



# Mapping

## OUT

## RSE

### Starting out

I'm head of department for post-16 at a special school and part of the middle management team. We are a multicultural school with over 100 pupils, approximately two thirds of which are boys. Half of our pupils are entitled to free school meals and 20% have English as an Additional Language. After taking part in the initial RSE professional learning workshops I went back to school and decided to conduct a creative audit with the groups of young people that I felt had the most urgent need of RSE.

#### **School**

Special school.

#### **Creative audit participants**

47 young people and 40 staff.

#### **Creative audit activities**

Celebrate being you; fingerprint tree; what do you know about.....?; Wyred bodies; key questions; Crush cards; Stop/start plates; What jars you about RSE?

#### **Making RSE Matter**

Curriculum audit.



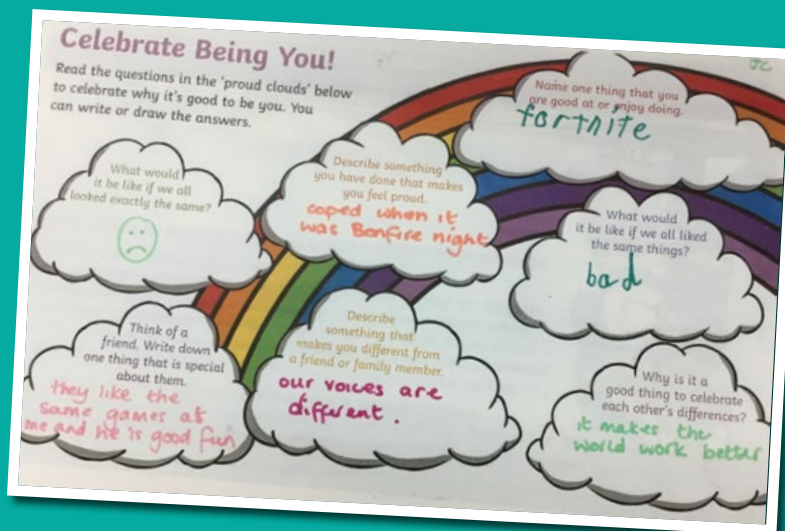
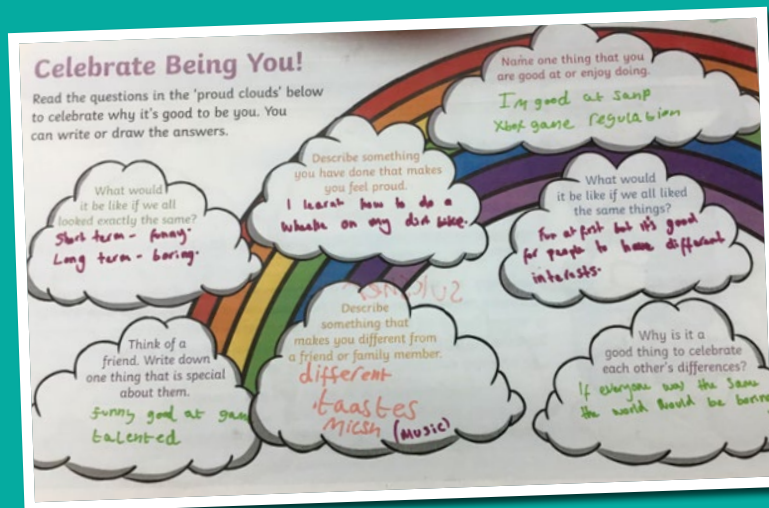
# My creative audit

## Working with young people

I worked with four groups of young people in total to complete the creative audit – one class of twelve pupils in key stage 3, another class of eleven pupils in key stage 4, a class of twelve from our post 16 higher ability class and another class of twelve pupils from our post 16 lower ability class. In total I used six different activities to complete the audit, selecting different activities depending on the availability and developmental needs of the learners in the group.

## Celebrating diversity and difference

With each of the classes we did an activity called **Celebrate being you**. Young people filled in 'proud clouds' about themselves and what makes people similar and different from each other.



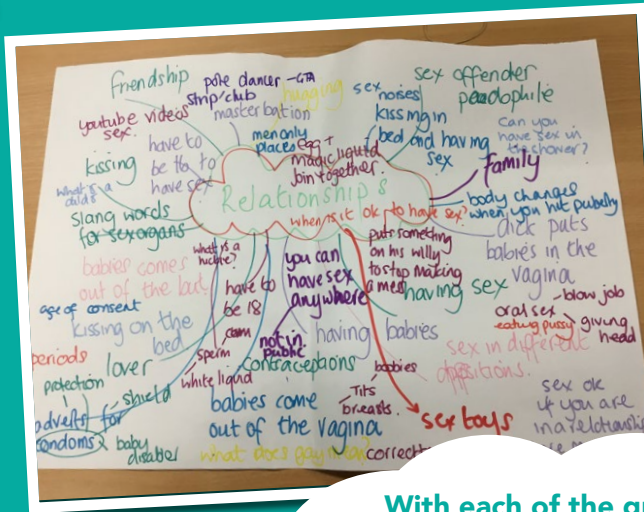
With the key stage three group we also created **finger print trees** to explore ways that we are all similar (we all have a fingerprint) and different (every fingerprint is unique).



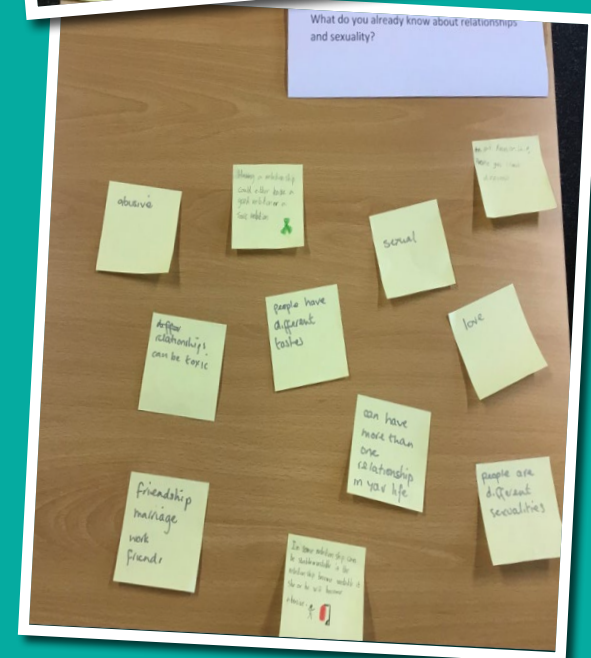
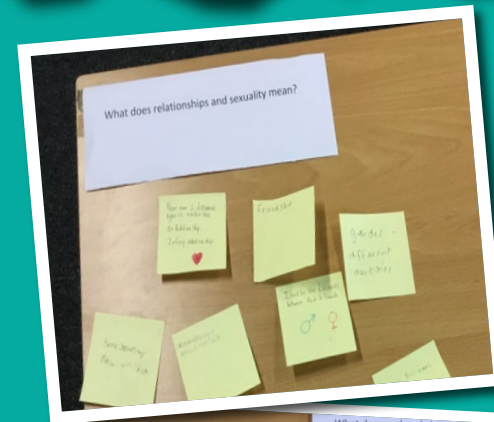
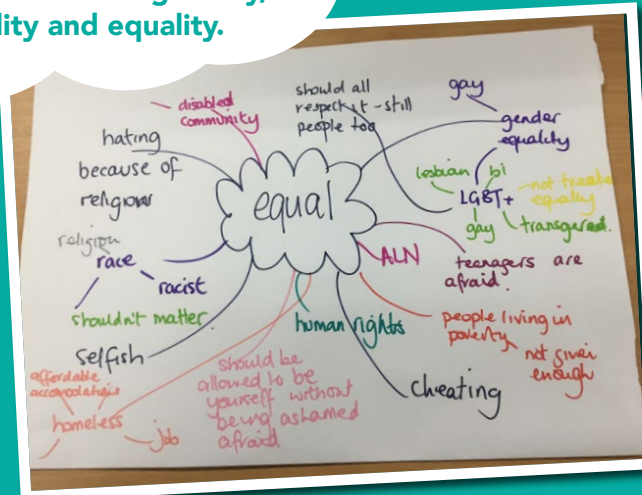
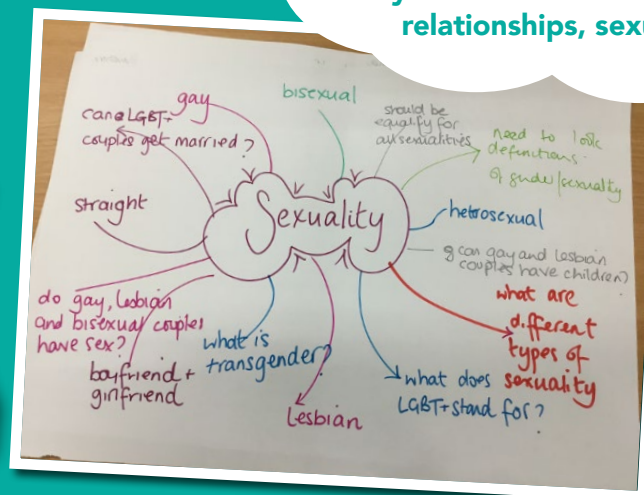


## Mapping what we know

With each of the groups we wanted to find out what they already knew about key thematic areas in RSE including family, relationships, sexuality and equality. With each group we created a mindmap for each theme and wrote down everything that young people said they knew about .



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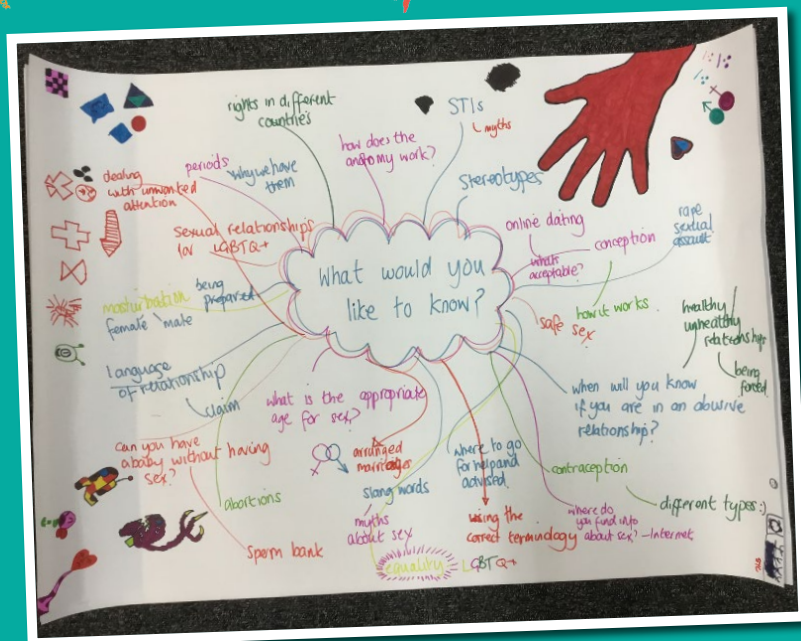


With the post 16 higher ability class we did a **key questions** activity where we asked pupils 'what does relationships and sexuality mean?' and 'what do you already know about relationships and sexuality?' Young people wrote their answers on post-it notes or a member of staff scribed for them.



## Mapping what we want to know

With the post 16 higher ability class we also asked what would you like to know in RSE?. Young people came up with a wide range of questions such as 'Can you have a baby without having sex?', 'what is the appropriate age for sex?', 'when will you know if you are in an abusive relationships?' 'how does the anatomy work?'. They also wanted to know about 'rights in different countries', 'sexual relationships for LGBTQ+', 'arranged marriages', 'stereotypes' and 'online dating'.



## Exploring RSE further

With the post 16 higher ability class we were also able to do some additional creative activities. We used the **CRUSH cards** from the professional learning workshops. I asked young people to work in small groups and group together the cards into categories of their choice. They did this three times, creating new categories each time. At the end of the task they selected some cards to turn over and we read out the stories on the back.





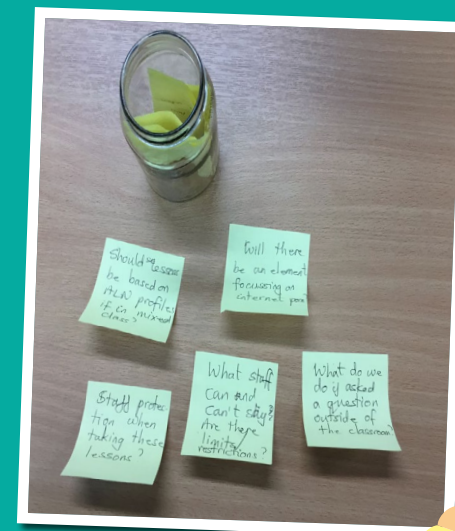
We also did the **STOP START plates** activity where we asked young people to write on red and green plates what they wanted to STOP and START about RSE in our school.

STOP stereotyping people  
STOP avoiding questions  
STOP giving confusing messages  
STOP treating us like kids  
STOP bullying  
STOP bullying because of the way they look  
STOP bullying people who are different  
STOP trying to ask people if they want to learn sex education

START making the lessons more engaging  
START targeting the lessons towards our age group  
START saying it as it is  
START treating us like adults  
START giving single messages  
START to treat people the same  
START giving us clear information  
START listening to learners in lessons  
START adding more information on each subject we learn

## Learning through listening (to young people)

From doing the creative audit I learnt that the creative approach really works! I also learnt that we should never assume what learners know, what they want to know or what's going on for them when it comes to relationships and sexuality. I was surprised by the knowledge shown by young people but I was also concerned by the misinformation and misunderstandings that they had. There were lots of misconceptions regarding the age of consent and they had limited knowledge of the correct terminology for parts of the body. There were also misconceptions and prejudices about 'what is normal?' when it comes to relationships and sexuality as well as lots of questions and worries about their own sexualities. I can see that it is so important to develop a curriculum that reflects society today.



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# Working with staff

After completing the audit with young people I conducted a creative audit with all members of staff. There are 40 of us in total. We did many of the same activities as the pupils as well as the 'what jars you?' activity. Here I gave each member of staff a jar and asked them to fill it with all their worries and concerns about RSE. We did the **Wyred bodies** activity, the key questions, the CRUSH cards and adapted the **STOP / START plate** activity where I asked staff to write on the red plates what RSE is *not* and on the green plates what RSE *is*, or what it *can be*.

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## RSE is not:

Prescriptive Discriminatory  
A joke Sugar-coated Rigid  
Assuming knowledge Taught to all age groups  
Linked to personal experience / preference  
Patchy, vague and not consistent  
Taboo Stereotyped Biased  
Not talked about Just about sex  
Exclusion of all

## RSE is:

Taught frequently Accessible to all  
Honest Open minded Enjoyable  
Pupil voice Body changes / puberty Flexible  
Broad Engaging / enjoyable / made fun  
Should be friendly for everyone to understand and take part  
Taught according to developmental level  
Scientific Social appropriateness Legal  
Updated Understanding of slang Non-biased  
Neutral opinions Differentiated  
Unbiased

## Relevant

Issues / concerns discussed with parents  
Multicultural Factual Visual  
Celebration Other agency  
Social stories Sensory  
Relationships Open platform  
Pupil voice Parental support  
Flexible Individual need  
Realistic Open Informative  
Diverse to include all sexualities  
Use correct terminology  
Sensitive



## Learning through listening (to staff)

It is clear from our whole school staff audit that staff need support, reassurance and professional development if they are to deliver the new RSE curriculum. In the jars there were a lot of concerns about 'saying the right thing' and about not having up-to-date subject knowledge. Staff worried that they didn't know the correct terminology and that they weren't sure how best to respond to learners' questions or how to differentiate according to learners' wide ranging learning needs. Many staff had limited or no experience of teaching RSE, some worried that it might be embarrassing and others worried about the legalities around teaching RSE. There is an appetite for change however. Looking at the STOP / START plates shows that staff are committed to the idea that we need a modern RSE curriculum for our school that reflects and engages with today's society and that meets the varied needs of our learners.

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## DARTA

What jars teachers in a special school about teaching RSE in their school?

More knowledge of sexual identity needed to ensure correct info is shared with students

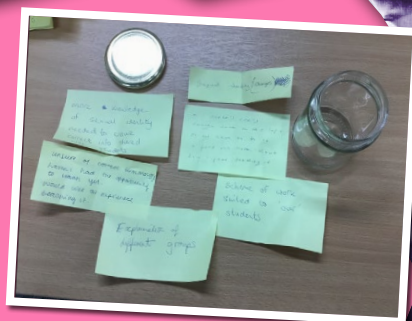
Should lessons be based on ALN profiles if in mixed class?

Not to be judgemental

Inexperience / no knowledge of the current RSE

What images are appropriate?  
Who approves to content?  
Who quality assures this?

Social stories for sexual appropriateness



## Embedding a creative and cross-curricular approach to RSE

After finishing the creative audits I completed an audit of our current scheme of work. I wanted to ensure that all the content was up-to-date but also that it included a range of creative activities for teaching of RSE. I've added in lots of the activities that we did in the professional learning programme.

I am working with our curriculum development groups to ensure cross curricular opportunities for teaching RSE are identified and included in the new school curriculum. This is now happening across all AOLEs and teachers are beginning to feel more confident in identifying opportunities for teaching RSE in their everyday teaching. We want to ensure that RSE is not a stand-alone subject and that everyone knows that RSE is every teachers' responsibility. We are learning that this embedded, holistic and cross-curricular approach is not only possible, but that it helps us to ensure that our RSE activities are appropriate for the ability and developmental needs of our learners. Moving forward this cross-curricular approach will be vital for embedding positive approaches and attitudes to RSE.

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