

## Appendices

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## PARTICIPANT INFORMATION SHEET

**Title of study:** Reimagining Sex Education    **Researcher:** Amy Hodson

This project is part of my Masters of Research postgraduate qualification (MRes) at Glasgow School of Art. Although the workshops and focus groups will be taking place within spaces at \_\_\_\_\_ the project is not connected to the university or your studies here.

Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Please ask questions if anything is unclear or if you would like further information. Take the time to carefully decide whether or not to take part.

### **What is the purpose of the study?**

The research is concerned with exploring gaps, and inequalities and identifying missed opportunities to support young adults in understanding sex and relationships.

I hope to provide you with an enjoyable and enriching experience where I will create creative, safe and brave spaces for you to share your experiences of sex education (This may include formal curriculum, delivery and educational resources, as well as informal education such as 'the talk' with parents/carers or learning that's taken place through peers, social media, film or television). I hope to identify where and how learning has taken place outside formal sex education spaces and identify any gaps in learning before we collectively reimagine improved sex education scenarios through creative activities.

This project hopes to understand how content and provision can be improved, how young adults can be supported to further their understanding and how creativity can act as a method to ease discomfort in talking about taboo subjects.

### **Why have I been invited to take part?**

You have been invited to take part in this study because you are a young adult who has expressed an interest in commenting on your own experiences with sex education.

Your participation is completely voluntary. You have the right to refuse participation, refuse any question or activity and withdraw at any time without consequence. If you do choose to withdraw at any point in the project your personal data will be deleted.

### **To participate in the project there are a number of conditions that you must meet.**

Inclusion criteria:

You must be between the ages of 18-24.

You must be a current student at \_\_\_\_\_

You must be able to voluntarily consent to participation.

You must have the capacity to provide informed consent.

Exclusion criteria:

You must not be under 18.

You must not be a student on \_\_\_\_\_ or have previously studied on the \_\_\_\_\_ between (2012-2021) – due to my teaching role on these courses.

### **Do I have to take part?**

Participation in this project is entirely voluntary and you have the right to withdraw at any time.

Participation in this project is in no way connected to the support of your studies at \_\_\_\_\_.

Work made as part of this project cannot be submitted for assessment as part of your studies at \_\_\_\_\_.

### **What will participation involve?**

**Taking part will involve participating in a workshop and a focus group, which will include the following activities:**

1. Taking part in creative activities
2. Talking & Listening
3. A critique of your own sex education experiences (both formal and informal as outlined above)
4. Discussing a series of resources as case studies
5. Re-imagining sex education and codesigning preferable future

#### **Time commitments and dates:**

Session 1: Thursday 1<sup>st</sup> December – Full day – Discussions and creative workshops - 10am – 4pm

Session 2: Thursday 8<sup>th</sup> December – Focus group - Afternoon only 1pm – 4pm

One additional day in Spring 2023 (date tbc) to come together for another discussion/co-design session, along with people we have identified as a group who need to be involved in these conversations.

#### **Before the sessions:**

I would ask you to identify 3 things that feel significant to your sex education (this can be from both formal/informal education – this may include images, a book, objects, lyrics, poems, a piece of writing, videos or animation, screenshots from online resources etc)

**For session 1 (1<sup>st</sup> December):** I would like you to bring these artefacts along and we will use these to prompt conversation, discuss, make mind maps and critique our sex education experiences. (For anything that requires printing – please email to me ahead of the workshop and I can print for you). We will also review some case studies which will be provided by the researcher. Together we will then reflect and identify key areas to explore further and continue to make written and visual maps to expand on these.

In the afternoon we will then do a creative workshop to imagine better futures, where you can choose to draw, make, write, build with lego, puppeteer etc..

I will provide each of you with a small handmade folded book to take away and make any further notes, drawings, observations or reflections.

**During session 2 (8<sup>th</sup> December):** We will get together as a focus group to review the workshop and artefacts you created, collectively reflect, discuss and plan action moving forwards.

**During session 3 (date TBC) :** Participants will take the lead in proposing further action in response to our findings. We will plan this session collectively during session 2 on 2<sup>nd</sup> December, including identifying other people you believe may need to be part of these conversations.

### **How will the workshop and focus group be recorded?**

I will be taking handwritten notes throughout the workshop and at times will ask you to join me in note-taking at certain points. I will also be using audio recording. The co-designed work made in the workshop will become part of this recording process and I will be taking photos of drawings and objects in progress – these photos will not contain people's faces and I will give participants the opportunity to delete any photos they are unhappy with at the end of each session before you leave.

### **Incentives**

Lunch will be provided for the full-day session (1<sup>st</sup> December). Snacks will be provided during both sessions (1<sup>st</sup> and 8<sup>th</sup> December). Please let Amy know if you have any allergies / dietary requirements. Money can be refunded to support you with safe travel between your accommodation and the fieldwork site to ensure nobody is walking alone or in the dark. Please keep your bus tickets/receipts and show them to me so I can provide you with a refund.

### **What are the possible benefits and risks of taking part?**

I hope for this experience to be an enriching one, where you can discover new ways of researching, work as part of a creative team, meet new people and enjoy yourself.

As with all group research, there is some uncertainty as to how participants will interact with each other. While there will be rules in place to safeguard against damaging behaviour, there is no way to completely control the actions of others. If this happens any participant who behaves negatively will be asked to leave.

Sensitive and personal topics may arise given the nature of this project and due to this, which may be uncomfortable for some people. We acknowledge that taking part in the research may potentially trigger feelings around previous trauma and ask you to think carefully about whether you wish to participate.

To safeguard your well-being, you may take a break from the project at any time you see fit. A 'no-pressure policy' will be established at the start of every session where you do not need to feel you have to participate at any time for any question or activity.

If you are triggered at all by the content of the sessions, there will be a member of the University Welfare team on hand to signpost you to further support. I have also included a list of support services available which make up part of this information pack.

### **Will my taking part be kept confidential?**

Non-anonymised data in the form of signed consent forms and audio recordings are collected and kept as part of the research process. These will be stored safely and securely and not published.

Your confidentiality will be ensured in the outcomes of this study. This will be done by using a pseudonym in place of your name and images of your face will not be used.

Data will be processed in accordance with the GSA research ethics code of practice and data protection policies. Research data and personal data will be stored in separate password-protected folders whilst the project is active. Research data and personal data may be held for up to 1 year after the completion of my thesis in January 2024 before the data is destroyed. Copies of personal data and consent forms will be stored in secure conditions in a locked cabinet on the Glasgow School of Art premises for one year once the project has finished. GSA supervisors may need to access this data for examination purposes and complaints handling.

Please be advised that although I will take every precaution to maintain the confidentiality of the data, the nature of group workshops and focus groups prevents researchers from guaranteeing complete confidentiality. I would like to remind you to respect the privacy of your fellow participants and not repeat what is said as part of the fieldwork to others.

Confidentiality will only be broken if anything is shared that places a participant or anyone else at risk or danger, in this case I will alert the appropriate authority.

### **How is the project being funded?**

The project is part of my Masters of Research (MRes) qualification. All fieldwork is funded by me.

### **What will happen to the results of the study?**

The results of the study will be used as part of my thesis to support my MRes at Glasgow School of Art. Findings from the research and visual outcomes may be shared and made available in publications, presentations, reports or for the purposes of research and teaching.

### **Research principles and participant confidentiality.**

I am keen to build a space of mutual trust and respect within the group so we can work and collaborate with each other in conditions that permit freedom of thought and expression. Participants are asked to respect the privacy of their fellow participants and not repeat what is said during the fieldwork to others.

Participants have a responsibility to help maintain a safe environment which is conducive to the research study including following all Covid-19 guidelines which may be in place.

### **Who should I contact for further information?**

If you have any questions or require more information about this study, please contact me using the following contact details: \_\_\_\_\_

### **What happens next?**

I'd love to meet with you ahead of starting the project. I have arranged a meeting on Thursday 24<sup>th</sup> November at 10.30 am. The meeting will be held online. This is an opportunity for you to meet me and other participants and for you to ask any questions you have before signing the consent form. Please confirm your attendance at this meeting by emailing me at \_\_\_\_\_ – if you are unable to attend this meeting or would like to ask questions privately, feel free to email me. If after reading this information sheet (and asking any questions you may have) you are happy to take part in the project please return the attached consent form to \_\_\_\_\_ before the end of November.

### **What if I have further questions, or if something goes wrong?**

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact GSA using the details below for further advice and information:

\_\_\_\_\_  
The Glasgow School of Art, 167 Renfrew Street, Glasgow, G3 6RQ Telephone: 0141 353 4500

**Thank you for reading this information sheet and for considering taking part in this research.  
Please keep this sheet for future reference**

### **For support with any of the issues discussed as part of this project:**

#### **For sexual assault and rape:**

##### **The Survivors Trust**

The Survivors Trust aim to support and empower survivors of rape, sexual violence and childhood sexual abuse

08088 010818 <https://www.thesurvivorstrust.org/>

##### **Rape Crisis**

Rape Crisis offers support for rape and sexual abuse on 0808 802 9999 in England and Wales, and

[Support After Rape and Sexual Violence](http://www.supportafterrapeleeds.org.uk)

**Website:** <http://www.supportafterrapeleeds.org.uk>

**Email address:** [info@sarsvl.org.uk](mailto:info@sarsvl.org.uk)

##### **The Hazlehurst Centre**

The Hazlehurst Centre is a Sexual Assault Referral Centre (SARC) that offers free support and practical help to anyone in the West Yorkshire area that has experienced sexual abuse.

Sunningdale House, Turnbury Business Park, Morley, West Yorkshire, LS27 7LE

0330 223 3617 – Day 0330 223 0099 - Night

**Samaritans** can be contacted on 116 123 or email [jo@samaritans.org](mailto:jo@samaritans.org)

#### **For further free educational resources regarding relationships, sex and wellbeing:**

<https://www.brook.org.uk/> : Free & confidential sexual health and wellbeing experts

<https://fumble.org.uk/> : A happy, healthy digital world of sex ed: by young people, for young people.

<https://www.bishuk.com/> : BISH is a guide to [sex](#), [love](#) and [you](#) for everyone over 14.

## **Appendix B Rationale for Recruitment Criteria:**

While the research was open to all students (meeting the inclusion criteria), I actively encouraged those who identified as LGBTQIA+ to participate. This decision was informed by a review of recent research (O'Farrell et al. 2021), which suggests that LGBTQIA+ youth are currently not experiencing inclusive or comprehensive RSE, despite the inclusion of LGBTQIA+ issues being identified as having a positive effect on all sexualities (Gegenfurtner and Gebhardt 2017). LSYPE2 (Longitudinal Survey of Young People in England: Cohort 2) showed that LGB young people were significantly more likely to say that their school RSE was 'not at all useful' (DfE, 2021).

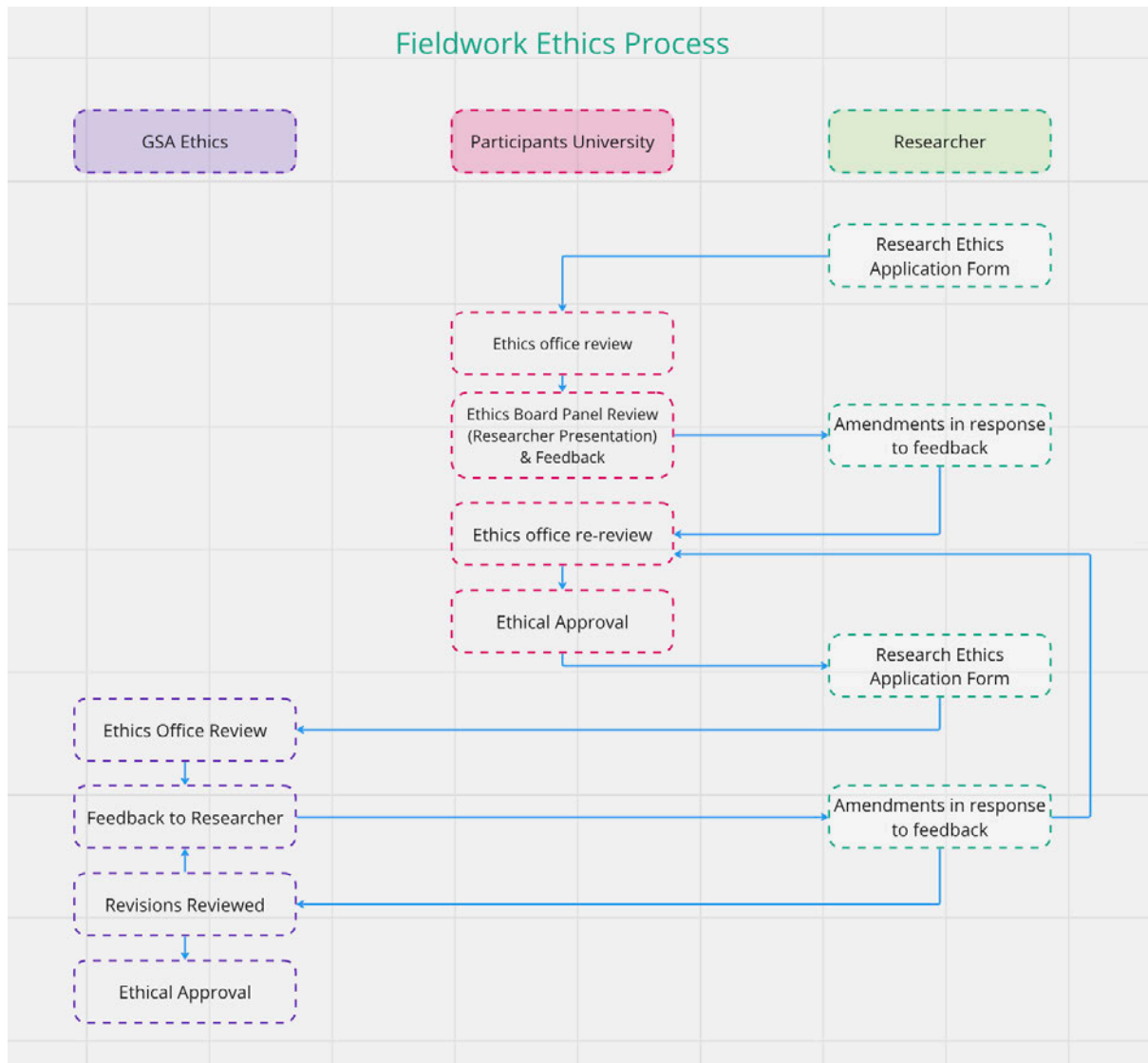
Heteronormative cultures have been reinforced by education providers (Abbott et al, 2015) where schools' heterocentricity has unintentionally facilitated the bullying of sexual minorities (Epps B et al. 2023). The impact of non-inclusive RSE can be seen in the emotional health, self-esteem and identity of LGBTQIA+ youth, alongside poor sexual health literacy due to the disengagement in the subject (Epps B et al, 2023).

RSE must be compliant with The Equality Act (2010) under which sexual orientation and gender reassignment are among the protected characteristics. Despite this, the guidance specifically outlines that individual schools can decide when they consider it appropriate to teach their pupils about LGBT and how to deliver this. Lisa Hallgarten (Head of Policy and Public Affairs at Brook, Sexual Health and Wellbeing Experts) identified that these caveats within the statutory guidance may result in some schools using this flexibility to evade the delivery of genuinely inclusive RSE (Hallgarten, 2021).

In addition, the decision to specifically encourage LGBTQIA+ participants is a direct response to the heteronormativity observed in other research surrounding RSE (See Chapter 2).

By actively seeking marginalised voices I hope to help challenge cisnormativity and heteronormative assumptions to contribute to a more equitable and representative knowledge base in RSE research, relevant to the lives of young people in 2023. By centring these voices, the research aims to inform more inclusive and relevant policies and practices, subsequently fostering a more equitable and inclusive RSE curriculum. This approach aligned with the principles of Feminist Participatory Action Research, fostering inclusivity, and facilitating a transformative research process.


## Appendix C Ethical Approval Process Map



# Appendix D Workshop resources

## Appendix D1 - Presentation slides Workshop 1

### Reimagining Relationships and Sex Education



Where has this project come from?



**Health**

"The particular experience that is significant to the role of a female sex educator is not an individual or singular event, but a social action and process of care. The central work of a sex educator has been working to shift the ways in which we think about sex and sexuality, and to provide a space for people to explore their own experiences and to give voice to their own experiences."

**What is Participatory Action Research?**

PAR is an approach which focusses on lived experiences. It seeks to understand and improve the world by reflecting on it and then acting to instigate change.

It is grounded in collective and reflective inquiry that researchers and participants (who act as co-researchers) undertake. This reflective process is then directly linked to action.

It is flexible and should be responsive to the conversations we have. There is not a clear path here and I would like you to contribute towards to project's aims and direction as we go.

Your role in the research...

**What will be happening today?**

- 10am - Introduction
- 10.15am - Setting Research Principles
- 10.30am - Visual Mind Map of Relationships and Sex Education
- 11.15am - BREAK
- 11.30am - Examining Case Studies
- 12.00 midday - Reflection
- 12.15 - LUNCH
- 1.15 - Design Sprint
- 2.30 - BREAK
- 2.45 - Continue with Design Sprint
- 3.30 - Show and Tell
- 4pm - Finish

**Activity 1.**

I'd like us to collectively write a set of research principles for us all to follow during this project.

What do you think are the best ways to work together?

This will make a shared visual 'manifesto' that we can refer to at the start of each activity and we will use this to reaffirm verbal consent.

**Let's take a look at our principles / manifesto...**

**Activity 2.**

Let's make a visual mind map of prior Relationships and Sex Education experiences.

If you can get out any images, objects, lyrics, writing, etc that you have brought along with you.

The aim is to: Identify strengths and weaknesses in relationships and sex education in the recent past & the present.

Please consider: What? What? What? Where? How?

What you learnt, what you DIDN'T learn,

How RSE was delivered formally & any learning that happened informally.

You could comment on things that you learnt indirectly (from the media, television, societal norms & narratives and conversations that happened around you) as well as directly.

Please feel free to write, draw, use images, objects, props... The speech bubble post-its are there specifically to note down things that you remember being said by other people.

There are no right or wrong answers here, this is just to create a visual map of your experiences.

**Time to reflect...**

**Let's take a break**



### Activity 3.

Split into two groups.

Let's look at some case studies.

### Activity 4.

Let's reflect again to collectively discuss and decide on our research aims / focus.

I'd like us to identify some key ingredients to take forwards into the afternoon.

Can we identify any recurring themes?

Values / Approaches

What needs to be embedded

Application & platforms / Models of delivery

# LUNCH

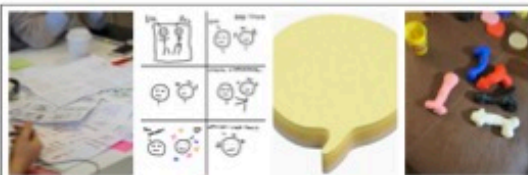
### Activity 5.

DESIGN SPRINT.

Co-design an ideal future of relationships and sex education.

(Co-design is used to describe the process of designing something by working with one or more others.)

Stop at 3.30pm to present your ideas to the other group.



Expectations of outcomes...

Lo-fi, Scrappy, Notes, Threadballs, Quick Drawings, Quick comics, Quick models.

Forget practicalities

This is blue sky thinking, **future gazing**, how could we be doing this in 18 years time?!

**NO EXPENSE SPARED...** This doesn't have to be realistic. Be playful, speculative, money isn't an issue, practicality not an issue, looking for big ideas, brave thinking.

Adjustments in language or 'tone of voice' in delivery - what should be said - to be recorded on post-its, or could be performed with the puppet

Consider:  
How it is delivered – in groups? One to one? Face to Face? Online?  
Who would be involved?  
What is the crucial information that would be covered?  
Where would it happen? In school? At home? In a social space?  
How would it be engaged with individually or collectively?

Resources: What would they look like? What kind of imagery or content?  
Activities: Interactive? Individual? Collective?

You could:  
Draw / Make / Perform / Visualise / Puppeteer / Write / Describe

**3.30pm – stop and present to the other group....**

## Appendix D2 – RSE Teaching Resource Critique Proforma



Resource Title: \_\_\_\_\_

What is your first impression of this resource or activity?

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

What is unsuccessful about this activity/resource?

What can we learn from this to take into the design of sex education activities and resources in the future?



Resource Title: Porn and food video

Description: A video looking at porn vs reality using images / videos of food

Where I found it: Linked from a book of Relationships and Sex Education resources for educators as a recommended video resource about Porn.



<https://youtu.be/q64hTNEj6KQ>



Resource Title: The Potential dangers of oral sex display

Description: A display for classroom use which shows the potential STI risks from oral sex

Where I found it: for sale on Health Ed Co website (used by schools & colleges for purchasing educational resources)



The image has been removed in the digital version of this thesis due to copyright

Images taken from : <https://www.healthedco.co.uk/79633-The-Potential-Dangers-Of-Oral-Sex-3-D-Display> (accessed 22 November 2022)



**Resource Title: Condoms (Brook)**

**Description: PDF / Printable leaflet about condoms**

**Where I found it: Brooks website which can be accessed independently by young people but also provides free downloadable educational resources for educators.**

The image has been removed in the digital version of this thesis due to copyright



The image has been removed in the digital version of this thesis due to copyright

Images taken from:

<https://legacy.brook.org.uk/shop/product/condoms-handout>  
(accessed 22 November 2022)



## Resource Title: Contraceptives Display Kit

Description: A Contraceptive Display for use in schools and sexual health settings.

Where I found it: for sale on Health Ed Co website (used by schools & colleges for purchasing educational resources) and Anatomy Stuff (used by schools & colleges for purchasing educational resources and official supplier to the NHS)

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Images taken from: <https://www.anatomystuff.co.uk/a-guide-to-contraceptives-display-kit.html> (accessed 22 November 2022)



## Resource Title: Consent, It's as Simple as Tea Video

Description: An animated video which uses offering someone a cup of tea as a metaphor for consent.

“If you're still struggling with consent just imagine instead of initiating sex you're making them a cup of tea.”

Thames Valley Police, 2015

Where I found it: This has been widely shared by schools, universities and the police to help people understand consent.



<https://www.youtube.com/watch?v=pZwvrXVavnQ>



**Resource Title: Bish Guide to Genitals**

**Description: A folded leaflet by BISH which offers a guide to different genitals.**

**Where I found it: This was a downloaded resource from BISH who make sex ed resources.**

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The image has been removed in the digital version of this thesis due to copyright

Images taken from: <https://bishtraining.com/product/genitals-leaflet-poster-pack/> (accessed 22 November 2022)





## Resource Title: Under the Influence Awareness Kit

Description: A kit that is designed to allow participants to experience what putting on a condom whilst drunk might feel like.

Includes: Boozed & Confused Night-time Goggles, Economy Condom Training Model, Artificial Semen (UV light-sensitive fluid) and Latex Condoms.

Where I found it: for sale on YPO website (used by schools & colleges for purchasing educational resources), Health Ed Co website (used by schools & colleges for purchasing educational resources) and Anatomy Stuff website (used by schools & colleges for purchasing educational resources and official supplier to the NHS)

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The image has been removed in the digital version of this thesis due to copyright

Images taken from:

<https://www.ypo.co.uk/product/detail/curriculum/pshe-and-rse/d70680> (accessed 22 November 2022)

## Appendix D4 – Speculative Design Brief



### Brief:

Design an ideal future of relationships and sex education (RSE). We want you to imagine what a utopian RSE will look like in 2040. (You will be working in the same groups as this morning and this will take the rest of today, stopping at 3.30 pm to pitch your ideas to the other group.)

There is no 'one way' of visualising this. You may use drawing, writing (this could be a script, a description, a dialogue), you could use performance (with a puppet – to remain anonymous in your contribution). You could draw a quick comic, design, or make a resource, you could build something out of Lego or play dough, or you may be identifying the use of language or preferred narratives using speech bubble post-its.

These don't have to be polished outcomes. What is important here are the ideas, conversations, proposals and purpose. It is fine if this appears lo-fi or scrappy. Notes, thumbnails, quick drawings, and rough models are all good.

Remember this is blue sky thinking and future gazing. Don't worry about the practicalities of delivery. Don't think about the expenses or budgets. This doesn't have to be realistic or practical. We are being speculative, looking for big ideas and brave thinking.

#### Things to consider:

The future of technology, the future of education, the future of relationships and sex.

How would this be delivered – in groups? In public? As an immersive theatre performance? As a web comic? Through a VR head set?

Would this be engaged with individually or collectively?

Where would it be delivered? At home? In Schools? In a social space? At Uni? Online?

Who would be involved? Parents? Friends? Teachers? Specialist educators? Performers?

What is the crucial information that would be covered?

What would it look like? Consider the design.

Would there be certain activities or resources? Interactive? Individual? Collaborative?

In the final concept(s) that your group produces, we would like you to clearly include the following:

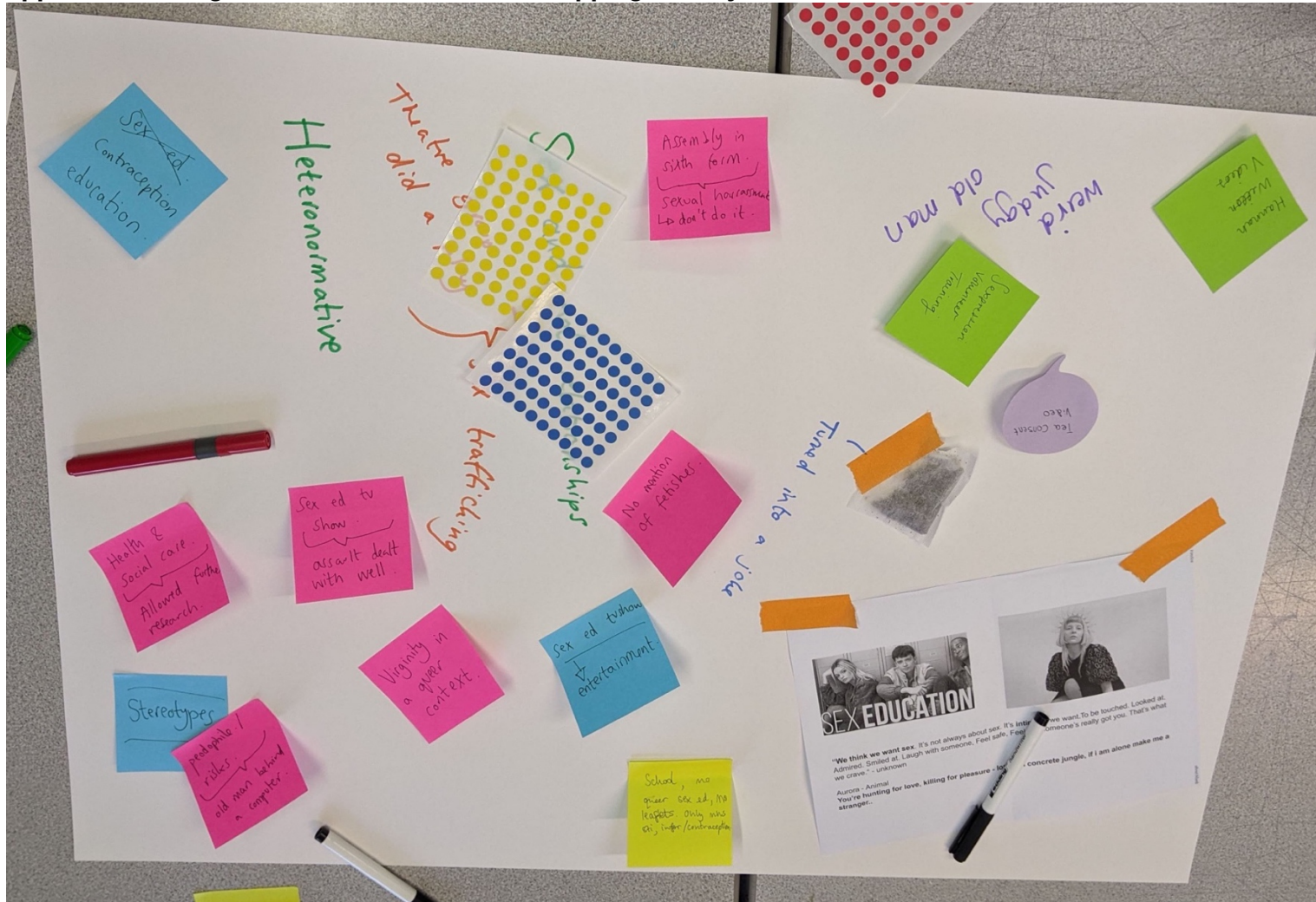
Identify a context/space where this would exist.

Identify who is involved in the learning, sharing or delivery.

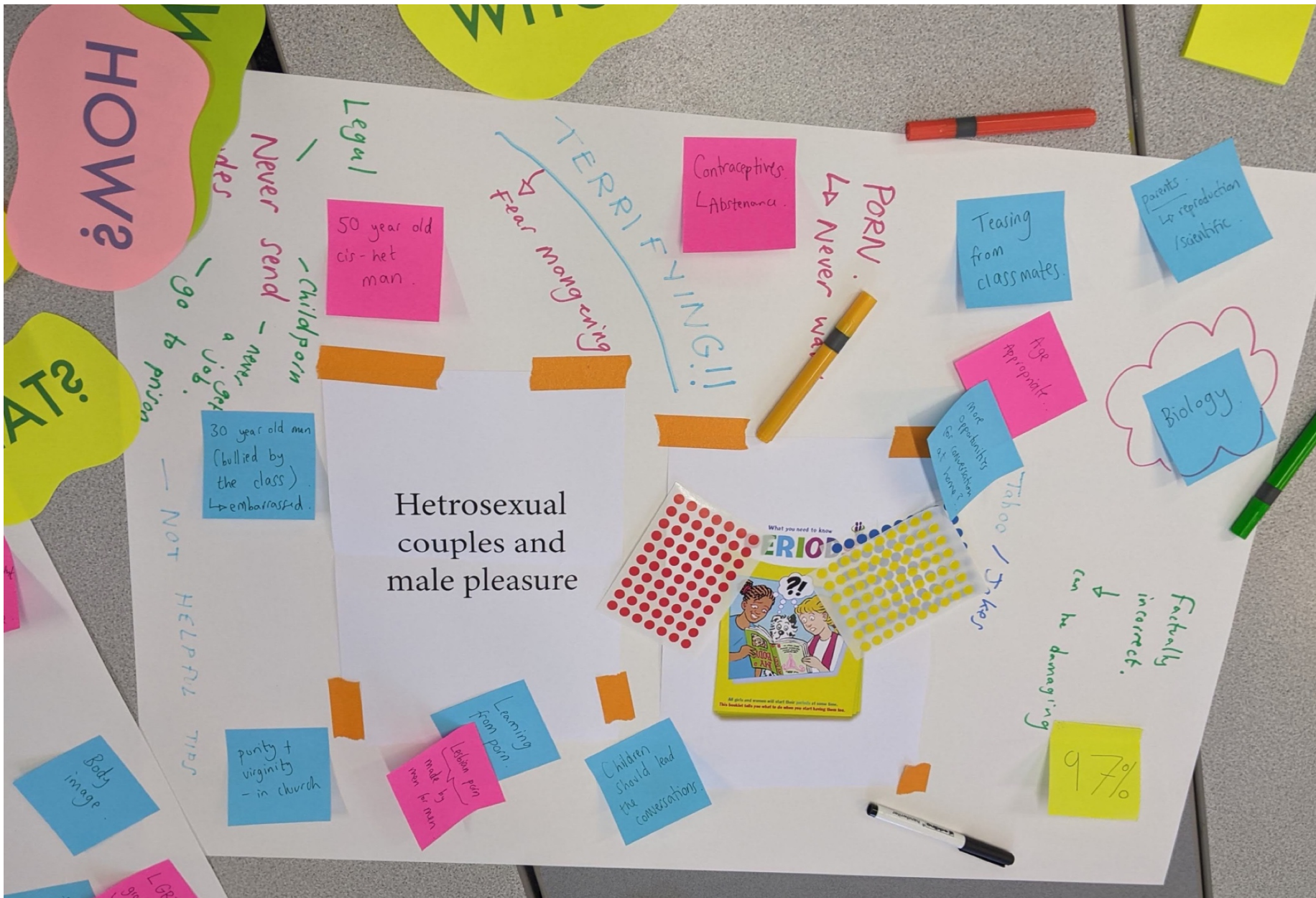
What is the message or aim? and why is there value in sharing this?

## Appendix E – Photographs and Outcomes from the Workshops

### Appendix E1 Images and Quotes from Mind Mapping Activity







Hetrosexual couples and male pleasure

HOW?

AT?

Biology

PORN

Teasing from classmates

Age appropriate

more appropriate as a source?

Taboo / Jokes

Factually incorrect. can be damaging

97%

Children should lead the conversations

Learning from porn

Lesbian porn made by men for men

purity + virginity - in church

Body image

30 year old man (bullied by the class) -> embarrassed

NOT HELPFUL TIPS

Never a job -> go to prison

Never send -> Childporn

50 year old cis-het man

Contraceptives -> Abstinence

Fear mongering

Legal

Parents -> reproduction / scientific







# WHO?

PATTY: Our teacher was just too uncomfortable leading the session as well. He didn't really want to talk about it. He was constantly bullied by the class. He was so embarrassed to deliver this type of education that he just left the room. We just sat there for 15 minutes, not knowing what to do while you had like, 'Awareness Of STDs' written on the board.

JEMIMA: We were taught by just the head of year at the time, and it was less relationships and sex education and more contraception education.

MIRREN: For me, it was just the head of biology was just kind of skimming over everything and teaching it more like a biological and not a social thing.

ASA: I went to this group thing, technically, it was supposed to be like an LGBTQ+ like a peer group. Just like a group where you could meet like other queer people. The woman who run it she was like, cis het (cisgendered heterosexual). But she had been working with people for years and like, was very have like the mindset of 'if I say anything that isn't, like, relevant or something that you disagree with, like, educate me as well.' So it was a very good environment.

# HOW?

MIRREN: At school, they gave us like model penises and condoms, so that we can put them on. And it was fun, but nobody took it seriously. People were just filling them up with water and throwing them around.

MIRREN: We had a play about sex trafficking. It was a good play. bad acting, but it was fun. It was about this girl who, who was perfect and it was like 'Be careful who you talk to, Because you could be trafficked.

ASA: There was an activity where we had to tick where you think is an appropriate amount of sexual partners throughout your life. And it was like, zero, one to two and then five to 10. And then it was like 20 Plus. And like, I remember because we were 14, and just been thrown in and it was like, oh, yeah, let's judge how many sexual partners people are ok to have. And I just remember it was so bizarre because we had to walk around the room and get into those brackets. It was so bad, I think a lot of people just went in the one to two because it had been taught as like 'you should get married and only men should have sex that's it'. So, a lot of people just chose that because they thought it was the right answer rather than like what they actually thought was acceptable.

MIRREN: I really like Hannah Witton. She's this YouTuber who makes sex education content. And, you know, while some of it is really scientific, which I enjoy, but it's also very personal. And it's just a fun way of getting accurate information. And learning about things that maybe you wouldn't necessarily have been taught in school.



# WHAT?

JEMIMA: Someone asked what an orgasm was, and the teacher just didn't answer it, and we had to just move on, with no more questions.

MIMI: When I moved to private school, I had a good sex ed teacher. She spoke about vibrators and pleasure and things, didn't just go straight into it being for reproduction purposes, but it was also that you can pleasure yourself. But, it sounds like nobody else ever had that chat.

AMY: Did anyone else ever get to have that chat?

\*Everyone else shake their heads\*

SIMONE: Not at all

PATTY: No mention of pleasure at all.

JEMIMA: I wish I did..

RAHKEE: We didn't talk about pleasure at all. We didn't even talk about male pleasure. It was just contraception. And that's it. And we had a talk about porn in year 11. But it was like, 'never watch porn.' That's it.

ASA: Just all the talk around 'virginity' as well. Like, I remember like, I didn't like understand, like, the rigidity of it in a queer context.

ASA: (talking about a conversation with their mother) I think the only other time we talked about it (sex and relationships) was, I was in like, a bad relationship. And she kind of noticed the warning signs and like, asked me, questions about it. And I told her, and she was like, you know, that's not okay? I was like, no, because nobody's told me that's not Okay. I think she just kind of assumed that I would know, from my school sex education, and not like, think that she had to have any other kind of input.

ASA: So in this one lesson, we were asked to write down questions, and I wrote down can you get STI from gay sex? Because I didn't know at that point. And I remember because the teacher read that one out, and everybody laughed, and I was like, what's so funny? Like I'm like, can you? And then I laughed... And then it just wasn't answered... He kind of like, moved on, yeah, I was like.. erm but you didn't answer.

## Appendix E2 Participant Sourced Artefacts

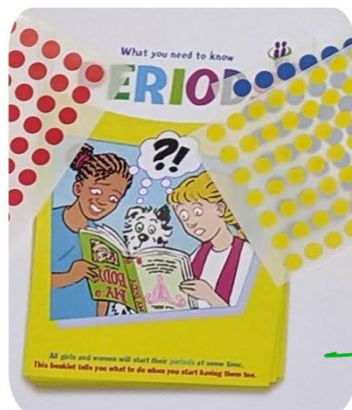
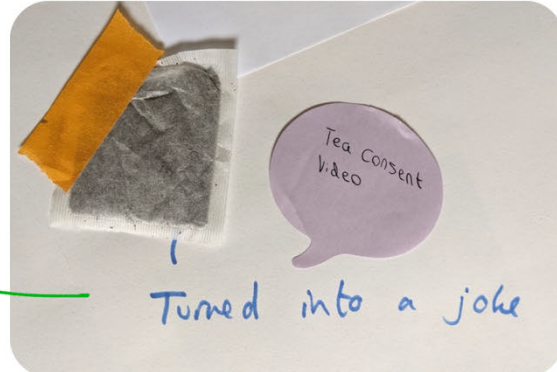
**JEMIMA:** So in secondary school we made these bracelets that like show your cycle, which I actually thought was quite good, it was the whole class so the boys did it as well. And we all like had these bracelets to take away.



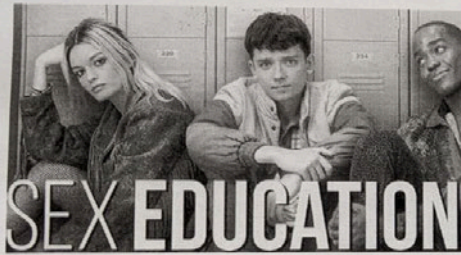
Hetrosexual couples and male pleasure

**PATTY:** They only ever talked about heterosexual couples and male pleasure. it was always presented that a female was there for reproductive purposes and a male was there for pleasure.

**ASA:** It kind of became more of a joke than anything... I think the problem with it is it's kind of indirect. It was like, 'let's talk in metaphors' and that just made it into a really taboo subject that people feel like they can't talk about.



**PATTY:** Girls didn't want to be seen holding them or putting them in a bag or even reading them. The moment that sex came up at school it was made a taboo to talk about it... It was just always sort of perpetuated in our mind not to talk about this kind of stuff



**"We think we want sex.** It's not always about sex. It's **intimacy** we want. To be touched. Looked at. Admired. Smiled at. Laugh with someone, Feel safe, Feel like someone's really got you. That's what we crave." - unknown

Aurora - Animal

**You're hunting for love, killing for pleasure - lost in a concrete jungle, if i am alone make me a stranger..**

THINK

about:think



## Appendix E3 Completed Resource Critique Proformas

~~11/20/20~~



Resource Title: Condoms brook

What is your first impression of this resource or activity?

- ~~Great~~ Colourful & Categorised.
- informative.
- Welcoming, doesn't make you scared.
- normalises it

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- the language is easy and nice
- icons are good
- Engaging

What is unsuccessful about this activity/resource?

- Beliefs within our society to have to practice asking for a condom.

What can we learn from this to take into the design of sex education activities and resources in the future?

Colourfulness is inviting  
Paves the way for a conversation





Resource Title: CONSENT (TEA VIDEO)

What is your first impression of this resource or activity?

- VAGUE - not fit in context.
- Wrong metaphor?

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- Widely known - even as a joke, we all know it
  - Put into clear, simple terms
  - Tea metaphor, not completely clear, can put it into perspective for some.
- ↓  
Remembered


What is unsuccessful about this activity/resource?

- Metaphor.
- Indirect - should just be said - adds to stigma
- No mention of romantic / emotional consent
- Intimacy
- No mention of how to know what you want

What can we learn from this to take into the design of sex education activities and resources in the future?

- Branding + taglines help info to be widely spread / known



Resource Title: A Guide to Contraception Kit 

What is your first impression of this resource or activity?

- Overwhelming IUD visual → scary/grossy
- lots of info
- What to look at?
- Suit case → hidden, taboo

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- In depth
- Factual
- Good with the %
- 

What is unsuccessful about this activity/resource?

- IUD → Bit Graphic making it more scary than it is.

What can we learn from this to take into the design of sex education activities and resources in the future?

- Make more simple but still in depth.





Resource Title: The Potential Dangers of Oral sex

What is your first impression of this resource or activity?

- fear mongering
- shaming instead of helping
- not constructive

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- engaging
- colourful
- visual learning
- lets the viewer know that you can get STIs through oral sex.

What is unsuccessful about this activity/resource?

- judgemental, clear bias
- scares + shames viewer/reader.

What can we learn from this to take into the design of sex education activities and resources in the future?

- Don't scare people
- present fact in a neutral manner
- make it engaging.





Resource Title: The Potential Dangers of Oral sex

What is your first impression of this resource or activity?

- fear mongering
- shaming instead of helping
- not constructive

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- engaging
- colourful
- visual learning
- lets the viewer know that you can get STIs through oral sex.

What is unsuccessful about this activity/resource?

- judgemental, clear bias
- scares + shames viewer/reader.

What can we learn from this to take into the design of sex education activities and resources in the future?

- Don't scare people
- present fact in a neutral manner
- make it engaging.



Resource Title: Drunk Sex - Awareness kit 🍊📚🍆

What is your first impression of this resource or activity?

- Makes you think
- Weird name

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- Engaging but doesn't seem to provide much modern theory.

What is unsuccessful about this activity/resource?

- Doesn't represent what being 'Drunk' is actually like.
- Feels very old school
- Making drunk sex okay?

What can we learn from this to take into the design of sex education activities and resources in the future?

The engaging part is a positive!





Resource Title: Bish Guide to Genitals

What is your first impression of this resource or activity?

- Progressive
- Accessible + engaging
- Innovative design
- It's trying to fit in with the current style of communication - "#CONSENT"

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- Inclusive language - LGBTQ+
- Straight-forward
- Non-judgmental
- Educates
- Friendly

What is unsuccessful about this activity/resource?

- could use skin tones instead of bright colours - alien-like
  - L7 Might be a design choice to appeal better
- It should be more honest with design.

What can we learn from this to take into the design of sex education activities and resources in the future?

- zine/leaflet format - More engaging and innovative designs
- Straight-forward, no nonsense language but inclusive/sensitive





Resource Title: PORN

What is your first impression of this resource or activity?

- surprising statistics
- informative
- entertaining

What is successful about this activity/resource?

(Consider: content, language, design, whether it is engaging, inclusivity)

- Learned something through watching.
- Talks about taboo + less talked about topics.
- Accessible, easy to understand
- Relatable
- Realistic, factual
- talks about body image which is hardly talked about in sex education.

What is unsuccessful about this activity/resource?

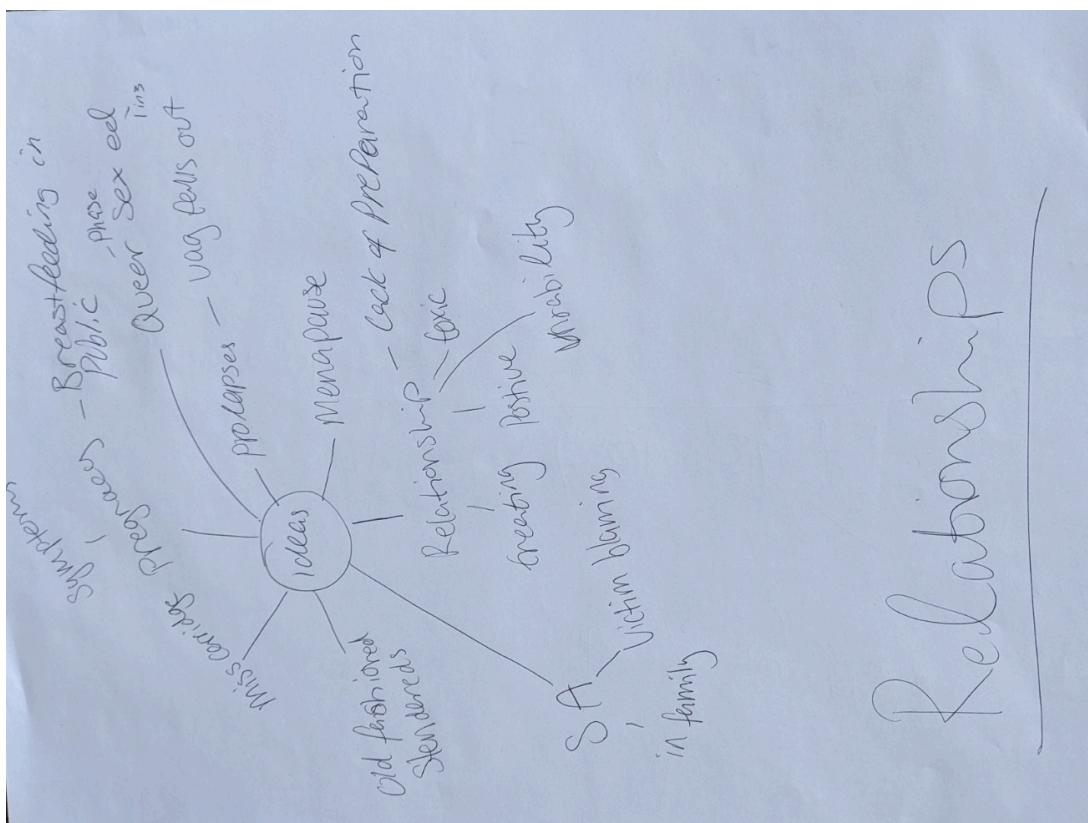
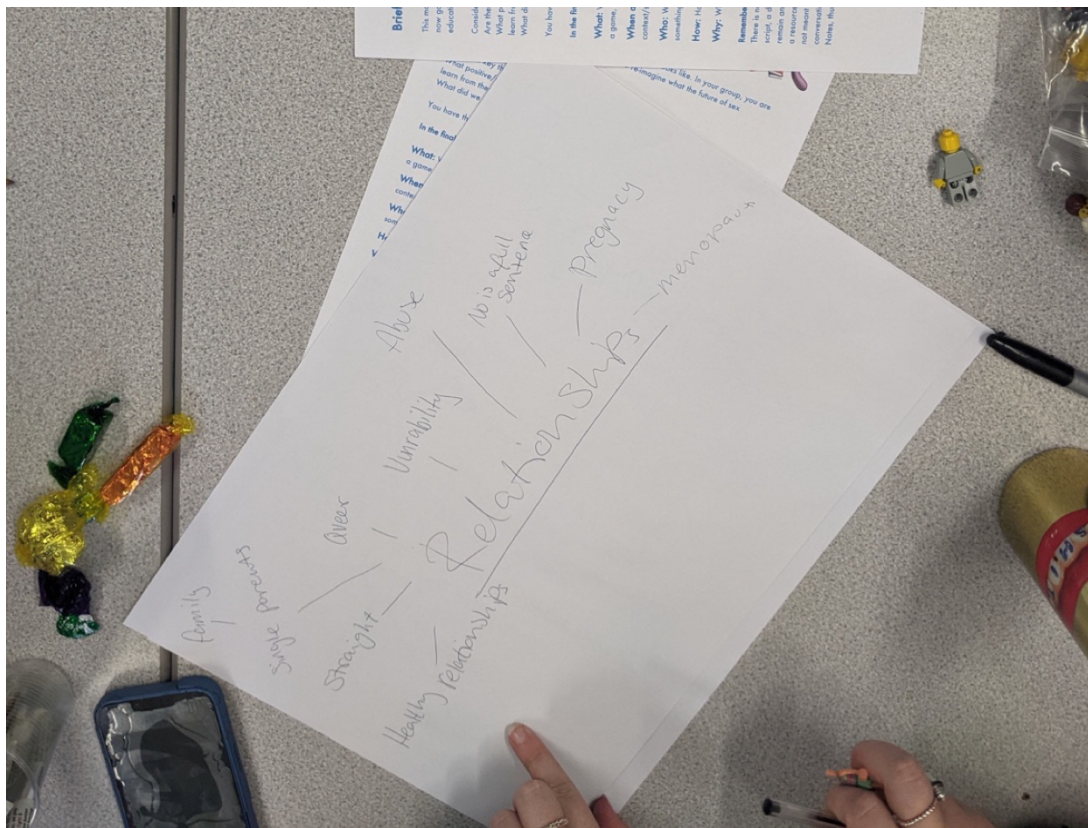
- Stigmatises eating a banana
- a bit brief
  - sums over important ~~po~~ topics eg. pubic hair.

What can we learn from this to take into the design of sex education activities and resources in the future?

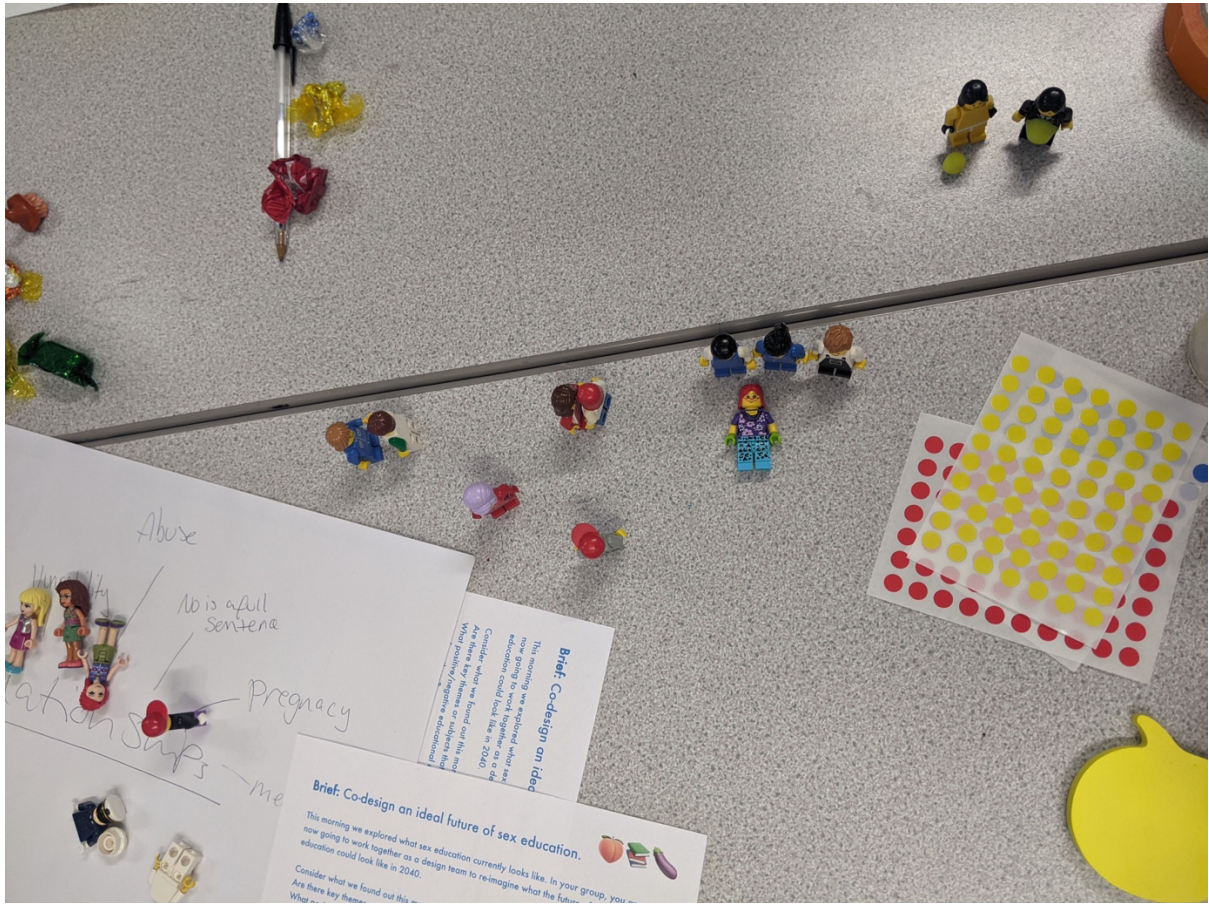
- using relatable subject matter <sup>Food</sup> makes information more accessible and entertaining



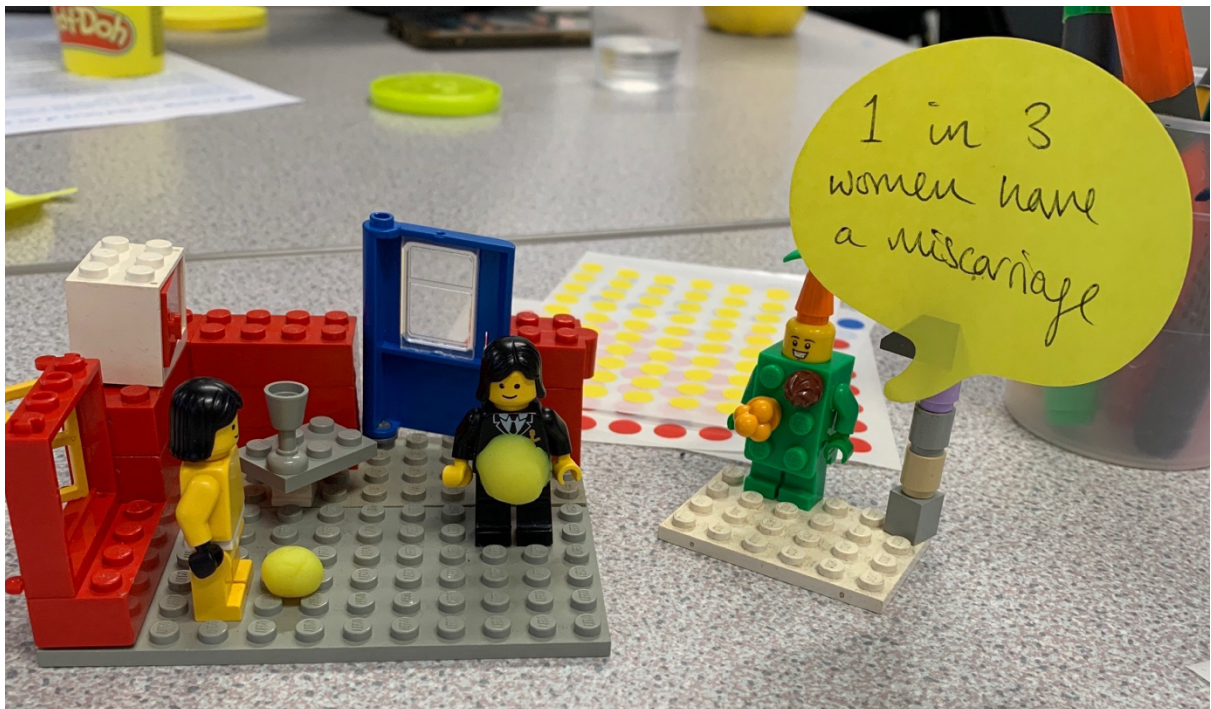
**Appendix E4 The Development of Speculative Future Designs**  
 The Development of the Immersive Theatre Experience:















Transcript of the presentations of the immersive theatre experience to other group:

Basically, this idea, was based around the idea of relationships. You're never taught anything about relationships anywhere in education.

So we came up with the idea that you could have a performative piece of art where you have actors and a host, and people in a class they go round and they are presented with different types of relationships, and people acting them out. So some of the relationships we had were single-parent households, abusive households, I talking about the struggles and the situations that you might end up in, then you've got how different people react to these different situations, and what it might look like in a real-world situation. Rather than just having it on a pamphlet, or a screen, or just some information. So we have a host going round, and they'd say "We're going to show you these different types of relationships, and maybe as a class you can write down which you think is which, (healthy or unhealthy)" and it's kind of just getting people used to the kind of topics that you just don't get to talk about anywhere else, like you as a child as a 14 or 15-year-old, and you see your parents who might be in a domestic abusive relationship, but you don't really know what that looks like, could you never see it anywhere else. And you might have like an interactive thing where you can go and talk to someone about this. I think it's about opening up these conversations, and it's not just like what you see on TV or in the media, and these portrayals of relationships, you know it's just like a man and a woman, especially if you are raised on something like Disney, and you know it's always a man and a woman and the man is the dominant one in the nuclear family and all this. It actually shows you what real-world relationships might look like, and then it portrays these relationships in different situations. It also gives you the space to talk about different and difficult topics like how one in three women will have a miscarriage, or what happens when you're a teenager and you get pregnant, how does that pave a family, what happens if you are a young carer, it might be that you're caring for younger sibling because your parents aren't around, you know so it's all kind of that. So we thought this could be acted out in an interactive way, because people will actually remember it, rather than just giving them a pamphlet, so yeah.

Questions: *So I was going to ask what age range I think you said 14 or 15.*

So the reason we chose 14, we thought if we did it too young it wouldn't have that relevance, or it wouldn't be accessible to younger kids, especially when you want to show and talk about things like Poly amorous relationships, and stuff like that. But then if we do it



too old, the damage is already done. You definitely have 18 year olds who've already experienced toxic relationships, so yeah.

*Why did you choose to do it as an immersive experience?*

I guess we were thinking about what we remembered as a child and it was always going on a school trip or even the educational things that we did as a child when it was like fun we remembered it more. That's the way we wanted to do it is an immersive experience because we thought like you would because you'd remembered it more and it would be more like engaging.

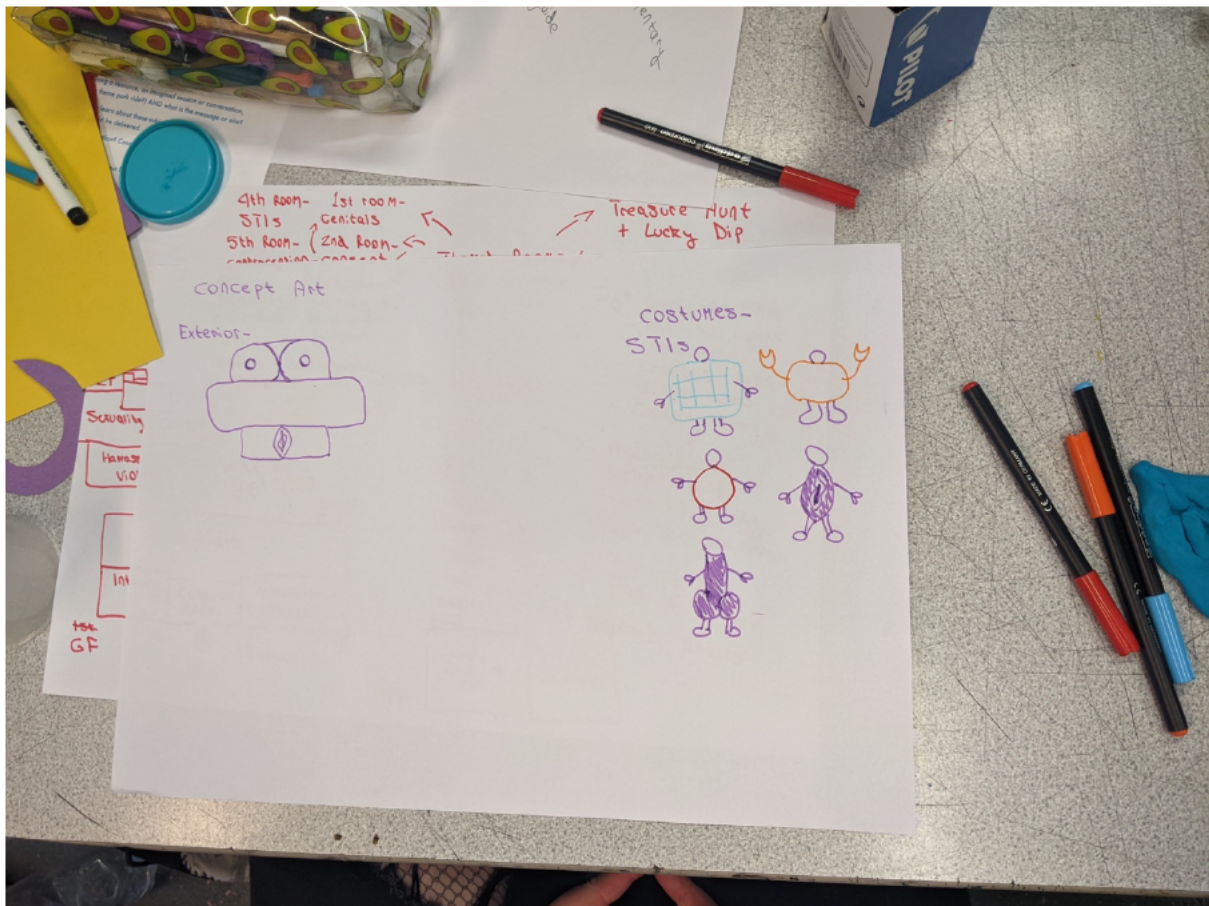
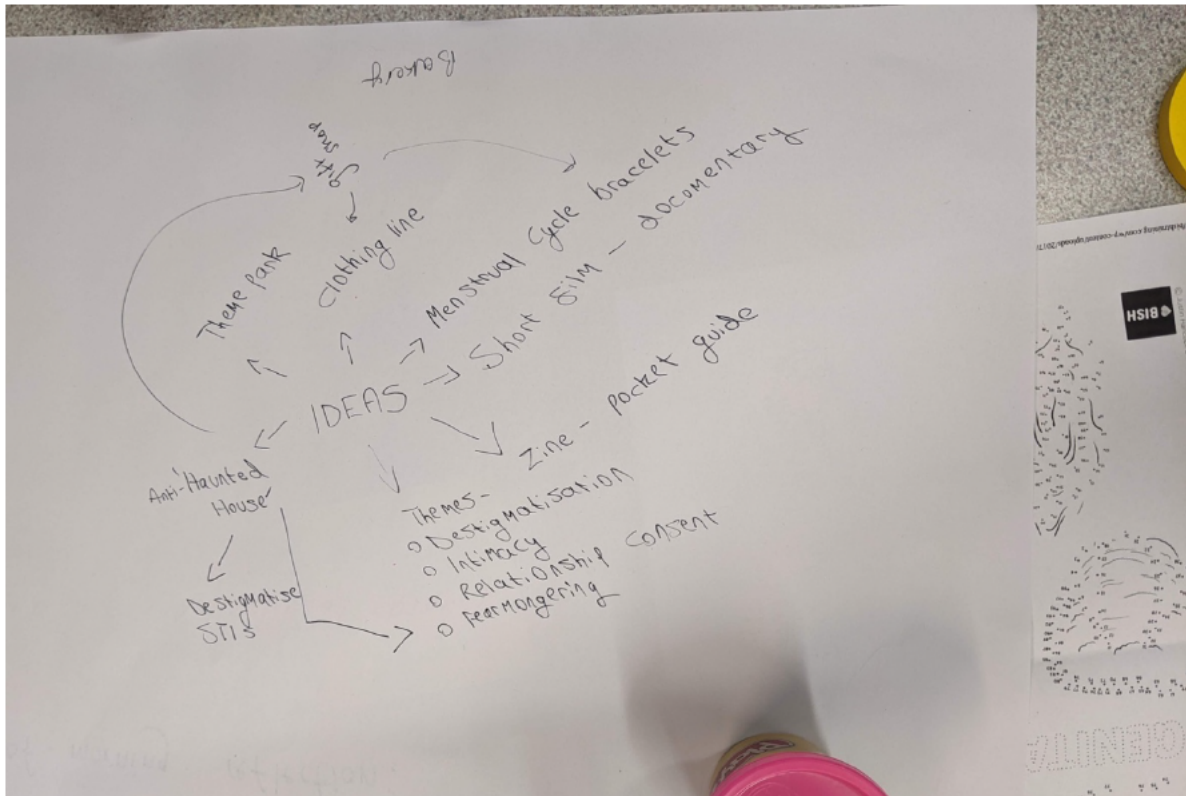
*And you talked about it being a school activity or a class activity, what is the relevance or importance of that?*

I'm not really sure. I guess the relevance is doing it within a school or a class because well if you do it in that environment well one it's a safe environment, two it's an environment where you are learning, so you are actually learning about stuff rather than it being a completely informal environment, and then it opens up the topic so you can have conversations with people who you wouldn't really talk to about this stuff and how that can then become normalised within the educational institution, and this is what we can like, it might even be a bit taboo but this is what we should be talking about within this institution.

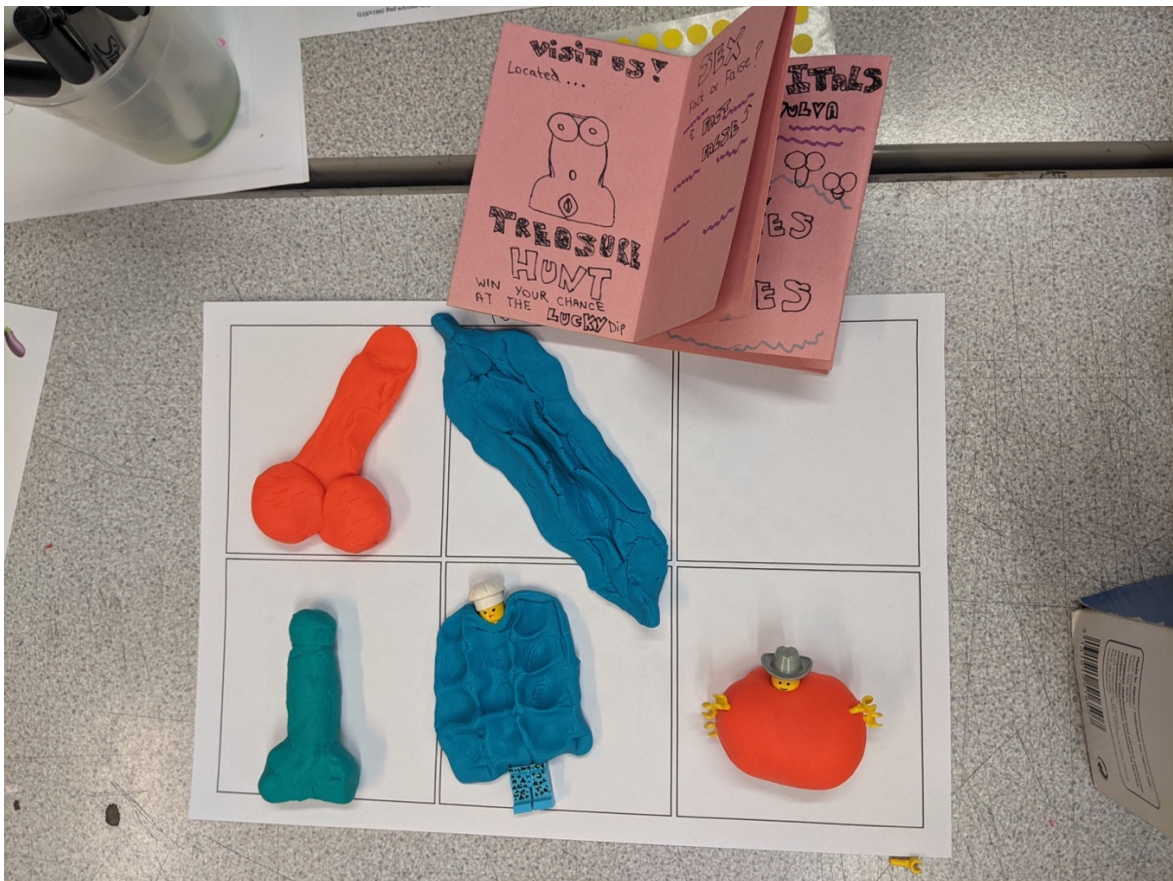
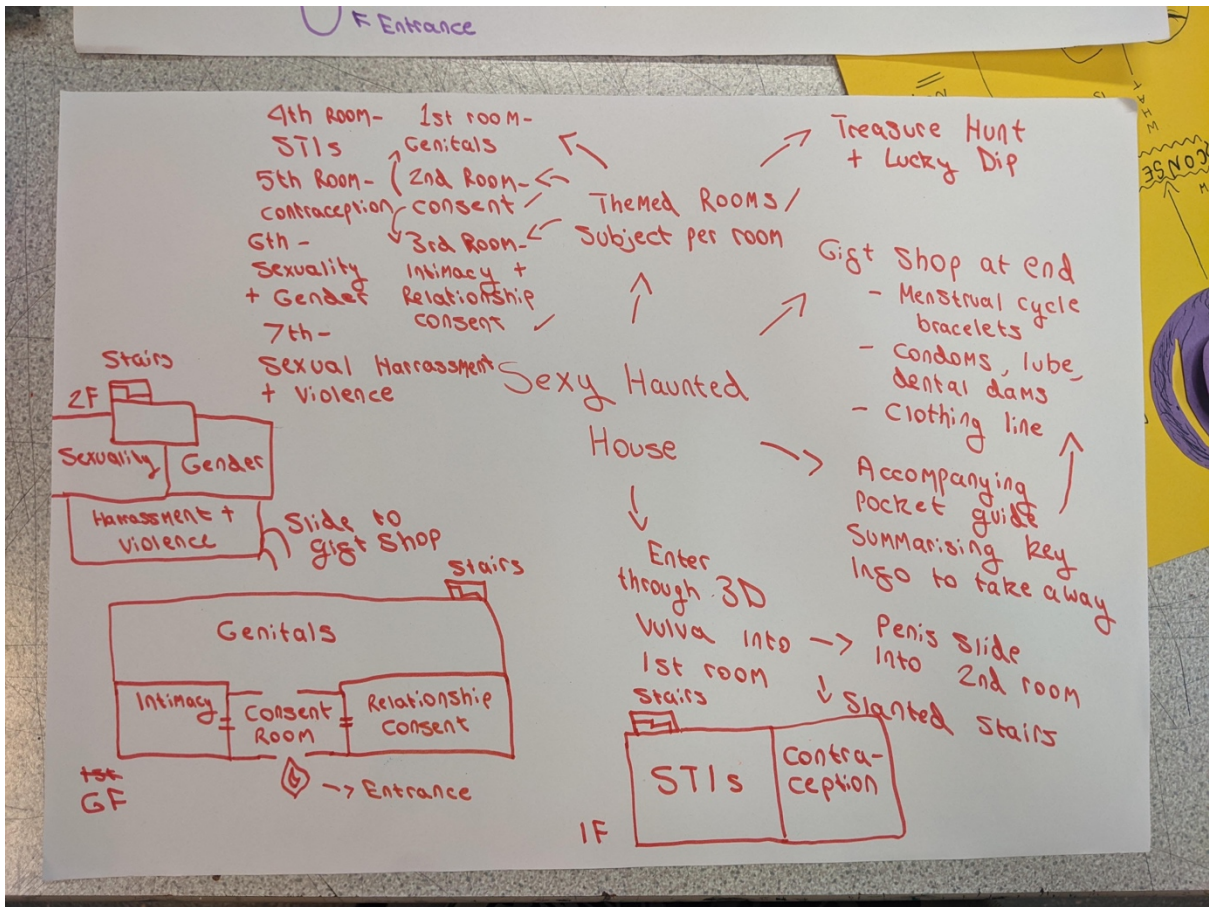
*So you were visualising it through these Lego figures and post-it notes, right? Why does one of them say 'no is a full sentence' what situation was that referring to?*

So no is a full sentence that was like referring to, so a lot of the time I think especially young girls, they have to like explain why they say no, to a lot of like sexual situations, but no in itself, is a full sentence, and you shouldn't need to like explain yourself ever, even if you feel like you have to.

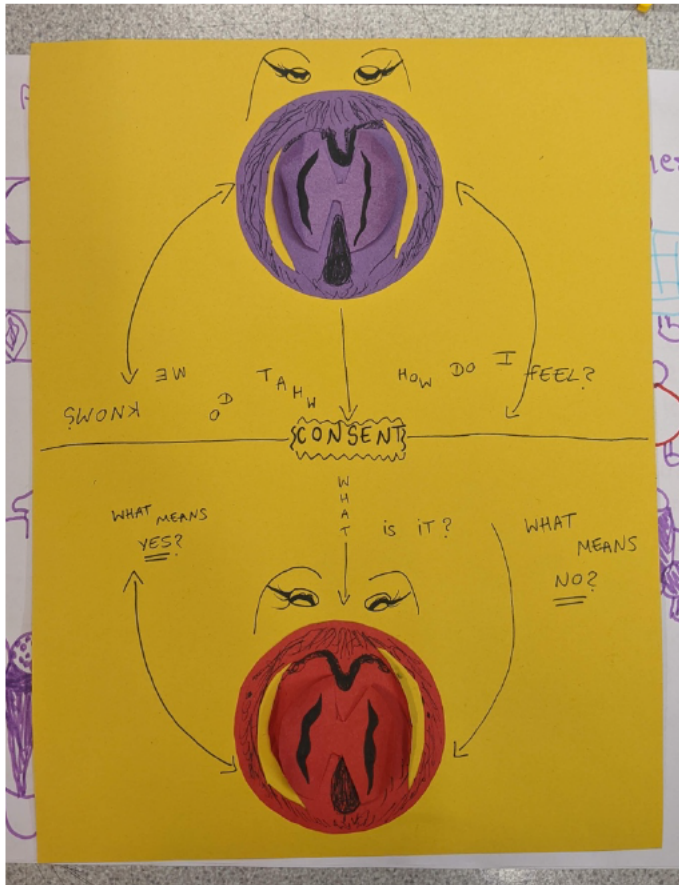
# The Development of the Reverse Haunted House











**visit us!**  
 Located ...

**TREASURE HUNT**  
 WIN YOUR CHANCE AT THE **LUCKY** Dip

**SEX**  
 Fact or False?  
 ↳ **FACT**    ↳  
**FALSE**    ↳

***Transcript of presentation of the Haunted House to other group:***

So our idea was a sexy haunted house. So basically it came from the idea of destigmatising a lot of things to do with sex. So STIs for example, it kind of came from a joke, and we had this idea that STI's could jump out and scare you and then go 'oh but hang on we're not actually that scary if you are well informed.' so the idea was to have three different floors you enter through a vulva door, and you go through the Vulva straight into this consent room. It's kind of the first place you go to which is good and important. And then you go into the next room which is relationships and consent because we talked a lot about sexual consent but not really about consent in a relationship and what that looks like and what a healthy and consensual relationship looks like. Or you can go into the intimacy room which we talked about a lot and how that is intertwined with sex but not really discussed in sex education, and then you have the genitals room, and we've got some costumes so you've got crabs over here, yeah we've got crabs. (Holds up crab STI figure) and then we've got this one Oh no his head falling off, pretend he's got a head, so this one is blue waffle, which is a fake STI and there was mass hysteria, I don't know all the facts. And then there's the genitals room and we've got people dressed up as different kinds of genitals as well, and they can tell you, well we had this pamphlet as we were looking at the case studies which told you what different genitals might look like, and how they can change with like age and like different temperatures and stuff, and so they can tell you all of that. Obviously, they might be a bit scary to look at but that's the whole thing, and what the telling you is like good and important.

The stairs are all jaggedy like a vulva, yeah, and then we have, oh I'll get to that in a second, and on the first floor we have like STI's and contraception so that's like medical, and that's where you have the STI costumes. And then in contraception you have, like the different contraception you can use and also how you can access them, so all really important information, but like presented in a more memorable way.

Then on the second floor, you have more of the social things. So we have sexuality, gender, pleasure and masturbation, and we've got harassment and violence, and then we've got, a penis slide, where you then land in the ball pit, I was really proud of that, and there's a gift shop. In the gift shop there's a lucky dip and you can have a go if you complete the treasure hunt as you go round, and then you can pick something out, and you might get some free lube, or you might get an STI and be like 'oh no' – but then on the back it says

how you treat it, so it's not so bad. Then we've got like a clothing line in the giftshop, and you can get free lube, condoms and dental dams. And we've also got an accompanying pocket guide, which is good, cos obviously it's quite a lot to take in, so it could be overwhelming maybe, so you can take a little pocket guide away with you to summarise the key things you've experienced. But I didn't actually get around to writing anything in this apart from crabs, but it would be for more use with like families, and it breaks everything down into much simpler terms. So the whole thing is aimed towards families, but also towards school groups and basically any age, cos it'd be fun for everyone, and there's always something new that you can learn. Learning doesn't stop when you finish school. As a family if you go in, you can always learn something new, it might be about sexuality or gender, cos if you take into account that it's 2040 like, the parents then, would've most likely had our experiences of sex education so it'd be good for them as well, to learn in a new way. Yeah that was it.

*I have a question about the clothing line, what are you imagining for the clothing line?*

I'll show you, it's really... erm... Vulva hats. That was it really, Has anyone been to the vagina museum, in their museum, they have a gift shop they have like face masks and bags and everything has got vaginas on.

We made a poster too – this would be on display in the ghost house museum. It's two vulvas and they're communicating and talking to each other. This one is the emotional side, and it's like 'oh maybe yes, or maybe no' and the other one is the actual physical one and it's like 'how am I feeling, do I actually want this' and so I put some questions also... like what means yes, what means no, what that might look like from the outside.

Yes – so looking at the house this is what it looks like from the outside (pointing to the drawing of the house) it's like a shocked face, which wasn't intentional but I think it works. The nipples are windows, so you can look out, and the belly button is also a window, that's it.

## Appendix E5 Planning the Next Stages of the Research with Participants (Workshop 2)

WHO?

PATTY: I think it's a conversation that teachers, in primary, secondary, 6th form and university, should be talking about.

PATTY: I think it needs to be shown in a conference with lots of important people like the head of education for England so they have the full understanding and knowledge of how important sex ed actually is for young people.

JEMIMA: Maybe like acknowledging, this whole thing, that there is a lack of it in the actual taught sessions might help... I probably didn't realise mine was so bad until now, doing this process. So maybe helping other people realise, will make them more engaged with it.

WHAT?

WHERE?

PATTY: I feel like if you started talking more in schools, it would be easier, to then start conversations with peers, and then you can start the conversations with the parents. A lot of stuff has to change, one: systematically and two: in social reform. To make that happen. But it can be a possibility if you start from school first.



## Appendix F – Miro Boards for Sharing, Discussing, and Identifying Actions with Stakeholders

### Appendix F1 Miro Boards – Sharing Workshop Journey and Themes

The image displays several Miro boards and sticky notes. The top row shows a board with a 'SEX EDUCATION' article, a note 'Tuned into a joke' with a 'Tea Coast LABC' speech bubble, a board titled 'Hetrosexual couples and male pleasure', and a cloud-shaped note 'Biology'. The middle row shows a board with 'WHY?' and 'WHERE?' sections, a board with 'HOW?' and 'LGBTQ+' sections, and another board with 'Hetrosexual couples and male pleasure' and 'Heteronormative'. The bottom row features five individual sticky notes: 'Sex ed.', 'Contraception education', 'School, no queer sex ed, no leaflets. Only miss out, info/contraception', 'Children should lead the conversations.', 'Fear Tactics.', and 'Asexuality is unrepresented.'

Formal school sex education was so heteronormative... I ended up trying to learn about queer sex education from porn. I was having to use that as a learning resource, cos there wasn't anything else.

It was less 'relationships and sex education' and more contraception education.

They showed a video where this girl's life is destroyed because she took a nude and sent it to a boy. It was genuinely terrifying. There was so much fear-mongering around like all of it

Someone asked what an orgasm was, and the teacher just didn't answer it, and we had to just move on, with no more questions.

I think the problem with it is it's kind of indirect. It was like, 'let's talk in metaphors' and that just made it into a really taboo subject that people feel like they can't talk about.



**Resource Title:** Under the Influence Awareness Kit

**Description:** A kit that is designed to allow participants to experience what putting on a condom whilst drunk might feel like.

**Includes:** Boozed & Confused Night-Time Goggles, Economy Condom Training Model, Artificial Semen (UV light-sensitive fluid) and Latex Condoms.

**Where I found it:** for sale on YPO website (used by schools & colleges for purchasing educational resources), Health Ed Co website (used by schools & colleges for purchasing educational resources) and Anatomy Stuff website (used by schools & colleges for purchasing educational resources and official supplier to the NHS)







It's so shamey

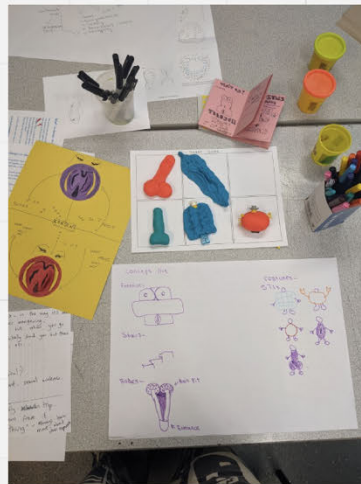
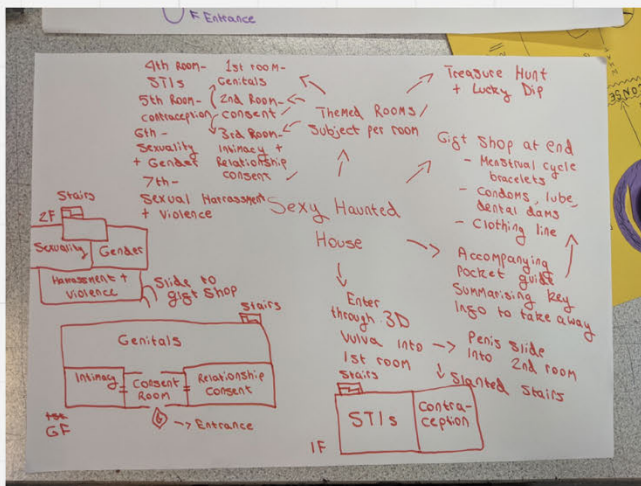
This should just be a repeated thing. Just overall. Just, talk about this more.

It's hidden and concealed, like again, it's taboo.

It doesn't make it feel like a subject that you can then go and talk about afterwards.

I like how it includes bits about like, sex isn't just intercourse, even if you're like a hetero couple, like you don't have to do that.

When two people are really drunk, and you're not able to physically put on a condom. Where's the line of consent? Really?



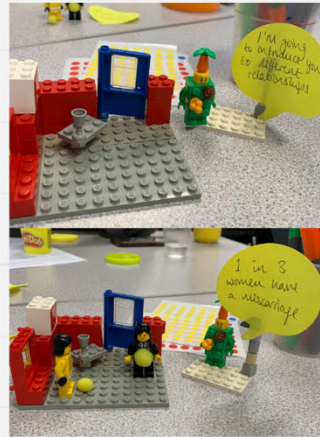
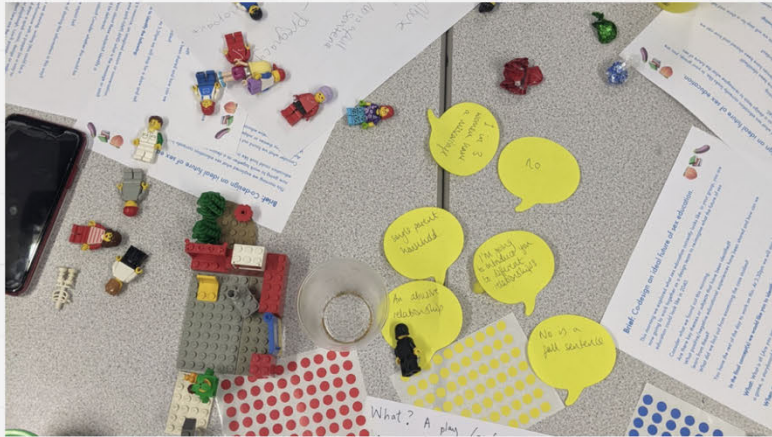
The haunted house would be scary and intimidating on the outside but when you go in then you realise it's not that scary. There's people dressed as STI's which may initially shock you but then they explain that they're not too scary, they're treatable and there's no shame.

Then on the second floor, you have more of the social things, so we have sexuality, gender, pleasure and masturbation.

Learning doesn't stop when you finish school... It's important to know about changes in sexual cultures and stuff. Sex education should be a lifelong thing.

The aim would be to remove the stigma, shame and awkwardness. We have been taught that this is taboo.

The experience we've tried to create would be fun and memorable

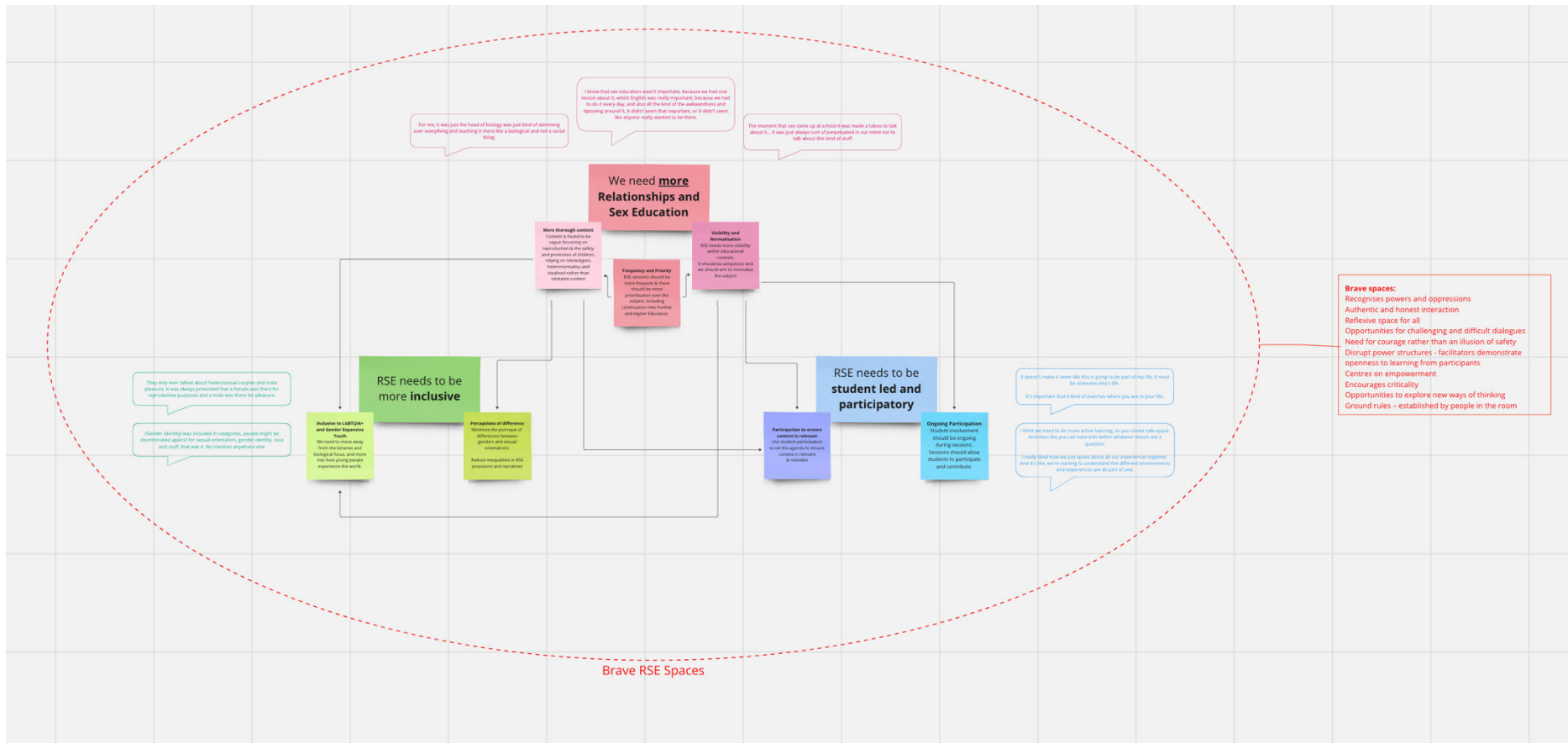


All the scenarios are set up to start discussions, the discussion is the important bit. This should become normalised within these educational institutions..

This idea was based all around the concept of relationships, we were never taught about relationships within sex education

It's not just like what you see on TV or in the media, and these portrayals of relationships, you know, where it's always just like a man and a woman.

It also gives you the space to talk about different and difficult topics like how one in three women will have a miscarriage



This is an overview of the Miro Board Diagram – details are shown across the next few pages.

For me, it was just the head of biology was just kind of skimming over everything and teaching it more like a biological and not a social thing.

I know that sex education wasn't important, because we had one lesson about it, whilst English was really important, because we had to do it every day, and also all the kind of the awkwardness and tiptoeing around it, it didn't seem that important, or it didn't seem like anyone really wanted to be there.

The moment that sex came up at school it was made a taboo to talk about it... It was just always sort of perpetuated in our mind not to talk about this kind of stuff

## We need more Relationships and Sex Education

### More thorough content

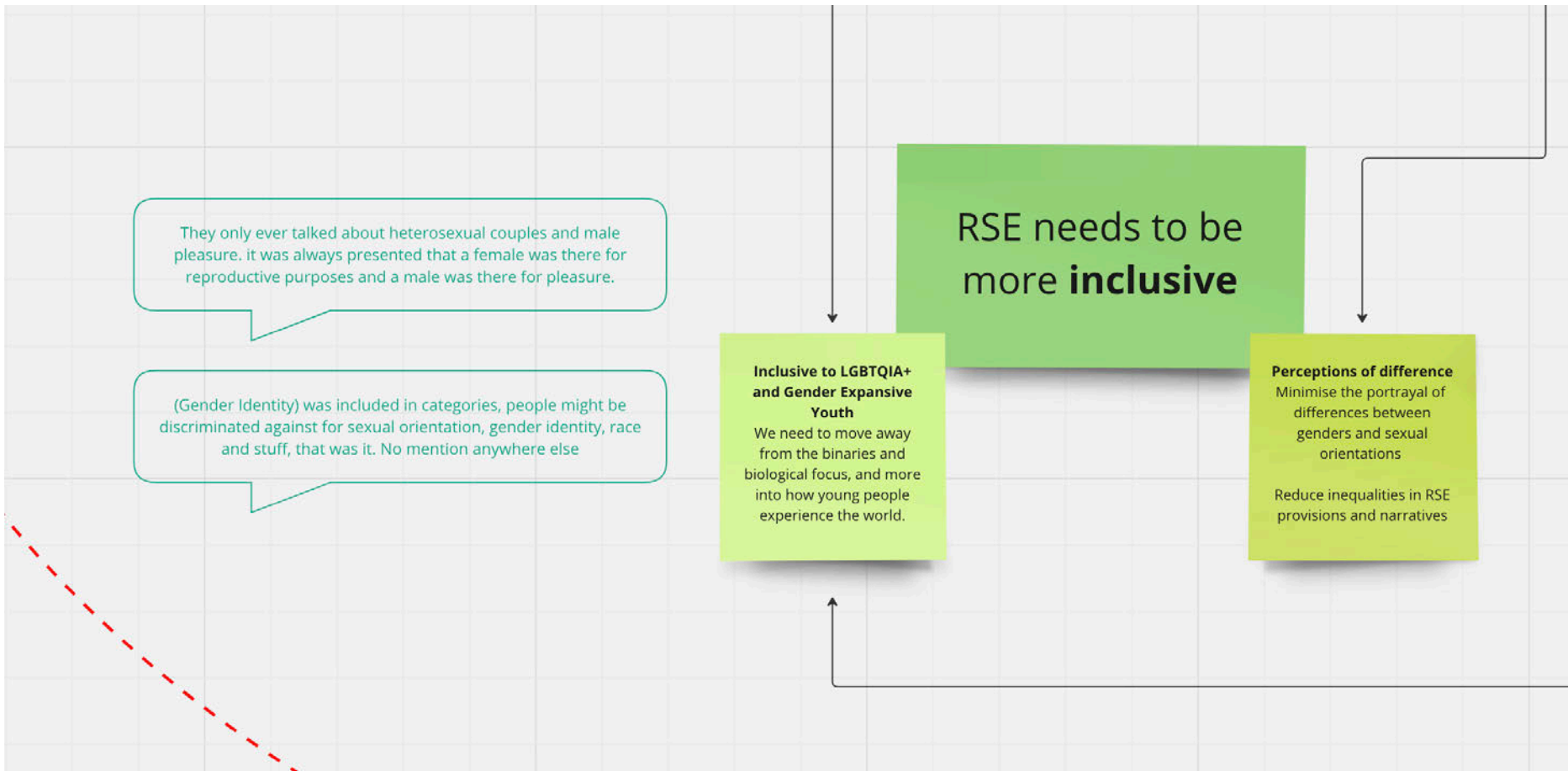
Content is found to be vague focussing on reproduction & the safety and protection of children, relying on stereotypes, heteronormativity and idealised rather than relatable content

### Frequency and Priority

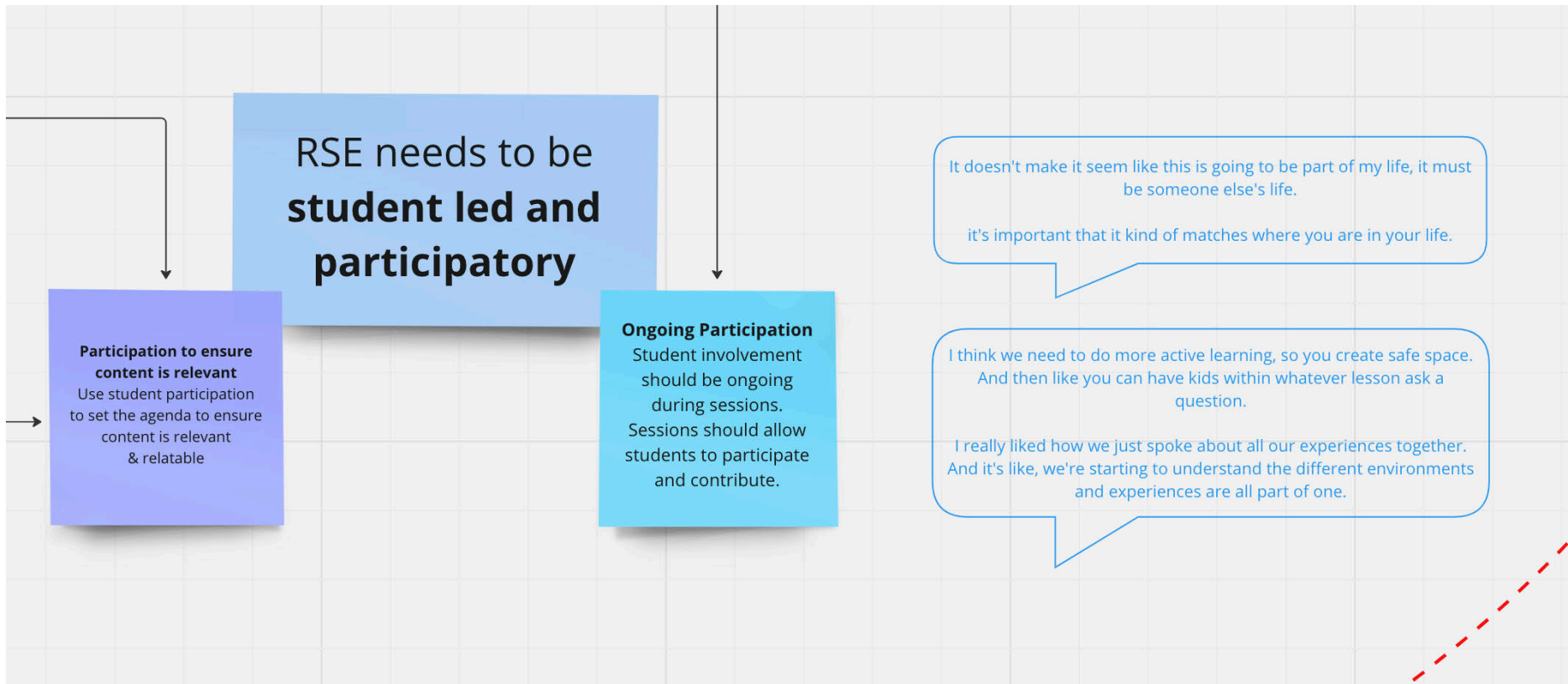
RSE sessions should be more frequent & there should be more prioritisation over the subject, including continuation into Further and Higher Education.

### Visibility and Normalisation

RSE needs more visibility within educational contexts. It should be ubiquitous and we should aim to normalise the subject









**Brave spaces:**

Recognises powers and oppressions

Authentic and honest interaction

Reflexive space for all

Opportunities for challenging and difficult dialogues

Need for courage rather than an illusion of safety

Disrupt power structures - facilitators demonstrate openness to learning from participants

Centres on empowerment

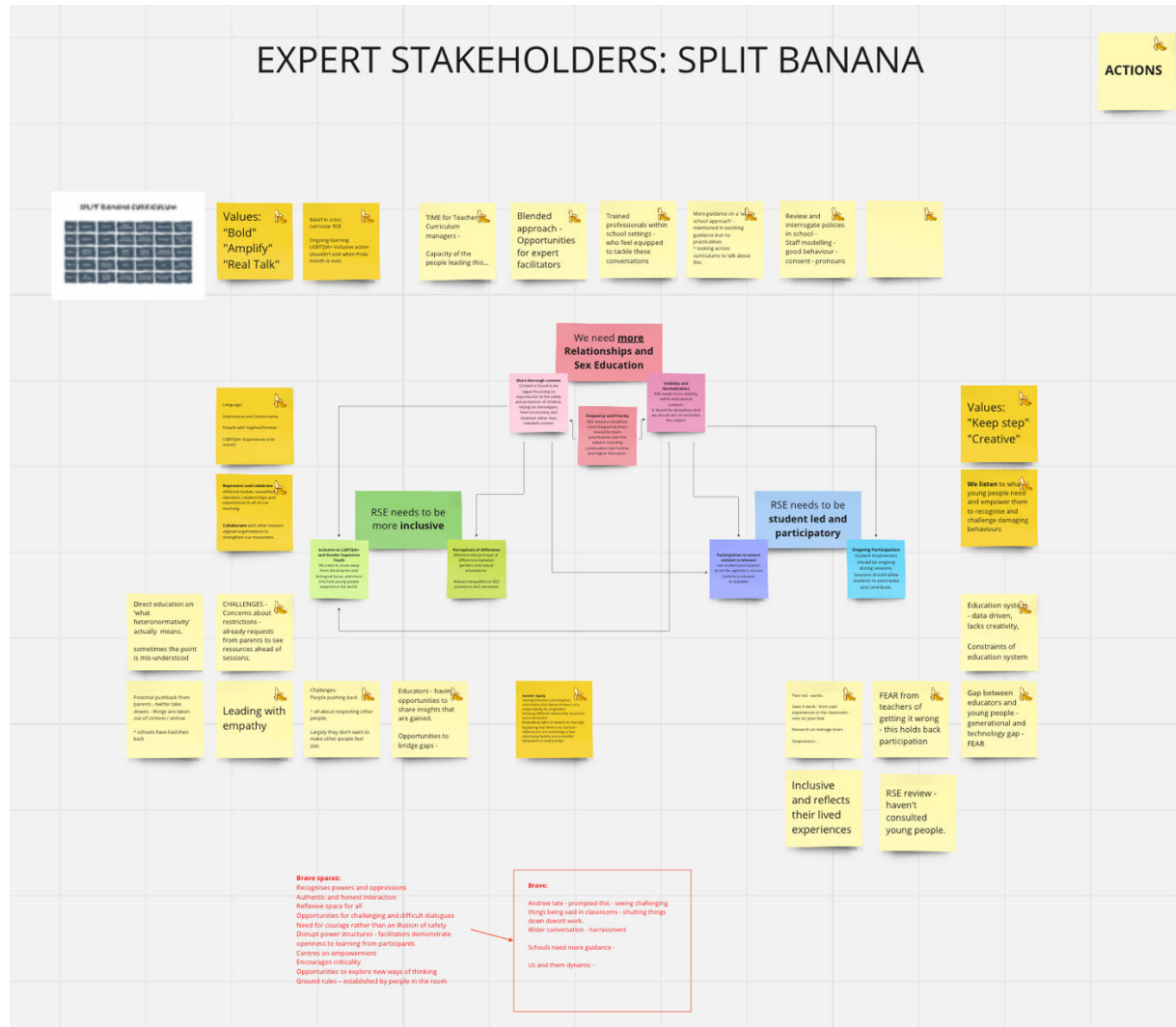
Encourages criticality

Opportunities to explore new ways of thinking

Ground rules – established by people in the room



# Appendix F2 Miro Boards – Mapping Challenges and Opportunities with Split Banana



This is an overview of the Miro Board Map – Completed with Split Banana – details are shown across the next few pages.

We need **more**  
**Relationships and  
Sex Education**

Values:  
"Bold"  
"Amplify"  
"Real Talk"

Belief in cross  
curricular RSE

Ongoing learning  
LGBTQIA+ inclusive action  
shouldn't end when Pride  
month is over.

Review and  
interrogate policies  
in school -  
Staff modelling -  
good behaviour -  
consent - pronouns

TIME for Teachers /  
Curriculum  
managers -

Capacity of the  
people leading this...

Blended  
approach -  
Opportunities  
for expert  
facilitators

Trained  
professionals within  
school settings -  
who feel equipped  
to tackle these  
conversations

More guidance on a 'whole  
school approach' -  
mentioned in existing  
guidance but no  
practicalities  
^ looking across  
curriculums to talk about  
this

## RSE needs to be more **inclusive**

Direct education on 'what heteronormativity' actually means.

sometimes the point is mis-understood

**CHALLENGES** - Concerns about restrictions - already requests from parents to see resources ahead of sessions.

**Represent and celebrate** different bodies, sexualities, identities, relationships and experiences in all of our teaching.

**Collaborate** with other mission-aligned organisations to strengthen our movement.

Language:

Intercourse and Outercourse

People with Vaginas/Penises

LGBTQIA+ Experiences (not issues)

Potential pushback from parents - twitter take downs - things are taken out of context / untrue

^ schools have had their back

## Leading with empathy

Challenges:  
People pushing back

^ all about respecting other people.

Largely they don't want to make other people feel shit.

Educators - having opportunities to share insights that are gained.

Opportunities to bridge gaps -

**Gender equity**

Sharing inclusive contraception information that demonstrates it as a responsibility for all genders  
Showing different relationship structures and orientations  
Embedding rights in relation to marriage  
Explaining that there is no 'normal' - difference is not something to fear  
Identifying healthy and unhealthy behaviours in relationships



RSE needs to be  
**student led and  
participatory**

Education system  
- data driven,  
lacks creativity,

Constraints of  
education system

Gap between  
educators and  
young people -  
generational and  
technology gap -  
FEAR

FEAR from  
teachers of  
getting it wrong  
- this holds back  
participation

Values:  
"Keep step"  
"Creative"

Peer led - works.

Seen it work - from own  
experiences in the classroom -  
vote on your feet

Research on teenage brain

Sexpression -

Inclusive  
and reflects  
their lived  
experiences

RSE review -  
haven't  
consulted  
young people.

**We listen** to what  
young people need  
and empower them  
to recognise and  
challenge damaging  
behaviours

**Brave spaces:**

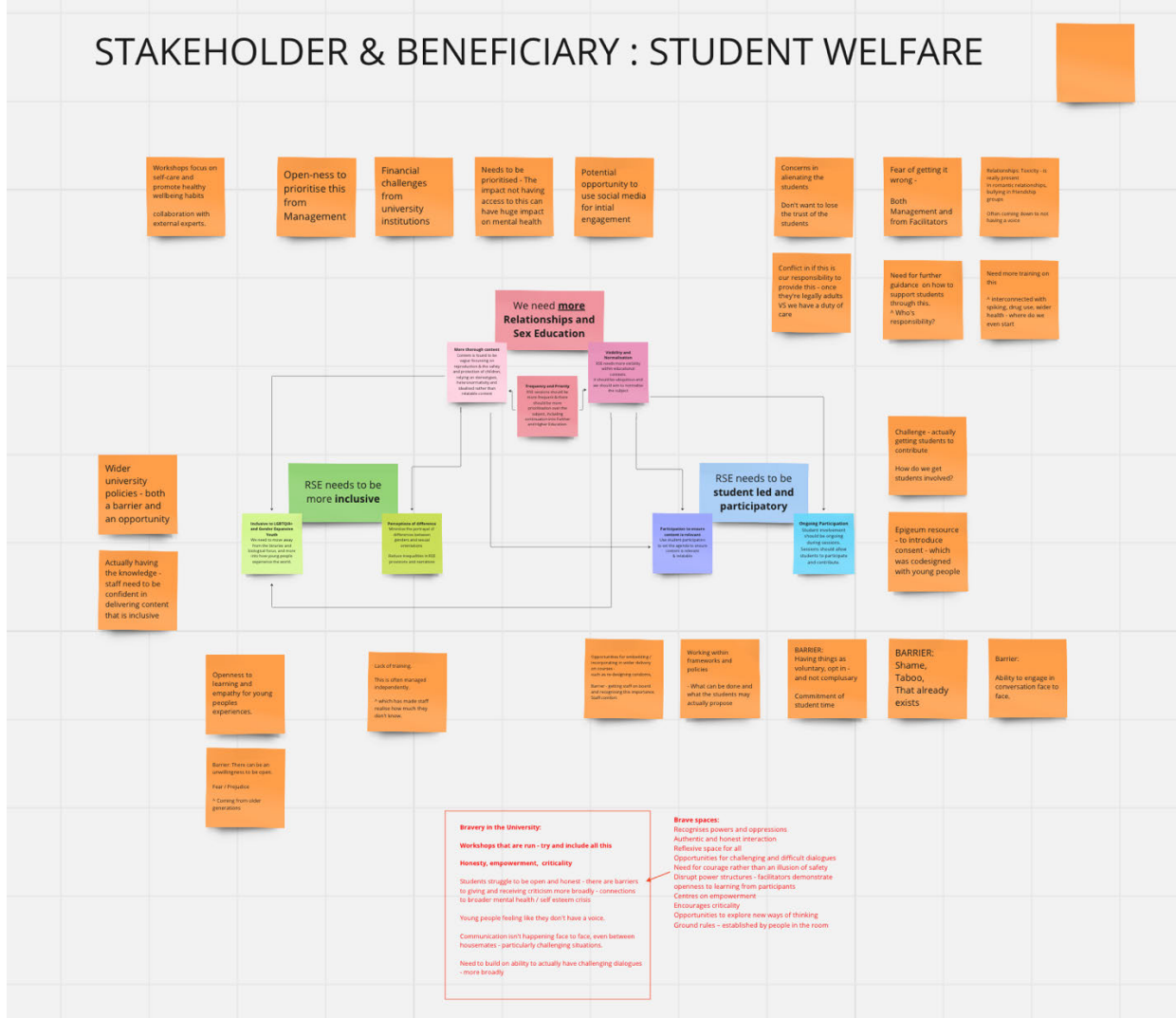
- Recognises powers and oppressions
- Authentic and honest interaction
- Reflexive space for all
- Opportunities for challenging and difficult dialogues
- Need for courage rather than an illusion of safety
- Disrupt power structures - facilitators demonstrate openness to learning from participants
- Centres on empowerment
- Encourages criticality
- Opportunities to explore new ways of thinking
- Ground rules – established by people in the room



**Brave:**

- Andrew Tate - prompted this - seeing challenging things being said in classrooms - shutting things down doesn't work.
- Wider conversation - harassment
- Schools need more guidance -
- Dangers of - Us and them dynamic -

# Appendix F3 Miro Boards – Mapping Challenges and Opportunities with Student Welfare



This is an overview of the Miro Board Map – Completed with Jill from Student Welfare – details are shown across the next few pages.

We need **more Relationships and Sex Education**

Barrier in:  
Financial challenges of university institutions

Potential opportunity to use social media for initial engagement

Concerns in alienating the students

Don't want to lose the trust of the students

Fear of getting it wrong -

Both Management and from Facilitators

Relationships: Toxicity - is really present  
In romantic relationships, bullying in friendship groups

Often coming down to not having a voice

Workshops focus on self-care and promote healthy wellbeing habits

collaboration with external experts.

Open-ness to prioritise this from Management

Needs to be prioritised - The impact not having access to this can have huge impact on mental health

Conflict in if this is our responsibility to provide this - once they're legally adults VS we have a duty of care

Need for further guidance on how to support students through this.  
^ Who's responsibility?

Need more training on this:

^ interconnected with spiking, drug use, wider health - where do we even start



RSE needs to be more **inclusive**

Lack of training.

This is often managed independently.  
^ which has made staff realise how much they don't know.

Openness to learning and empathy for young peoples experiences.

Wider university policies - both a barrier and an opportunity

Actually having the knowledge - staff need to be confident in delivering content that is inclusive

Barrier: There can be an unwillingness to be open.

Fear / Prejudice

^ Coming from older generations

RSE needs to be  
**student led and  
participatory**

Barrier:

Ability to engage in  
conversation face to  
face.

Challenge - actually  
getting students to  
contribute

How do we get  
students involved?

Epigeum resource  
- to introduce  
consent - which  
was codesigned  
with young people

Opportunities for embedding /  
incorporating in wider delivery  
on courses -  
such as re-designing condoms,

Barrier - getting staff on board  
and recognising this importance.  
Staff comfort

Working within  
frameworks and  
policies

- What can be done and  
what the students may  
actually propose

BARRIER:  
Having things as  
voluntary, opt in -  
and not compulsory

Commitment of  
student time

BARRIER:  
Shame,  
Taboo,  
That already  
exists

**Bravery in the University:**

**Workshops that are run - try and include all this**

**Honesty, empowerment, criticality**

Students struggle to be open and honest - there are barriers to giving and receiving criticism more broadly - connections to broader mental health / self esteem crisis

Young people feeling like they don't have a voice.

Communication isn't happening face to face, even between housemates - particularly challenging situations.

Need to build on ability to actually have challenging dialogues - more broadly

**Brave spaces:**

Recognises powers and oppressions

Authentic and honest interaction

Reflexive space for all

Opportunities for challenging and difficult dialogues

Need for courage rather than an illusion of safety

Disrupt power structures - facilitators demonstrate openness to learning from participants

Centres on empowerment

Encourages criticality

Opportunities to explore new ways of thinking

Ground rules – established by people in the room

## Appendix G – Booklet for RSE Educators



# Brave Spaces & Participation

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# Participation

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Young Adult insights on creating more effective, empowering and inclusive Relationships & Sex Education

Principles for practice.



# Introduction

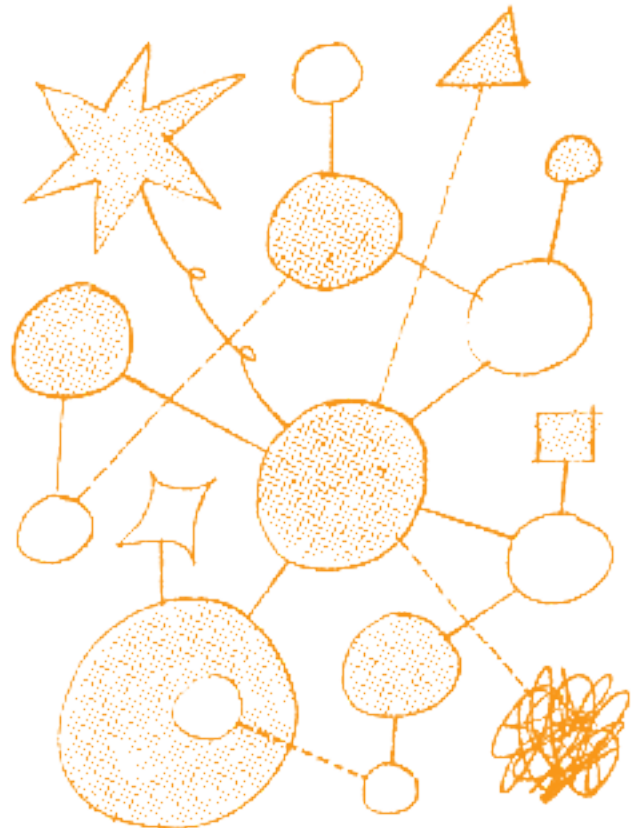
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These principles were established through research with young adults during a Master's of Research project. Through this initiative, participants were empowered to reflect on their past experiences with Relationships and Sex Education (RSE) and to envision a future of improved education.

These principles specifically target areas where they felt let down by past educational experiences. The repercussions of inadequate prior education left them feeling shamed and isolated, leading them to seek information online, often encountering unreliable and age-inappropriate content. They found themselves unprepared to advocate for their needs and struggled to identify coercive and toxic relationships.

To tackle these critical concerns, I collaborated with experts in relationships and sex education, Split Banana, and professionals from university welfare departments. Our joint effort led to the identification of practical steps that can be taken to implement these principles effectively. The overarching goal is to encourage secondary schools, colleges, and universities to reassess and improve their RSE provisions.

This booklet outlines young adults' RSE aspirations and offers actionable steps for a more robust education. Endorsing a 'whole school approach' in line with Department for Education (DfE) guidance, it suggests collaborative efforts among staff and cross-curricular opportunities for inclusivity and consistency.



# More R.S.E.

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## More frequent

There is a resounding message from our research: allocate more time for Relationships and Sex Education (RSE). Young people express a strong desire for increased RSE, emphasising that it has not been a priority in their education.

Young adults called for more frequent delivery and an extension of RSE beyond the age of 16 into colleges and universities in order to continue to support young people navigating the complexities of relationships. University welfare staff highlight the substantial impact of inadequate RSE on the mental and physical health of young people entering university.

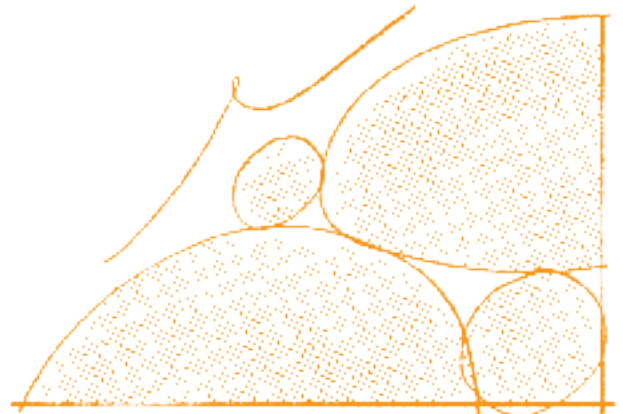
## More thorough

There is clearly a need for more comprehensive content. Young people identified vagary across typical RSE provisions, often focussing only on sexual health and legalities, and missing crucial information on how to communicate desires and boundaries, or understand power imbalances. Young people expressed an eagerness to learn more about relationships (families, friendships, and intimate relationships), the connection between their bodies and emotions, and the broader influence of sexual cultures across society.

## More visibility and normalisation

Young people call for increased visibility of RSE throughout their education. They propose a pivot from individual atomised sessions to the acknowledgment of RSE as an integral component across their educational curriculum. They recognise that RSE contributes to both an individual's understanding of themselves, other people and the world around them, and should therefore be more central to their education.

The research identified taboos and feelings of shame surrounding RSE, informed by its delivery and resources in schools. Educational institutions should be a more effective and adaptive source of support, advice and information on sex and relationships for young people rather than them having to access potentially inaccurate and inappropriate content online.



## Actions for more R.S.E.

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### Diverse & comprehensive content

- Ensure that RSE content goes beyond the biology of sex for reproduction to address issues related to physical, emotional, and sexual development in a timely manner based on current evidence.
- Consult students to identify their preferences and needs in RSE topics and be responsive to shifts in sexual cultures and wider influences.
- Recognise sex and relationships as potentially positive experiences in order to be more relatable and engaging.

### Staff training & collaboration

- Provide training to enhance staff confidence in delivering RSE. Consider collaborating with external organisations where appropriate.
- Staff should model clear and respectful communication to underscore the importance of obtaining and respecting consent in various contexts. This may include discussing boundaries, active listening, and seeking mutual agreement.
- Staff should address discriminatory incidents, educate students about the impact of discriminatory behaviour, and promote a culture of acceptance and respect.
- Demonstrate a commitment to inclusivity by consistently using and respecting the correct pronouns for all individuals. This practice helps create a safe and affirming space for students of diverse gender identities.

### Acknowledging differences

- Actively discuss the nuances of the subject, recognising that everyone's relationship with sex and relationships is different.
- Empower learners by providing space for critical thinking

### Whole school approach

- Integrate RSE into a comprehensive school/college/university approach that supports pupils for life beyond educational institutions.
- Regularly review and interrogate school policies to ensure they align with contemporary RSE needs. Align RSE curriculum with wider policies on behaviour, inclusion, equality, diversity, bullying, and safeguarding.
- Explore opportunities to discuss RSE topics in other subjects for a more holistic educational experience. (Later in this booklet I outline ways you may embed discussions on relationships and sex beyond the RSE classroom, in response to content from literature, art, music, poetry, and theatre).

### Consider visual resources

- Select graphics, illustrations, and photographs that convey inclusivity, diversity, and a positive outlook on relationships and sexual health
- Use images that are colourful, visually appealing, and convey positive emotions such as joy, respect, and fulfilment that can be associated with healthy relationships and sexual experience
- Avoid reinforcing stereotypes or stigmatising imagery. Instead, focus on representations that challenge preconceived notions and promote open-mindedness and acceptance.
- Select visuals that not only enhance the aesthetic appeal but also serve an educational purpose by clarifying concepts, inclusive representation and the inclusion of different relationships and body types, providing visual aids for understanding and sparking meaningful discussions.

### Signposting beyond the classroom

- Guide students to reliable online sources beyond the RSE classroom. This empowers students to initiate self-directed learning from credible and age-appropriate materials.



# Inclusive R.S.E.

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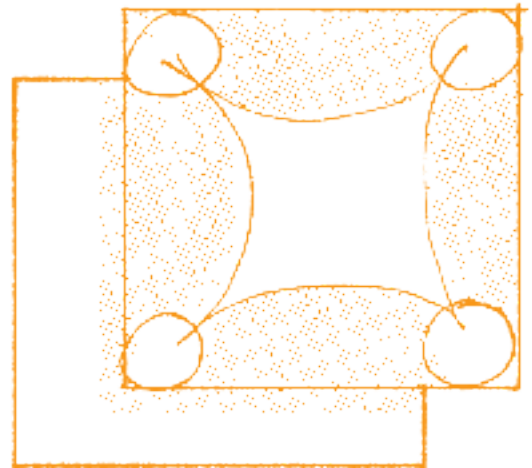
Participants in this research expressed a strong desire for more inclusive RSE. They specifically highlighted the absence of LGBTQIA+ content in RSE classrooms, resources, and broader educational cultures. These environments were criticised for being heteronormative and perpetuating narrow, stereotypical portrayals of binary gender roles.

Inclusive RSE extends beyond conventional focuses on biological aspects, encouraging a comprehensive understanding of the motivations behind human relationships. Shifting from a solely reproductive standpoint ensures continuous LGBTQIA+ inclusivity, extending beyond Pride month. Incorporating LGBTQIA+ narratives into an institution-wide curriculum fosters understanding, challenging stereotypes, and dispelling misconceptions. Celebrating diversity makes it easier for pupils to comprehend the unacceptability of discrimination based on identity.

Gender equity in RSE commits to an inclusive learning environment, addressing diverse experiences across the gender spectrum. By avoiding binaries and stereotypes, educators contribute to a curriculum that embraces diversity and fosters an inclusive environment for all students, promoting empathy and open-mindedness.

It is essential to critically examine and challenge gender confinements, limitations, and societal expectations that have historically oppressed all genders. Moving away from generalisations is key to genuine inclusivity and should include critiquing wider social narratives that tend to be cisnormative and perpetuate stereotypes.

Creating an inclusive curriculum is an integral part of fostering a whole-school approach to combat sexism, misogyny, homophobia and transphobia and provides robust support for all pupils. It enriches educational experiences and can contribute to building a more accepting and understanding society



# Actions for inclusivity

## Visibility and Discussion of LGBTQIA+ Experiences

- Ensure LGBTQIA+ experiences are consistently visible and discussed throughout RSE, moving away from a purely biological and reproductive focus.
- Ensure resources represent and celebrate diverse bodies, sexualities, identities, relationships, and experiences in all teaching.

## Embrace Gender Diversity

- Acknowledge the fluidity and diversity of gender identities, moving beyond traditional binary notions. Ensure non-binary, genderqueer and other gender-diverse experiences are recognised and validated in RSE.

## Binaries, Generalisations & Stereotypes

- Avoid generalisations about sexual orientation, relationships, and gender roles in RSE.
- Actively encourage discussions that recognise and celebrate a spectrum of masculinities and femininities. Move away from rigid gender norms and explore the diversity of gender expressions, fostering an understanding that there is no singular “correct” way to express one’s gender.
- Reference diverse relationship and family structures within RSE, such as same-sex relationships, single parent families. Acknowledge and discuss the gendering of roles for parents, care givers and wider family structures.

## Inequalities, Oppressions & Bullying

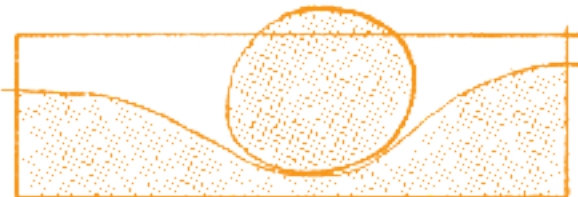
- Connect inclusive curriculum to work with the school’s broader initiatives to tackle bullying and celebrate diversity.
- Be courageous in fostering critical discussions about inequalities, oppressions, and challenging subjects related to RSE
- Discuss definitions, examples and the impact of heteronormativity and gender stereotypes within society and culture.
- Discuss how gender stereotyping can act as a barrier to participation in professional contexts such as sport, care and construction roles.

## Staff approach

- Ensure staff are confident in delivering content that is inclusive, promoting a safe and respectful learning environment.
- Discuss sexual orientation and gender objectively, using factual information in a non-emotional, non-judgmental manner.
- Ensure staff model respectful practice, including asking students about their pronouns and names when first meeting them. Lead with empathy.

## Gender Equity

- Promote shared responsibility in contraception education by sharing inclusive contraception information that emphasises responsibility for all genders.
- Discuss marriage within the context of equal rights, acknowledging the evolving legal landscape and the importance of recognising and respecting the rights of all individuals



# Actions for inclusivity

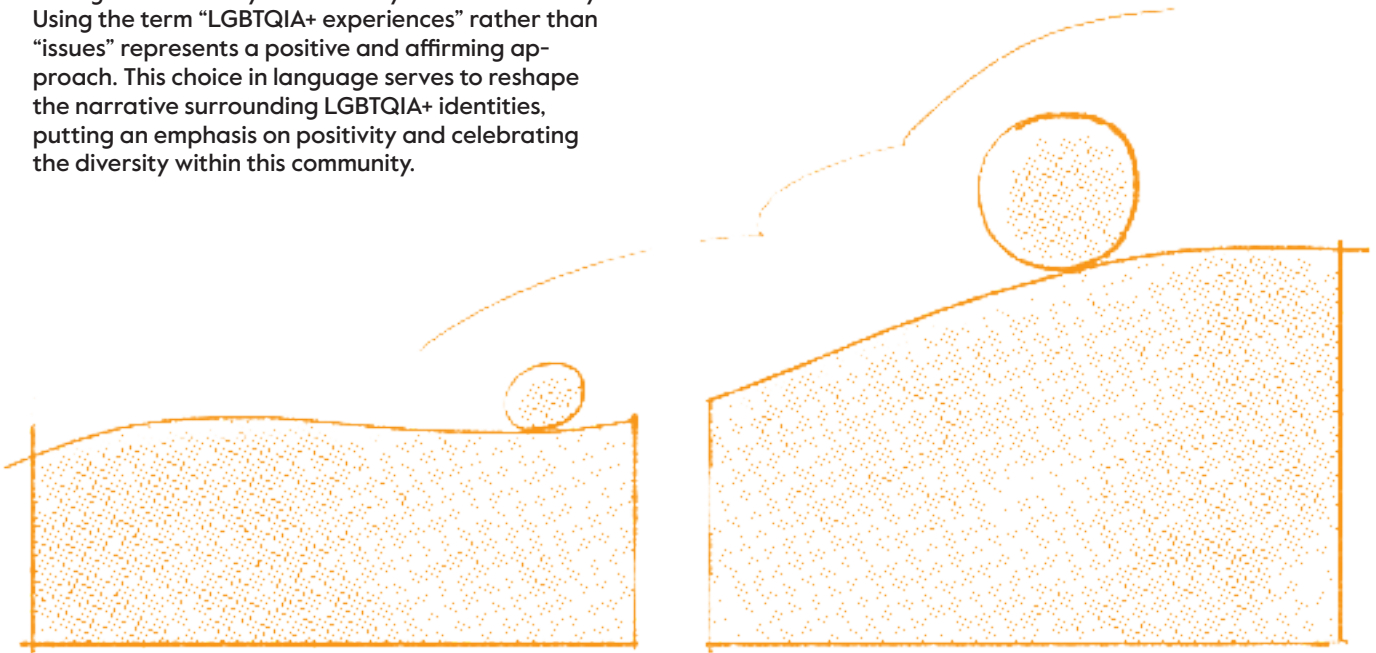
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## Consider Language

- Consider where terms like “boyfriend/girlfriend” could be replaced with more inclusive terms like “partner.”
- Use inclusive language to recognise sex as both ‘intercourse’ and ‘outercourse’ (Intercourse typically refers to sexual activity that involves penetration, whereas outercourse refers to sexual activities that do not involve penetration such as kissing, touching, mutual masturbation).
- Use language such as “people with vaginas “ or “people with penises”. Traditional language like “women” and “men” can be exclusionary or inaccurate. Using anatomical terms instead of gendered ones helps avoid making assumptions about a person’s gender identity based solely on their anatomy.
- Using the term “LGBTQIA+ experiences” rather than “issues” represents a positive and affirming approach. This choice in language serves to reshape the narrative surrounding LGBTQIA+ identities, putting an emphasis on positivity and celebrating the diversity within this community.

## LGBTQ+ Representation

- Embrace LGBTQ+ representation as part of a whole school approach, reinforcing inclusivity across all aspects of education.
- Explore representations of gender and relationships in arts, design, music, drama, literature, and media, highlighting the impact on social and political change, including LGBTQIA+ equality.
- Include references to LGBTQ+ people and different family structures in wider subject teaching and normalise diverse family compositions. For example, in Maths you may adjust the narratives in questions such as ‘Mr & Mr Heeler want to know how much it will cost to move house, if...’, or ‘Maisie’s mums are trying to calculate...’



# Participatory R.S.E.

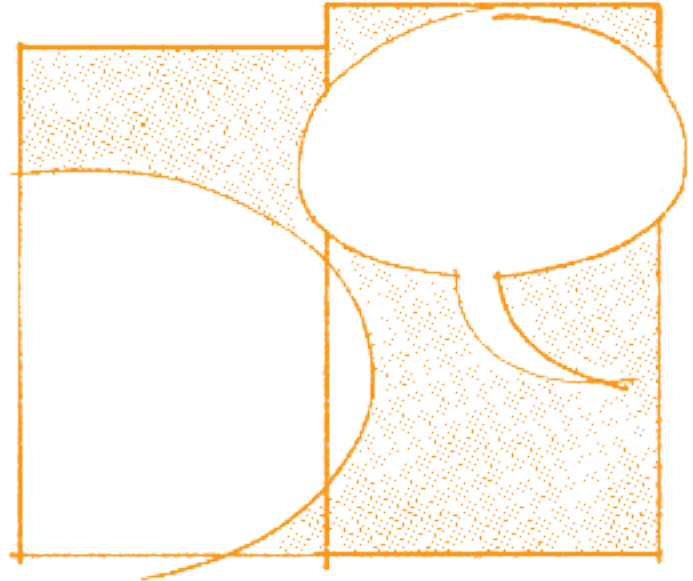
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The study acknowledges the positive impact of involving young people in the development of RSE. By encouraging students to actively shape the content of their studies, informed by their own experiences and concerns, a participatory approach enriches the authenticity of RSE, making it a more resonant and effective learning experience.

Actively involving young people as decision-makers in developing RSE content ensures educators understand their needs and concerns. Consulting students on the content they need and desire engages them in the subject's importance and enables responsiveness to shifts in youths' sexual cultures that teaching staff may be unaware of. This leads to more effective teaching, learning, and safeguarding.

Student participation within sessions allows ongoing contributions, fostering diverse perspectives and empowering young people to think critically, reflect, and acknowledge the complex intersection between the individual connection and collective connections to sex and relationships.

Student participation allows for questions to be asked without fear of penalty or censorship. It can become a platform for both discussing and actively challenging discriminatory behaviour, fostering a more inclusive approach. It can engage students, sparking peer debate, and providing opportunities for discussions around diverse values and nuances within the subject. Collective participation challenges 'Us and them' dynamics, breaking down barriers between staff and students, genders, and individuals of different sexual orientations. Embracing a participatory pedagogy makes RSE a dynamic and inclusive space where the diverse voices and experiences of young people contribute to a richer, more meaningful educational journey.





# Actions for participation

## Address Teacher Fears

- Teachers' fears of making mistakes or getting things wrong can often hinder participation. Schools need to create a supportive culture that acknowledges the importance of learning together, across both the faculty and student cohort.
- It's ok to say, "I don't know the answer to that, but I will try and find out for you".
- Ask for additional training to help build your confidence in teaching RSE subjects
- Collaborate with other professionals and ask for support in bringing in specialist educators

## Peer-Led Initiatives

- Plan in time for participation and recognise the value of ongoing contributions from learners. Create an atmosphere conducive to conversation and exploration of diverse perspectives.
- Explore peer-led approaches to engagement, recognising the influence and insights that peers can bring to discussions. Peer-led initiatives can contribute to a more relatable and comfortable learning environment.

## Promote Critical Thinking

- Encourage students to think critically about messages from media, society, and educational materials in RSE. Fostering a critical mindset empowers students to independently challenge stereotypes, promoting a nuanced understanding of relationships and sexuality.

## Creative Educational Approaches

- Utilise creative educational approaches such as "Vote on Your Feet" to actively involve students in decision-making processes. This technique encourages students to express their opinions through physical movement, promoting engagement and participation.
- Implement participatory design activities to stimulate debate and discussion. Examples include codesigning condoms, developing an STI campaign, creating a script for a romantic comedy, and collaboratively shaping a sex education curriculum.
- Consider how creative activities such as a drama workshop or comic making could prompt students to identify issues relevant to them and allow for discussions around stereotypes relevant issues.
- Role-playing scenarios can encourage students to step into different perspectives and navigate various situations. This approach enhances empathy and helps students understand diverse experiences.
- Implement project-based learning activities that allow students to delve into RSE topics through research, presentations, or creative projects. This hands-on approach empowers students to take ownership of their learning.
- Assign collaborative projects that require teamwork and cooperation. This approach encourages students to work together, share ideas, and contribute to a collective understanding of RSE topics.
- Connect RSE topics to local community issues or events. Encourage students to explore how these issues impact their community and discuss potential solutions. This approach links classroom discussions to real-world concerns.

## Actions for participation

### Empower & Challenge Behaviours

- Empower young people to recognise and challenge damaging behaviours. Foster an environment that encourages open dialogue about harmful actions and attitudes.

### Whole School Approach

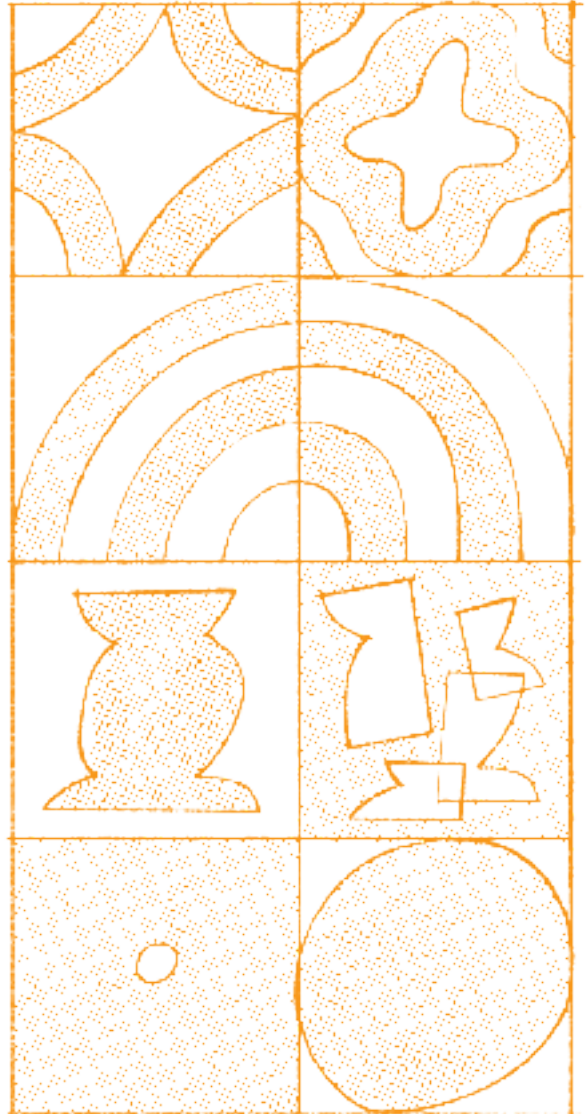
- Encourage pupils to express what they would like to learn and include issues in their project work across different subjects. Foster a holistic and integrated approach to education that incorporates diverse perspectives and topics into various aspects of learning.

### Utilise artefacts to generate debate

- Using artefacts can prompt discussions, shifting the emphasis away from individuals' experiences and encouraging a broader exploration of ideas. This may be offering students an existing RSE resource to critique, explore a painting or a historical artefact, discuss song lyrics or poetry. Different artefacts can offer opportunities for students to discuss differences in values and perspectives, fostering a more dynamic learning environment.

### Feedback Loops

- Establish feedback loops where students can provide input on the effectiveness of participatory sessions. This continuous feedback allows teachers to adapt and refine their approach based on student preferences and needs.



# Brave spaces

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Collaborating with participants in this study highlighted the need for brave spaces in RSE. While safe spaces encourage respectful conversations on challenging topics, brave spaces go a step further, inviting exploration of new perspectives with an openness to risk, difficulty, and debate. These spaces equip participants to engage authentically in challenging dialogues, recognising power dynamics and oppression.

This approach to RSE champions the idea of bravery in facilitating open discussions about inequalities, oppressions, and challenging subjects. Explicitly recognising powers and oppressions, brave RSE spaces address these power dynamics. This encourages participants to engage in challenging and difficult dialogues, promoting a deeper awareness of the complexities surrounding relationships and sex. Embracing a collaborative approach, it acknowledges the richness of diverse experiences and perspectives in shaping a comprehensive understanding of relationships and sexuality.

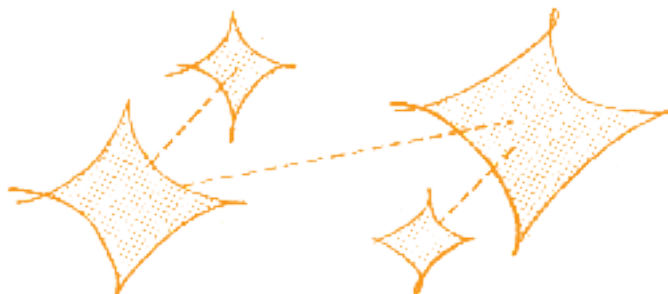
Brave spaces in RSE aim to empower students, acknowledging that many young individuals often lack agency and feel voiceless in educational settings. By providing a platform for active participation, this approach seeks to amplify students' voices and perspectives.

Brave spaces prioritise openness to learning and actively work to disrupt power structures. Group members collectively set expectations, and facilitators demonstrate a genuine openness to hearing students' perspectives. This fosters an inclusive atmosphere where every voice is valued.

Brave spaces cultivate critical thinking, enabling students to analyse societal norms, question existing narratives, and develop a nuanced understanding of relationships, sex, and societal expectations. They provide opportunities to challenge assumptions, biases, and societal norms.

The principles of brave spaces should extend beyond the classroom, fostering inclusivity within the wider educational community.

In essence, Brave Spaces seek to create an RSE environment where open dialogue is not only encouraged but celebrated. This fosters a culture of empowerment and critical engagement, ensuring that students feel heard, valued, and equipped to navigate the complexities of relationships and sexuality.



## Actions for brave spaces

### Let the students establish the ground rules

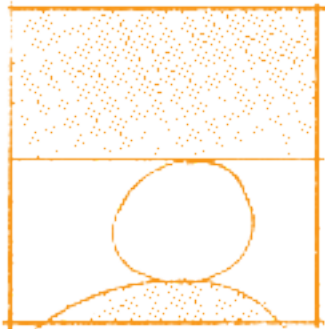
- Initiate conversations where students generate their own ground rules and guidelines for conversations. This establishes a learning environment that encourages honesty, sensitivity, and respect.

### Encourage Open Discussion

- Be brave and foster open discussions about inequalities, oppressions, and challenging subjects.
- Create an atmosphere where difficult topics can be addressed without hesitation.
- Ensure that professionals within school settings are trained and equipped to tackle challenging conversations. Consider a blended approach with opportunities for expert facilitators to support discussions.

### Embrace Differences

- Encourage the sharing, discussion, and challenging of different opinions, perspectives, and experiences. Emphasise that diverse views are expected and honoured, framing conflict as a natural outcome in a diverse group that strengthens, rather than weakens, communities.

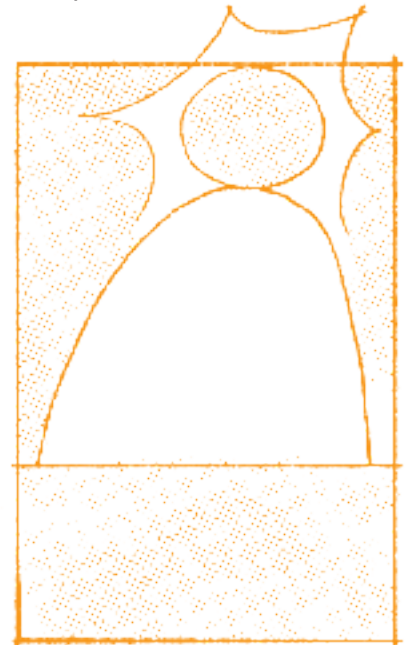


### Use Objects and Artefacts

- Use artefacts to prompt discussions and take the emphasis off individuals' experiences. This helps create a more inclusive and less personal atmosphere.

### Incorporate creative practices and interactive activities

- Make use of collaborative design opportunities to provide a process of mediation. Ideas workshops could include drawing and creative writing.
- Integrate interactive activities or role playing scenarios. Use case studies and scenario-based discussions to apply theoretical knowledge to practical situations, fostering a deeper understanding and empathy for diverse experiences.





## Actions for brave spaces

### Whole School Approach

Extend brave RSE principles across various subjects, for example

- **Geography:** Explore experiences of migration, including factors influencing LGBTQIA+ individuals to migrate.
- **History:** Examine LGBTQIA+ equality changes over time and highlight LGBTQIA+ historical figures
- **Media Studies:** Analyse the representation of LGBTQIA+ people in media and discuss gender stereotypes.
- **English Literature:** Discuss the presence and nuances of desire, relationships, gender, and consent present in poetry, plays and key texts
- **Languages:** Introduce LGBTQIA+-specific vocabulary and use inclusive language, debate the conflict between gender-expansive identities and the historical development of gendered language
- **Music:** Examine song lyrics, explore the influence of music on attitudes to sexual orientation and gender identity.
- **PE/Sport:** Challenge discrimination in sports, make LGBTQIA+ themes and sportspeople visible, discuss equality in sports, and address stereotypes.
- **Religious Education:** Analyse different religious views toward family, marriage, and relationships, highlighting diversity in faith communities. Offset views that religion is opposed to LGBTQIA+ equality by emphasising messages of love, respect, understanding, and compassion within religions.

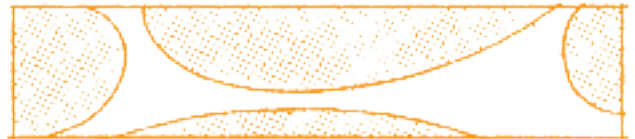
By incorporating these actions, educators can create brave spaces that facilitate meaningful and inclusive discussions in RSE.

# Safeguarding & brave spaces

In the UK, safeguarding children, young people, and adults is a shared responsibility. Safeguarding in the context of RSE involves measures to ensure the well-being, safety, and protection of students while they are engaged in learning about relationships and sexuality. Effective safeguarding extends beyond mere protection to preparing individuals for the realities of relationships in adulthood. The implementation of Brave Relationships and Sex Education recognises this dual role, aiming not only to shield young people but also to equip them with knowledge, skills, and critical awareness essential for navigating adult relationships.

Engaging in Brave RSE involves acknowledging the importance of having difficult conversations about relationships, sex, and societal norms. This proactive approach fosters a culture of openness, enabling participants to discuss challenging subjects respectfully and encouraging honest dialogue. These discussions prepare young individuals for the complexities they may encounter in their adult lives.

RSE should consider the religious and cultural backgrounds of young people, both within and beyond their classrooms, ensuring that the content is respectful and sensitive to diverse beliefs, and that all students' perspectives should be heard in debates. Discussions should be designed with a focus on age-appropriate content, ensuring that the material is suitable for the developmental stage of students.



Effective safeguarding in RSE extends beyond physical safety to promote overall well-being. This involves fostering an environment that encourages open discussions on emotional well-being, mental health, and self-esteem. Conversations about emotional well-being involve exploring feelings and emotions related to relationships, while discussions on mental health cover understanding common issues and promoting strategies for positive well-being. Brave spaces in RSE aim to centre on the agency of young people, empowering them to discuss their perspectives and build resilience against societal pressures. These discussions contribute to safeguarding young people by providing a holistic understanding of relationships and sexuality. In this comprehensive approach, students gain both factual knowledge and emotional intelligence for cultivating healthy relationships.

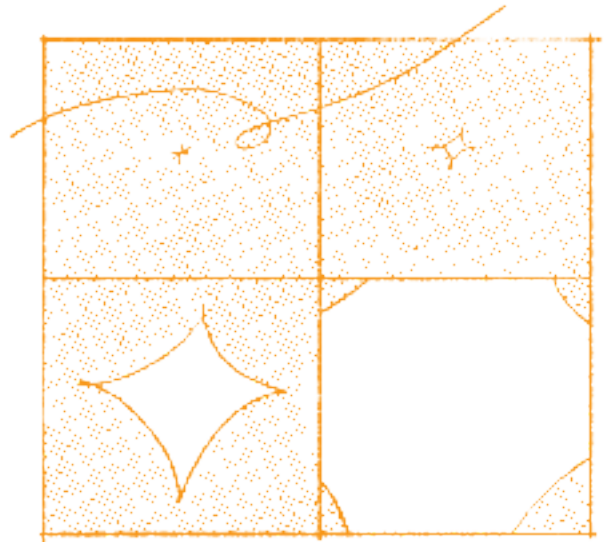
To safeguard our young people throughout these processes, obtaining their consent for participation is crucial. Participants should feel empowered to opt out of any activities or debates they are not comfortable contributing to. This respect for consent reinforces the principle that effective safeguarding involves empowering individuals to make informed choices about their participation.

Brave Spaces in RSE aim to create an environment where students feel safe to ask questions and express their thoughts without fear of judgment or discrimination. Inclusive language and representation should be prioritised to ensure that diverse sexual orientations, gender identities, and relationships are acknowledged and respected.

Brave RSE aims to provide students with the skills required to be critical of the content they experience throughout their lives, and offers opportunities for discussions about online safety, addressing the potential risks and responsibilities associated with online spaces. In the context of Brave RSE, the establishment of secure reporting mechanisms holds the utmost importance.

This guarantees that participants can freely express concerns, report instances of discomfort, and seek guidance without fear of repercussions. Given that certain pupils may have already encountered or be at risk of exposure to the experiences and content being addressed, this commitment to safety and trust becomes pivotal. Such dedication enhances the overall learning environment, cultivating an atmosphere where individuals feel secure discussing sensitive topics. To comprehensively support students, it is imperative to ensure the ongoing availability of clear signposting, guiding them to additional sources of support.

Teachers should recognise and prioritise their well-being in discussions involving relationships and sexuality, which may evoke strong feelings or thoughts related to historical or recent trauma. School leaders should recognise the unique nature of these subjects, understand teachers' circumstances, and provide necessary support. Encouraging teachers to consider their own needs in advance fosters a more empathetic and supportive teaching environment.





## Appendix H – Testimonial Split Banana



### Testimonial

Matilda Lawrence-Jubb, Director, Split Banana

It's useful for our organisation to have research which focuses on the opinions and voices of young adults. Especially at this time, when their voices are not being listened to enough. It's reassuring to see that their wants and needs in RSHE align with what we aim to provide as an organisation. It has encouraged me to think about how we might bring in more opportunities for challenging dialogues in our sessions with young people.

I will use this research as evidence of what some young adults want to see more of within RSHE. I would like to share it on our website and with the schools that we work with, to bolster our own approach and reasons why we do what we do.

This summer, we updated all of our resources based on young people's feedback and definitely considered this research in doing so. We have made our sessions more interactive with more opportunities for participatory learning and discussion.

I think this research has huge value, and I want the people who will review the RSHE curriculum to take note of this! I think it would be useful to try and send the research in as part of the consultation that will happen around the RSHE review. Not enough has been done to consult young people or young adults.