relationships

Relationships can be formed within and between people but also with **more than human others**, for example, deities, places, objects, animals and nature (e.g. pets, a favourite toy, online games; the environment). **Kinship studies** offers a rich exploration of how humans, species and the material / natural world **interact together** in the world.

Inter-personal relationships can include a range of associations and bonds between, for example, family members, peers, relatives, adult civil and marriage partnerships and with a whole range of others (e.g. neighbours, shopkeepers etc.).

Relationships introduce children to a range of feelings (e.g. affection, closeness, care, fear, love, obligation, power, powerlessness, respect, trust) which shift and change throughout the course of their contact with others. Some relationships are very brief, others are life long. Some relationships are regulated by law, customs, rituals and mutual agreement.

Human relationships are shaped by a range of societal and cultural norms (e.g. gender norms) and operate in the context of shifting, uneven, unequal or abusive power relations.

Connected AGENDA case studies:



RECLAIMING
RELATIONSHIPS



MELT DOWN



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New research shows that Australian teens have complex views on religion and spirituality, by Andrew Singleton, Anna Halaffof, Gary D Bouma and Mary Lou Rasmussen

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People with learning disabilities want to find love too, by Chido Ndadzungira

What a medieval love saga says about modern day sexual harassment, by Lisa Bitel

Queer pop-ups take us beyond the gaybourhood, by Ryan Stillwagon, Adriana Brodyn, Amin Ghaziani, Kyle Sutherland.

See commonworlds.net for a range of resources on how our past, present and future lives are entangled with those of other beings, non- living entities, technologies, elements, discourses, forces, landforms.



Sexual violence

Sexual violence is an umbrella term that refers to a wide range of sexual acts including, sexual harassment, sexual assault, rape, sexual exploitation, sexual coercion, or threats of violence of a sexual nature. It includes child sexual abuse, child marriage, female genital mutilation, sexual trafficking and slavery, forced sterilisation, forced prostitution and forced pregnancy.

Technology-facilitated sexual violence can include online stalking, hate speech, image-based abuse, online rape threats and online sexual harassment.

The World Health Organisation defines sexual violence as: **“Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting”**

While research is limited and precarious, the WHO provides a global picture of **prevalence**, and the **‘conductive context’** (Liz Kelly 2006) to understand the broader social, cultural, political and historical conditions which facilitate unequal and **abusive intersectional gender-based power relations**, which perpetuate the devaluation and subordination of girls, women’s and other minority gender and sexual rights, equalities and freedoms.

For stats and facts on gender-based and sexual violence, including homophobic, biphobic and transphobic violence in England and Wales see **Stonewall UK’s LGBT hate crime and discrimination survey**.

For additional evidence, see **academic submissions** to the Women and Equalities Select Committee Inquiry into Sexual Harassment and Violence in Schools, and the UK Feminista / NEU research **Sexism in Schools**.

Accessible think pieces by academic experts

Responding to sexual violence in schools: what educators can learn? by Jen Gilbert

Not everyone can say #metoo and we need to tackle the causes of sexual violence, by Claire Moran

Rape culture: why our community attitudes to sexual violence matter, by Anastasia Powell.

Rape, sexual assault and sexual harassment. What’s the difference? By Nicola Henry

How #metoo can guide sex education in schools by Melissa Kang

Why sexual harassment in schools is part of everyday life, by Nancy Lombard

Gender stereotypes make teenagers more accepting of sexual violence, by Vanita Sundaram

What happened when we showed a film about lover boy sex trafficking to a group of teenagers, by Shreepali Patel

The rise and fall of FGM in Victoria London, by Helen King.

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Speaking out about sexual violence on social media may not challenge gendered power relations, by Carol Harrington

Changing the messages about rape, one slutwalk at a time, by Kaitlynn Mendes

Anti-homophobia campaigns are linking being gay with misery, by Roz Ward

Children speak out on sexism and sexual harassment, by Emma Renold

Sexual equality in schools: how to make rights on paper a daily reality, by Annamagriet de Wet

Sexual harassment at school: what can young people’s gender based activism tell us? by Jessica Ringrose and Hanna Retallack

The conducive context of violence against girls and women, by Liz Kelly.

Pre-teen experiences of sexual harassment in school, by Emma Renold.

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RULER HEART



VOICES OVER SILENCE



CRAFTING EQUALITY



UNDER PRESSURE?



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NO TABOOS



Sexualisation

'Sexualisation' is a poorly defined but over-inclusive term that came to prominence in public debates in the 2000s, stimulating both **popular campaigns and government-funded reports** on the issue. It reacts in part to the way aspects of mainstream culture have become more sexually explicit in recent years. It also speculates on the negative – 'sexualising' - impact this supposedly has on young people. Its focus on children may have helped to depoliticise the issue and galvanise a diverse range of interest groups, from social conservatives to mainstream politicians and some feminists.

Those critical of the term point to its negative view of social change, which resists counter-arguments that features of 'sexualisation' might be democratising and not only problematic; its ignorance of the long history of children's commercialised cultures; its value-laden assumptions about children as either 'asexual' and 'innocent' or as corrupting/corrupted (and as, respectively, deserving of protection or not); its legitimisation of vitriolic and victim-blaming judgements on girls (e.g. as 'gone skank', '**dockside tarts**'), while boys are not considered.

They question whether the notion benefits children and young people themselves or engages with their **own perspectives on culture and sexuality**. Indeed, where it assumes that children are 'made sexual' by an external force (the media or consumer culture), it may limit discussion of children's sexual rights and of gender and sexual inequities. Its use may already be in decline, although the politics and concerns underlying it are unlikely to fade as quickly.

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Children, Sexualization and Consumer Culture,
by David Buckingham and Sara Bragg

Passive, heterosexual and female: Constructing appropriate childhoods in the 'sexualisation of childhood' debate, by Jessica Clark

When a child is not a child, and other conceptual hazards of childhood studies by Daniel Cook.
See also [here](#).

What does sexualisation mean? by Robbie Duschinsky

The emergence of sexualization as a social problem: 1981–2010, by Robbie Duschinsky

The Sexualisation Report, by Feonna Attwood, Clare Bale and Meg Barker. See also their [wordpress site](#)

Culture, policy and the un/marked child: Fragments of the sexualisation debates, by Debbie Epstein, Mary Jane Kehily and Emma Renold

Between Innocence and Experience: the sexualisation of girlhood in 19th century postcards, by Elodie Silbersein.

Are we naive about sexual innocence? by Adi Bloom

Girls and Boys Speak Out, by Emma Renold

The shifting terrain of sex and power: from the 'sexualization of culture' to #MeToo by Rosalind Gill and Shani Orgad



Pornography

The term 'pornography' generally refers to material that explicitly describes or shows sexual organs or activity and is intended to make the reader/viewer sexually excited or turned on.

The word dates from the nineteenth century, a relatively recent origin that suggests its link to 'modern' technologies (e.g. printing, photography, film and video) and attitudes to sexuality. While explicit depictions of sexual activity and body parts are as old as civilisation and have been found in all cultures, we cannot assume that their meanings and purposes were the same as our ideas of pornography.

Pornography may be more widely accessible and visible now, sometimes described as 'mainstreaming'. Whether this is democratising and diversifying sexual cultures or harmfully reinforcing sexism is much debated. However, there are many different forms of pornography (including that written or produced for and by women or LGBTQ+ audiences) and it is not helpful to treat it as one single 'thing' or as inherently bad or good.

There is no evidence that simply viewing pornography itself causes harm.

Research suggests correlations or associations between porn viewing and other sexual practices or orientations, such as sexual adventurousness, but cannot state with certainty that one causes the other.

While some children and young people are upset by encounters with pornography, particularly when these are unexpected, they are also confused by, and challenge, unsubstantiated assertions about its dangers. Some research argues that young people are thoughtful, reflective and critical viewers of sexual material, rather than victims of it.

Knowing the law won't necessarily help young people deal with the grey areas they encounter in everyday life – many of which relate to how pornography is used, for instance, in public places including in school to harass or embarrass others, or within relationships. There is often a gendered dimension to this.

Although pornography is a controversial topic, it is also a 'live' issue for many young people, who value the opportunity to discuss it in a non-judgemental, safe environment and usually have a lot to say about it! Questions of consent and ethics are pertinent ones to raise in relation to the production, circulation and use of pornography.

Accessible think pieces by academic experts

'I'm just curious and still exploring myself': Young people and pornography, by Feona Attwood, Clarissa Smith and Meg John Barker. This paper is based partly on research summarised [here](#). Feona Attwood talks about her work in this [podcast](#).

Asking whether porn causes sexual violence is the wrong question by Meg John Barker

Gonzo: we need to talk about young men and porn by Bianca Fileborn

Concerned about porn? Here's what we should really worry about by Cicely Marston

The government cited my research in its campaign against porn and anal sex – here's why I disagree by Cicely Marston

Digital Romance: A research project exploring young people's use of technology in their romantic relationships and love lives by Ester McGeeney and Hanson

A grown up conversation about children and porn online starts here by Victoria Nash et al.

Pornification and the mainstreaming of sex, by Susanna Paasonen

Pornography has deeply troubling effects on young people but there are ways we can minimise the harm, by Michael Flood

"'Everywhere they say that it's harmful but they don't say how, so I'm asking here': young people, pornography and negotiations with notions of risk and harm" by Sana Spišák

The feminist porn book: The politics of producing pleasure by Taormino, Tristan, et al.

The Sexualisation Report, by Feonna Attwood, Clare Bale and Meg Barker.

Experiences with Sexual Content: What We Know from the Research So Far, by Liza Tsaliki, Despina Chronaki and Kjartan Ólafsson.

Is there such a thing as ethical porn? by Zoe Williams

More to combat children's experiences of non-consensual sexual content on social media by Jessica Ringrose

Young people and pornography: a briefing for workers. Statement by Brook, Centre for HIV and Sexual Health, FPA, The National Youth Agency: www.sexualhealthsheffield.nhs.uk/resources/free-downloads/



Sexting

Sexting has been conventionally defined as 'exchange of sexual messages or images' (Livingstone et al., 2011) and 'the creating, sharing and forwarding of sexually suggestive nude or nearly nude images' (Lenhart, 2009) through mobile phones and/or the internet.

Sexual images of those under 18 are classed as sexual abuse imagery even where the images have been created consensually or those involved are over the age of consent (16). Consensual adult 'sexting', by contrast, is often viewed as a relatively benign aspect of sexual expression. Survey estimates of how common sexting is among young people vary widely depending on age and how sexting is defined or understood.

However, **quantitative research** alone cannot cover in-depth understandings about the nature or complexity of technologically mediated sexual expression or activity via mobile or online media. Sexting reveals wider societal pressures and sexting practices are culturally specific.

Qualitative research "uncovered a great diversity of experiences, which contradicts any easy assumptions about sexting as a singular phenomenon. Nor can it simply be described in absolute terms – wanted vs. unwanted sexual activity, deliberate vs. accidental exposure – for much of young people's engagement with sexual messages and images lies in the ambiguous and grey zone" (**Ringrose et al.** 2012, p.6-8)

"The answer is not to tell young people that they should not sext, but rather to engage them in thinking, with each other, about sexting as part of the broader negotiation of intimate relationships" (Rasmussen 2018)

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Youth Sexting, by Emily Setty and Jessica Ringrose

Know thy Selfie: What is Sexting? by Kath Albury

Sext Education, by Amy Dobson and Jessica Ringrose

More to combat children's experiences of non-consensual sexual content on social media
by Jessica Ringrose

Sexting: What is it and why is it an issue of gender equality relevant for an educational audience?
by Jessica Ringrose

Teenage Sexting is Not all the Same – criminialise abuse not sexual exploration, by Nikki Godden-Rasul

Sending a naked selfie can be a criminal offence,
by Raymond Arthur

'Sexting' teens: decriminalising young people's sexual practices by Danielle Tyson, Amy Shields Dobson and Mary Lou Rasmussen

Teenage Sexting: we're letting young people down by not talking about it, by Elizabeth Agnew

How sexting is creating a safe space for curious millennials, by Melissa Meyer

Bringing pleasure into the discussion about sexting among teens, by Mary Lou Rasmussen

No, the internet is not actually stealing kids' innocence, by Sonia Livingstone

Interview with Kath Albury on 'sexting'



Bullying

All too often, bullying is seen as a problem of a few identifiable (anti-social) individuals exercising power over victims, and is dealt with on this case-by-case basis, rather than identifying the social and cultural social conditions and processes that allow bullying to happen, in which schools can be unwittingly complicit.

Indeed, bullying behaviours can frequently reinforce what is socially acceptable (e.g. what a 'boy' can wear or where a child should live). Individual or groups of children and young people who are perceived as **'different' from the 'norm'** are frequent targets of bullying.

Some research suggests that Instead of 'bullying', the term 'harassment' can better capture not only the individual and peer group practices that children describe as unwanted, hurtful and disturbing, but also the more routine and normalised everyday abuses (e.g. sexism, racism) circulating in peer culture and wider media representations.

While bullying continues to be a key concept used by schools, school policies and governmental guidance one working definition that takes all of the above into account could be as follows:

"Bullying is the abuse of social and cultural power relations that are persistently directed towards targeted people or groups of people over time. It can be covert or overt and expressed in verbal, physical, psychological, material, or technological ways" (Renold and McGeeney 2017, p. 167)

So what can schools do?

If bullying behaviours are understood as the micro-expression of wider persistent social inequalities, best practice for schools is to work towards interventions that address bullying cultures in the context of rights, equity and social justice.

"Bully discourses offer few symbolic resources and/or practical tools for addressing and coping with everyday school-based gender violence, and some new research directions are suggested" (Ringrose and Renold 2009)

Best practice also includes developing whole-school equalities policies and practices with children, parents/carers and the wider community to develop proactive and affirmative interventions that encourage child/youth-led action campaigns and research projects to evaluate progress and raise areas of concern that matter to them.

"The inter-personal and individualising logic of 'bullying', with its psychological categories of victim, perpetrator and bystander, struggle to address the social and cultural power relations that children are caught up in and negotiate on a daily basis" (Renold 2013, p.26).

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SAM'S STORY

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Teaching and Learning Beyond Bullying, by Jessica Fields, Laura Mamo, Jen Gilbert and Nancy Lesko

What is bullying? by Jessica Ringrose

Could gay-straight alliances reduce school bullying? by Robert Marx and Heather Hensman Kettery

Telling kids homophobia is wrong won't stop bullying in schools by Mary Lou Rasmussen, Fida Sanjakdar, Kathleen Quinliven and Louisa Allen.

Bullying linked to gender and sexuality often goes unchecked in schools by Victoria Rawlings

LGBTQ Inclusion in Elementary Schools: What Teachers Can Do, by Elizabeth Meyer

Beware the Nursery Gender Police: why church guidance on homophobic and transphobic bullying falls short, by Carrie Paechter

The Danger of Boys Will be Boys, by Elizabeth Meyer

School is not always a safe place for students with disability - this has to change, by Sally Robinson

Challenging Gendered Cultures in Childhood to Address School Bullying, interview with Emma Renold by Elizabeth Payne and Melissa Smith.

LGBTQ Students: More Than Victims of Bullying, interview with Jessica Fields by Elizabeth Payne

Anti-Bullying: Failing to Tackle Gender and Sexual Inequalities, interview with Jessica Ringrose and Victoria Rawlings by Elizabeth Payne.

How to challenge racism in British schools, by Mike Cole.



Sexual consent

The **legal definition of consent** is that 'A person consents if they agree by choice, and have the freedom and capacity to make that choice'.

Recent UK research suggests that young people understand the concept of consent in the abstract, framing it in terms of permission, approval, readiness and mutuality. However, they see it as having to be given rather than understanding the idea of 'getting' consent. (Coy et al 2013).

While young people can describe and explain circumstances where capacity to consent is absent or compromised, "they have a limited sense of 'freedom to consent' and thus the constraints and pressures that inhibit willing and enthusiastic participation in sexual activity". (Coy et al. 2013, p.67)

Moreover, when they consider 'real' situations, gendered codes of behaviour and victim blame change how they make sense of sexual negotiation (ibid). Some **research** suggests that many young people perceive that it is 'understandable' for boys to sexually harass girls in response to sexual or romantic rejection, for instance.

Coy et al (2013) suggest that five aspects of consent should be core...

- that getting is as important as giving
- applying ideas about consent to real life situations
- the gendered double standard
- positive and active communication that goes beyond expecting
- partners to 'say no'
- challenging victim blaming"

However, young people are **not only negotiating what is consensual with each other**, they are doing so across a range of contradictory and highly culturally specific gendered and sexual scripts, beliefs and values, and in a wider context of unequal power relations in their relationships and lives more widely as young people.

Research suggests that a situated and contextual understanding of how young people navigate and negotiate sexual intimacy is needed. Best practice for **sexual consent education** is through developing **affirmative, interactive** and creative pedagogies, and through an exploration of the ethics of sexual intimacy, power, agency and pleasure. Pedagogy must also address the grey areas in the context of unequal power relations and support young people to consider how sexual choices impact on themselves and others.

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Sexual consent really isn't like a cup of tea – but at least we're talking about it, by Samantha Pegg

Talking about sex is awkward, so how can teenagers 'just ask' for consent? by Elsie Whittington

Consent Education: Undoing the Binary and Embracing Ambiguity, by Elsie Whittington

Young Men, Sexual Ethics and Sexual Negotiation, by Moira Carmody

Transforming gendered practices through sexual ethics education, by Moira Carmody

How can women feel comfortable saying no when they are told they can't say yes? by Heather Hensman Ketterly

Drugs and alcohol complicate sexual consent, but context can make things clearer, by Alex Aldridge and Adam Winstock

Children's relationships cultures and sexual consent in primary schools, by Emma Renold.

What are creepshots and what can we do about them? by Andrea Waling

All too often anal sex isn't about young women's desires, by Cicely Marston



Body image

"Desire, it turns out, does not allow itself to be so easily regulated by choice and will"
(Karin Lesnik-Oberstein 2014)

"The relationship we have with our bodies, or our body image, can change over time and is influenced by the messages we receive from our peers, families, society and culture" (Abott 2013)

The psychological concept of body image often refers to the mental image of the body as it appears to others. Embodiment research, which puts the psychological into the social and cultural, is a field of investigation that explores how people interact and make meaning of what their own and other bodies look like, feel like and can do in relation to a complex landscape of shifting and culturally contingent normative bodily ideals and practices (e.g. *'slenderness'*, *'ableism'*).

How bodies are represented and commodified is a key site through which gender and sexuality are mediated and made meaningful. Critical research on children and young people's body cultures or what **Raewyn Connell** calls *'body reflexive practices'*, has explored how, when and where different bodies are regulated by social, material, affective, technological and historical processes, where particular embodied norms (e.g. idealised femininity and masculinity) are negotiated by children and young people on a daily basis and can stir up feelings of shame, disgust, fear, desire and pleasure.

"Bodies, all bodies, escape our grasp. They are not graspable partly because they exceed our expectations of them" (Grosz 2007)

Research has explored the diverse ways in children and young people's bodies are charged with contradictory gendered and sexual meanings that give rise to practices and feelings over which they have very little control over. Indeed, many children struggle with developing a positive body image and **gender, sexual, racial and aged norms play a big part in this struggle**, along with other differences that make a difference (e.g. differently abled bodies or neuro-diverse bodies).

Research argues that developing 'body confidence' requires far more than teaching children and young people critical media literacy. Discourses of body positivity can also unwittingly create a **deficit model** which blames and shames. There is no quick fix solution to how representations of bodily norms and ideals play out in everyday life and affect children and young people's health and well-being. A cross disciplinary 'curriculum of the body' (**Nancy Lesko**) is one way forward to approach this topic in ways that keeps self, body and society in flow.

However, most resources addressing body image work mainly with **highly commodified** discursive interventions (e.g. critical media literacy). Few connect this work with embodied pedagogies (e.g. working with or on the body directly, through movement). Research is also only just beginning to explore the complex lived experiences of **digitally networked bodies**, identities and relations.

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ALL OF US



BODY (RE)FORMING



EveryBODY Matters

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Muscle mania: young men aren't alone with body image concerns by Julia Coffey

This Girl Can campaign is all about sex not sport, by Simone Fullagar and Jessica Francombe-Webb

A new way to teach children about eating disorders, by Emma Rich, Niamh Ni Shuilleabhain and Simone Fullagar

Why do we find muscular women so wildly perplexing, by Jamilla Rosdahl

Leave barbie alone so we can talk about how kids actually play, by Kim Toffoletti

The Women We See: Experiences of Gender and Diversity in Advertising in London's Public Spaces, by Jessica Ringrose and Kaitlyn Regehr

Power, perils and rites of passage, the history of the female tattoo, by Emily Poelina-Hunter

Three things we can learn from Muslim Women's Fashion, by Liz Bucar

Japan's Gender-Bending History, by Jennifer Robertson

Can we untie unisex fashion trends from gender equality, by Mary Rizzo

Frida Kahlo to Rihanna: there's a reason eye-catching brows are front and centre, by Niamh Thornton

Hair removal prompts endless questions but rarely answers, by Karin Lesnik-Oberstein

Global hijabista style from the afghan burqa to the cover of a fashion magazine, by Carol Mann.

Redefining the (able) body: disabled performers make their presence felt at the Fringe, by Yoni Prior

Joyous resistance through costume and dance at Carnival, by Henry Navarro Delgado



Emotion

Recent years have seen increasing interest and public discussion of the politics and nature of emotions.

Feminists have long challenged the tendency to devalue emotions (often seen as 'feminine' and contrasted with more highly prized 'masculine' rationality). The feminist slogan 'the personal is political' encourages analysis of how our feelings connect to wider public issues and power relations.

Academic research has explored 'emotional labour' – how people are required to manage their emotions, in the workplace as well as in personal relationships – and the affective responses that circulate around 'hate' figures such as the 'asylum-seeker' or 'chav mum' in contemporary British politics.

Facebook's 2014 research paper reporting its 'experiment' on 689,000 users in '**emotional contagion through social networks**', Trump's election in the US, the 2016 Brexit vote and its aftermath, have all raised concerns about manipulation and corporate ethics in social media.

Online forums, especially where they offer anonymity to those posting, enable the intense expression of emotion, including abuse and trolling with distinctly misogynistic and racist overtones ('**gamer gate**' is one well-known example). This may help account for the popularity of platforms that limit such behaviour, such as Tumblr.

The approaches in **the AGENDA resource** are informed by an interest in our embodied and affective responses - what feelings do to our bodies and to our sense of self - and aim to help young people reflect on 'what moves us' and why. In seeking to go beyond talk-based pedagogies, they connect to traditions of educational interest in the emotional experiences of teaching and learning.

Connected AGENDA case studies:



FINDING
BALANCE



WE MOVE



MELT DOWN



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Matters

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Cultural theorist Raymond Williams wrote about 'structures of feeling' (brief overview [here](#)).

Mary Beard on why she befriended her **online trolls**

Arlie Hochschild talks about her work on emotional labour [here](#).

Download an **interview** with Professor Sara Ahmed, author of *The Cultural Politics of Emotion* (2004) and *The Promise of Happiness*, in which she describes how she defines and teaches about affect and emotion. You can find out more about her work on her **website** and **blog**.

Prof Margaret Wetherell takes a critical academic perspective on affect and emotion in an interview [here](#).

Book review of Megan Boler's *Feeling Power: Emotions and Education* by Eva Feder Kitty.



Friendship

Friendship is commonly perceived as both a 'protective' and a 'risk' factor for young people.

On the one hand, popular concepts such as 'peer pressure' assume that relations between young people are uniquely – and often dangerously – competitive and prone to undue influence, especially in relation to consumer goods and substance (ab)use.

On the other hand, it is also recognised that the teenage years are intensively sociable and that friendships formed at this time can sustain them – and maybe even last a lifetime.

Meanwhile recent research suggesting that a high number of friendships are now formed online feed adult tendencies to view online activities through fears about bullying, 'stranger danger' and online grooming, while young people use more everyday vocabularies of 'drama'.

Research suggests that adult stereotypes, particularly when they activate gendered notions of girls' indirect and boys' direct aggression or relatively crude concepts of 'bullying', hinder understanding of the complex social dynamics of friendships. They also inhibit consideration of wider social structures shaping peer relations, including the current emphasis in many schools on teaching, learning and examination results at the expense of the sociable, convivial aspects of education.

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SPEAK OUT!



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How do children learn to form social bonds?

by Alana James

The trouble with teenagers – it stems from what they learn about friendships in school

by Jonathan Rix

Most teenage friendships doomed to fail but whose fault is that

by Sam Carr

Is cyberbullying all that goes over the line when kids are online?

by Emily Weinstein and Robert Selman

Has facebook finally given up chasing teenagers? It's complicated

by Harry Dyer

When it comes to mental health, parents shouldn't worry who their children are friends with

by Edward Hill

The Drama! Teen Conflict, Gossip, and Bullying in Networked Publics

by Alice Marwick and dana boyd

"Just be friends": exposing the limits of educational bully discourses for understanding teen girls' heterosexualized friendships and conflicts"

by Jessica Ringrose

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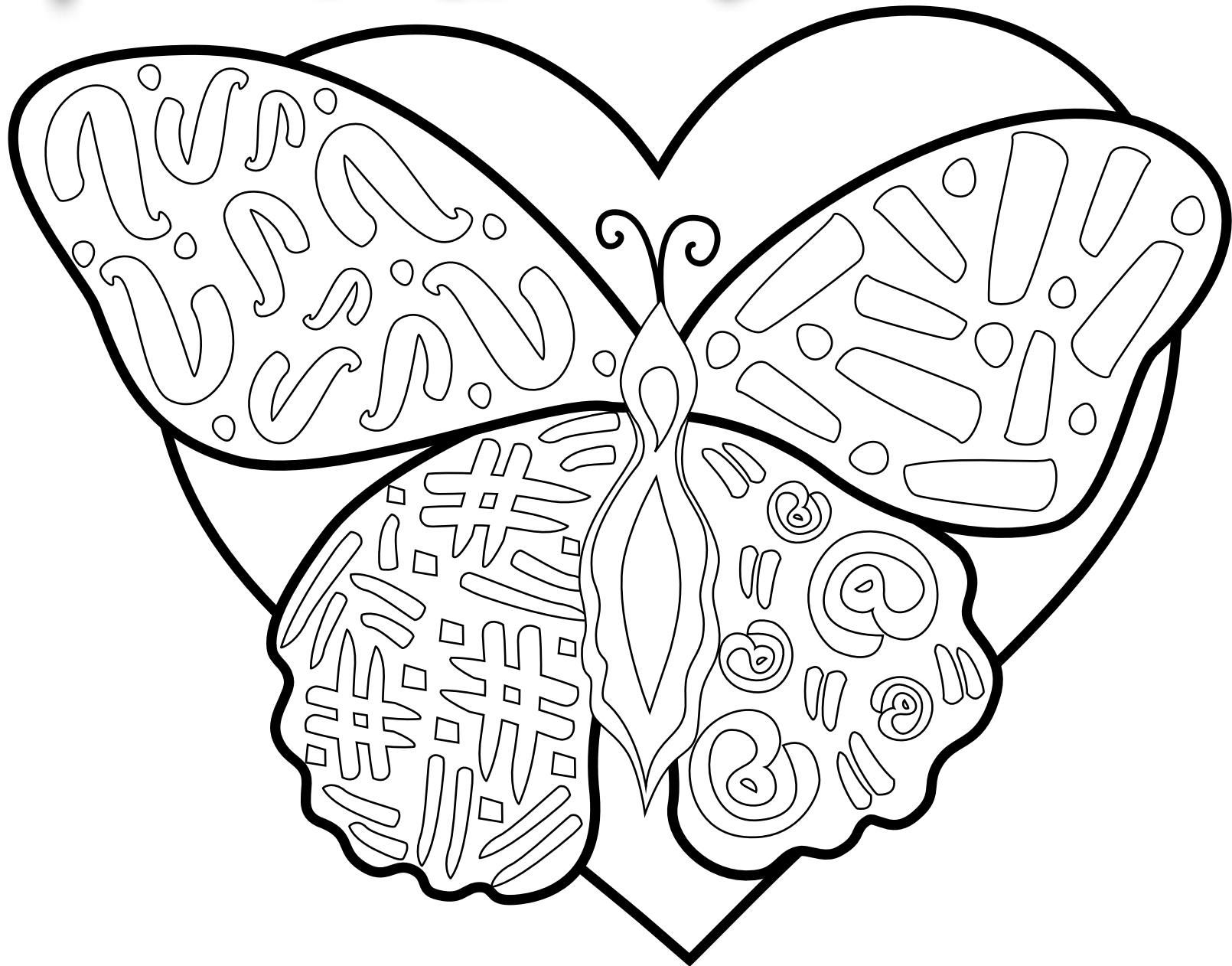
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