

THE VISION FOR RSE

Our RSE teaching should:

- Go beyond the provision of facts and information
- Be relaxed so different opinions can be expressed
- Provide balanced and holistic teaching
- Share knowledge from experts
- Give real-world, applied examples
- Be provided by an approachable and open educator
- Be well-managed

We should avoid RSE that:

- Is overly or solely negative in tone
- Doesn't prioritise student choice
- Doesn't empower sexuality
- Seeks to scare and control
- Is repetitive and involves passive learning
- Doesn't develop skills in listening and respect
- Gives space to problematic (e.g. queerphobic or racist) ideas under the guise of debate.

WHAT PUPILS WANT

More practical/physical discussions/tasks	Individual conversations if needed	Make sure everyone is comfortable	Smaller classrooms better for feeling safe
How to get contraception	Question boxes for later discussion	Non judgemental spaces!	More frequent and normalised discussion
Train older pupils to discuss questions with younger pupils	Educators to be utterly unbiased and non judgemental	Resources for spaces where young people can educate themselves	Sex education not being heteronormative
After the sessions get feedback on thoughts, feelings and further questions	More inclusive e.g. talking about LGBTQ+ identities and experiences	Educators are mediators and facilitators and they need to take their opinion out of it	If educators don't know how to answer a question they should go away and find some sources to help

KEY AREAS TO CONSIDER

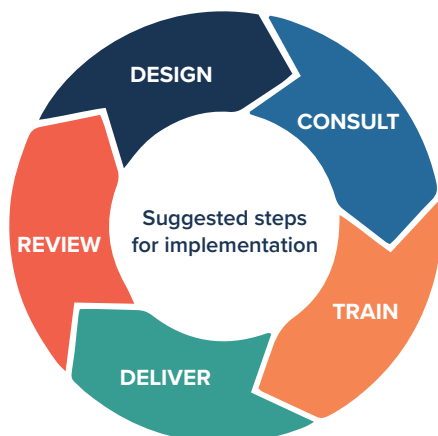
There is a need to consider:

- The ecosystems of pupils' socio-sexual development and lives
- How rse and the roles of educator and pupil are conceptualised.
- Scrutiny, judgement, policing and shame
- How RSE can engage with and address the above

Help with facilitating critical and deep discussion:

- Applying the 'Consent Castle' to facilitating discussion and debate
- Explore what it means to be 'inclusive' and 'culturally sensitive'
- Facilitate pupil participation and voice
- Pupil-led responses and bystander culture

TIPS FOR EDUCATORS



Don't assume what makes a 'good' RSE teacher	Lessen expectations on yourself and pupils	Ask questions instead of offering solutions
Be accountable for any privilege you may bring	Celebrate the value of sex and relationships	Remain open minded and inquisitive
Be aware of your power as a role model	Recognise that there is no ideal standard that you can impose on pupils	Explore topics in advance
Don't let your values cloud teaching		Pause and absorb before reacting