

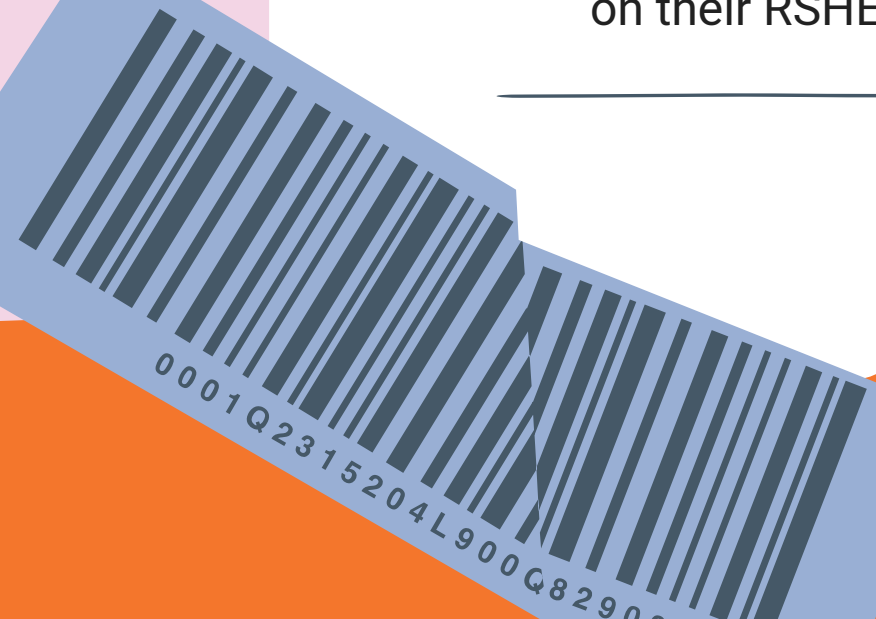


2019 - 2023

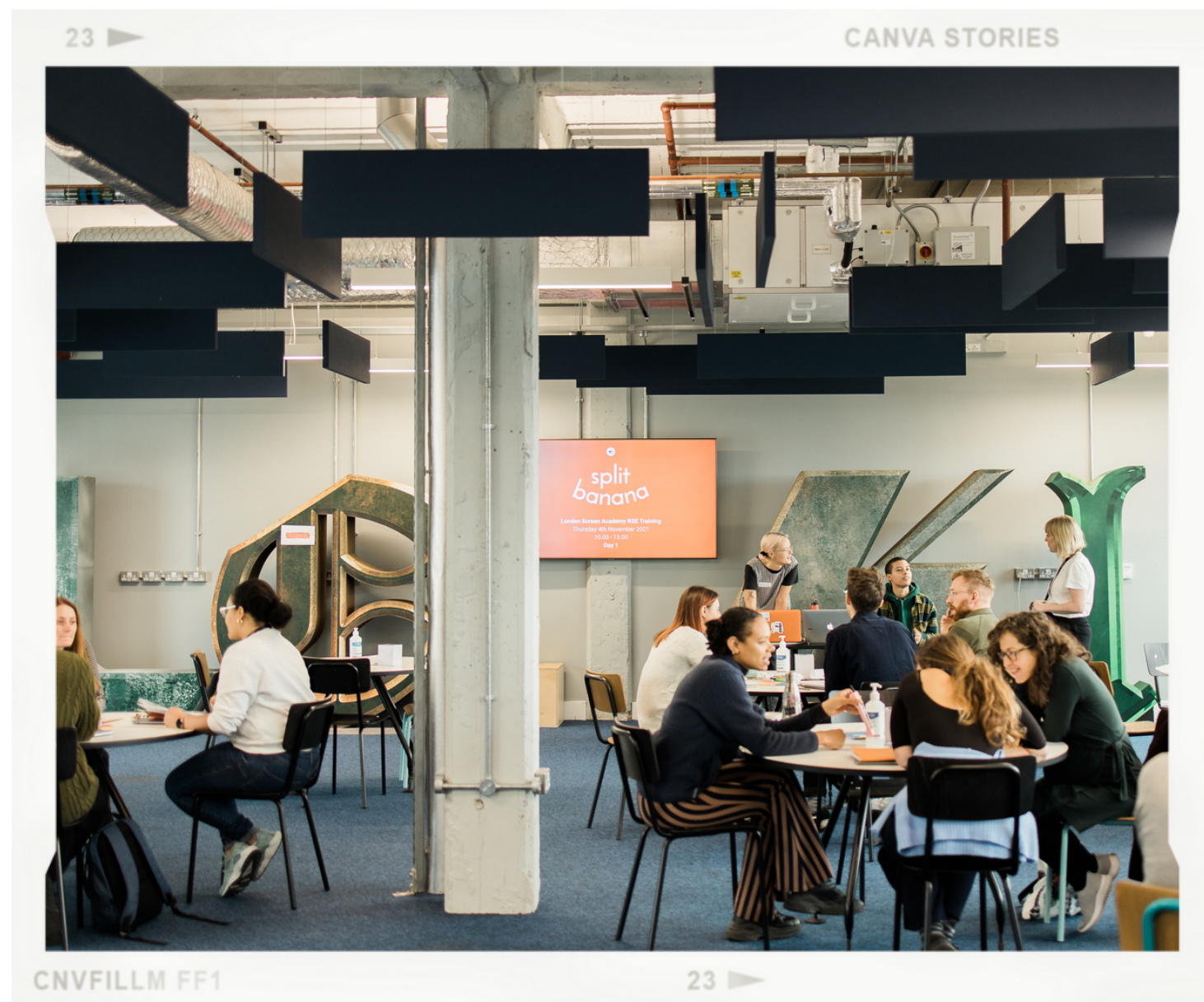
IMPACT REPORT

Split Banana is a social enterprise that helps young people build better relationships with their minds, their bodies and each other.

We deliver inclusive Relationship, Sex and Health Education (RSHE) in three ways: we facilitate creative RSHE workshops with young people, consult with schools and community organisations on their RSHE provision and train educators to feel more confident teaching RSHE.



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1. FOUNDERS FOREWORD



We're Anna and Matilda, Split Banana's co-founders.

We set up SB in 2019, after working in schools and realising that RSHE was just as shocking as when we were at school. We were witnessing all the same things we experienced growing up: body shaming, sexist behaviour, anti-LGBTQIA+ language, confusion around consent, and the impact of sexting and revenge porn. And this, as usual, disproportionately affects the most marginalised.

These past few years have been exceptionally tough for teenagers: increasingly bleak news, an inconsistent government, funding cuts to youth and sexual health services, the pandemic. More than ever, they deserve non-judgemental and reassuring spaces to explore topics like intimacy, relationships and body image - which intersect with their lives on a daily basis.

This is our first ever impact report, and we're really excited to share it with you.



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2. WHY WE EXIST

For too long, RSHE has failed our young people.

RSHE has a bad reputation as being fear-mongering, non-inclusive and irrelevant. Statistics show that 70% of young people haven't felt prepared for their first sexual experience (Natsal-3, 2012) and the most marginalised are the most affected - with LGBTQIA+ people 150 times more likely to develop depression and anxiety compared to the rest of the population (IICSA, 2021).

Traditional RSHE focused too heavily on preventing STIs and unwanted pregnancy, without covering the social and emotional side of relationships and sex, and interrogating gender pressures and expectations. This approach hasn't served anyone and we see that two thirds of young men feel pressured to display hyper-masculine behaviour (Future Men Survey, 2018).

Movements like #MeToo and Everyone's Invited are symptomatic of a problematic lack of understanding around gender, power and what healthy relationships and sexuality look like. And the recent social media interest in the misogyny and violence of Andrew Tate adds to this. We believe that much of this can be prevented with quality, inclusive RSHE.

And it can have long-term transformative results: a reduction in homophobic bullying, a greater recognition of gender identity, improved communication skills and prevention of child sex abuse amongst much, much more (Three Decades of Research, 2020).



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3. THE STORY SO FAR

Covering the period January 2019 - January 2023

We've reached **13,830** young people...

...through **302** hours of Split Banana workshops.

We've trained **710** educators through **103** hours of training.

We've worked with **36** schools and **5** youth organisations across **14** counties in England.

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4. OUR VISION

For every young person to receive the support they need to build healthy relationships with their minds, their bodies and each other.

OUR AIMS

1. To deliver RSHE training for educators that increases their confidence and builds their skills.
2. To deliver progressive and engaging RSHE workshops for young people.
3. To create memorable and engaging RSHE resources for young people and educators.
4. To design and deliver high quality RSHE for young people with Special Educational Needs and Disabilities.
5. To build a multi-disciplinary RSHE community where practitioners can connect and share learnings, skills and knowledge.

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5. OUR APPROACH

WE USE ART

Art encourages deep reflection, expression and communication. And we know that students find it a lot less embarrassing to learn whilst making.

WE NURTURE SOCIAL AND EMOTIONAL HEALTH

We focus on the link between relationships and minds. We explore self-care and examine signs of healthy and unhealthy behaviours in relationships.

WE CO-CREATE OUR CONTENT

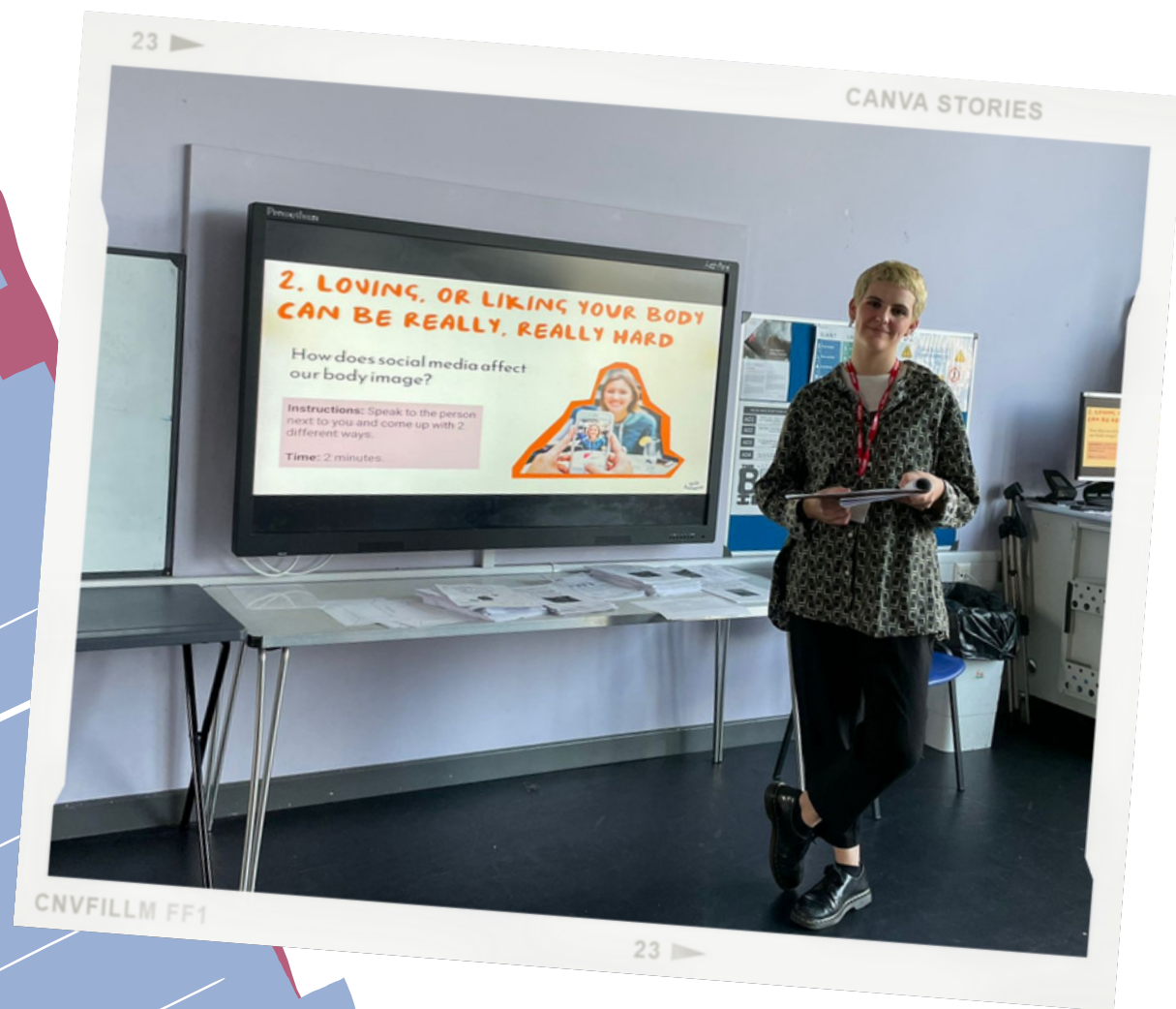
RSHE should never come from one person's head. That's why our content and resources are created with young adults, for young people, in 'What I Wish I'd Known' co-creation workshops.

WE CHAMPION SOCIAL ACTION

RSHE topics intersect with our lives and identities in multiple ways. RSHE can be a platform to help young people recognise systems of oppression (like heteronormativity) and enact positive social change.

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6. OUR VALUES



We build empathy: Everyone lives a different life which should be equally respected.

We're bold. We're not afraid to use our voice.

We're sex-positive. We believe in sex and relationships that are free from violence, discrimination and coercion. Instead, intimacy should be filled with consent, respect and pleasure.

We amplify. RSHE shouldn't come from one person's head. But it still does. And that person is predominantly white, middle-class and liberal. We want to make space, listen, act and collaborate so that everyone has access to an RSHE that reflects themselves, their experiences and their cultural backgrounds.

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We keep step. In an ever-evolving world, we listen to what young people need and want.

We're all about real talk. We don't sugar coat or patronise, we tell it how it is.

We're creative. We want to bring play and lightness to young people's days.

We approach everything with kindness. We believe it's important and powerful.

We're in it for the long game. Change takes time, and we're not going anywhere.

7. OUR WORK

All of our workshops are designed around our 'I, We, Us' framework.

I:

How topics affect my personal relationship with my mind and body.

We:

How topics affect my interpersonal relationships with others around me.

Us:

How topics affect wider society's expectations and pressures.

In every workshop: we introduce the topic, set a respectful space, run an interactive warm-up, share 3-4 key takeaways from the topic and then run a creative activity to explore and discuss the topic in more depth.

Alongside providing the information needed to stay healthy and safe, we give young people space for exploration and discussion, and signpost to further resources and services they may need.

Our workshops are age-differentiated and based on a spiral curriculum of learning.

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8. MEET THE TEAM

We're proud of our small team that does big work.

Matilda (she/her) is Co-founder and Head of Programme. Matilda builds partnerships with schools, leads workshops and trainings and creates original SB resources.

Anna (she/her) is Co-founder and Head of Research. Anna is Head of PHSE in an East London secondary school and undertakes frontline research into new opportunities for SB.

Lilli (they/them) is our Communication and Engagement Coordinator. Lilli leads on marketing and communications, co-facilitates training for educators and contributes to SB resources.

Tasha (she/her) is our Programme Coordinator. Tasha leads on facilitation in schools, evaluates the impact of workshops and supports SB's community of freelance facilitators.

To find out about our Advisory Group and skilled team of Workshop Facilitators please visit [our website](#).

Us in action...



9. MEASURING IMPACT WITH YOUNG PEOPLE

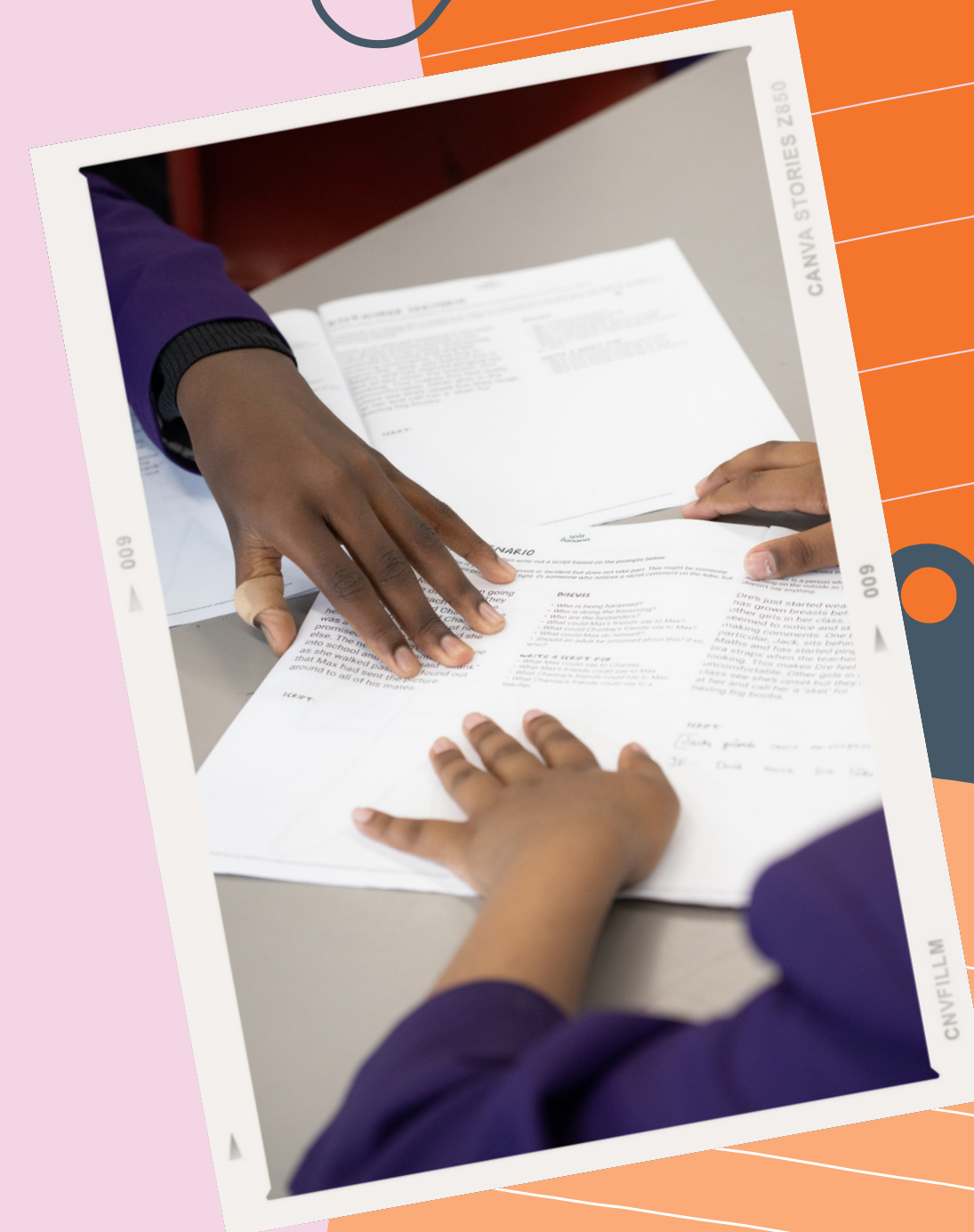
It's important that we're able to assess the impact of our work. This helps us to understand what's going well and where we can improve. We gather both **quantitative** and **qualitative** feedback from young people.

We gather **quantitative feedback** by asking each student to complete a **self-assessment** before and after our workshops. They grade themselves on their levels of **knowledge, confidence and skills** related to the topic.

We also gather **qualitative feedback**. We do this through written feedback, anonymous online surveys and informal 1:1s after the sessions have been delivered.

This dual method allows students with different learning styles to contribute. With the feedback we receive, we are able to **regularly update our resources** to ensure they stay relevant and engaging.

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SEXUAL HEALTH

Quantitative data from our workshop on Sexual Health

In our **Sexual Health** workshop we expand our definition to include emotional and social aspects, as well as physical. We share information on different contraceptive methods and their effects. We cover Sexually Transmitted Infections, how they're transmitted and their symptoms. We explore how and where people might access support and discuss ways to prioritise wellbeing and pleasure in sex.

After our workshops participants report a...

93% improvement being able to name the risks involved in having sex.

93% improvement in knowledge of the options for someone who is pregnant.

97% improvement in knowledge of contraception options and their effects.

100% improvement in knowledge around sexual health clinics (what they are, how they help and where to find them).

97% improvement in knowledge of STIs (what they are and what to do if they have one).

CONSENT

Quantitative data from our workshops on Consent

In our **Consent** workshop we cover what consent is and what the law says about it. We give tangible examples of what consent does and doesn't look like and students have a space to build skills and practise communication around setting boundaries. We also cover behaviour and language which contributes to rape culture and how individuals might tackle this.

After our workshops participants report a...

98% improvement in feeling able to fully define consent.

99% improvement in knowing how to ask for consent.

96% improvement in knowing how to give consent.

93% improvement in understanding of rape culture and how it is created.

95% improvement in understanding of what individuals can do to tackle rape culture and create a culture of consent.

SEX AND INTIMACY

Quantitative data from our workshops on Sex and Intimacy

In our **Sex and Intimacy** workshop we explore different forms of intimacy: emotional, spiritual, physical etc. We critically analyse the places we've learned about sex from and the messages they gave us. We give a clear overview of what sex is (including non-penetrative sex) and share practical information on prioritising safety and pleasure in sexual experiences.

After our workshops participants report a...

98% improvement in ability to name different types of intimacy and give examples.

93% improvement in ability to critically analyse the sources from which they learn about sex.

94% improvement in understanding that there are different types of sex.

94% improvement in knowledge of a comprehensive definition of sex.

89% improvement in knowledge of where and how to seek help if experiencing sexual pressure.

INTIMATE RELATIONSHIPS

Quantitative data from our workshops on Intimate Relationships

In our **Intimate Relationships** workshop we learn about different forms of intimacy, including emotional intimacy and ways to build it with other people. We cover what sex is, who has it and reasons as to why they have it. We share guidance on practical ways to navigate sexual pressure, inside and outside of relationships and support friends.

After our workshops participants report a...

94% improvement in ability to name different types of intimacy and give examples.

93% improvement in ability to critically analyse the sources from which they learn about sex from.

90% improvement in understanding that there are different types of sex.

100% improvement in understanding that consent is needed for all types of sex.

90% improvement in knowledge of how to be an active bystander, and how to tackle sexual pressure.

BODY IMAGE

Quantitative data from our workshops on Body Image

In our **Body Image** workshop we explore what body image is, who it affects and the intersecting pressures that people face. We cover the real history of the body positivity movement and critically analyse how media and advertising complicate our relationship with our bodies. We share practical tips on how to build better relationships with our bodies and end with this call to action.

After our workshops participants report a...

88% improvement in knowing the history of the body positive movement.

78% improvement in ability to critically analyse advertising and social media.

82% improvement in ability to name practical ways of improving their relationships to their bodies.

81% improvement in ability to differentiate between body positivity and body neutrality.

74% improvement in knowing the ways that body image pressures can affect all genders.

GENDER

Quantitative data from our workshops on Gender

In our **Gender** workshop we demonstrate how gender inequality manifests and explore ways we might tackle it. We consider the difference between sex assigned at birth and gender identity and how this relates to people's sense of self and how they experience the world. We explore the idea that gender and sexuality are not binary and promote respect for all people.

After our workshops participants report a...

95% improvement in understanding of biological sex.

90% improvement in understanding of gender identity.

93% improvement in recognising that sex and gender are not the same thing.

88% improvement in recognising that there are more genders than 'man' and 'woman'.

100% improvement in ability to name ways to respect a person's gender identity.

PORNOGRAPHY

Quantitative data from our workshops on Pornography

In our **Pornography** workshop we reduce shame that surrounds pornography, whilst helping students to build their criticality. Students reflect on whether pornography is a realistic representation of sex and consider ways that it might be damaging. We learn about signs of pornography addiction and identify things that pornography often misses out, like sexual health, communication and consent.

After our workshops participants report a...

94% improvement in knowledge of the law surrounding pornography.

93% improvement in understanding the impacts of consuming pornography.

91% improvement in being able to name the signs of pornography addiction.

90% improvement in ability to identify the important parts of sex which pornography doesn't show.

86% improvement in ability to name behaviours which contribute to rape culture.

PLEASURE AND MASTURBATION

Quantitative data from our workshops on Pleasure and Masturbation

In our **Pleasure and Masturbation** workshop we break down stigma surrounding masturbation and give an overview of how pleasure has been historically oppressed. We give students space to reflect on the places they've learned about these topics from and share guidance around how to prioritise their own pleasure during sex.

After our workshops participants report a...

100% improvement in knowledge of the history of pleasure.

90% improvement in being able to critically analyse messages received around masturbation.

95% improved knowledge of the difference between vagina and vulva, and ability to name parts.

79% improved appreciation that all vulvas are beautiful and normal.

86% improved confidence in prioritising their own pleasure.

QUALITATIVE DATA

INSIGHT ONE: STUDENTS FEEL OUR CONTENT IS RELEVANT AND INFORMATIVE

"I think it was very important and informative."

"The workshop was really informative and definitely helped me gain a better understanding of words."

"It educated me in areas I wasn't aware of before."

"Great, informative workshops. Learned loads."

"I liked that they explore different topics that are normally not discussed."

"Very informative and specific content was very important and new."

"It definitely expanded my knowledge on the topic."

"I think it explained things everyone's too afraid to ask or would just laugh at but they're things we should know."

"I enjoyed it, I learned things I didn't know before.
Thank you!"

QUALITATIVE DATA

INSIGHT TWO: STUDENTS FEEL COMFORTABLE, RESPECTED, AND LIKE OUR STYLE

"I love that Miss is talking in an open, honest way."

"I liked that we were made to feel respected and safe as we entered the room. I felt free to express my feelings in the space."

"It didn't feel uncomfortable at any point!"

"It was really engaging and felt like a safe environment to participate in."

"I enjoyed how the person leading the session seemed comfortable and non-judgemental and open to answering questions."

"I liked that it encouraged discussion."

"It was good because it spoke about things I'm too scared to ask or people would joke about."

"It felt like a safe space, so thank you :)"

QUALITATIVE DATA

INSIGHT THREE: STUDENTS APPRECIATE OUR INCLUSIVE RESOURCES AND FEEL REPRESENTED

"It was great. I loved it. I love that you're talking about people like me (I'm pansexual and non-binary)."

"It was really great, inclusive...taking everyone's opinion into account."

"As a young queer kid trying to navigate through traditional sex ed, this is definitely the best presentation I've experienced...thank you so much!"

"The session was very helpful and I liked how much more inclusive it was than others I had experienced before."

"I'm queer alongside my partner so the inclusion of the LGBTQIA+ rep was nice :)"

"I loved the inclusion of things you don't expect in conventional 'sex ed'."

"I like how it included all genders."

"It was inclusive and included all types of sexual relations."

QUALITATIVE DATA

INSIGHT FOUR: STUDENTS SHOW POSITIVE BEHAVIOUR CHANGE

"I now know how to break away from the stigmas of self-pleasure and prioritise mine."

"I'll be more mindful of certain situations / scenarios."

"If I see my friend bullying someone I will tell them to stop."

"It taught me about ways to prevent diseases and things that I didn't know about before."

"I will stand up to sexual assault and harassment."

"I will not joke about rape."

"I now feel more able to challenge my peers when making stereotypical jokes."

"In the future, I will know to consider the effects of hormonal contraception."

10. MEASURING IMPACT WITH EDUCATORS

It's essential that more adults in young people's lives are trained to have open, inclusive conversations about relationships and sex. That's why we don't just train **teachers**, but **youth workers, healthcare professionals, creative practitioners** and others, too.

In our training for educators, we share knowledge and guidance, whilst giving educators space to put our recommended **tools** and **resources** into practise, through **role-playing** and testing out how they might **deliver** content themselves.

After we train educators, we gather information on what they **enjoyed**, what could be **improved** upon and how they'd **rate** our training out of 10.

After every training session, we go through the feedback and develop based on suggestions. We're keen to make our training as **relevant** and **practical** as possible.

All educators who go through our training have access to our **RSHE Card Deck**, an **SB Lesson Plan**, our suggested **KS3-4 RSHE curriculum** and extended **resource lists** to continue learning.



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QUANTITATIVE DATA

From our training for educators

We have trained
710 educators...

...who impact at least
19,265 young people.

Through 103 hours
of our training...

...our training has been rated an
average of 9/10.

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QUALITATIVE DATA

INSIGHT ONE: EDUCATORS FOUND THE TRAINING TO BE FRESH AND PROGRESSIVE

"I love how up to date this training is, and that it's being brought to quite a traditional school. I'm excited to see how it can be implemented going forwards."

"My eyes have truly been opened. I am inspired and excited to incorporate my training today into our RSE programme at my school."

"This is a training for hope.

"[Split Banana has a] new, modern outlook."

"Truly inspirational, unapologetic and responding to a desperate need in our society!"

QUALITATIVE DATA

INSIGHT TWO: EDUCATORS THOUGHT THE CONTENT OF THE TRAINING WAS INCLUSIVE AND INTERSECTIONAL

"I loved the focus on inclusivity, intersectionality and true historical origins of movements."

"I learned how to take different needs into consideration and how to adapt my resources and teaching materials to that."

"There was a focus on inclusivity & respectful spaces & shifting narratives."

"I feel much clearer about how to be an ally for marginalised voices and making everyone feel heard in the room."

"The resources were clear, digital and SEND inclusive."

QUALITATIVE DATA

INSIGHT THREE: EDUCATORS APPRECIATED HOW PRACTICAL THE TRAINING WAS

"Very clear and practical guidance on how you implement information on harmful sexual behaviours or body image into our usual school practice."

"The training showed you how to use the resources provided, allowed loads of jump in and question time, allowed time to practice being a practitioner as opposed to being the child."

"The activity-based learning was super practical and informative."

"Open and frank discussions, very useful practical advice."

"Not only did we learn more about consent, but we also put those lessons into practice."

QUALITATIVE DATA

INSIGHT FOUR: EDUCATORS LEFT THE TRAINING FEELING EQUIPPED AND CONFIDENT

"This has given me the language I need to deliver inclusive lessons! I'm so happy!"

"I now feel that I have the confidence, tools and strategies to be able to help deliver a much more inclusive RSE curriculum to pupils as well as help to support RSE staff."

"I left feeling informed and inspired."

"I feel informed and confident."

"The training increased my confidence in language to use and how to go about tricky questions and the content I was uncomfortable with."

QUALITATIVE DATA

INSIGHT FIVE: EDUCATORS THOUGHT THE TRAINING STOOD OUT

"This training is the most honest, relevant and thought provoking training I have experienced in a long time of teaching."

"This wasn't just the best RSE training, this is probably the best training we've ever had full stop! Couldn't recommend it enough!"

"The most interesting and engaging training that I have ever had in my career so far!"

"Genuinely the best PSHE training I've had since becoming a teacher."

"By far the best RSE training I have come across and think every person doing RSE should do their training."



11. CASE STUDIES

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BEACONSFIELD HIGH SCHOOL

Whole-school RSHE programme

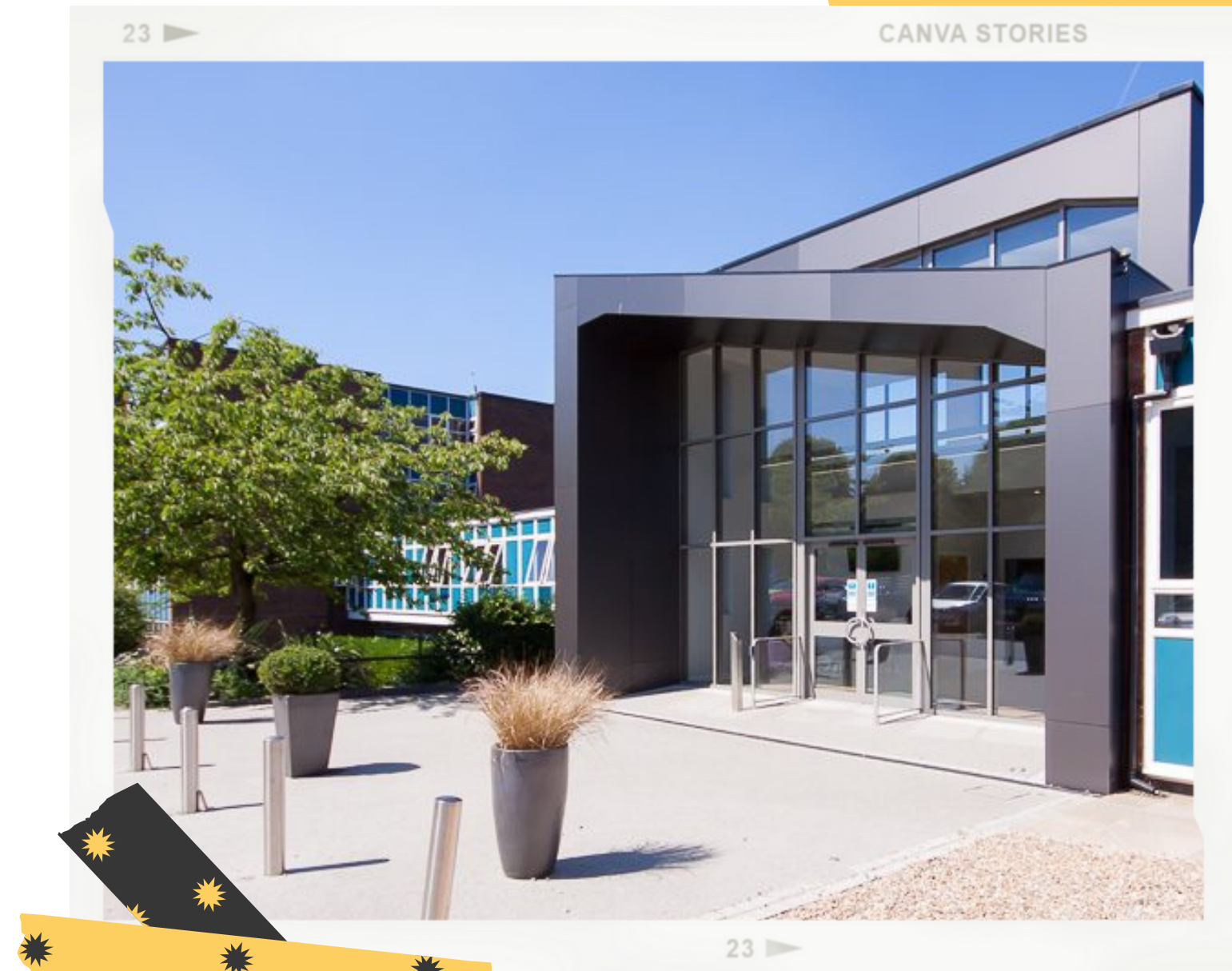
We know that meaningful RSHE isn't a one-off workshop or assembly. It's little and often interventions in a space where staff feel trained to hold spaces for essential conversations and equipped with inclusive resources.

We've been supporting Beaconsfield High School with:

- 6 x hours of RSHE training for staff members to help them feel equipped and confident.
- 3 x hours of 1:1 consultation with RSHE Leads to support them to build an inclusive curriculum.
- 66 x hours of engaging RSHE workshops for Y8-13s.
- Evaluation data from workshops to help the school assess the impact of the work and amplify student voice.

This whole-school approach ensures consistency and builds legacy.

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BEACONSFIELD HIGH SCHOOL

Emma Pritchard, RSHE Lead says:

"Working in collaboration with Split Banana to improve delivery of RSHE in our Bucks grammar school has been inspiring. We attended SB training and found it interesting, stimulating and encouraging. It helped us think through our intent and motivated us to make sweeping changes to our RSHE curriculum. It also gave us confidence to go for it!

I have been lucky to work with SB to develop a brave curriculum that champions inclusion. My consultation and ongoing relationship with the team has meant that I feel safe to explore and experiment with potentially tricky topics. I have planned resources and asked for feedback as well as having facilitators on site to deliver workshops and assemblies.

Our students have responded amazingly well to the facilitators. They have created safe spaces for conversations and questions; students have both enjoyed sessions and found them informative.

Our student voice is the most positive feedback we've ever had for RSHE. Students in Y13 actually wrote to me saying it was 'unfair' that the Y12s had great SB sessions. "Worry not!" I responded, "You too will get sessions on sex and intimacy and pleasure and masturbation from SB!".

I feel confident that our RSHE curriculum is meaningful and exciting; feedback tells me it is impactful."



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WEST OAKS SEN SPECIALIST COLLEGE

RSHE workshops for young people with Special Educational Needs

In 2022, we delivered workshops for 16-18 year old learners at two of West Oaks' sites in West Yorkshire.

We worked closely with the staff team to design information and activities that would suit the learning needs of their students, ensuring it was accessible and age-appropriate.

We covered intimacy, how to recognise it, and how to build it online and offline. We explored what healthy relationships and sex are, including how to stay safe and prioritise consent.

Sarah, Class Lead and Teaching and Learning Coordinator says: "The Split Banana team were fantastic to work with. They were open to adapting resources to best suit the needs of the pupils at our Specialist Educational setting and did this fantastically. The resources were high quality, pupil friendly and age appropriate. Matilda had a great rapport with the pupils across our two sites and covered some more complex subjects with our young people in a clear and structured way."



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BRAMPTON MANOR ACADEMY

RSHE workshops and training across the school

We've enjoyed working with Brampton Manor Academy school this academic year, supporting their large cohort of students and dedicated staff team.

We've provided two whole-staff training sessions, deep-diving into Harmful Sexual Behaviours, Body Image and LGBTQIA+ Experiences. We've shared guidance on how to teach these topics in an inclusive way and given staff spaces to practise using well-tested techniques and resources.

We've also worked with their Y8s and 11s and have RSHE days booked with their Y7s and 12s. It's affirming to know that beyond the RSHE days that we have with students, staff are equipped with language and tools to carry on essential conversations around relationships and sex.

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NEW HALL SCHOOL

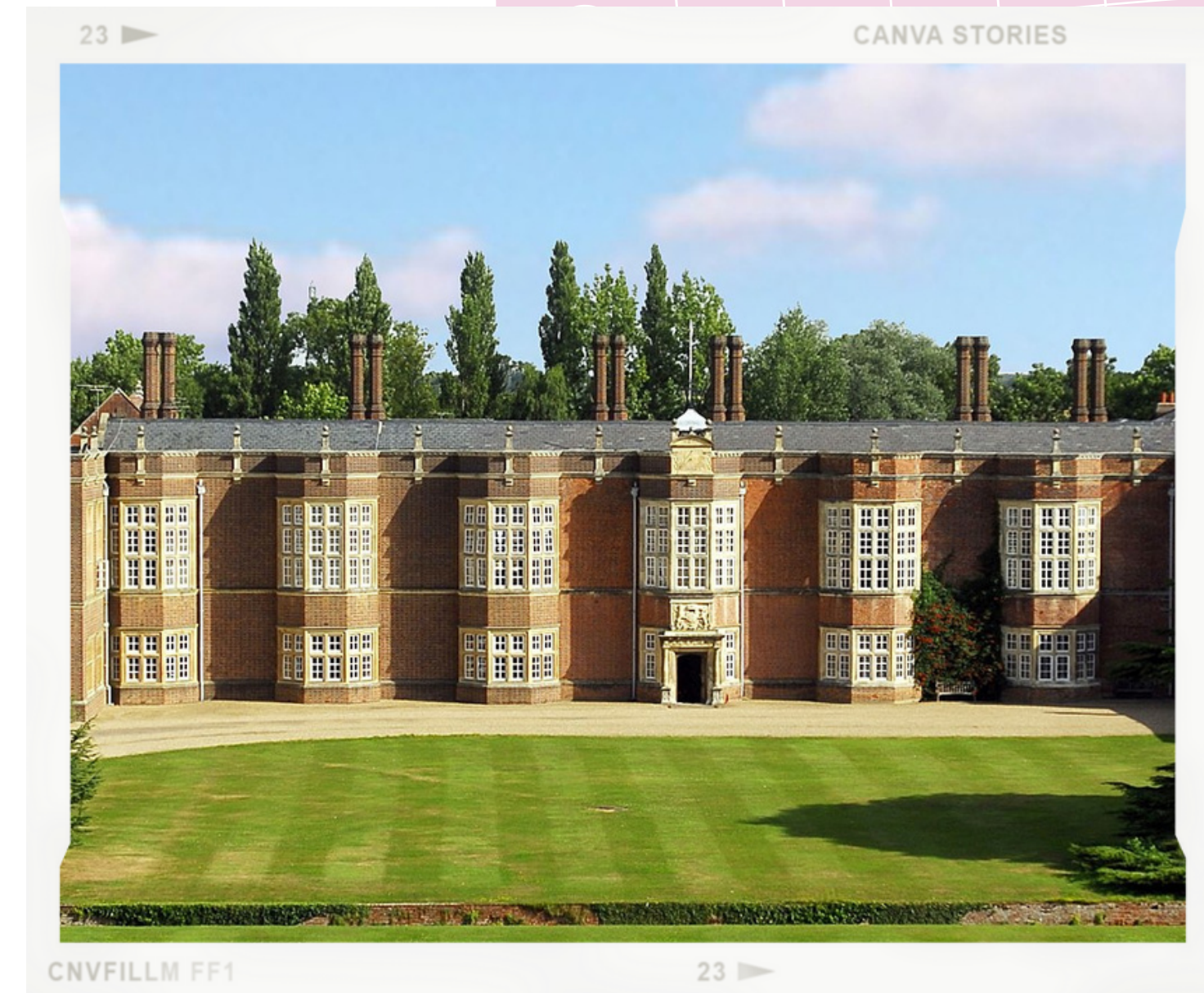
RSHE training for a Catholic school

It's important that we're working with a variety of different schools: independent, religious, academies, maintained schools, SEND specialist schools and more. In this way, we're reaching a diverse array of students and teachers and our mission has more reach.

We worked closely with the Head of RSHE at New Hall School to design training that would suit the needs of their staff and help them to feel more confident delivering RSHE, in alignment with the Catholic values of the school.

We explored why great RSHE is important, what age-appropriate RSHE looks like and shared tools and resources to help tutors deliver it themselves.

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NEW HALL SCHOOL

Kate Hall, RSHE Lead says:

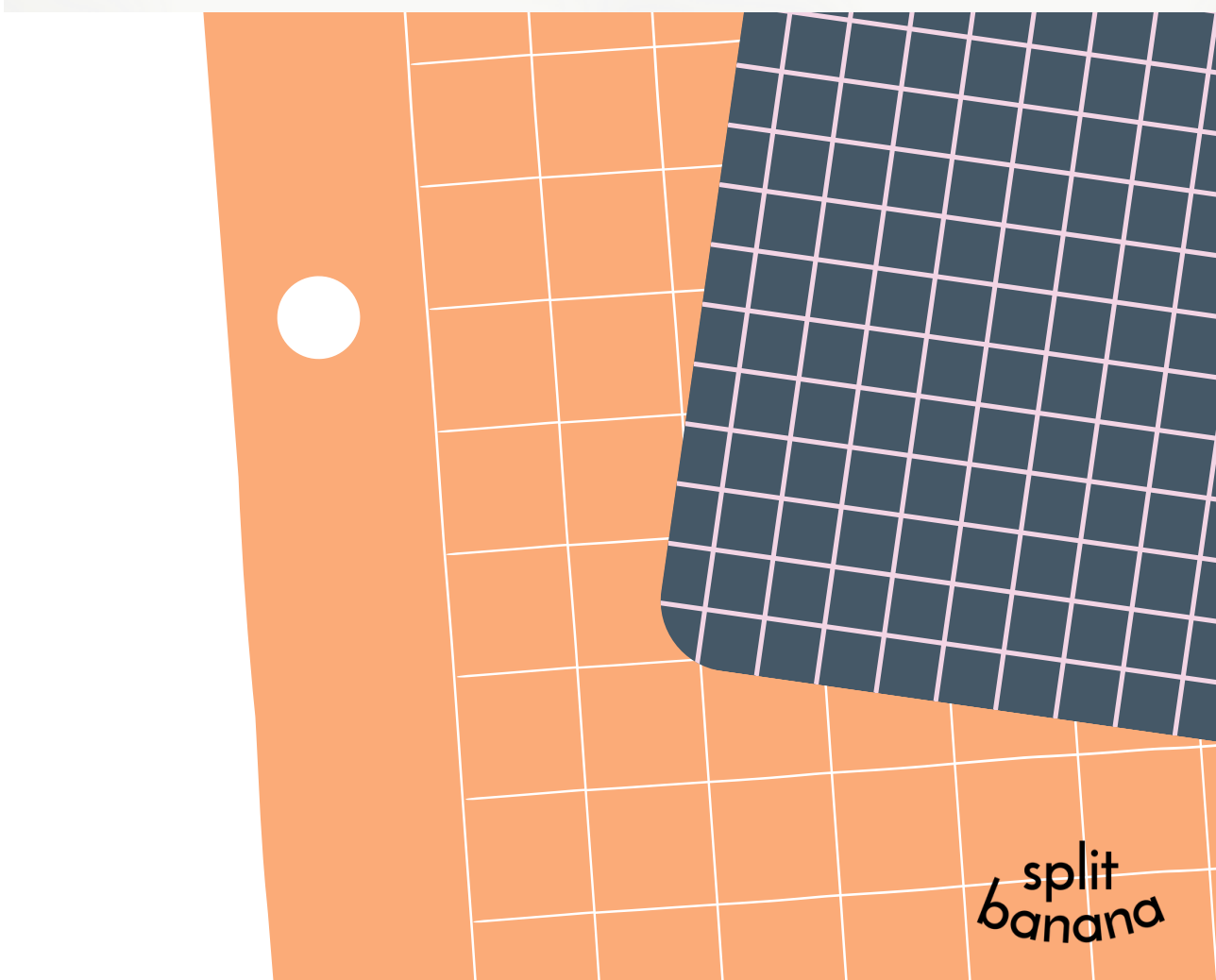
"Split Banana have been fantastic to work with.

The entire experience has been personal and collaborative from the moment of showing interest until after the sessions have happened.

Matilda has given time for telephone conversations talking about the specific lens a Catholic School may need from RSHE. This means her talks to students have shown specific reference to Catholic teachings and how they best could be applied to the topic – e.g care, trust, respect as central to relationship – whilst also providing students with fact and trauma-based education.

Furthermore, the staff training session empowered staff to be able to give students reliable answers to difficult questions, without contradicting Catholicism. This included advice of giving students 'narrative-less' answers and empowering staff to signpost to relevant people in school and external organisations instead of the staff member having to have all the answers."

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LONDON SCREEN ACADEMY

Whole-staff RSHE training

For the past two years, we have delivered whole-staff RSHE training to the team at the London Screen Academy (LSA) - which is a college that prepares young people for the film and TV industries.

LSA is committed to providing engaging, relevant support to their active cohort of students. It is especially important as they are preparing them for an industry which has a history of issues related to gender inequality, sexual assault and discrimination. Through working with specialised schools and colleges, we are making a positive impact on other industries - not just education - which contributes to wider culture shifts within society.

Chloe from LSA says: "At LSA we found the Split Banana training engaging, accessible and aligned with our EDI objectives. Almost all our staff (teaching and specialist) have participated in the training which has allowed us to develop an RSE curriculum that is woven throughout core lessons and broader specialist areas allowing students to develop confidence when addressing matters of RSE whilst in college and in their next steps."



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12. KEY LEARNINGS

These are some of the key things we've learnt this year

Amplifying student voice	RSHE of the past has failed in being top-down - irrelevant for young peoples' lived experiences and intersecting identities. We've started making space in our workshops for students to influence what we cover. And we design new workshops based on what they feedback in surveys.
Growing a diverse team of talent	We're lucky that so many passionate, skilled people are keen to do this work. Our team of facilitators have backgrounds in domestic violence prevention, creative facilitation, youth work, community organising, theatre production and gynaecological healthcare. This year, we've been learning how to build and nurture this community, through making regular spaces to come together to share best practice and opportunities to directly contribute to resources.
Building long-term relationships with schools	We're passionate that our RSHE isn't a one-off. This year, we've been working with a small number of schools in a more holistic way: providing a package of whole-school support made up of workshops, training, consultation and resources. This increases our impact and enables our work to have legacy beyond us being there.
Making space for real conversation	As so many secondary school teachers would agree: our facilitators have noticed a massive difference in engagement between rushed sessions that last under an hour, and having enough time for students' questions and interactive tasks; between students working in smaller groups with people they know, compared to large assembly talks. Young people are curious, and we are committed to finding ways of keeping our workshops creative, reflective and participatory, so that the learning and change for students can come from within.

WHAT'S NEXT?

We're **incredibly proud** of what we've achieved over a small period of time. And we're **hugely thankful** to everyone who has believed in us, supported us and advised us along the way.

We're taking on all the lessons we've learned to improve our work and approach.

In 2023, we're launching a new way of working with schools. Our whole-school RSHE packages will provide wraparound support, increase impact for young people and educators and maximise efficiency for SB.

Our whole-school RSHE packages will be made up of a combination of:

- Student workshops
- Staff training
- Original SB resources
- 1:1 support

We'd love to hear from you if you know a school that would benefit, or if you'd like to talk about any other projects.



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OUR SUPPORTERS AND PARTNERS

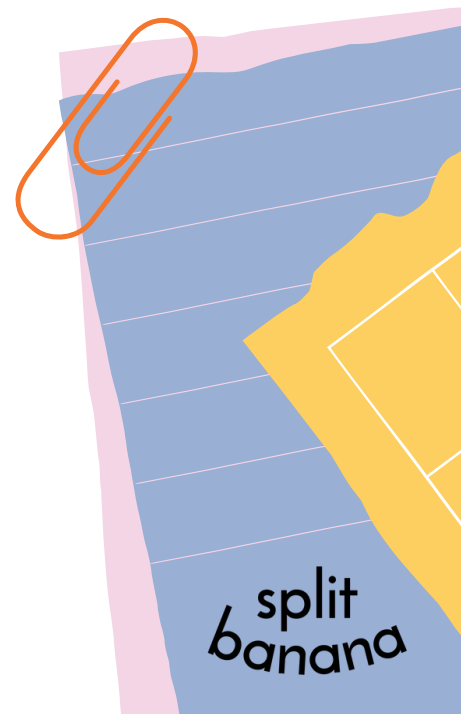
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Be Her Lead



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