



Curtin University

Supporting and evaluating RSE in schools: A multiple, holistic case study

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A global university

Perth | Kalgoorlie | Dubai | Malaysia | Singapore

Relationships and Sexuality Education Project



CERIPH, Curtin
University Funded
by WA Health since
2014



Conducted
formative, process
and impact
evaluation of
individual strategies



As we train teachers
and practicing
teachers from many
different schools,
have not measured
impact more broadly






A case study
approach allows for
evaluation at a
whole school level



Case study approach
reduces participant
burden, which is
especially important
for schools

RSE Case Study

-  Mixed Methods Approach; Multiple, holistic case study
-  Working with 3 schools; one secondary, one primary and one special needs
-  Schools receive additional support



Curtin University HREC (HR91/2014)
Department of Education HREC(Ref: D18/0057006)



Additional support:

More staff trained via our standard training (2 day workshops and after school/online training);

Tailored training at a whole school level specific to school needs;

Additional support with curriculum development and whole school activities;

Project team involvement on committees;

Small allocation for resources.



Case Study Methods



- ♥ Whole School Audits (Climate and Curriculum)
- ♥ Surveys – student (baseline, annually)
- ♥ Documentation
- ♥ Observation
- ♥ Interviews (end of intervention): teachers, administrators, parents
- ♥ Focus groups (end of intervention): students

School Climate Audit

		Yes	Part	No	Notes
LEADERSHIP AND COMMITMENT					
Governance and leadership					
1.1	School leadership team demonstrates the skills and confidence required to plan and embed a whole-school approach to comprehensive RSE within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	School allocates financial and staffing resources to the delivery of a whole-school approach to comprehensive RSE within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	School leadership team takes responsibility for planning and implementing activities to promote comprehensive RSE within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	School leadership team actively promotes comprehensive RSE, respectful relationships and associated issues within the school; and regularly expresses commitment to these issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	School has a process for the early identification of staff with leadership potential in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:					
Planning, monitoring and communication					
1.6	A senior member of staff is allocated responsibility to ensure that activities related to comprehensive RSE, respectful relationships and associated issues are coordinated in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	School conducts regular surveys with all school members regarding respectful relationships and associated issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	Key issues and actions identified using surveys or this climate assessment tool are incorporated annually into the school planning process and/or school review cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Curriculum Audit

HEALTH CURRICULUM AUDIT

WA Health and Physical Education Curriculum (7-10) – RELATIONSHIPS AND SEXUALITY FOCUS

Year	Health achievement standard	Personal, social and community health	Content descriptions	Current/Past	Future plans	Resources for learning and teaching	Support
				<ul style="list-style-type: none"> – Where is this being taught? – When is this being taught? – Context 	<ul style="list-style-type: none"> – Where is this being taught? – When is this being taught? – Context 	<ul style="list-style-type: none"> – What is needed to teach this topic? 	<ul style="list-style-type: none"> – What skills and support to teachers require?
7	<p>At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy.</p> <p>Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.</p>	Being healthy, safe and active	<ul style="list-style-type: none"> • Feelings and emotions associated with transitions and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070) L, CCT, PSC • Strategies to promote safety in online environments (ACPPS070) L, ICT, CCT, PSC • Management of emotional and social changes associated with puberty through the use of: <ul style="list-style-type: none"> – coping skills – communication skills – problem-solving skills and strategies (ACPPS071) L, CCT, PSC • Help-seeking strategies that young people can use in a variety of situations (ACPPS072) L, CCT, PSC • Strategies to make informed choices to promote health, safety and wellbeing, such as: 				

Student Survey

Q13 Has sexuality and relationship education at this school ever made you feel:

	always (1)	sometimes (2)	never (3)
embarrassed (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uncomfortable (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
annoyed (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 What, if anything made you feel embarrassed during sexuality and relationships education?
Why?

What sexuality and relationships education topics do you think are most important for young people your age?

“Sex and the law (we're currently under the legal age, 16, and probably don't want to be on the Sex Offender Register), contraception (we want to avoid teen pregnancy), pornography (and how it is unrealistic expectations/ unrealistic treatment of others, however we choose to look at it) and the STIs you can get (because we don't want these either).”

“Sexuality (straight or otherwise), sexting/nude photos (it is very common), sexual harassment, protection/importance, the legal age (extremely important), cyber-bullying/unwanted pressure (regarding sexually revealing photos/forced actions, etc).”

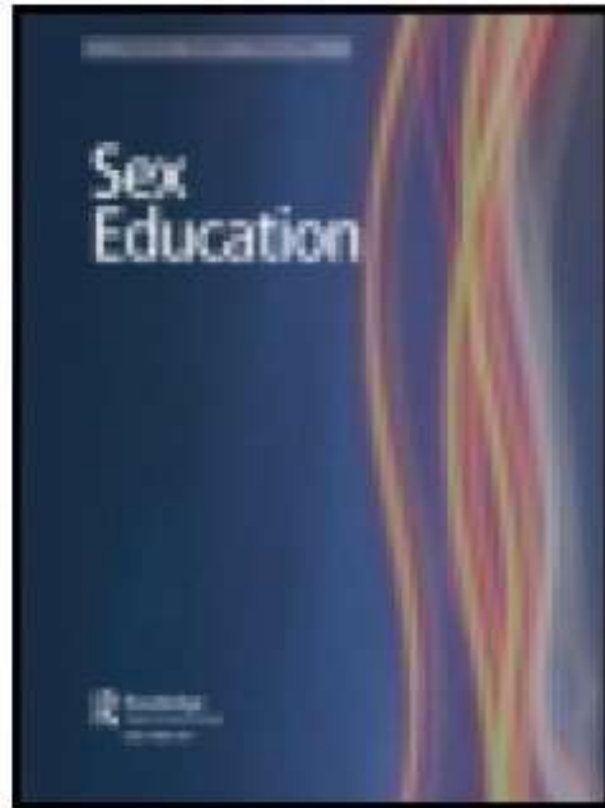
“don't get forced into anything”

“how to be a good friend so relationships and Bullying”

“Pobety”

“To be aware of what can happen during sex and be aware of how your boyfriend/girlfriend treat you.”





Sex Education

Sexuality, Society and Learning



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Relationships and Sexuality Education Project: CONNECT, LEARN, APPLY



Case studies allow
for the development
of school and
community
partnerships
(CONNECT)



Partnerships have
allowed the
exploration of socio-
ecological influences
(CONNECT)



Working with
individual schools
enables strategies to
be specially tailored
(LEARN)



School staff can
identify specific skills
to develop/enhance
(LEARN)



Evidence-based
principles employed
to support
strategies
implemented
(APPLY)