



loudmouth
education & training through theatre

**Theatre in Education Tour
to support
Relationships, Sex & Health Education
in
Dudley Educational Venues
Academic Year 2020-21**

**Funded by the Office of Public Health,
Dudley MBC**

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Introduction

This evaluation report is feeding back on a theatre in education project that took place during the academic year of 2020-21. The project was to use Theatre in Education (TIE) programmes to support the Relationships, Sex and Health Education (RSHE) and safeguarding curriculum in schools (primary and secondary), colleges, and alternative provision venues in the Dudley area.

The tour was delivered by Loudmouth Education & Training using nine of their TIE programmes designed to educate on safeguarding, mental wellbeing and positive relationships:

- The Wellbeing Team on mental wellbeing (primary)
- Helping Hands on staying safe in relationships (primary)
- My Mate Fancies You on puberty (primary)
- Bully 4 U on anti-bullying (primary and secondary school versions)
- Talking Heads on mental wellbeing (secondary)
- Safe & Sound on abuse in teenage relationships (secondary)
- Working For Marcus on Child Exploitation (CE) (secondary)
- Trust Me on sexual health (secondary)

Due to coronavirus, this year was very different in terms of how we delivered our programmes. To adhere to school polices around the non-permittance of external visitors and for the safety of learners, staff and Loudmouth actor/facilitators, we did not run any face-to-face sessions. Instead, we used the filmed dramas and character Q&A sessions that we had created during lockdown and followed these up with live-streamed workshops run with each class by our trained actor-facilitators via Microsoft Teams. We refer to these as virtual sessions. We also created Press & Play pre-recorded lessons that can be run by school teaching staff if schools were unable to run the virtual sessions. We were very proud of the quality and content of these specially created films and workshops and this gave us confidence to know that if we are unable to get into schools due to coronavirus at any point in the future, we have a backup that is both innovative and impactful.

We also delivered a virtual showcase of Talking Heads on 25th November 2020, for teaching staff to show how the virtual format would work in their schools and to answer any questions they had.

The tour was funded by the Office of Public Health, Dudley Borough Council and we would like to thank Jill Edwards and Joy Newey for their support.

Established in 1994, Loudmouth Education & Training is a theatre company that supports schools and other educational organisations with their RSHE. Loudmouth's aim is to help children and young people to have healthy, happy and safe relationships. The company uses drama, interaction and discussion to explore issues that affect children and young people. Loudmouth's education and training programmes are proven to help learners to challenge attitudes, gain new skills and increase knowledge.

"Our children feel reassured about what could be quite a stressful time."

Danielle Carew, Teacher, Milking Bank Primary School

"It is a good way to learn because Loudmouth are kind and they understand."

Year 4 pupil, Newfield Park Primary School

Response to COVID-19 & Adapting Delivery Methods

As we weren't able to deliver face to face sessions in schools, we set about creating brand new virtual formats that could be used in schools without our actor-facilitators needing to be there in person.

Virtual Format

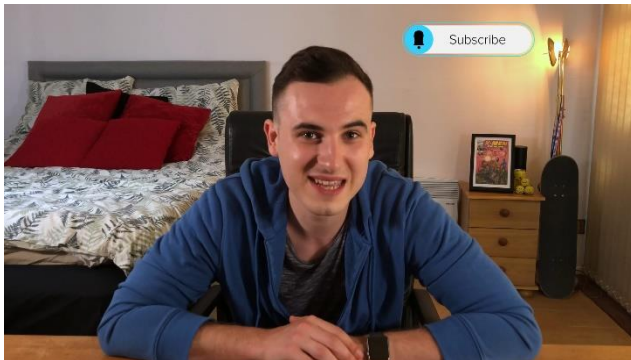


The virtual version of each programme consists of a pre-recorded film that is sent to the schools and is shown to the learners by their teachers and is then followed up by live-streamed workshops run by Loudmouth's staff.

Our live dramas were rewritten to work as films and recorded in-house by our actors at a social distance! We also created animations for the younger pupils.



The character interviews (hotseats) were also filmed using the most asked questions from the live sessions we had run.



Did you feel that you could talk to people about how you felt?

When the venues booked with us, we sent them the filmed dramas and animations and the character interview to play to their pupils. We booked in dates with each venue for their live streamed workshops to follow up the film. Each school booked between 1-8 workshops depending on the size of their year groups. Each workshop was run with a class at a time. Each class teacher was sent an invitation to join Teams at the set time.



The workshops were run by two of our safeguarding trained actor-facilitators. One actor-facilitator ran the IT elements and the other ran the workshop with the class facing the camera. They were based in our offices that we have converted during the pandemic into safe studios where social distancing and other Covid-19 safety measures are in place.



Our actor-facilitator is streamed live into the classroom and runs the workshops with the class with the support of the class teacher. The workshops last around 30 minutes each. These live-streamed workshops are run via Microsoft Teams, whereby participants get the opportunity to interact with Loudmouth facilitators directly, either verbally on screen, or in cases where schools did not have cameras or microphones, via the chat feature, where teaching staff supported with discussions and typed in the learners' responses.

Press & Play Format

On the very few occasions where virtual sessions had to be cancelled by the venues at the very last minute (due to learners having to isolate), we sent the venues pre-recorded Press & Play versions of the programmes they had booked, this was part of our contract with the schools. The venues could then use the Press & Play lessons with their learners on their return to school at their convenience. The Press & Play is all pre-recorded and is run by the class teachers and consists of a pre-recorded drama, character Q&A session and workshop. There are clear instructions on the film for the teachers and pause points set throughout the film, so the staff members know when to stop the film to run discussions.

The Press & Play sessions are accompanied by a step-by-step guide, extra lesson plan ideas, an assessment form for pupils, an evaluation form for staff and also one for pupils that they could fill in online or print out.

The schools were given free access to the link to the Press & Play format for 3 months from the date they were sent the link however in discussion with the funders we were able to extend the access for all venues until the end of the summer term, so that teachers had more time and opportunity to run the lesson with their pupils.

Summary of Activity

- During the academic year of 2020-21 Loudmouth Education & Training ran nine of their interactive TIE programmes on RSHE, safeguarding and mental wellbeing in mainstream and non-mainstream primary, secondary and college venues in the Dudley area.
- Loudmouth ran a total of 69 virtual sessions and sent 5 pre-recorded Press & Play lessons, one to an FE college with large groups and 4 to venues that had to cancel their virtual sessions at the last minute due to coronavirus.
- The nine programmes reached a total of 6,073 children and young people aged 7 to 19 - 5,363 took part in virtual sessions and an estimated 710 took part in the Press & Play sessions.

| Live Virtual Programme | Topic | Number of Sessions | Number of participants |
|------------------------|--------------------------------|--------------------|------------------------|
| Bully 4 U (Primary) | Anti-bullying | 16 | 757 |
| Bully 4 U (Secondary) | Anti-bullying | 3 | 343 |
| Helping Hands | Staying Safe | 13 | 564 |
| Safe & Sound | Abuse in teenage relationships | 3 | 62 |
| Working For Marcus | Child Exploitation (CE) | 3 | 449 |
| My Mate Fancies You | Puberty and transitions | 15 | 742 |
| Trust Me | Sexual Health | 5 | 645 |
| Talking Heads | Mental wellbeing (secondary) | 11 | 1,563 |
| The Wellbeing Team | Mental wellbeing (primary) | 5 | 238 |

We emailed and phoned the schools, requesting their best estimations of how many learners took part in the Press & Play format, below are the figures that were given:

| Press & Play Lesson | Topic | Number of Press & Plays | Number of participants |
|---------------------|------------------------------|-------------------------|------------------------|
| Bully 4 U (Primary) | Anti-bullying | 1 | 80 |
| Helping Hands | Staying Safe | 1 | 60 |
| Trust Me | Sexual Health | 1 | 20 |
| Talking Heads | Mental wellbeing (secondary) | 2 | 550 |

The full summary of sessions is as follows:

| Programme | Date of Session | Venue | Format | Number of sessions | Year Group | Number of learners |
|--------------------------|-----------------|------------------------------|--------------|--------------------|------------|--------------------|
| Bully 4 U Primary | | | | | | |
| | 09-Nov-20 | Blanford Mere Primary School | Press & Play | 1 | 3 & 4 | 80 |
| | 18-Nov-20 | Milking Bank Primary School | Virtual | 1 | 5 | 60 |

| | | | | | | |
|----------------------------|-----------|--|--------------|---|---------|-----|
| | 18-Nov-20 | Red Hall Primary School | Virtual | 1 | 5 & 6 | 90 |
| | 20-Apr-21 | Straits Primary School | Virtual | 1 | 5 | 51 |
| | 30-Apr-21 | Pedmore CE Primary School | Virtual | 1 | 3 | 34 |
| | 04-May-21 | Newfield Park Primary School | Virtual | 1 | 3 | 90 |
| | 04-May-21 | Rosewood School | Virtual | 1 | 7 | 5 |
| | 05-May-21 | Glynne Primary School | Virtual | 1 | 6 | 60 |
| | 05-May-21 | Newfield Park Primary School | Virtual | 1 | 5 | 54 |
| | 07-May-21 | Newfield Park Primary School | Virtual | 1 | 4 | 57 |
| | 07-May-21 | Newfield Park Primary School | Virtual | 1 | 6 | 57 |
| | 10-May-21 | Halesbury School | Virtual | 1 | 6 & 7 | 11 |
| | 13-May-21 | Foxyards Primary School | Virtual | 1 | 3 | 45 |
| | 24-May-21 | Cotwall End Primary | Virtual | 1 | 4 | 58 |
| | 08-Jun-21 | The Wenlock School | Virtual | 1 | 3 - 6 | 25 |
| | 06-Jul-21 | Roberts Primary School | Virtual | 1 | 6 | 60 |
| Bully 4 U Secondary | | | | | | |
| | 16-Dec-20 | Kingswinford Academy | Virtual | 1 | 8 | 193 |
| | 07-Jun-21 | Pegasus Academy | Virtual | 1 | 7 | 120 |
| | 10-Jun-21 | The Wenlock School | Virtual | 1 | KS3 - 4 | 30 |
| Helping Hands | | | | | | |
| | 16-Nov-20 | Glynne Primary School | Press & Play | 1 | 5 | 60 |
| | 17-Nov-20 | St Margaret's at Hasbury CE Primary School | Virtual | 1 | 5 | 30 |
| | 19-Nov-20 | Crestwood Park Primary School | Virtual | 1 | 5 | 30 |
| | 23-Nov-20 | Foxyards Primary School | Virtual | 1 | 5 | 30 |
| | 23-Nov-20 | Lutley Primary School | Virtual | 1 | 5 | 90 |
| | 01-Dec-20 | The Ridge Primary School | Virtual | 1 | 5 | 28 |
| | 01-Dec-20 | Withymoore Primary School | Virtual | 1 | 5 | 60 |
| | 02-Dec-20 | Red Hall Primary School | Virtual | 1 | 5 & 6 | 90 |
| | 21-Apr-21 | Milking Bank Primary School | Virtual | 1 | 4 | 60 |
| | 26-Apr-21 | Pedmore CE Primary School | Virtual | 1 | 5 | 32 |
| | 04-May-21 | Rosewood School | Virtual | 1 | 5 & 6 | 7 |
| | 13-May-21 | Foxyards Primary School | Virtual | 1 | 4 | 45 |
| | 14-Jun-21 | Blanford Mere Primary School | Virtual | 1 | 6 | 62 |
| My Mate Fancies You | | | | | | |
| | 20-Apr-21 | Straits Primary School | Virtual | 1 | 6 | 51 |
| | 21-Apr-21 | Pedmore CE Primary School | Virtual | 1 | 6 | 33 |

| | | | | | | |
|---------------------------|-----------|-------------------------------------|--------------|---|---------|-----|
| | 04-May-21 | Northfield Road Primary School | Virtual | 1 | 6 | 29 |
| | 05-May-21 | Glynne Primary School | Virtual | 1 | 6 | 60 |
| | 12-May-21 | Foxyards Primary School | Virtual | 1 | 6 | 60 |
| | 21-May-21 | Withymoore Primary School | Virtual | 1 | 6 | 60 |
| | 14-Jun-21 | The Ridge Primary School | Virtual | 1 | 6 | 30 |
| | 15-Jun-21 | Milking Bank Primary School | Virtual | 1 | 6 | 60 |
| | 15-Jun-21 | Roberts Primary School | Virtual | 1 | 5 | 92 |
| | 15-Jun-21 | The Wenlock School | Virtual | 1 | 5 & 6 | 25 |
| | 25-Jun-21 | Huntingtree Primary School | Virtual | 1 | 6 | 60 |
| | 28-Jun-21 | Blanford Mere Primary School | Virtual | 1 | 6 | 32 |
| | 06-Jul-21 | Halesowen CE Primary School | Virtual | 1 | 6 | 30 |
| | 07-Jul-21 | Belle Vue Primary School | Virtual | 1 | 6 | 60 |
| | 13-Jul-21 | Wrens Nest Primary School | Virtual | 1 | 6 | 60 |
| Safe and Sound | | | | | | |
| | 26-Apr-21 | Halesbury School | Virtual | 1 | 8 & 9 | 12 |
| | 05-May-21 | Halesbury School | Virtual | 1 | 10 & 11 | 20 |
| | 17-Jun-21 | The Wenlock School | Virtual | 1 | KS3 - 4 | 30 |
| Talking Heads | | | | | | |
| | 23-Sep-20 | Dudley College | Press & Play | 1 | Post 16 | 250 |
| | 30-Nov-20 | Windsor High School | Press & Play | 1 | 9 | 300 |
| | 02-Dec-20 | Thorns Collegiate Academy | Virtual | 1 | 9 | 200 |
| | 04-Dec-20 | Thorns Collegiate Academy | Virtual | 1 | 7 | 184 |
| | 11-Dec-20 | Crestwood School | Virtual | 1 | 7 | 208 |
| | 16-Dec-20 | Beacon Hill Academy | Virtual | 1 | 9 | 175 |
| | 16-Dec-20 | Kingswinford Academy | Virtual | 1 | 7 | 193 |
| | 17-Dec-20 | Beacon Hill Academy | Virtual | 1 | 7 | 340 |
| | 27-Apr-21 | Rosewood School | Virtual | 1 | 8 | 10 |
| | 14-May-21 | Ridgewood High School | Virtual | 1 | 7 | 108 |
| | 21-May-21 | Bishop Milner Catholic College | Virtual | 1 | 7 | 145 |
| The Wellbeing Team | | | | | | |
| | 23-Apr-21 | The Ridge Primary School | Virtual | 1 | 5 | 28 |
| | 26-Apr-21 | Our Lady & St Kenelm Primary School | Virtual | 1 | 6 | 30 |
| | 17-May-21 | The Ridge Primary School | Virtual | 1 | 6 | 30 |
| | 25-Jun-21 | St Marks CE Primary School | Virtual | 1 | 3 & 4 | 90 |

| | | | | | | |
|---------------------------|-----------|-----------------------------|--------------|---|---------|-----|
| | 05-Jul-21 | Netherton CE Primary School | Virtual | 1 | 5 | 60 |
| Trust Me | | | | | | |
| | 28-Apr-21 | Thorns Collegiate Academy | Press & Play | 1 | 9 & 10 | 20 |
| | 05-May-21 | Leasowes High School | Virtual | 1 | 9 | 210 |
| | 26-May-21 | Halesbury School | Virtual | 1 | 10 & 11 | 20 |
| | 10-Jun-21 | Pegasus Academy | Virtual | 1 | 10 | 115 |
| | 23-Jun-21 | Windsor High School | Virtual | 1 | 8 | 300 |
| Working for Marcus | | | | | | |
| | 24-May-21 | Halesbury School | Virtual | 1 | 10 & 11 | 20 |
| | 09-Jun-21 | Pegasus Academy | Virtual | 1 | 9 | 129 |
| | 23-Jun-21 | Windsor High School | Virtual | 1 | 9 | 300 |

Virtual Showcase

We delivered a virtual showcase of Talking Heads on 25th November 2020, to which we invited teaching staff, as we felt it was important it was offered. We created a film explaining how the virtual sessions were to be run and used this at the showcase to help Dudley schools and college staff. Staff who attended were happy with the format and felt more confident in the delivery as a result.

Evaluation

All programmes enabled participants to gain knowledge, learn new skills and challenge attitudes. Students and staff at each venue were asked to complete post-session evaluation forms. These were offered as a choice of paper evaluations that they could print off, complete and post back to us or online via Survey Monkey. Here is a summary of the key findings:

Bully 4 U (Primary) – Virtual sessions

Bully 4 U (Primary) is a fun and safe theatre in education programme on bullying. Bella and Billy show a series of filmed dramas and animations to help the children to be united against bullying and learn key anti-bullying messages such as STOP - Several Times on Purpose, tips on tackling cyber bullying and Don't be a Bystander, be a Friend.



- 98% of pupils stated that the Bully 4 U session helps people learn about bullying / cyber bullying.

"I think it helped me because if someone is doing it STOP (several times on purpose) then I know to tell someone straight away."

"It tells you the types of bullying, how to spot it and what to do. It also shows you how to handle cyber bullying."

"I think it helps because it teaches you not to be a bystander and what to do if you encounter anyone being bullied."

- 59% of students stated that as a result of the Bully 4 U session they would act differently in the future. Examples included not being a bystander and to help if they see someone being bullied, thinking more about the emotional impact of bullying, to share tips with others about how to address bullying and to feel more confident about telling someone/asking for help. One pupil also said they would now put their Tik Tok account on the private setting.
- 95% of all students evaluated as part of this tour said they would recommend the programme to the next year's students.

- After the Bully 4 U session 100% could correctly say what each letter of the STOP model stands for – Several Times On Purpose.
- The most popular sources of support that students could identify after the session was Teachers and Childline.

Bully 4 U (Secondary) – Virtual sessions

Bully 4 U (Secondary) brings to life the many impacts bullying can have on those experiencing it. Louisa talks about her experiences of being bullied and her story is used to explore what bullying is (Several Times On Purpose), ways to prevent cyber bullying and where to go for support.



- 100% of students felt that Bully 4 U helps people to learn about bullying / cyber bullying.

"It helped me learn not to bully and how it has an impact on someone else and make them feel."

"It tells you that bullying is wrong and the person who is getting bullied has feelings like everybody else and they can be hurt like everybody else."

"Makes them notice what happens, what they are feeling and what to do if it ever happens."

- 89% of students stated that as a result of the Bully 4 U session they would act differently in the future. Examples given included knowing where to go and who to talk to if experiencing or witnessing bullying.
- 100% of all students evaluated as part of this tour said they would recommend the programme to the next year's students.

Helping Hands – Virtual sessions

Helping Hands is a gentle programme that uses the Safe Team to help the children learn the NSPCC's PANTS rule to support them to keep safe in their on and offline relationships. The issues covered include domestic abuse, child exploitation & abuse and online safety. In the workshop, the facilitator uses scenes from the film as reference to explore with the children what showed that the characters' relationships were abusive and unsafe and the early warning signs and feelings the characters felt that showed they felt unsafe. With the support of the facilitator and teacher, the pupils create their own personal network on their hand, of the people and places that could support them if they feel unsafe.



- After the Helping Hands session 91% could correctly name all 5 parts of the NSPCC PANTS rule. 99% of pupils could name 4 or more parts of the PANTS rule.
- The most popular support service that students could identify after the session was Childline, 82% of pupils named Childline. This was the key service highlighted in the session.
- 100% of students stated that they felt that the Helping Hands session helps people to stay safe.

"It explains why you should never do something inappropriate if someone tells you to and how to handle the situation."

"Without the video that Loudmouth put together we all would never have understood the PANTS rule and how to be safe."

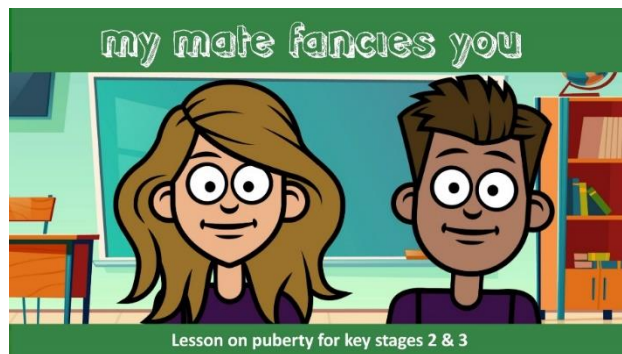
"There were lots of good examples which helped me understand what to do if I ever felt uncomfortable."

"They help kids who are in non-safe places or kids who don't feel safe and they have Childline on the website and Childline is great."

- 68% of students stated that as a result of the Helping Hands session they would act differently in the future. Examples given included remembering the PANTS rule, being more aware around strangers and secrets, telling a trusted adult or Childline if feeling unsafe and being more careful online.
- 100% of all students evaluated as part of this tour said they would recommend the Helping Hands programme to the next year's students.

My Mate Fancies You – Virtual sessions

My Mate Fancies You is an animated programme as our Claire and Daniel our 11-year-old hosts. They show a montage of animated films about different aspects of growing up and puberty focusing in on the physical and emotional changes including menstruation and mood swings.



- After participating in the My Mate Fancies You programme, 81% of students stated that their knowledge of growing up and puberty was 'Good' or 'Excellent'.
- As a result of My Mate Fancies You, 84% of students stated that they felt that growing up and puberty is a normal part of life.
- The most popular service that students could identify after the session was Childline. This was the key service highlighted in the session.
- 76% of students stated that they felt that the My Mate Fancies You session helps people to learn about growing up and puberty.

"Really useful to learn about the boys and girls' bodies. This helps us to understand what the opposite gender is going through."

"Helped us to know to use the correct terminology and what they all mean."

"Helped me feel more confident about puberty instead of feel worried about the 'unknown'."

"Relaxed way to learn about puberty with the video beforehand and friendly staff on the TEAMS call."

"I learned so much new stuff about puberty and it's NATURAL!"

- 76% of students stated that as a result of the My Mate Fancies You session they would act differently in the future, such as behaving more maturely, not being scared or worried about puberty, having a better understanding from different gender perspectives and not popping spots!
- 98% of all students evaluated as part of this tour said they would recommend the programme to the next year's students.

Safe & Sound – Virtual sessions

Safe & Sound is an impactful programme on abuse in teenage relationships. The film follows Sian and Zac's relationship as Sian becomes more and more controlled by Zac. Their story is used in the workshop, alongside other scenarios, to explore what makes a relationship abusive, the need for consent within sexual relationships and what a positive and healthy relationship.



- As a result of Safe and Sound, 94% of students stated that they felt 'Confident' or 'Very Confident' about spotting signs of power and control in relationships.
- The most popular service that students could identify after the session was Childline. This was the key service highlighted in the session.
- 100% of students thought that the session helps people to stay safe from teenage partner abuse:

"Because it's a good example of abusive relationships and it gives you lots of information."

"Because it shows you the warnings signs and what the effects can be like."

"Because they give out good information to young people / Sian's story video."

- 94% of students stated that as a result of the Safe and Sound session they would act differently in the future. Examples given included understanding the risks of a negative relationship and controlling behaviour and helping other people if they see something's wrong.
- 100% of all students evaluated as part of this tour said they would recommend the programme to the next year's students.

Talking Heads – virtual sessions

Talking Heads follows the character Tye as he struggles with his mental wellbeing during the coronavirus pandemic. With the support of friends, family and counselling, Tye uses the 5 Ways to Wellbeing to support him to have positive mental health during what has been for many young people, a very difficult time. The workshop explores the 5 Ways in more detail and how we can all notice and support others around us who may be finding it hard to keep positive during this pandemic.



- 88% of students stated that after participating in the Talking Heads session they felt confident or very confident about spotting signs of poor mental health in themselves or others.
- The most popular service that students could identify after the session was Childline, then Kooth. These were the key services highlighted in the session.
- 97% of students stated that the Talking Heads session helps people to look after their mental wellbeing.

"Because it shows that talking to people really helps with mental health and that it could happen to anyone."

"Because it gives you ideas on how to deal with mental health, signs of mental health and different ways to help friends/family who have a mental health problem."

"It shows people what could happen to them if they do not talk about their problems. It shows that not bottling up emotions can help them out!"

"It tells you the best places to go when you are not feeling ok. It tells you what are the best ways to cope and to feel better."

- 59% of students stated that as a result of the Talking Heads session they would act differently in the future, providing some insightful, well considered ideas, such as being more respectful and considerate towards others, giving help and advice to others, using the 5 ways to wellbeing and understanding how to spot the signs of mental ill health in others and themselves.
- 97% of all students evaluated as part of this tour said they would recommend the programme to the next year's students.
- 71% of students could name all 5 ways to wellbeing after participating in Talking Heads.

The Wellbeing Team – virtual sessions

The Wellbeing Team is a virtual programme that supports children’s mental wellbeing during the coronavirus pandemic. The Wellbeing Team use a montage of filmed scenes of drama and animation to explore how children can support their wellbeing during this difficult time. The film and workshop teach the children how to use the 5 Ways to Wellbeing, how we can support each other and where to go for support if needed.



- After The Wellbeing Team session 94% could correctly name all 5 Ways To Wellbeing.
- The most popular services that students could identify after the session was Teachers then Childline.
- 94% of students stated that they felt that The Wellbeing Team session helps to support people’s mental wellbeing:

“The Five ways to wellbeing are good to help support mental wellbeing. It was good to have someone [the character in the drama] who had experienced the problems and how they had overcome their anxieties. The advice about getting a good night’s sleep was good.”

“Yes because they now know what it’s not only them going through something.”

“It helps them because they get to talk about it and get help to be well.”

- 71% of students stated that as a result of The Wellbeing Team session they would act differently in the future, such as being ready if there’s another lockdown, taking more notice of own and others’ emotions, connecting more with family and friends, exercising more and trying to eat more healthily and speaking out if feeling anxious or worried.
- 96% of all students evaluated as part of this tour said they would recommend The Wellbeing Team programme to the next year’s students.

Working For Marcus – Virtual sessions

The virtual session of Working For Marcus uses the drama of Caz's story. Caz tells the young people how she was groomed into child exploitation as a young teenager and how with support she got out and made a new life for herself. The workshop examines other examples of child exploitation including criminal exploitation and modern slavery, we also look at victim blaming and at the warning signs that may help someone see that they or a friend is being exploited.



- After participating in the Working for Marcus programme, 59% of students stated that their knowledge of sexual exploitation and grooming was 'Good' or 'Excellent'.
- As a result of Working for Marcus, 83% of students stated that they felt 'Confident' or 'Very Confident' about spotting signs of sexual exploitation / grooming.
- The most popular service that students could identify after the session was Childline.
- 81% of students stated that they felt that the Working for Marcus session helps people to stay safe from sexual exploitation/grooming:

"It helps people realise what's not normal in a relationship."

"So they know the signs and what to do if it happens to you or someone else. They help learn different types of grooming and where to go for help."

"I think it helps people who are in those situations and it can tell them how to get help and where to go if you do need help. I think it also might have given some people some confidence to speak up."

"Gives us warning signs on what to look out for and how to spot when someone is trying to groom you/ exploit you. And also to be careful with who you associate yourself with online, and who you share your information with."

- 47% of students stated that as a result of the Working for Marcus session they would act differently in the future, such as knowing how to spot the signs of grooming and being more careful when approached by strangers online.
- 79% of all students evaluated as part of this tour said they would recommend the programme to the next year's students.

Trust Me – Virtual Sessions

Trust Me is a fun and informative programme on relationships and sexual health. The drama follows Dave and April as their relationship becomes a sexual relationship and how the lack of communication between the two of them causes some problems. We use the drama and workshop to look at contraception and sexually transmitted infections and the importance of communication in relationships to be able to work out if you are ready for a sexual relationship and to be able to ask for and give enthusiastic consent.



- After participating in the Trust Me programme, 88% of students identified that the condom / femidom were the only contraception that protected against both STIs and pregnancy.
- After participating in the Trust Me session, 69% of students could correctly identify **all** of the true facts around chlamydia:

| Please tick ALL of the facts below about Chlamydia that are TRUE. | |
|--|------------------|
| | Responses |
| Chlamydia does not always have symptoms | 89% |
| Chlamydia can cause infertility | 76% |
| Chlamydia is not passed through sex | 1% |
| Chlamydia is treated with antibiotics | 93% |

- After the session, students could identify a range of support services including Brook, Dear Dudley and i-zone, all of which are organisations we signpost to during and after the session.
- 85% of students stated that the Trust Me session helps people to understand about contraception and STIs:

"Because some people may not know the importance of protection when having sexual intercourse"

"very informative, and also let questions be asked."

"It teaches you the correct information in a 'fun' way. It is different to just telling you or informing you which doesn't stick in your head."

"It helps by giving us advice on how to avoid STIs and how to treat them. Gives us some added advice on how to receive advice from other places."

- 80% of students stated that as a result of the Trust Me session they would act differently in the future such as knowing what a femidom is and feeling more ready for a relationship.
- 78% of all students evaluated as part of this tour said they would recommend the Trust Me programme to the next year's students.
- 89% of all students evaluated as part of this tour agreed or strongly agreed that it is important to wait until you are ready to start a sexual relationship.

Trust Me - Press & Play

We sent out a total of 5 pre-recorded lessons across the whole tour and contacted the schools many times via email and phone calls asking for staff and students to complete the online evaluation forms.

We were very pleased to have received evaluations back from Thorns Collegiate Academy for the Trust Me Press & Play, as follows:

- After participating in the Trust Me programme, 99% of students identified that condom / femidom were the only contraception that protected against both STIs and pregnancy.
- After participating in the Trust Me session, 71% of students could correctly identify all of the true facts around chlamydia.
- The most popular services that students could identify after the session was sexual health clinics and Childline.
- 94% of students stated that the Trust Me session helps people to understand about contraception and STIs:

"Because it explains what you can do, if you are worried about STIs and how to get a test."

"It describes about how and why contraception is used and how beneficial it is."

"They teach you about all you need to know on how to have a safe sexual relationship."

"Some people do not talk to their parents about this subject, so this helps a lot."

- 95% of students stated that as a result of the Trust Me session they would act differently in the future.
- 93% of all students evaluated as part of this tour said they would recommend the Trust Me programme to the next year's students.
- 93% of all students evaluated as part of this tour agreed or strongly agreed that it is important to wait until you are ready to start a sexual relationship.

Venue Staff Feedback – Virtual Sessions

- 70% of staff rated the virtual sessions as excellent:

“One of the best sessions I've been a part of. It was pitched perfectly and the trainer we had was friendly, informative and the children loved her.”

Emma Jennings, Year 6 Teacher, Huntingtree Primary School

“The Covid-amended virtual session has been really well thought out and the way it's been produced really engages the young people. The interactive session immediately afterwards allowed the children to draw upon their new learning. Despite being on screen, staff managed to build up a rapport with children that made them feel at ease enough to be honest and open.

Danielle Carew, Year 6 teacher, Milking Bank Primary School

“I have seen the 'in person' version of My Mate Fancies You a few times and I honestly don't think anything else could have been done to make it work better virtually. The animated drama was such a great idea and the children commented that the cartoon nature made them feel more comfortable. I really liked how it talked to the children as young people and used the correct terminology but also acknowledged that children can find these things a bit funny and embarrassing too. Ellie was friendly and enthusiastic and had a really encouraging and calming nature which I could tell helped to make the children feel comfortable. This session is part of a series of sessions on puberty we are completing and when we first started a few weeks back, the children were incredibly embarrassed by the content. Ellie's praise for the children's knowledge and correct terminology will have helped to increase their confidence even more.”

Kristina Rouse, Class Teacher, The Ridge Primary School

“The person that was leading the session showed enthusiasm and a really good in depth knowledge. The session seemed tailored to our school when they mentioned our nurse and her name.”

Tammy Tuoy, Head of PSHE, Leasowes High School

“The lesson and accompanying video tackled serious issues head on. They were, however, put forward in a manner suitable for Year 5 children. All the children remained engaged throughout the lesson and were able to sensibly discuss the issues raised.”

Stuart Grice, Teacher, St Margarets at Hasbury Primary School

- 96% of staff said they would recommend the session to other schools and organisations:

“The video was high quality and very informative. The staff were very friendly, helpful and encouraging during the workshop which made the children feel at ease and more confident to share openly.”

Amy Durman, Year 6 Teacher, Milking Bank Primary School

“It teaches the required knowledge and terminology in an interesting and engaging way. The team always show a real understanding of how children might be feeling and know the right ways to approach this. Being a part of these sessions has helped me to gain confidence in teaching children about puberty and growing up as well.”

Kristina Rouse, Class Teacher, The Ridge Primary School

"Supports PSHE/RSE through creative, engaging and real-life scenarios." Natasha Harris, HLTA, Halesbury Special School

"Helps fulfil PSHE topics required. Gives the learners a different style of lesson. Covers topics some teaching staff feel uncomfortable with."

Thomas Simpson, Head of PSHE, Pegasus Academy

- 76% of staff said the session had a 'high' or 'considerable' impact on their group:

"After the lesson two boys that are usually mischievous spotted a younger boy crying in the toilets. They comforted him, listened to his issues, gave him some advice and told an adult about it. From this it is clear that the lesson is effective."

S Davies, Teacher, Roberts Primary School

"The children are now more open to discussing the topics and they appear to be not as concerned/worried. They have been empowered to use the scientific words without fear of being 'rude'."

Emma Jennings, Year 6 Teacher, Huntingtree Primary School

"They have a deeper understanding of how CSE can happen, warning signs and what to look out for, for themselves or peers."

L Paskin, Teacher/Form Tutor, Windsor High School

"I think the discussion about 'STOP' has made it clearer what bullying actually is for some of the children. The workshop also used some behaviours as examples and has made some of the children reflect on their own behaviours."

- 65% of staff said the lesson had a 'high' or 'considerable' impact on staff.

"I have been inspired by the trainer. The positive attitude was awesome. It made the topic seem less daunting."

Emma Jennings, Year 6 Teacher, Huntingtree Primary School

"From listening and observing the way the team explain key concepts and/or answer children's questions (both in this session and in previous years) I have become much more confident in teaching children about puberty."

Kristina Rouse, Class Teacher, The Ridge Primary School

"Tackling subjects of this nature can be tricky so using an external company helps to provide accurate and relevant information to all students."

Stephen Sharp, Head of Art & Design, Pegasus Academy

"Learnt about the websites can signpost pupils to."

Raelene Austin, Head of Lower school, The Wenlock School

"I now feel more confident to discuss issues like this with the children and know how to put this into a more child friendly way to ensure they feel safe and listened to."

Emily Howarth, Teacher, The Ridge Primary School

"We work hard as a school to prevent bullying and use the Loudmouth workshop every year. It was interesting to hear some of the responses that the children gave and the questions that they had when prompted during the workshop."

Lauren Richards, Class Teacher, Straits Primary School

"Children are now more secure on what is meant by the terms wellbeing and safeguarding. Lots of children have mentioned how it is nice to know that other people feel the same way as them."

Emily Howarth, Teacher, The Ridge Primary School

Conclusions and Recommendations

The tour has proved to be very successful and clearly had a positive impact on the children, young people and venue staff despite the fact that we were unable to go into the venues in person due to coronavirus. The quality of the virtual TIE programmes content and delivery was commented upon with the vast majority of children and young people recommending the work for future year groups and 96% of teaching staff saying they would recommend the work to other organisations (whilst still a very high percentage, we feel this number is slightly lower than usual due to the fact that some staff do of course prefer the face to face delivery). It was incredibly difficult choosing which staff feedback to include in this report as we received so many wonderful comments in their evaluation forms. This feedback from the pupils and staff has been really heartening for us as we worked so hard to ensure the virtual sessions and the Press & Play formats were high quality and a viable alternative to our live sessions.

The evaluation shows that the children and young people learnt key information, skills and positive attitudes on safeguarding, relationships and mental wellbeing to support them to have healthy and safe lives. The evaluation report shows that the TIE programmes run by Loudmouth greatly increased the knowledge and confidence of the participants on the issues involved and hugely increased school staff's confidence in delivering further work on the issues.

The report also demonstrates that this approach of using TIE, even when virtual, is a powerful way to communicate key messages about who to go to for support. The key organisations that we flag up during the sessions came out top in the evaluation.

We offered a range of virtual formats to suit each venue's requirements and technical capabilities. This worked well with the venues being able to use the format that worked best for them.

The fact that so many Dudley schools rebook Loudmouth programmes every year shows the value they place on the work and the trust they had in us to deliver these programmes in a completely different format that some teaching staff may have felt less confident in organising.

The brand-new programme The Wellbeing Team, which was designed to support children's mental wellbeing during the Coronavirus pandemic was well received and we will keep this going as a virtual programme next academic year.

Interestingly, Talking Heads was by far the most popular of the programmes amongst the secondary venues this year, demonstrating increased concern for student wellbeing through the pandemic. We were particularly glad that this programme was part of the funding offer as was clearly much needed at this time.

In conclusion, the learning from the programmes both for the participants and staff was very beneficial. We will continue to work with Dudley Public Health to drive home the importance of the subjects and the huge impact that quality work in this area can have on children and young people, particularly now that RSHE has been made compulsory.

We are very proud that this virtual tour reached almost 6,000 children and young people. Their positive feedback and comments on the impact of our programmes was particularly reassuring this year, given the brand new way in which we were working!

Only 5 venues across the whole tour were unable to go ahead with their virtual sessions and were sent pre-recorded, Press & Play versions of their programmes. The vast majority of learners were able to experience live workshops run by our actor-facilitators despite schools having to change dates and move workshop times due to the extra complications that the pandemic brought.

We will be meeting with our contacts at the Office of Public Health, Dudley Borough Council to discuss future funding for 2021-22 academic year. If we are successful in securing future funding, we would recommend that we discuss the amount venues have to contribute and go back to pre-pandemic amounts if possible. We had offered sessions free and/or lowered the contributions during the year as we had less time to fit the work in once schools were open, due to so many closures resulting from Coronavirus pandemic lockdowns. We would also recommend that the Office of Public Health reviewed the programmes we offer to see if there are any new programmes we have been developed over the past year - Out of It on alcohol and drug awareness and One of Us on extremism and also a new programme in development on sexual harassment which will be ready in January 2022.

We look forward to touring live in Dudley educational venues from September 2021 however this evaluation report has made us feel confident that we have high quality alternative formats if schools have to bring in restrictions due to the Coronavirus pandemic. We would like to thank Dudley Public Health for their continued support.