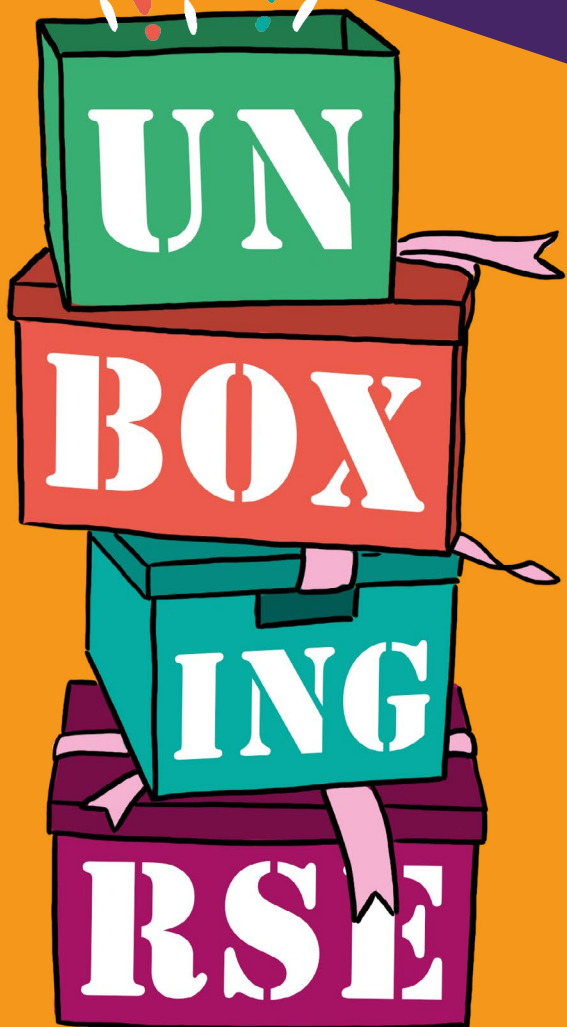






A creative audit to find out what and how young people want to learn about Relationships and Sexuality Education in secondary school



-  Young people learn about relationships and sexuality everywhere – not just in Relationship and Sexuality Education (RSE) lessons and not just in school.
-  Every day a hidden curriculum is in the making as young people navigate complex messages about relationships, bodies, feelings and identities.
-  Yet what matters to young people is too often boxed up in ways that simplify and stereotype young people's learning and experiences.
-  Building high quality RSE means attuning to the diversity and complexity of young people's lived experiences.

Making pupil voice matter differently with a creative RSE audit

This case study* shares a range of creative activities that schools can adapt to enable young people to share what and how they want to learn about RSE in school.

Teachers and researchers co-facilitated 5 RSE creative audits with over 70 young people (age 13-17) in three schools: one semi-rural, one sub-urban, one faith school.



Read more about
**MAKING VOICE
MATTER
DIFFERENTLY**



A creative audit is a way of bringing Article 12 of the United Nations Conventions on the Rights of the Child (UNCRC) to life by creatively making pupil voice matter on issues and decision-making that affect them.

*This project was a collaboration between Cardiff University, The Open University, University College London (UCL), Brook and the Sex Education Forum. It is funded by the Wellcome Trust. For further information go to www.natsal.ac.uk/engaging-sexual-stories

Why use creative methods?

Creative methods can...

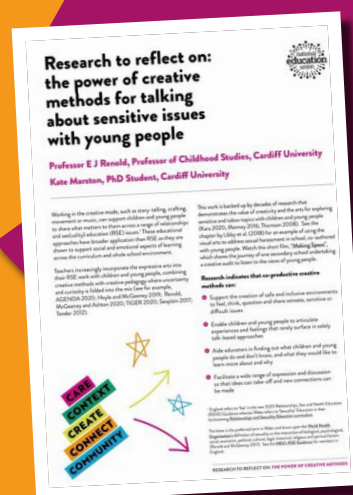
- Support the creation of safe and inclusive environments to feel, think, question and share sensitive, sensitive or difficult issues such as what jars them, what is harmful, what is fair or what is consensual.
- Enable children and young people to articulate experiences and feelings that rarely surface in solely talk-based approaches.
- Aide educators in finding out what children and young people do and don't know, and what they would like to learn more about and why.
- Facilitate a wide range of expression and discussion so that ideas can take-off and new connections can be made.

What does it mean to get creative?

To find out more, take a look at the following a summary of five key elements involved in working creatively with children and young people.

- Becoming imaginative
- Becoming sensory
- Becoming curious
- Becoming ethical
- Becoming artful

Each element is accompanied by teachers' reflections on undertaking a 'creative audit' – which is outlined in the **CRUSH resource**.



Caution: read the **Safety and Support** section in the **AGENDA resource** before adapting any of the activities in this case study

Safety and Safeguarding: before you begin

Create a **SAFE SPACE**

When preparing for these listening activities, we encourage you to carefully consider the space that you will be using. You may choose different venues for different activities as well as different times of day depending on the different people you want to engage (e.g. lunchtimes, afterschool, release from form-time, as part of an RSE lesson).

Model **CONSENT**

Modelling consent is also key to creating a safe and inclusive environment.

So at the beginning of each session, be clear about why you are doing the activity and how you will be using the findings.

Trust, confidentiality and anonymity are central

If you have set up an RSE working group, you might state that, with permission, you will use the data you collect to inform your future RSE policy, curriculum planning, or to canvass wider views from other young people, teachers and parents/carers.

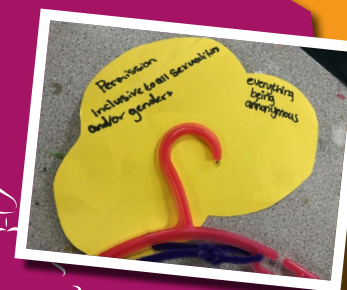
In a creative RSE audit, young people should be able to choose not to take part in some or all of the activities, without having to give a reason. If anyone looks as if they don't want to participate, remind them that their participation is voluntary. If it is difficult to send them back to class, provide an alternative activity.

Be mindful of SAFEGUARDING

Do ensure that there are clear procedures for any disclosures that may arise during the activity and that students know where they can go for further support or advice.

Go to AGENDA's section on 'safeguarding and support' which provides you with more ideas on how to create safe and inclusive spaces. It also provides direct practitioners to specialist organisations and forums for support and advice on children's rights, child protection and safeguarding issues.

Also ensure that all data is stored safely in a locked room or cabinet.



1. StARTing out with making a support cloud mobile

A valuable activity that we began with before exploring sensitive issues with young people was the 'support cloud'. This helps young people identify who they can turn to if they need support, advice or to make a disclosure AND what they think makes a safe and inclusive space to do the creative audit.

On one side of the cloud: invite young people to name all the people they would go to if they were worried about themselves or another person. You can help them fill in the gaps.

On the other side of the cloud: invite young people to write down what they think makes a safe, supportive and inclusive space.

Make the cloud mobile

Once young people have finished their support cloud, you can make a support mobile that can be on display in class as a visual reminder of how, why and where children can seek additional support and advice. This can be referred to throughout the creative audit.

2. Re-Image-ining RSE

Our next creative activity was working with the CRUSH cards to encourage young people to imagine and re-imagine what RSE might include. The cards we used have an image on one side and are blank on the other side.

Explore the suite of CRUSH CARDS [here](#) and select images which you think will support young people to understand that Relationships and Sexuality Education is a broad inter-disciplinary area of learning and experience.



Read more about the making and mattering of the CRUSH CARDS [here](#)



Find out how the **CRUSH CARDS** can be used with teachers and students, and how they have been developed with Natsal in ways that enable you to attune to the quantitative and qualitative 'facts' of experience through stories and statistics.

1. Spread out the images
2. Discuss, and then write on the blank side how might each image connect to RSE?
3. Can you create your own story using some of the images?



Natsal



What is natsal?

The National Survey of Sexual Attitudes and Lifestyles (Natsal) is one of the largest and most comprehensive studies of sexual behaviour and lifestyles in the world, and is a major source of data informing sexual and reproductive health policy in Britain.

www.natsal.ac.uk

"Each Area of the curriculum and the range of subject disciplines within them each have a unique contribution to learning in RSE. RSE should draw on all Areas to allow learners to make connections between their learning in RSE and the wider curriculum, understanding historical, cultural, geographic, physical, political, social and technological perspectives and influences on RSE issues."

(Welsh Government, RSE Guidance 2022)

There's a wall* in the forest*.
The Barbie doll *or the woman is on one side of the wall
on the other side of the wall is her baby*.
The wall is invisible.
It's covered by magical glitter* which
means she can't see the wall.
The baby is on the pillow * and is protected by an egg*
She needs to go and get the baby because
the baby's crying so is probably hungry.
She uses lots of techniques to get to the other side of the wall.
Under her skirt*, she has a bunch of these cool black widow
items like an AK47* and tries to shoot down the wall
But that doesn't work.
She uses the wire from her bra*.
But that doesn't work.
She tries to kick the wall with the heel of her stilettos*
But that doesn't work.
She uses her phone* to try and call a big strong person,
a man, who is a tampon* (because he's a straight white male)
to come and save her
But that doesn't work
because the man gets eaten by a shark* and
because the tampon swells, the shark dies.
She re-wires an Xbox controller * to make a bomb
that DOES work and blows up the whole thing.
But when she gets through, she sees
the mermaid* take the baby.
The mermaid really wants the baby because
the mermaid cannot marry a merman because she's
not allowed and there aren't any decent ones.

This crush-story was created by four girls, age 14

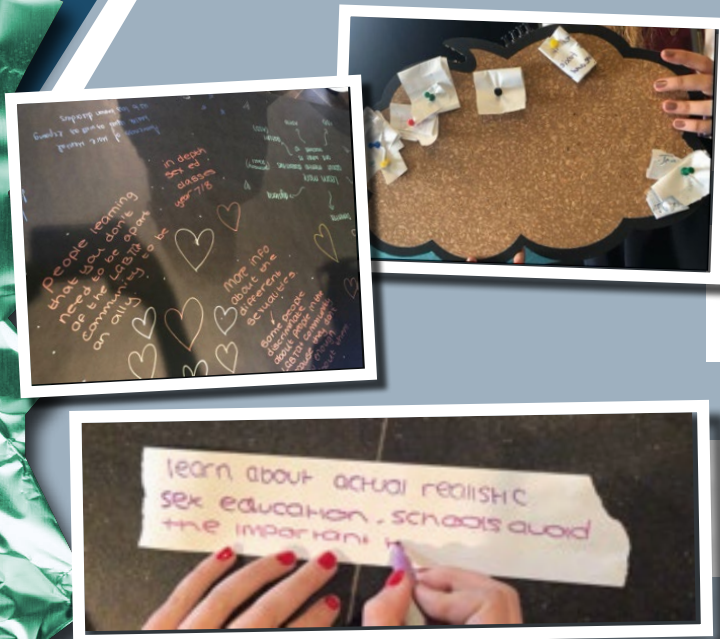
*Each asterisk refers to one of the crush card images.

3. Run-a-way RSE Curriculum

Materials:
Mini paper roll
(e.g. till-roll or strips of paper)
Large Roll
Cork Board
Pens

If you could design your own RSE curriculum, what would you want to learn about and how?

- Use the MINI ROLL to write what you want to learn about that you are happy to share with your teacher but don't want to share with your peers
- When you are finished, pin them to the cork board.
- On the LARGE ROLL write down what you are happy for others in the session to view.
- If you have ideas on how schools can ensure parents, carers and communities are part of making RSE better in your school – jot these down too.

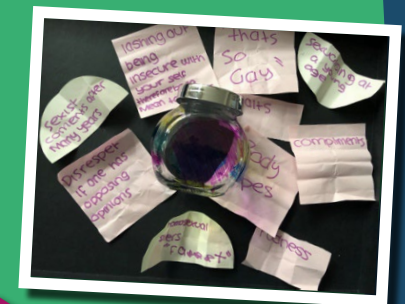


4. What JARS you about RSE?

Materials:

Recycled jars for each student
Or one large jar for small groups
Coloured pens
Strips of paper of post-it notes

- Discuss what Jars you about RSE (what you learn in school, online, with friends, family etc)
- Write on the pots-its what JARS you (e.g. in one word, a statement, a question...)
- Use the pens to decorate your jar (even the lid!)



JAR (verb): means to jolt, shake, send a shock through something, have a disturbing effect

4. Plating up RSE

Materials:

Red plates and green plates
Black marker pens

On RED PLATE:

What do you want the school to **stop** when you learn about RSE (e.g. what you learn, how you learn)

On GREEN PLATE:

What do you want the school to **start** when you learn about RSE (e.g. what you learn, how you learn)

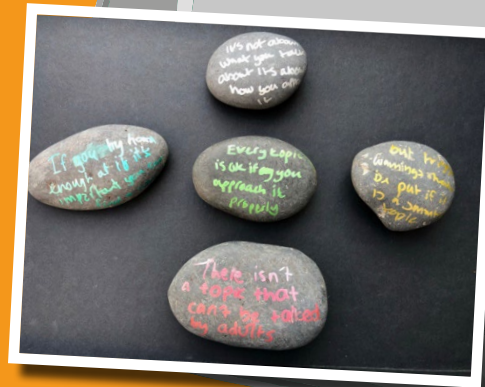
On BLUE PLATE:

What do you want the school to **keep on doing** when you learn about RSE? (e.g. what you learn, how you learn)

5. Weighing up RSE

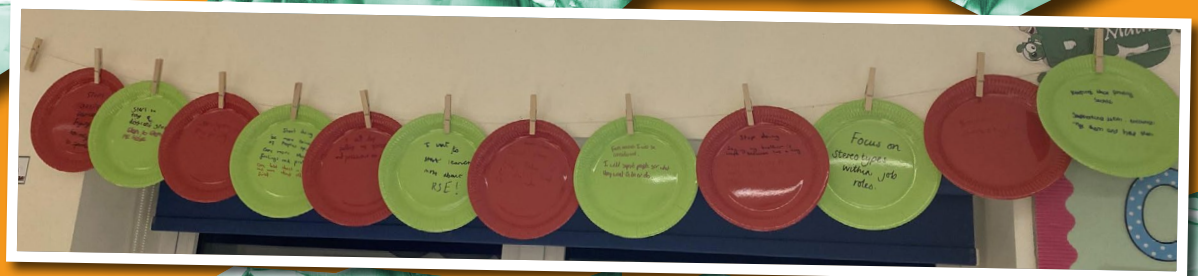
Materials:

A box of large pebbles or stones
Paints or Coloured pens



- Take a look at the comments on the RSE runway.
- Pick out a stone from the box.
- On one side of the stone write down one area of RSE that feels too heavy to cover in school.
- On the other side write down why.

PEG UP YOUR PLATES
ON OUR RSE LINE
OF ACTION!



6. Reflections

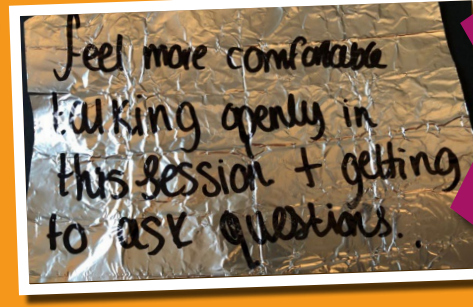
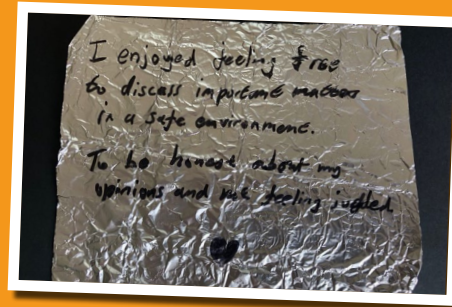
Materials:

Silver foil
Coloured pens and paper
Sellotape
Empty box and post-its

- Write a reflection on one or two things about the session you have just taken part in. Feel free to say what you enjoyed, what you didn't, what we could do more of and better.
 - Stick the foil to create a reflections collage on a large piece of coloured paper.
- AND/OR
- Create a shape from the silver foil to capture your feeling about the session and hang them on the support cloud mobile.

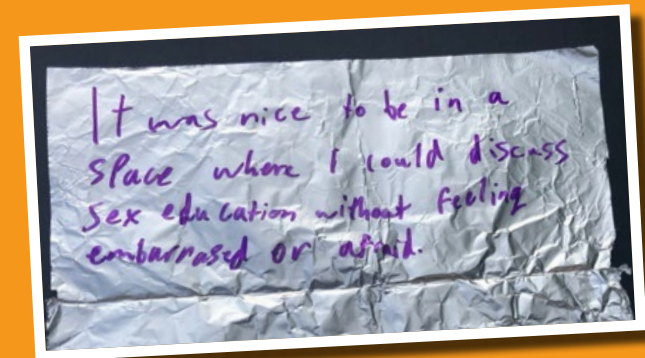
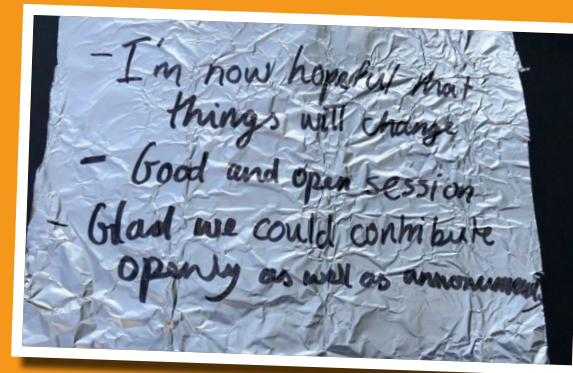
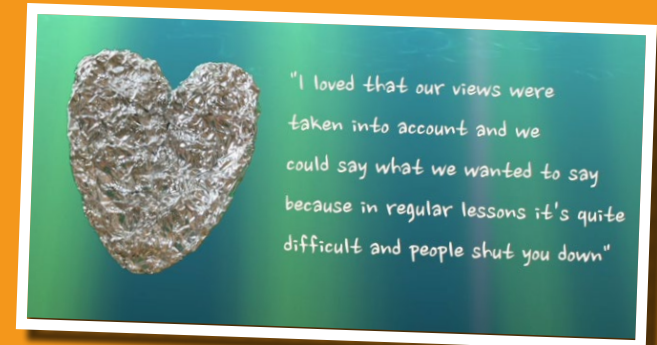
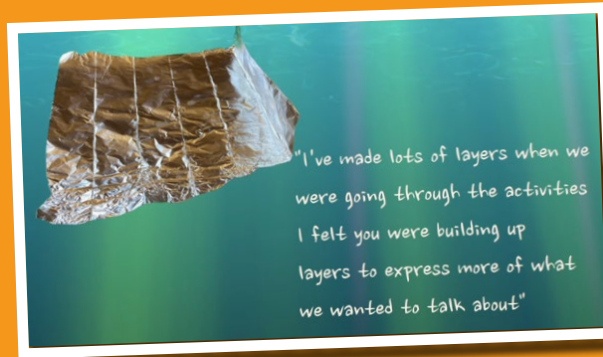
"A key finding from the creative audit was that young people felt that LGBTQ+ young people were not supported at our school. In response we have set up a new arts-based LGBTQ+ group"

(HeARTs and Minds, secondary school case study, CRUSH)



"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."

(Branching Out, primary school case study, CRUSH)



For more see Creative Audit case studies go to the **CRUSH resource**

