



FINAL REPORT

MARCH 2019

A healthy relationship is a relationship with friends, family or loved ones that is built on a solid foundation of respect, honesty, communication and trust

Executive Summary

The EMPOWER Plymouth project has enabled a strategic focus on developing a quality assured framework for Relationship and Sex Education in Plymouth. The work has been founded and led by Plymouth young people who have provided insight from their experiences and used this to create media productions to help facilitate understanding and learning. The project has worked alongside 871 individuals who have participated in workshops, training, co-creation and focus groups. The EMPOWER Plymouth Resource Pack has been created which provides schools with links to access a self-assessment audit, quality assurance framework and bank of Relationship and Sex Education resources (including media productions on definition of Healthy Relationships, 5 secondary school lesson plans and staff training media production focused on increasing confidence in delivery).

1. Background

- 1.1. Safer Plymouth commissioned Barnardo's and the NSPCC to develop a strategic approach to quality assured healthy relationships education, commencing in April 2017.
- 1.2. In June 2017 a professionals advisory board came together, made up from cross-phase school representatives, local authority and community and voluntary sector organisations and together they supported and steered the work.
- 1.3. In September 2017 a committed team of young people from across Plymouth started to meet regularly to help define healthy relationships and undertake activities that would make a real difference to the quality of learning. This group named themselves 'EMPOWER Plymouth' and the project became known as this.

2. Project Highlights

- 2.1. A comprehensive literature review was undertaken to provide the 'academic research' required to inform the approach of the project. The academic evidence clearly demonstrated the need for a whole school approach to relationship and sex education.
- 2.2. EMPOWER Plymouth (providing the voice of lived experience) have defined a healthy relationship as "a relationship with friends, family or loved ones that is built on a solid foundation of respect, honesty, communication and trust."
- 2.3. EMPOWER Plymouth have co-created an online media presentation to help explain a healthy relationship, which can be found at: <https://vimeo.com/254728179>. One secondary school has reported using this already with pupils.
- 2.4. EMPOWER Plymouth identified 5 key themes that are important in the delivery of interventions around relationship and sex education:
 - Confidence in delivery
 - Relevance
 - Keeping it real

- Interesting and interactive
- Wrap around support

The definitions of these are available within the resource pack for schools at appendix 1.

- 2.5. Research was undertaken with schools to understand the 'practice wisdom' and challenges with regard to delivering relationship and sex education. Responses were received from 47% of primary schools and 76% of secondary schools. When asked how Healthy Relationships education could be more effectively taught, the most common response was via better guidance and/or resources to support its delivery.
- 2.6. Delivery of 5 RSE lessons was undertaken in 2 secondary schools to test external delivery and teaching style. One school has reported using these again and fed back that knowing they had been previously delivered through the project, in the same school, along with practice is what builds confidence.
- 2.7. One pilot lesson was delivered to Widewell primary school
- 2.8. The year one recommendations were shared amongst 8 strategic groups including Plymouth Learning Trust Inclusion Group, Participation and Engagement Sub Group of the LSCB and the Domestic Abuse and Sexual Violence Sub Group of Safer Plymouth. All recommendations were noted with agreement to continue with funding year 2.
- 2.9. Staff from EMPOWER Plymouth co-created and delivered in partnership Child Sexual Exploitation awareness sessions as part of the National Citizenship Scheme programme coordinated by the Police. The total reach from this activity was 710 young people.
- 2.10. Young people from EMPOWER Plymouth quality assured relationship and sex education resources using their own 5 key messages and the PSHE Association standards. The resource list can be found in the resource pack for schools at appendix 1.
- 2.11. A Relationship and Sex Education focus was added to the existing Progeny self-assessment tool (the tool most secondary and special schools use to self-assess their whole school approach to emotional health and wellbeing) with 5 being completed. Feedback gathered and analysed was the tool was lengthy and unlikely to be fully utilised by schools.
- 2.12. In late 2018 with the publication from the PSHE Association, the Advisory Group adopted the roadmap for preparing for statutory RSE and audit in place of the bespoke tool piloted in 5 schools.
- 2.13. EMPOWER Plymouth co-designed a training offer focused on building confidence of school based staff to deliver RSE. The advert for the training can be found here: <https://vimeo.com/310791664> (password: Empower2019).
- 2.14. Face to face training was co-delivered by EMPOWER Plymouth and staff to 5 school based staff across 2 sessions from Plymouth schools, although 5 sessions were offered over a 5 day period.

- 2.15. The face to face training has been developed into a media training resource for school based staff to support confidence in delivery. Availability to this will be from May 2019.
- 2.16. Parents and carers were identified as a priority area of focus by the Advisory Board to try and better understand how RSE could be supported not only within school but also at home and in the community. A focus group with parents / carers of primary school aged children was held in March 2019 and they supported the view of the Board that RSE should be supported at home. The learning from this session has been taken forward in the next steps below.
- 2.17. The total reach for EMPOWER Plymouth is summarised below:

Activity type	Reach (individual)
One to one semi structured interviews and focus groups	54
Pilot delivery Coombe Dean	28
Pilot delivery Tor Bridge High	27
Pilot delivery Widewell Primary	23
NCS workshops	710
Participation/young people steering group	18
Parent / carer engagement	6
Staff trained	5
TOTAL	871

3. Challenges

- 3.1. The key challenge for EMPOWER Plymouth has been the voluntary nature of the project which resulted in low take-up of the training offer. This is understood to be a challenge across the system and further work with schools is required to ensure training offered is scheduled in a manner that facilitates access.
- 3.2. During the first year of EMPOWER Plymouth it was unclear when RSE would become a statutory requirement. This led to traction being limited, at times, as schools considered the benefits of the project to help them shape their RSE offer.
- 3.3. Statutory RSE may not require Plymouth schools to engage in any specific offer provided by local agencies within the community and therefore utilisation of EMPOWER Plymouth resources will be dependent on schools and community settings recognising the value and impact of them.

4. Next Steps

- 4.1. The final report and resource pack should be shared via the PSCB and Safer Plymouth Groups along with specific school based groups. The Advisory Group has agreed to continue within the wider Together for Childhood Programme as a development group for Relationship and Sex Education. This provides a succession plan for the resources created and an opportunity to align EMPOWER Plymouth into a broader objective as outlined in the Theory of Change below.
- 4.2. EMPOWER Plymouth has been fundamental to the creation of the Theory of Change for Relationship and Sex Education.

Enabling Factors	Activities (what will you do?)	Outcomes (changes you want to happen)	Long-Term Outcomes (your ultimate goal)
<p>Parents/carers want their children to learn about these subjects and feel comfortable with the content of education</p> <p>Agreed language around terminology that suits young people's wish for explicit conversations but also balances this with age appropriate language. Language use should be consistent across professionals, parents/carers, and community (adults and young people)</p> <p>Greater clarity around what the Single Point of Contact is and realistic expectations about what they do and are able to achieve. This SPoC needs to also be aligned with the Gateway and NSPCC helpline, and Childline</p> <p>Training offers are aligned to national statutory guidance</p> <p>OFSTED framework alignment with other school priorities</p>	<p>NSPCC Speak Out Stay Safe</p> <p>Primary school RSE offer (e.g. Keeping Safe)</p> <p>EMPOWER (secondary school – healthy relationships)</p> <ul style="list-style-type: none"> YP train the trainer School delivery <p>A whole school approach to RSE with training for people working with children, parents/carers, and community members (e.g. SALTIT)</p> <p>Single Point of Contact for/in schools</p> <p>NSPCC/O2 workshops</p> <p>Online safety programme (content to be determined)</p>	<p>Children will recognise future instances of abuse towards themselves and/or others and will speak out to seek help</p> <p>Keeping Safe – see primary and secondary outcome measurements in the background notes and also KS logic model. This will highlight key outcome measures for this activity</p> <p>EMPOWER - Increased staff confidence and knowledge to deliver RSE resources to YP</p> <p>School staff and people working with children and young people are readily able to access workshops and training programmes (at varying degrees of intensity, focus, and depth as appropriate)</p> <p>Parents are readily able to access workshops and training programmes to increase knowledge, confidence, and skills around preventing CSA (see also KS secondary outcomes). More specific outcome measures for this will emerge alongside programme development</p> <p>Professionals in schools, and parents, are readily able to access support via the SPoC to discuss anything concerning RSE and raise early safeguarding concerns</p> <p>Primary school (Keeping Safe) and secondary school (EMPOWER) children and young people have increased knowledge about abuse, increased self-efficacy to recognise abuse and to seek support from safe adults</p> <p>Children get a consistent message about CSA from parents and professionals</p>	<p>Children and families know about healthy relationships and what sexual abuse is</p> <p>Children and families know where to access support/services if they are concerned about sexual abuse</p> <p>Children and families take action if they are concerned about sexual abuse</p> <p>Professionals who work with children are more confident in identifying, addressing, and preventing sexual abuse</p> <p>Health, public services and voluntary sector work together in a coordinated, evidence-based way to help prevent sexual abuse</p>

- 4.3. With additional funding, the following priorities would be recommended:
- 4.3.1. Staff and EMPOWER Plymouth young people should be utilised to deliver in-school training, providing an overview of the resource pack, sharing the media resources to define healthy relationships and support building of staff confidence.
- 4.3.2. Be a critical friend to up to 5 schools completing the PSHE audit in preparation for statutory RSE and test what support is requested and can be responded to, test the opportunity of having a schools single point of contact who can help coordinate and sequence training and support.
- 4.3.3. Work with primary aged children to develop a resource to support parents / carers to better understand what they want to know and the school to home links.
- 4.3.4. Work with special schools to understand school to home links with promoting healthy relationships education.