

Group Agreement (To be shared with participants)	Rationale (For educators knowledge & understanding)
<p>Openness – we will be open and honest but not to disclose our own or others’ personal/private lives. Discuss general situations as examples but do not use names or identifying descriptions.</p>	<p><i>In order to stimulate discussion you need to encourage participants to be open enough to share ideas and scenarios- however you need to make sure that this will not lead to an inappropriate disclosure and make a young person vulnerable. Using distancing techniques such as talking about “my friend” or “someone I know” will help.</i></p>
<p>Keep the conversation in the room- we feel safe discussing general issues relating to relationships and sex within this space and know that as long as we are not at risk, educators will maintain a certain level of confidentiality. Outside of this safe space we are aware that other people may feel uncomfortable with such discussions.</p>	<p><i>The young people need to be made aware that within the four walls of the room during these specific sessions they can share and discuss anything they feel important to them- this will encourage the young people to contribute and participate in the sessions. However they also need to be made aware of the limits of confidentiality, and that this safe space may not extend out of the room. This also helps to make the young people be mindful of younger children also using the setting who may not be ready for the same level of knowledge.</i></p>
<p>Non-judgemental approach- It is okay for us to disagree with another person point of view but we will not judge, make fun of, or put down anybody. “Challenge the belief not the person”.</p>	<p><i>Sometimes these sessions will trigger judgemental attitudes e.g. “slut”, “frigid”, or homophobic or intolerant attitudes. It is important to reinforce a culture of respect, and to challenge any such comments within the lesson. Follow your settings behaviour management policy.</i></p>
<p>Right to pass- Participation is important, however we have the right to pass on answering a question or participating in an activity.</p>	<p><i>In order to give participants the confidence to participate in some quite challenging and potentially embarrassing work we also need to give them the opportunity not to participate in anything they are not comfortable with. Knowing they have this option actually increases participation in these sessions.</i></p>
<p>Make no assumptions- we will not make assumptions about people’s values, attitudes, behaviours, life experiences or feelings.</p>	<p><i>Obviously it is human nature to make assumptions about other people, however this can often be unhelpful during an RSE session. It is important to challenge any assumptions that are made. Also by encouraging young people to not make assumptions- they may become aware that things are not always as black and white as they appear, and start to think more critically about particular issues.</i></p>
<p>Listening to others point of view and sharing your own - we will listen to the other person’s point of view and expect to be listened to.</p>	<p><i>It is important not to let the more gregarious member of your group hold the fort within a session at the expense of the shyer members. Try to encourage all to participate and listen to each other. Point out that listening is an essential relationships skill.</i></p>

<p>Using language- We will use the correct terms for the things we will be discussing rather than the slang terms as some people can find them offensive. If we are not sure what the correct term is - we will ask our session leader.</p>	<p><i>It is useful to use the correct terms for the reproductive parts and sexual activity. This is because they are universally known and accepted. Since many of the terms can be offensive, and using the slang terms may encourage the participants to take you and the session less seriously. There is also the risk of teaching certain participants new unnecessary terminology! However it may be useful to discuss some of the terms with participants if they arise and in some cases use those terms by choice in order to engage with certain groups. Use your judgement and seek advice if unsure.</i></p>
<p>Asking questions- we know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else because this means that our questions may not be taken seriously in the future, even if they are genuine ones. There is a question box available for anonymous questions.</p>	<p><i>Allowing participants to feel safe to ask difficult and embarrassing questions is really important, as this maybe their only opportunity to discuss these issues with a safe adult. Don't allow the participants to make fun of an individual question and don't allow the participants to try and work out who wrote a question box question. It is very important to maintain the confidentiality of the anonymous question box. There maybe questions you don't feel appropriate to answer in a whole group setting, you can always say you will answer them another time if the student comes to speak to you. If you feel a safeguarding issue has been raised if they do seek further help follow that up with according to your settings safeguarding policy. However disclosures that may need a referral via the anonymous question box are very unlikely and it is important to maintain the confidentiality of the question box wherever possible within the realms of the safeguarding policy.</i></p> <p><i>The benefit of the question box also means you can take the questions away at the end of one lesson so if you need to you can have time to prepare your answers.</i></p>