



Relationship and Sexuality Education

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Developing a teacher training programme

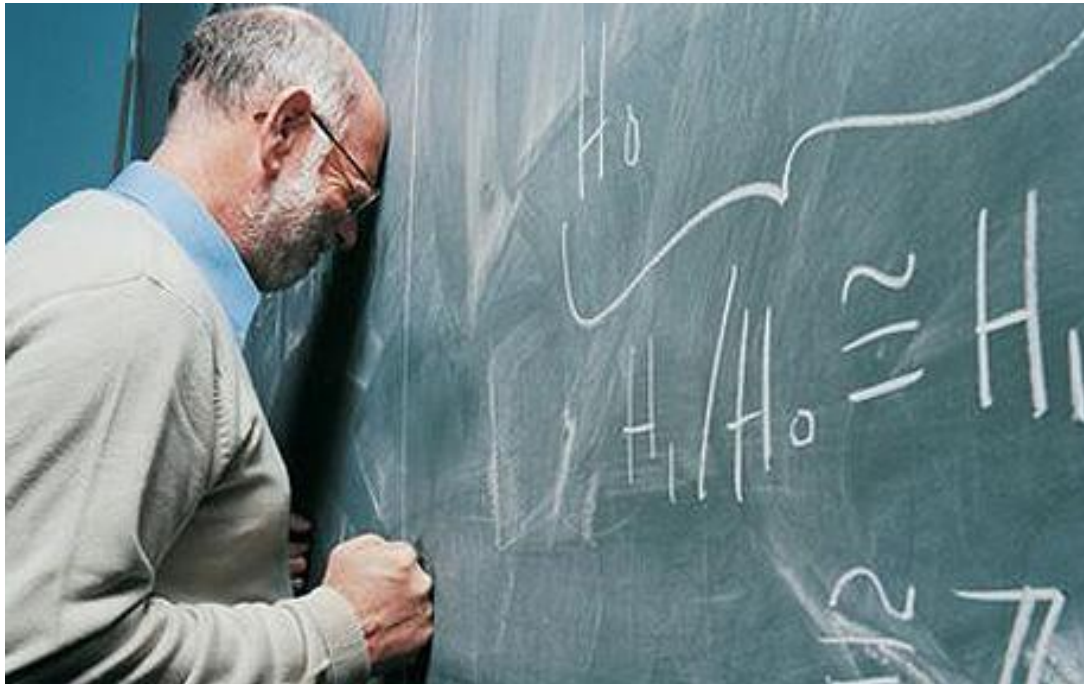
- Selection of schools
- What is RSE and who facilitates it?
- What are the issues for teachers?
- Concept of Personal Development
- Impact of relationships on healthy development
- Creating the learning environment
- Impact for schools
- Evaluation

School selection

- Criteria: RSE policy or developing policy
- Commitment to whole school training
- Need a balance of maintained, controlled, voluntary and integrated
- ELB advice re school selection
- Pre and post course evaluation

SEX EDUCATION

- JUST LET ME TEACH MY SUBJECT



NOT ON YOUR NELLY

- 
- PARENTS JO
 - SEXUAL INTER
 - SURE I DONT KN
WHAT I'M TALKING
ABOUT ANYWAY
 - SEXUAL ORIENTATIO
WHERE DO I START
 - ??PORNOGRAPH
 - ABUSE??
 - SH... IT BE DOING IT
 - ...LL NEVER HAVE
SO WHAT DOES IT
ATTER
 - ...HERE DO I START?
 - ...AT ABOUT RELIGION
 - ...A LIE DOWN!!!

RELATIONSHIP AND SEXUALITY EDUCATION

- Relationship and Sexuality Education is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues.
- Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions.
- (CCEA 2001)

Nurturing, opportunity, individuality etc





ITS ABOUT RELATIONSHIPS

- **“Human relationships, & the effect of relationships on relationships are the building blocks of healthy development. From the moment of our conception to the finality of death, intimate and caring relationships are the fundamental mediators of successful human adaptation.”** (National Research Council and Institute of Medicine 2000)

Who delivers RSE

- Delivered through Personal Development strand of learning for life and work
- Home economics teachers, year heads, form tutors, PE staff
- External agencies – whose coordinating RSE
- Is there a policy?
- Does it link with other policies?

Concept of personal development

- Based in emotional intelligence
- RSE underpins 5 domains of emotional intelligence (Goleman)
- Self awareness
- Self regulation
- Motivation
- Empathy
- Social skills

“We live in the shelter of each other” (Celtic Saying)

- How warm is that shelter?
- Is there enough oxygen to breathe?
- Is there enough room to grow?
- Is it safe?
- Do we feel at home?

A child's shelter

- Many locations:
- Primary location HOME
- Secondary Location SCHOOLS
- TEACHERS ARE THE MOST SIGNIFICANT ROLE MODELS IN A CHILDS LIFE EXTERNAL TO HOME

Creating the learning environment

- The learning process begins informally with our parents or those holding parental responsibility long before any formal education takes place at school

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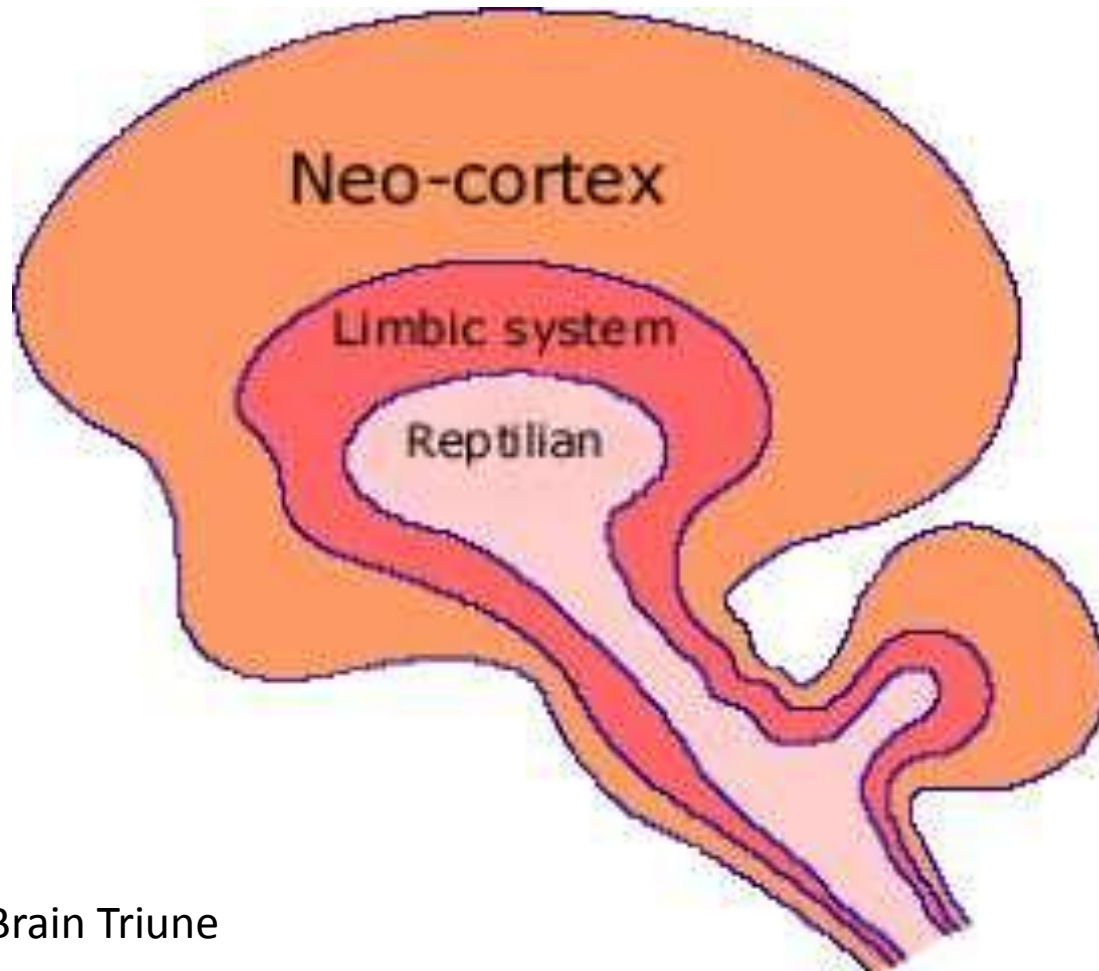
(CCEA 2001)

A child's first relationship, the one with the mother, acts as a template – it permanently moulds the capacity to enter into all later emotional relationships
(Allan Schore 2001)

What is that relationship like?

- Do we know our pupils life stories?
- Do we know the background they carry into our classroom?
- Teaching always takes place at the crossroads of the personal and the public, to teach well we must understand where these opposites intersect. Intellect works in concert with feeling, to open students minds we must open their emotions as well (Parker Palmer)

The Developing Brain



MacLeans Brain Triune

Macleans Brain Triune

- **Reptilian Brain** – forward most point of brain, early development of CNS controls body temperature, reproductive functions eating sleeping and emotions
- **Limbic System** – set of structures, emotions, behaviour, motivation and long term memory
- **Neo cortex** – sensory perception, spatial reasoning, conscious thought, motor commands and language – deep grooves and wrinkles which increase surface area

Log on!

- Approx 3 lbs worth of fat and water allows us to:
- Talk, walk, dance, create, destroy, love, hate and learn. Every thought, dream, regret – brain
- Links our past, present and future, and maintains humanity

From Conception:

- Brain develops from cells present in embryo in first weeks of conception
- Billions of nerve cells and glia
- The birth of neurons; 2nd and 3rd trimester
- BIRTH
- Trillions of neurons for remainder of life are present

Healthy brain development

- Attachment theory (Bowlby, Ainsworth)
- People are biologically predisposed to develop relationships that provide safety and protection: proximity seeking behaviour, provision of secure base in times of distress
(Bowlby 1982)

Attachment

- Attachment – creation of special bonds
 - 1) Enduring emotional relationship with specific person
 - 2) Relationship that brings safety comfort pleasure
 - 3) Loss of relationship or threat of loss evokes distress

Bonding

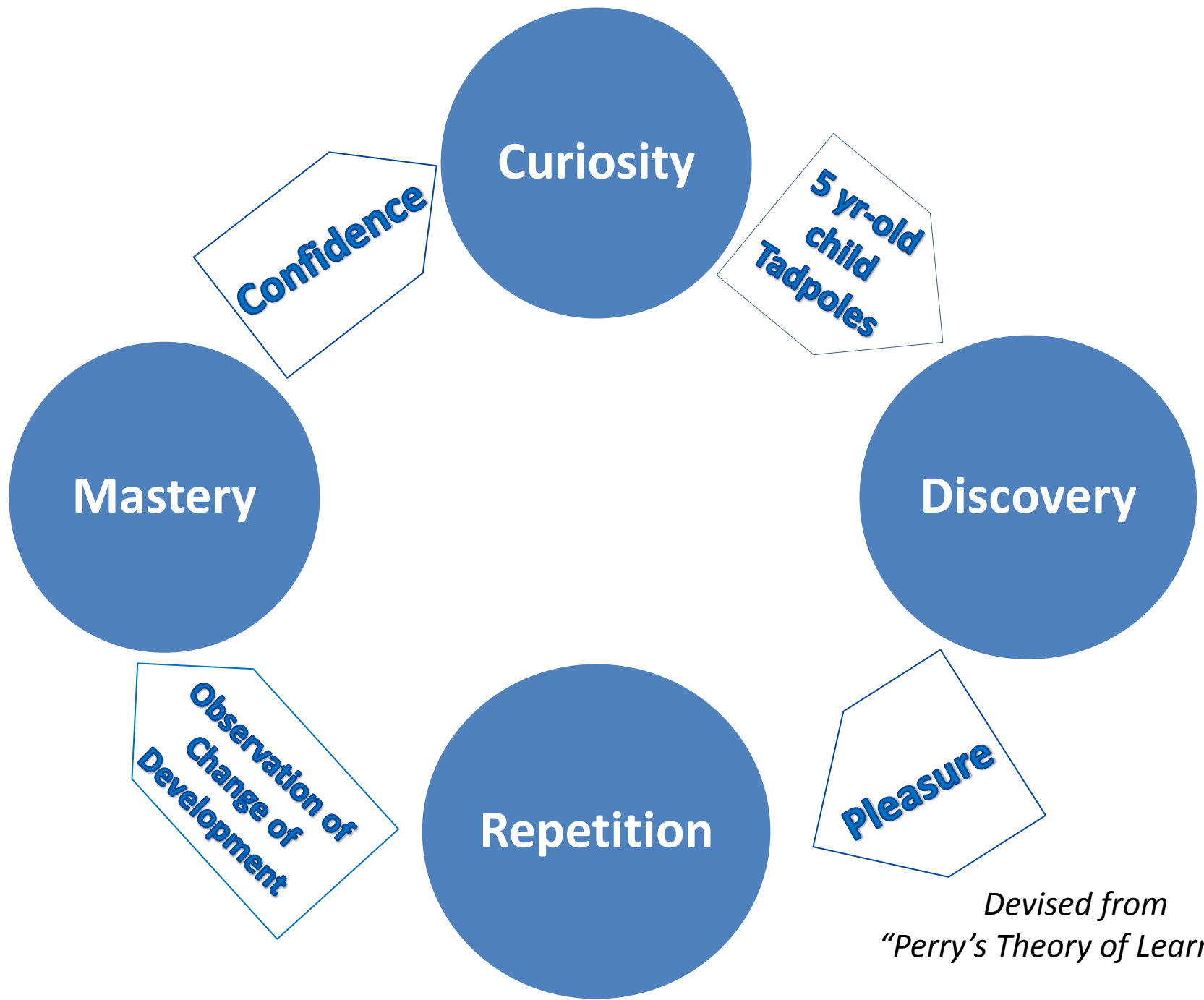
- Process of forming attachment
- Emotional glue to become connected to one another involving behaviours that lead to attachment

Internal Working model

- Influence child's perception on the world
- Emotional development
- Cognitive development
- Response development
- Identity

The conservative Brain

- Creates templates for which all future experience is matched
- Doesn't like surprises
- Safety and comfort recognised through experience matches stored memories of previous rewarding experiences –
- CRUCIAL step in healthy development



*Devised from
"Perry's Theory of Learning"*

Trauma

- Disruption in pathway
- Poorly dubbed film picture and sound dont match
- Incoming signal categorized compared with template – mismatched – alarm response.
- i.e war veteran
- Process of categorization crucial for survival
- Different templates creates memories

mentor

identity

Peer
support

consent

Listened
to

Managing
conflict

Privacy
&
independence

participation

honesty

citizenshi
p

Preparation
For
change

Role
models

Accountability
&
responsibility

Managing
feelings and
emotions

Life
skills

schooling

hobbies

Task
development

reassurance

uniqueness

friendships

learning

conversation

encouragement

Social
interaction

safety

boundaries

repetition

Food

warmth

comfort

clothing

cuddles

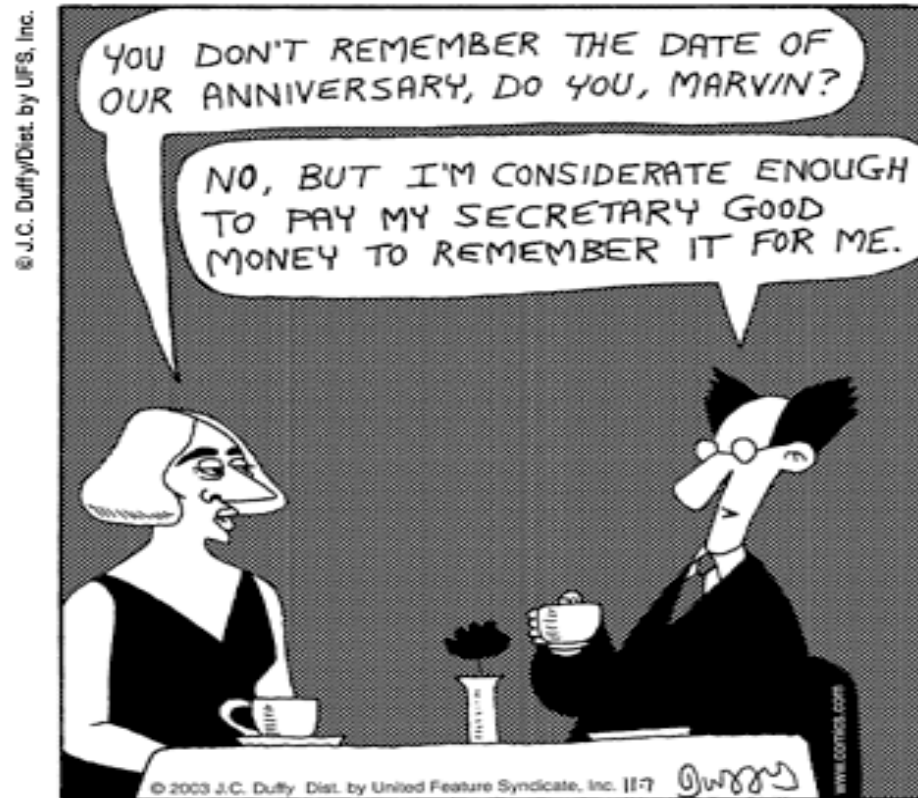
Play
&
stimulatio
n

hygiene

water

Memory

- Use it or lose it
- Adults – most experiences are familiar new experiences create memory



Impact for Schools

- Stress response:
- Brain becomes flooded with cortisol
- Affects our ability to think and perceive accurately
- Alarm response kicks in
- Fear kills curiosity
- Opportunities for learning diminish

Teachers response

- Tell me and I forget, teach me and I remember, involve me and I learn
(Benjamin Franklin)

Creating the learning environment

- Understand the life stories
- Provide a safe environment to form values and establish behaviour within a moral spiritual and social framework (CCEA 2001)
- Positive role modelling
- Individual teacher pupil relationship
- Promoting resilience and protective factors
- RSE central to curriculum
- Child participation

Impact of RSE

- Promoting Resilience – overcoming adversity
- Supportive safe context
- Supportive role model
- Active Listening
- Behaviour analysis
- Communication skills
- Regaining curiosity
- boundaries
- Self belief
- Relationships
- Identity
- Self actualization
- I Can I Have I AM
- Appreciation of ME
- Maintain high expectations and demands
- Home school partnership

Challenges

- Commitment and enthusiasm of all staff
- Support from SMT
- Timetabling (Leitch 2004)
- Cross curricular approach
- Policy
- Home school partnership
- Child participation
- Personal development training for teachers
- Supportive context for teachers
- Initial teacher training
- “who holds you?”

Evaluation

- Whole school training
- Targeting appropriate staff
- Policy development
- Parenting programmes
- 6 month evaluation from initial teacher training
- Training delivered in each school: sensitive issues, policy, teachers own comfort
- How does the policy ensure each child/young person remains central to RSE
- Professional and personal impact of RSE training

A close-up photograph of two hands clasped together in a supportive grip. The hand on the left is lighter-skinned, and the hand on the right is darker-skinned. The fingers are interlaced, and the thumbs are pressed against each other. The background is a solid, light blue-grey color.

I'd like to go home, For them to leave me alone,

I'd like hope in my Life, Not loads of strife.

I'd like to have my mother,

Or someone who cares,

Someone who wants me, And will always be there.

I don't want much more, from my not so short life

Just someone to listen, And not WALK AWAY!

Jodie 14years