

Quality Standards for Relationships and Sex Education Training in Lincolnshire

1. The Aim of the Standard

This Lincolnshire Quality Standard for Relationships and Sex Education (RSE) Training is based on the [Department of Health Quality Standards for Sexual Health Training \(2005\)](#) and aims to ensure that all staff, including professionals and volunteers receives a consistently high quality experience. Participants attending training should feel enabled to deliver sensitive, age appropriate, sexual health education to the children and young people they are working with and to support their team members to deliver positive sexual health messages.

2. The Aims of Relationship and Sex Education Training

Good quality RSE training should be person centred, taking into account all aspects of people's wellbeing, for example, physical, emotional, social and spiritual.

The ultimate aim for excellent training is to:

- Prepare training participants to offer high quality person centred information and education, adapted to meet the individual needs of every young person.
- Enable training participants to be competent and confident to deliver high quality relationships and sex education to children and young people, parents, and where appropriate other professionals.

Good quality relationship and sex education training can help to address health inequalities associated with discrimination, including but not exclusively, gender, sexuality/sexual orientation, race, ethnicity and special educational need.

Best practice relationship and sex education training should:

- Prepare staff to support young people to develop relationships that are enjoyable, safe and consensual at a time that is right for them.
- Develop and promote an understanding of individual and collective rights and responsibilities in relation to sexual health messages.
- Play a part in the reduction of inequalities by ensuring that RSE education is not presented in a heteronormative way and appropriately challenges discrimination, stigma, and prejudice. This includes striving to promote equality of opportunity,

valuing diversity and creating safe, co-operative, yet challenging training environments in which people can feel motivated and supported to change.

- Promote and support partnership, multi-agency approaches where appropriate.

3. Relationships and Sexual Health Training, Values and Principles

The following values are recommended to underpin good quality, sexual health training:

- Sex can be a positive, pleasurable and life enhancing part of our experience.
- Everyone has the right to feel safe and respected in exploring and expressing their sexuality, providing their sexual behaviour does not result in exploitation, oppression, physical or emotional harm.
- Every individual has the right to control their own fertility
- Everyone has equal right to:
 - Access confidential, accessible, respectful and non-judgemental services
 - Receive high quality relationships and sex education, support and advice.
 - Be treated with dignity.
 - To actively choose to not engage in a sexual relationship and to be supported to explore alternative relationships. This choice should be valued and respected.

4. Standards for Preparation of Relationships and Sex Education Training

Good training practice will ensure that:

- National and local sex education priorities, training needs analysis, evidence, good practice, the voice of the young people in Lincolnshire, and evaluation of previous courses are reflected.
<https://www.pshe-association.org.uk>
<https://www.sexeducationforum.org.uk/>
- Learning outcomes and competencies have been identified appropriate to the staff, (groups) being trained, and a monitoring and evaluation process is in place. Consideration has also been made to how the post training evaluation is garnered, i.e. paper, online, and longitudinal evaluation – particularly pertinent for a train the trainer model.
- Learning from previous training has been considered and included in future training where appropriate.
- There is clarity about all aspects of the training, including its nature, content and who it is appropriate for, the learning outcomes and the evaluation, in addition to the dates, times, venue and numbers. There may need to be agreement about commitment to change by the sponsoring organisation.
- The venue is appropriate and values the participants and trainers.

- Where appropriate and feasible consideration has been given to ensure that the accessibility of the venue, the layout/lighting of the room and materials/resources are suitable for all participants, including those with additional needs, autism (refer to the Lincolnshire Autism Reasonable Adjustment Mark), people with hearing and sight difficulties and those with dyslexia.
- Managers of participants give their support to the training and commit to dissemination of information to their teams where agreed and appropriate.
- Trainers have the responsibility to ensure that any visitors contributing to the training are valued and they are familiar with the quality standards.
- There is a complaints procedure in place and this is made clear and accessible.

5. Standards for Delivery of Relationships and Sex and Education Training

Content

- Training should enable participants to meet the learning outcomes and competencies by developing the knowledge, skills, understanding and confidence to support young people to make healthy relationship choices.
- Training should provide a safe place to explore the participants' attitudes and values associated with sex and young people whilst challenging opinions which may infringe or limit equality of opportunity, human rights, dignity, or the law relating to equality and/or disability.
- Training content should accurately reflect the law regarding age of consent, the Fraser Guidelines and the 2003 Sexual Offences Act.
- Training content should reflect the Lincolnshire Safeguarding Children Board, [Working with Sexually Active Young People policy](#).
- Training should equip participants to work with diverse groups and individuals.

Style

- Training delivery should include participatory and experiential methods to allow for opportunities of discussion and exploration of attitudes. The venue needs to reflect this, by having flexible space for groups to break into pair or small groups.
- A group agreement about how the participants will work together will be established and agreed.
- Training should be delivered in a climate where all opinions can be addressed in safety whilst acknowledging that confidentiality cannot be assured. Participants will be made aware of the risks associated with sharing personal information and informed that any safeguarding disclosures will be reported to the responsible safeguarding officer.

- Training should be offered in a non-judgemental, respectful and sensitive way using appropriate language for all participants including those on the autistic spectrum.
- The training must be measured and unbiased and must not be reflective of the trainer's personal attitudes, values or opinions.

Trainers should:

- Use a mixture of content, methods, and training styles which match the needs of professional roles of participants.
- To ensure they are fully aware of safeguarding practices.
- Be aware of their limitations.
- Have relevant training experience, knowledge and skills, and feasible, have a relevant accreditation.
- Be supported by adequate systems for professional development, supervision, administration and resources.
- Be clear about professional boundaries and know when to refer to another professional or service.
- Be adequately prepared for their role.
- Work to the values base described in this document.