



## **For Non-school based RSE educators**

### **Top Tips on Planning your RSE Session in a School**

As an external RSE educator, which could include school nurses, youth workers, peer educators, young parents, local authority advisors, consultants, members of a community group, or theatre-in-education companies, you are an invaluable resource for schools to utilise the expertise in the community to supplement high quality RSE delivered by school staff.

#### **1. Background Information**

As a visitor to the school you need to know some basics before you start planning your RSE session. It is important to know:

- What are the school's reasons for asking you to speak to the students and what are their expectations?
- Do they need to see your Disclosure and Barring Service checks (previously CRB checks)?
- What learning objectives are they hoping to meet through your contribution?
- How much time is available to cover the topic?
- Is it possible to cover the subject matter well in the time permitted or are they trying to cover a myriad of issues in a one hour lesson?
- What are the schools relevant policies (e.g. confidentiality, RSE, safeguarding)?
- What procedure would be followed if there are disclosures or child protection concerns?
- What have students learned about the subject prior to your arrival?
- If you are representing a particular perspective (e.g. pro-choice, pro-life, religious), are the school clear about that approach and how it will influence the information that you share?
- Will a teacher be present during the session to manage behaviour or is that your responsibility?
- What resources are available (e.g. Smartboard, projectors, speakers, internet connection, size of the room)?
- Are there any dynamics or issues that have happened in the group that may impact the lesson (e.g. homophobic bullying, slut-shaming, on-line gossiping)?

#### **2. Structure**

Now that you have the back ground information, it may be helpful to use a [session planning template](#) to ensure you know how long each activity is scheduled to take, the resources needed for the activities and that the activities flow and connect to the objective of the lesson.

#### **3. Ground Rules**

Start your lesson by introducing yourself and your organisation. By laying out the [ground rules](#), all involved will feel safe to explore concepts while working together cooperatively. Be clear about the bounds of confidentiality and under which circumstances you might have to breach confidentiality to maintain safeguarding.

#### **4. Assess Prior Learning**

A quick probe helps you assess the learners' comprehension of the subject. It may be as simple as asking, "What do you think Sexual Exploitation is?" and seeing if you need to clarify basic definitions, misinformation or prejudices.

### **5. Know your Message**

It is imperative that you have a succinct, clear message that you want the students to carry with them at the end of the session. Know what it is. It is important to know not only what your message is, but also why it is important for them to learn about it. If it is not relevant to the pupils and their lives, it has less chance of engaging them.

### **6. Diverse and Effective Activities**

Using the details provided by the school and the group, consider the best methodology to convey the message to a collection of people with varied [learning styles](#). Mix up the methods based on whether the student may learn by watching, thinking, feeling or doing. Some will appreciate small group work or role-plays while other will want written material that they can reflect on after the lesson. You'll want students to make connections between the new material and their prior knowledge or personal experiences. Brainstorming may have to occur before you will find those details that will best illustrate a concept or idea for a particular group of students.

The order of activities should be ordered base on a logistical order. It would be useless to discuss conception or contraception if the students didn't have adequate understanding of basic reproductive/ sexual anatomy and physiology. Similarly, a historical perspective may be relevant if discussing laws on same sex marriage, abortion, gender based rights or consent.

### **7. Assess and Evaluate**

Always check in with the pupils at the end of the session to assess what learning has occurred and what needs further exploration. This could be oral feedback session of most memorable moment of the lesson or a one minute essay which asks learners to identify what was the most important thing they you learned during this class and what important question remains unanswered for you them. So that you can continue to grow as an educator and develop your practice, always provide anonymous evaluation forms to pupils which inform you what worked for them during the lessons. It can be the best information to help you alter activities, throw out resources or more readily use interactive media.

Before you leave the school, speak with the staff that observed the lesson to see if they have any feedback and offer to share the students' reflections on the lesson with them.