

Slide 1



**SHOULD
I TELL
THEM
THAT?**

***DEVELOPING RSE
FOR THE PEOPLE
YOU SUPPORT***

**GILL LENO & NIGEL
HODGES**

Slide 2



BEFORE WE START:

- *What are our own values and beliefs?*
- *What are our limits - and how are we feeling about doing this?*
- *Do we know what our comfort zone is?*
- *Is it more about necessity, reactive, or proactive?*
- *What support will we need (and get) in order to develop this work?*

Slide 3

Slide 3 content: A white rectangular area with a large orange semi-circle on the left side. The text is arranged in a clear, bold font. The orange semi-circle contains the text 'HOW DO WE ANSWER THESE QUESTIONS?'. To the right of the semi-circle, the text reads 'We provide INCLUSIVE RSE!' followed by 'BUT:' and a bulleted list of two questions: 'What do we mean by inclusive RSE?' and 'How do we make it happen?'. A dashed orange line is visible in the bottom right corner of the white area.

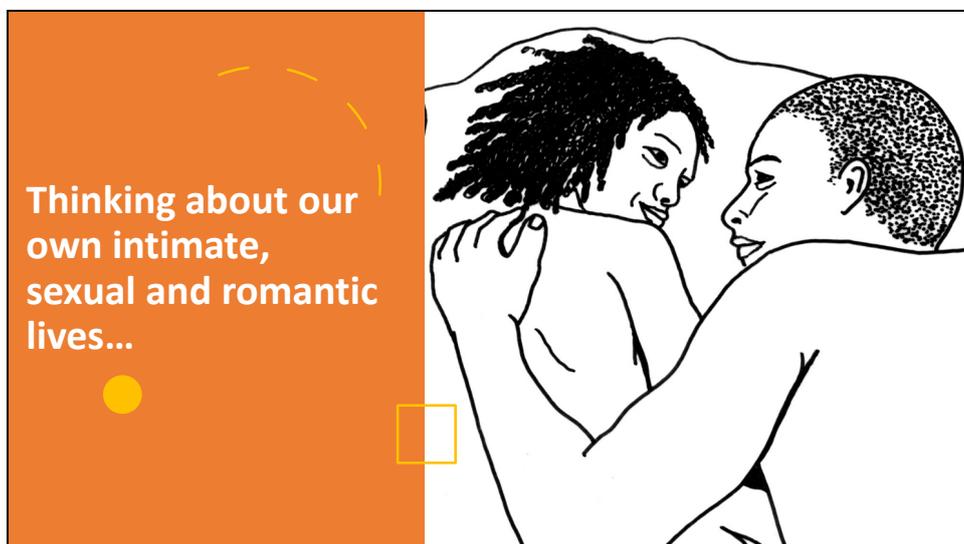
HOW DO WE ANSWER THESE QUESTIONS?

We provide **INCLUSIVE RSE!**

BUT:

- *What* do we mean by inclusive RSE?
- *How* do we make it happen?

Slide 4

Slide 4 content: A white rectangular area with an orange vertical bar on the left side. The text 'Thinking about our own intimate, sexual and romantic lives...' is written in white on the orange bar. To the right of the bar is a black and white line drawing of a man and a woman embracing. A dashed orange line is visible in the top left corner of the white area, and a small yellow square is at the bottom center of the orange bar.

Thinking about our own intimate, sexual and romantic lives...



Split group into two - they can have flipchart paper if they like



Sexual citizenship

- Entitled to express gender and sexuality
- Visible and accepted as having sexual desires and needs
- Have the right to intimate and/or sexual relationships, and privacy for that too
- Part of consent culture
- Aware of rights and responsibilities (and able to exercise them)

Sexual citizenship is a concept which has been talked about for many years, often in the context of LGBTQ rights and visibility and the right to be identified and recognised alongside heterosexual and misgendered peers. The work of Selina Bonnie introduced me to the concept in the context of disability and many others discuss it in these terms now. The concept of sexual citizenship is now used to provide a framework for equality and visibility for everyone.



DEFINING INCLUSIVE RSE

Definition of "inclusive:"

- *"Comprehensive."*
- *"...not excluding any particular group of people."* (dictionary.com)

- **Not excluding** (in other words including) particular groups is a key to delivering RSE that meets the needs and aspirations of any individual or group we work with / support.
- There is space for growth, change and revision.

Slide 7

WHY SHOULD EVERYONE GET RSE?

- It's a **vital** life skill!
- How relevant is the RSE we deliver? Tailoring to people's strengths, needs, wants and aspirations:
 - Communication
 - Learning styles
 - **UNDERSTANDABLE!**
 - How do we check understanding?
 - Bespoke

Slide 8



WHO TAKES THE DECISIONS ABOUT OUR RELATIONSHIPS?

Image credit: Open Future Learning

To facilitate work which includes the uniqueness of others:

- Different aspirations
- Different orientations
- Different identities
- Different bodies
- Different behaviours
- Different things that make us sexually aroused

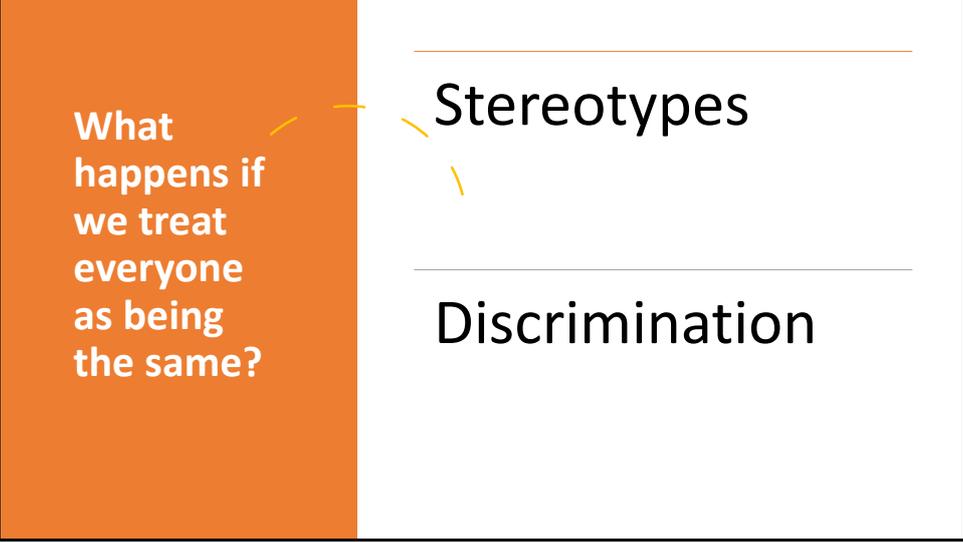
WHAT IS OUR ROLE?



What happens if we treat everyone as being the same?

Stereotypes

Discrimination



The diagram consists of a vertical orange bar on the left containing the question 'What happens if we treat everyone as being the same?'. To the right of this bar, the word 'Stereotypes' is written in a large, bold, black font. Below 'Stereotypes', a thin horizontal line is drawn. Underneath this line, the word 'Discrimination' is written in a large, bold, black font. Yellow dashed lines connect the orange bar to 'Stereotypes' and 'Stereotypes' to 'Discrimination'.

WHAT HAPPENS IF RSE IS NOT INCLUSIVE?

- Irrelevant / waste of time
- Negative health outcomes
- Risky sexual behaviours > poorer sexual health
- Individual will gain info from other less reliable sources – switch off.
- Inclusive also means making sure:
 - We give space to “work things out” if they are “wrong.”
 - It is understandable.
 - It is always “protective” and doesn’t increase risk factors by:
 - Withholding
 - Misleading
 - Focussing on one identity over another

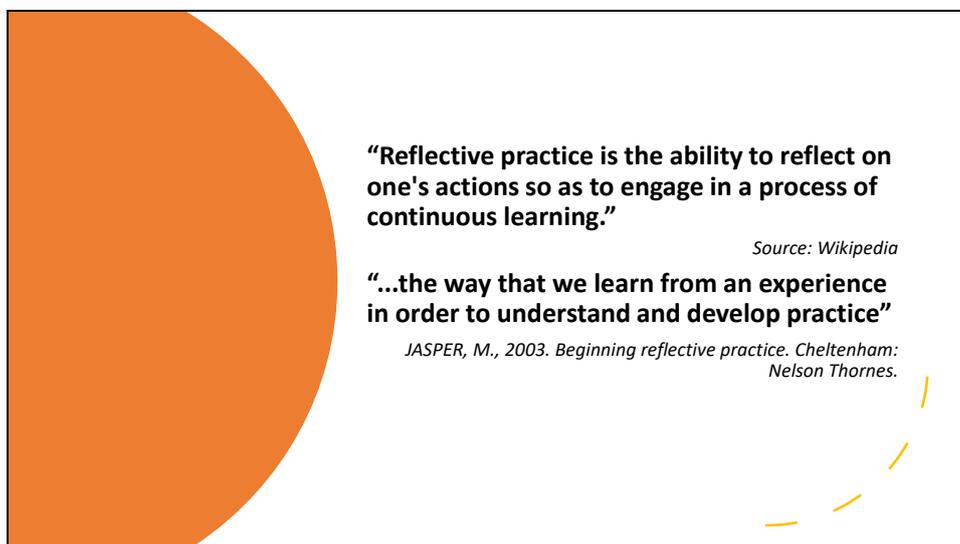
WE THEREFORE NEED TO ACKNOWLEDGE:

- There is ALWAYS something new to learn!
- Whatever our role, this work is a privilege
- The people we work with and support have **EQUAL RIGHTS AND RESPONSIBILITIES!**

The slide features a large orange semi-circle on the left side. To its right, a list of seven bullet points is presented. A decorative yellow dashed line is located in the bottom right corner of the slide's content area.

WHAT DOES THIS MEAN FOR US IN DELIVERING RSE?

- We talk openly and honestly about rights and responsibilities
- We need to acknowledge and work with our own influence/balance of power
- We acknowledge diverse sexual wishes and desires.
- There is space for disagreeing – including with us
- It's a safe space for any and all questions
- We hold space to discuss and explore diverse relationship experiences
- We hold space to discuss and explore different sexual activities.

The slide features a large orange semi-circle on the left side. To its right, two quotes are displayed, each followed by its source. A decorative yellow dashed line is located in the bottom right corner of the slide's content area.

“Reflective practice is the ability to reflect on one’s actions so as to engage in a process of continuous learning.”

Source: Wikipedia

“...the way that we learn from an experience in order to understand and develop practice”

JASPER, M., 2003. Beginning reflective practice. Cheltenham: Nelson Thornes.



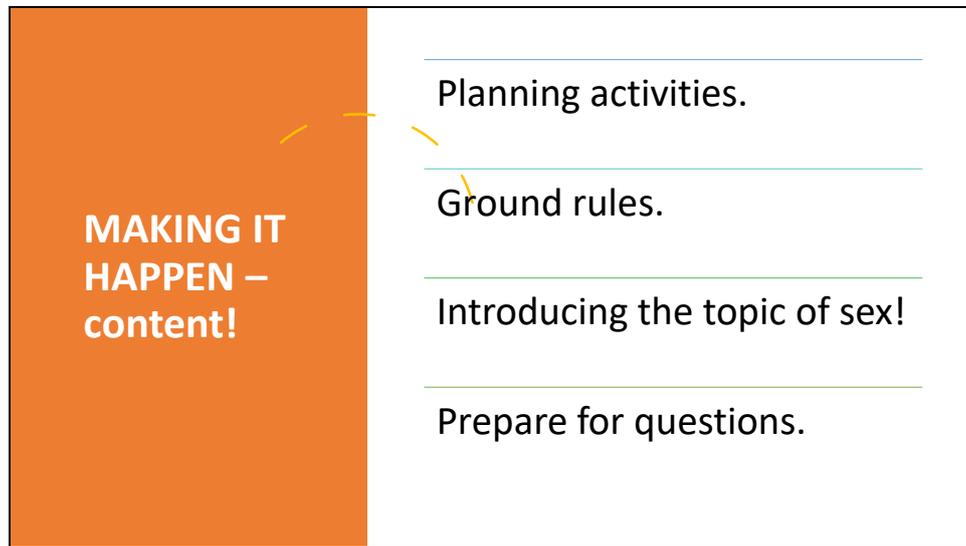
MAKING IT HAPPEN – preparing ourselves

- Check our own 'hidden curriculum' – are we showing embarrassment, or disapproval?
- We're teaching 'about', NOT 'to'
- What guides our practice?
- What key topics are we exploring?
- "Are you my friend?"
- We have to factor in the time to learn – may vary
- "That's not allowed."
- How do we ensure inclusive activities for diverse participants?

MAKING IT HAPPEN – before the session

- What is important to the individual(s)?
- Assessment.
- "That's disgusting!"
- Facts, myths, opinions and values.
- Decision making.
- Our role: information and decision making.
- Incorporating key topics.
- Group or 1:1?



Slide 17 content: A slide with an orange vertical bar on the left containing the text 'MAKING IT HAPPEN – content!'. To the right, four horizontal lines separate the following text items: 'Planning activities.', 'Ground rules.', 'Introducing the topic of sex!', and 'Prepare for questions.'

MAKING IT HAPPEN – content!

Planning activities.

Ground rules.

Introducing the topic of sex!

Prepare for questions.

Slide 18 content: A slide with an orange vertical bar on the left containing the text 'MAKING IT HAPPEN – during a session'. To the right, four horizontal lines separate the following text items: 'Ground rules.', 'Questions.', 'Additional support.', 'Key topics: consent, the law, making decisions.', and 'Being inclusive'.

MAKING IT HAPPEN – during a session

Ground rules.

Questions.

Additional support.

Key topics: consent, the law, making decisions.

Being inclusive

MAKING IT HAPPEN – after a session

- Reflecting on:
 - The session and its activities.
 - The questions you have been asked.
 - What participants have said.
 - What will you discuss in your next supervision or peer support?
 - The changes you will make to the next session.
 - Additional support or input?
 - Person centred risk assessment?
 - Testing decision making skills.



**THANK YOU
FOR TAKING
PART!**

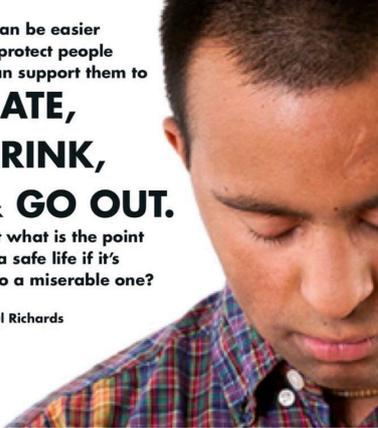
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It can be easier
to protect people
than support them to
**DATE,
DRINK,
& GO OUT.**
But what is the point
of a safe life if it's
also a miserable one?

Paul Richards

A final word... 

Image credit: Open Future Learning