

Should I tell them that?

Reflective practice prompts when preparing, developing and delivering training on relationship and sex education (RSE)

Preparing to deliver

- What were your experiences of RSE?
- How do they impact on your delivery of RSE?
- *(Good, bad, embarrassing, inadequate? Did you feel included? If there were gaps, how did you fill them in? How have you 'made it work' for you?)*
- What are **your** rights and responsibilities, as a sexual citizen?

Before a session

- Who are you doing this work for, and **why**?
- Who asked for it, participant or referrer?
- What context was the referral in – 'problem' behaviour?
- How does that sit with your own values?
- Does it stop you from acknowledging the participants as equal?
- What do **you** hope to learn from the sessions?
- What are the desired aims and outcomes of each session and the work as a whole?
- Who has proposed these?
- What input have the participants had in the planning of the content of the sessions?
- How will you make sure the sessions are relevant and accessible to your participants' needs and wishes?
- Where has your information about the participants come from? Them, or their referrers/supporters?
- What do you need to know before you can start working with the individual?
- Define/explain 'public' and 'private' behaviours in a way that participants can make use of.
- What are your own values around?
 - Gender exploration, including public cross-dressing and presenting as a different gender? What if the person doesn't 'pass'?
 - Same sex, or fluid, or changeable, sexual attraction.
 - Fetishes or paraphilias.
 - Multiple partners.
 - One-night stands.
- (Unprotected) sex.

- What are your values around all those things, but in context of your participants?

After a session

Things for us to reflect on:

- What worked well and what could have worked better? - Not all activities work well with all groups, that's ok!
- Think about and reflect on the questions you have been asked or the statements students have made and how this will impact on your next session(s) – **responsive work**.
- Develop peer support groups/supervision.
- If you need to discuss a topic with an individual, encourage them to recall the information rather than simply telling them. This will support people to make the links between RSE and real life.
- Consider if an individual or group requires additional support/input.
- Also consider if an individual requires a person-centred risk assessment to support them to keep themselves safe.
- Think about introducing different contexts for participants to test out their decisions in.

Models of reflection

- <https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>