

Consultation Evaluation:
School Sexual Health and Relationship Education
The Views of Teaching Staff

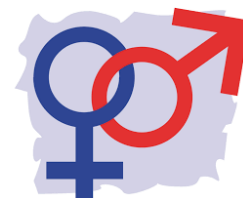


March 2019

This report is available in alternative formats upon request (e.g. large print, audio or braille)



Listening to children and young people with Additional Support Needs
Speaking with policy makers

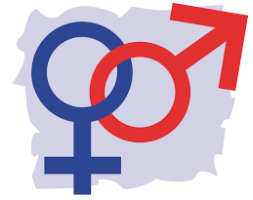


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(A note on terminology: the SHARE programme is described, interchangeably throughout the report, as either ‘school sexual health and relationship education’ or abbreviated as ‘SRE’).

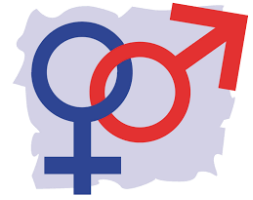
**A special thank you to the teachers who took part
in this consultation.
Special thank you to Emily for her fabulous illustrations.**



Summary of Key Findings

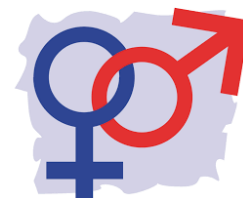
Most teachers reported that:

- SHARE is a well-structured programme that provides a clear framework for delivering a wide-ranging SRE programme. However, many teachers felt SHARE was outdated and needed to be more relevant to the lives of young people.
- SHARE promotes positive messages around sex and relationships, providing young people with information on key areas such as consent, contraception and signposting. However, teachers feel SHARE is not helping young people to understand the risks associated with social media or sexting.
- Schools supplement the SHARE programme when delivering on more challenging topic areas such as consent, sexual violence, porn, sexting and LGBT+.
- They were aware of the importance of discussing potentially controversial issues with young people, including sexting and pornography, teen pregnancy, abortions and anal sex, and felt these topics should be covered in SHARE.
- SHARE does not meet the needs of LGBT+ pupils.
- Schools discussed gay and lesbian relationships within SRE but less than half include any information or discussion on transgender issues.
- There is a need for more training and support to give teachers the confidence and skills to teach an LGBT+ inclusive agenda.
- SHARE does not deal with homophobic bullying.
- Teaching staff would be supportive of a young person coming out as gay or transgender, however, they were less confident that this support would be forth-coming from young people.
- They were aware of the role that social media plays in the lives and relationships of young people and that teachers need much greater awareness and understanding of this key issue.
- Porn and sexting are potentially harmful, leading to issues of body image for both young men and young women and contributing to gender-based violence.



Most teachers reported that:

- SHARE is mainly delivered to young people between S2 and S4.
- Not all teachers deliver the full SHARE programme as they feel there is repetition, resources are out-dated or of poor quality.
- The main barriers or challenges facing teachers delivering SHARE are lack of time and competing priorities. A minority of teachers reported that they needed more skills, knowledge and confidence.
- Schools value the input of external agencies to support their delivery of SHARE.
- They knew about national organisations that supported LGBT+ young people but were less aware of locally based agencies who could provide direct input into school SRE.
- They had the skills, confidence and knowledge to deliver SHARE but also recognised the need for continued training particularly around challenging topics such as pornography.
- They felt supported within their schools to deliver SHARE but only a minority felt supported by Highland Council Care and Learning staff.
- The main impact of SRE is an increase in pupils' knowledge and confidence around sexual health issues and providing open discussions around key areas such as sexuality and sexting.
- SRE provides an opportunity for young people to disclose abuse and bullying.
- Some teachers delivering SHARE do not know or refer to the Highland Underage Sex Protocol (HUSP). Of those who are aware of HUSP, most do not appear to feel confident using the Protocol.
- The majority of teachers are aware of organisations they can signpost young people to for information, support and advice.
- Schools are not providing information to parents about their children's school SRE.



Aim of Consultation

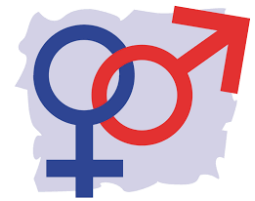
Highland Children's Forum was commissioned by Highland Council to undertake a service evaluation of the SHARE programme during 2017-2018. SHARE is an evidence-informed educational resource for use by teachers and others to support learning about relationships, sexual health and parenthood for young people aged 13–16.

The aim of the consultation was to find out if the current sexual health and relationship education provision meets the needs of young people in Highland through an evaluation of the SHARE programme and SHARE for Additional Support Needs (ASN) provision.

The consultations were carried out by Highland Children's Forum's Consultation Lead. Three separate, but linked, consultations took place:

- I. **Consultation within ASN Departments and Special Education:**
From January – March 2018 focus groups with 30 young people in 7 educational provisions, who were identified by the schools as having additional support needs.
- II. **Consultation within mainstream schools:** August – December 2017:
471 young people within mainstream provision in 13 Highland secondary schools from across the Highland region.
- III. **Consultation with school staff delivering SHARE.** August – December 2017 a survey was carried out with 20 teaching staff who were currently delivering SHARE and SHARE for ASN provision.

This report details the finding of the consultation with teaching staff currently delivering SHARE. Two separate reports detail the findings of the SHARE for ASN consultation and the mainstream SHARE consultation.



Consultation Methodology

Surveys were distributed to all 29 secondary schools via the Health Development Officer within Care and Learning at Highland Council. It was hoped that a number of teaching staff from within each school would respond, however, only 20 surveys were returned in total. We do not know how representative the views expressed by these 20 teachers are and it is worth considering whether those who responded had a stronger interest in, and confidence to deliver, a broad SRE programme within their schools.

We recognise that this report is based on a small sample but feel this has still provided valuable insight into teachers' views, experiences, needs and issues with the SHARE programme.

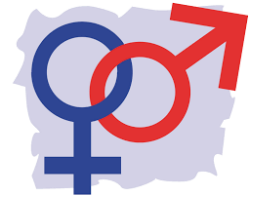
Most of the staff were from within mainstream provision delivering the mainstream SHARE programme and 2 were from within special education provision; these teachers delivered a non-standard programme for young people with more complex additional support needs using a mix of SHARE Special materials and other materials found via internet searches.

The survey asked teachers about:

- Their views and experiences delivering the SHARE programme.
- Issues around equality and diversity.
- Social media, porn and sexting.
- Delivery of SHARE and training/support needs.
- Barriers, challenges and issues around delivering SHARE.
- Child Protection and the Highland Underage Sex Protocol (HUSP).
- Help and support agencies.

A 5-point Likert Scale was used for most questions; staff were asked to express how much they agreed or disagreed with a set of statements, with a neutral point (undecided) plus the option to state 'don't know.' Many of the questions also provide an opportunity for offering comments and an analysis of these comments are included in the findings. This report details each question in turn, presenting the main statistical findings with an analysis.

Some of the questions were the same as those asked to the young people and the appendix compares these responses

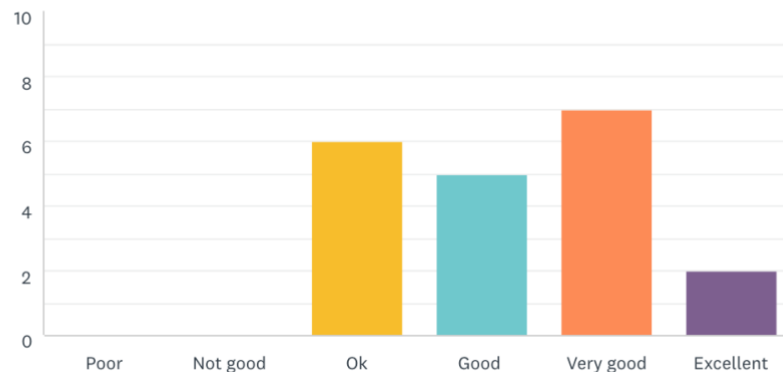


Survey Results

Rating the SHARE Programme

Overall, how would you rate the SHARE programme?

Answered: 20 Skipped: 0



Overall, the SHARE programme was positively evaluated with 14 teachers rating SHARE as either 'good', 'very good' or 'excellent'.

Some teachers held a more reserved view, with 6 rating the programme as 'ok'.

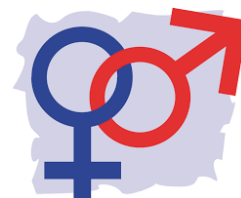
Analysis – what does this tell us?

Most teachers reported a positive view of the SHARE programme.

Positive Aspects of SHARE

The most frequently cited positive aspect was the structured approach of the SHARE programme.

Teachers identified that the SHARE programme provides: strong lesson plans; clearly defined aims and outcomes; detailed explanations; good resources and a sound framework.



“Sections have been well thought out and are generally age appropriate.”

“Plenty of helpful lessons ideas.”

“Activities are good and thought-provoking.”

“No nonsense advice on delivery.”

A minority of teachers also referred to SHARE as being pupil-friendly, relevant to young people and with a strong focus on relationships.

“Relationships and communication are stressed throughout.”

“Allows pupils the forum to discuss openly all aspects of relationships.”

“Pupil-friendly content.”

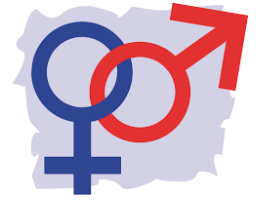
Less Positive Aspects of SHARE

Most teachers reported that the programme was outdated, particularly the video/DVD resources, and needed to be more relevant to the lives of young people:

“Out-dated format/design.”

“Out of date DVD.”

“Needs to incorporate new, current issues.”



Other issues raised were:

- More information required on STIs (Sexual Transmitted Infections)
- Needs to incorporate current issues, for instance social media and porn.
- Preparation is time-consuming.
- SHARE needs to be more interactive.
- There needs to be more focus on LGBT+ issues.
- There is a lot of repetition.
- SHARE lacks sensory/pictorial resources/images.

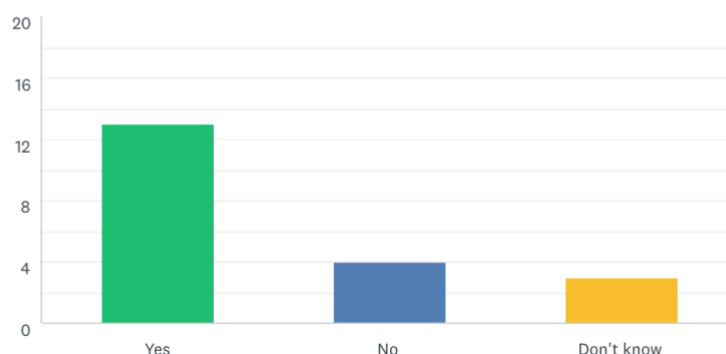
Analysis – what does this tell us?

These comments suggest that most teachers find SHARE, overall, to be a well-structured programme that provides a clear framework for delivery of a wide ranging sexual health and relationship education programme. However, many teachers felt that SHARE was outdated and needed to be more relevant and current to meet the needs of young people.

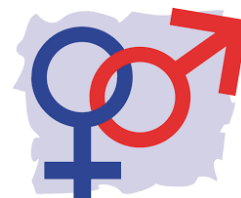
Supplementing the SHARE Programme

Has your school added enhanced or supplementary materials/resources to the current SHARE programme?

Answered: 20 Skipped: 0



Most teachers reported they did supplement the SHARE programme with additional material or resources, however, there was no predominate topic area within this.



A minority of teachers did identify some areas where they added extra material, for instance when dealing with consent, STIs, LGBT+ issues, sexting, porn and sexual violence.

It should be noted that the current SHARE programme does not include information on sexting or pornography. The need for teachers to supplement material on these topics suggests that they feel a need to address these issues with the young people in their classes. As this teacher explained:

“I try to make my sex ed lessons relevant to current risks/needs and now include much more information about online habits, sexting, sexual abuse etc. There is also a massive gap about pornography and no guidance on this whatsoever. We know kids are looking at porn so we need to teach far more about this.”

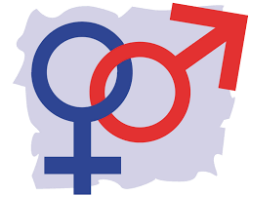
Some schools brought in outside specialists to deliver on specific topics:

“Visits and materials from LGBT Youth Scotland and inputs from RASASH on consent / sexualisation / sexual violence / sexting...”

“In the past, we had a GP visit to enhance understanding around consent as well as a ‘no holds barred’ question and answer session.”

Analysis – what does this tell us?

These findings suggest that SHARE is not meeting schools’ needs around delivering on more challenging topic areas - in particular on consent, sexual violence, porn, sexting and LGBT+ issues.



Meeting the Sexual Health and Relationship Needs of Young People

Most staff reported that they 'strongly agreed' or 'agreed' that SHARE positively achieved all the following outcomes:

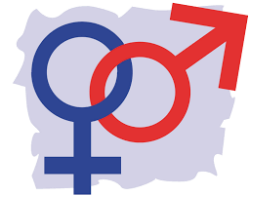
- Promotes relationships in a positive way.
- Promotes sex in a positive way.
- Provides an open environment to talk about sex and relationships.
- Helps young people understand consent.
- Helps young people know where to go for help, support and advice e.g. services, organisations.
- Helps young people understand about contraception.
- Gives young people the confidence to deal with sex and relationships.

However, only a minority agreed that SHARE 'Helps keep young people safe on social media' and 'Helps young people understand the risks of sexting' and 8 'strongly disagreed' or 'disagreed' with the statements.

Analysis – what does this tell us?

Teaching staff clearly felt that SHARE provides an open, safe environment that promotes positive messages around sexual health and relationships for young people, providing them with information on key areas such as consent, contraception and signposting.

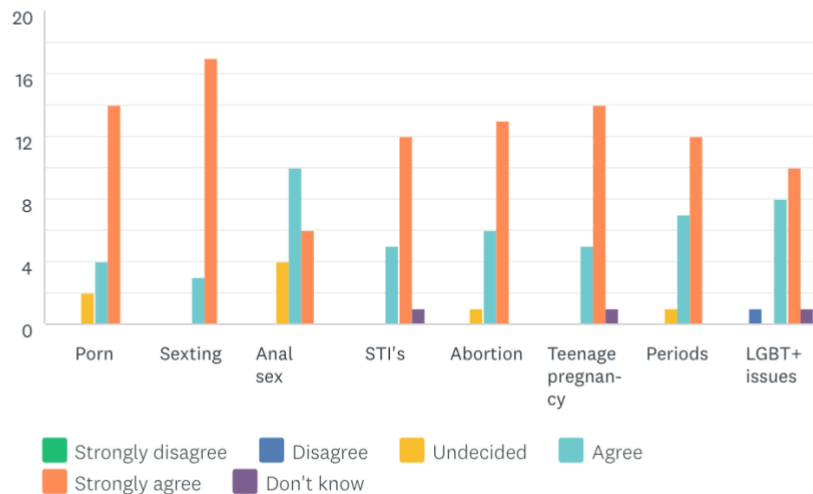
The data shows, however, that teachers feel SHARE is not helping young people to understand the risks associated with either social media or sexting.



Sexual Health and Relationship Education Curriculum

SHARE should include information about:

Answered: 20 Skipped: 0



- All 20 teachers 'strongly agreed' or 'agreed' that SHARE should include information on sexting.
- Most teachers 'strongly agreed' or 'agreed' that SHARE should include information on: teenage pregnancy; abortion; periods; pornography; STIs and anal sex.

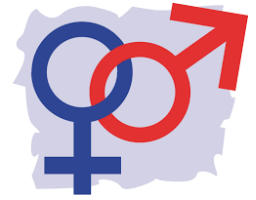
The comments from teachers showed a strong wish for more information on LGBT+ issues and the inclusion of focused work on pornography:

"I believe the LGBT+ issues should be given a far greater emphasis..."

"Would need some training/guidance re how to speak to/teach pupils about some of these e.g. pornography, sexting and anal sex."

Analysis – what does this tell us?

Teaching staff are aware of the importance of discussing sensitive and potentially controversial issues with young people, including sexting and pornography, pregnancy and abortions and anal sex.



LGBT+ Inclusive Education

The majority of teachers reported that they covered gay and lesbian relationships within SRE but less than half included any information or discussion on transgender issues.

“[there] should be more info available to staff about transgender issues.”

“... perhaps it [LGBT+ issues) need to be more explicitly included in the programme, with support from LGBT Youth Scotland etc.”

Other comments included a recognition of the individual preferences and confidence of staff to teach this subject area:

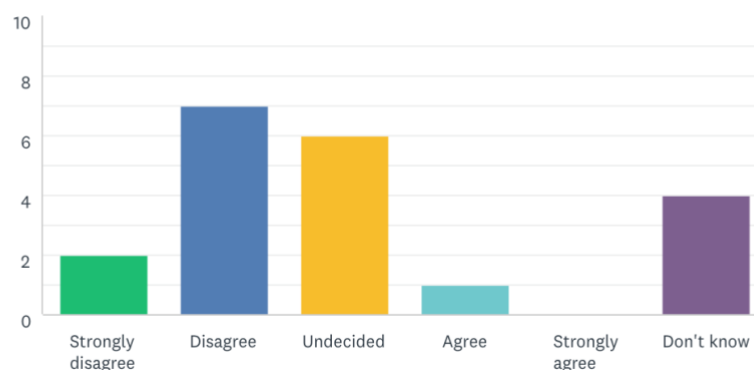
“Depends on how the teacher chooses to teach the pupils.”

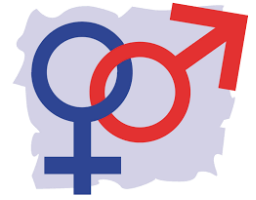
“It’s mentioned but the teacher may not feel well enough supported to freely discuss these issues. May not find it easy to support individuals in a largely heterosexual class who have already come out as LGBT.”

Almost half the teachers ‘strongly disagreed’ or ‘disagreed’ that the SHARE programme meets the needs of LGBT+ pupils:

SHARE meets the needs of LGBT+ young people:

Answered: 20 Skipped: 0





Whilst there was no dominant theme that emerged, some of the issues identified by individual teachers included:

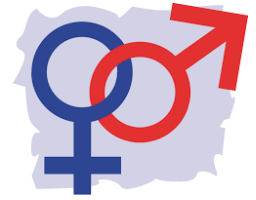
- Negative responses from parents regarding this topic area.
- SHARE is heterosexually biased.
- The skills and attitude of the teacher delivering SHARE are a factor.
- A focus on LGBT+ issues may not be relevant to pupils if they have not explored their sexuality.
- Lack of focus on this issue within SHARE teacher training.

“There is still a lot of negativity from parents about the course covering these issues...”

“It's such a big topic that I don't think we cover it in anywhere near enough ... I don't remember the SHARE training covering this in detail either...”

Analysis – what does this tell us?

These responses show that most teaching staff do not feel that SHARE meets the needs of LGBT+ pupils yet appear clearly aware of the need for an LGBT-inclusive curriculum. Alongside this is the need for training and support for teaching staff to provide them with the confidence and skills to teach an LGBT+ agenda.

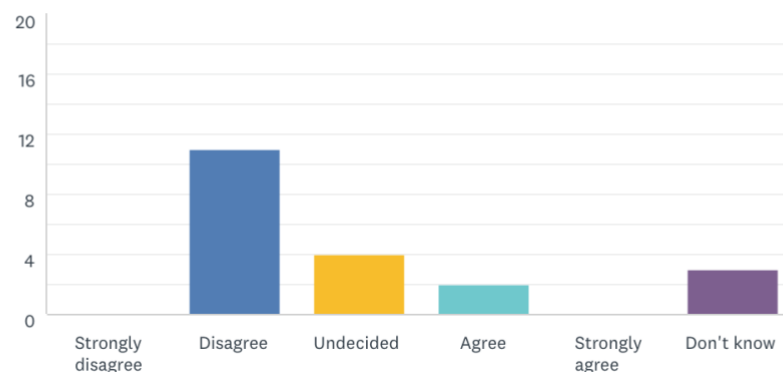


Dealing with Homophobic Bullying

Over half the teachers said they 'disagreed' that SHARE dealt with the issue of homophobic bullying, with only 2 'agreeing' that it did.

SHARE deals with the issue / topic of homophobic bullying

Answered: 20 Skipped: 0



Only 6 teachers gave comments, with 5 saying that SHARE does little (if anything) to deal with or tackle the issue of homophobic bullying:

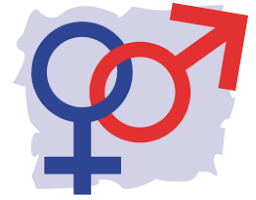
“Very little on this.”

“Mentions such issues but does not deal with them in great depth.”

“Part 1 covered only so far, homophobic bullying not covered.”

Analysis – what does this tell us?

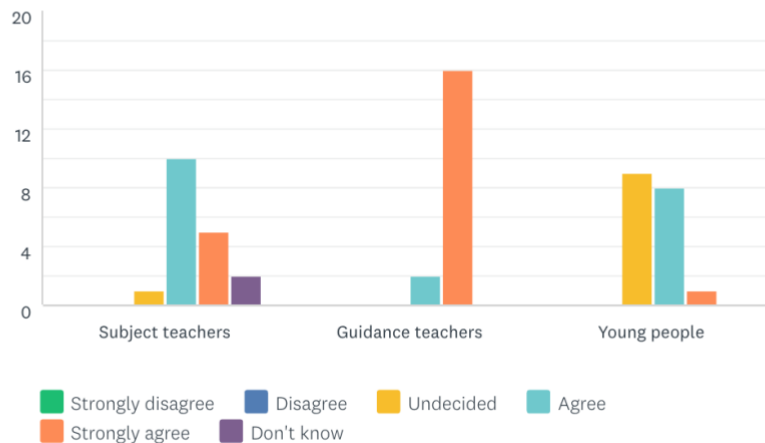
The teachers clearly felt that SHARE did not deal with homophobic bullying. The findings suggest that schools, and school SRE, need to ensure a positive portrayal of same-sex relationships and effectively deal with any homophobia, biphobia and transphobia that exists in schools.



Supporting Gay Pupils

If a young person in my school came out as gay they would be well supported by:

Answered: 18 Skipped: 2

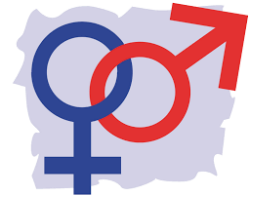


The responses from the teachers regarding whether they felt a young person coming out as gay would be well supported by subject teachers, guidance teachers and young people were varied:

- Most teachers either 'agreed' or 'strongly agreed' that a young person coming out as gay would be very supported by guidance teachers and subject teachers.
- Just less than half felt they would be supported by young people, with over half saying they were 'undecided.'

Analysis – what does this tell us?

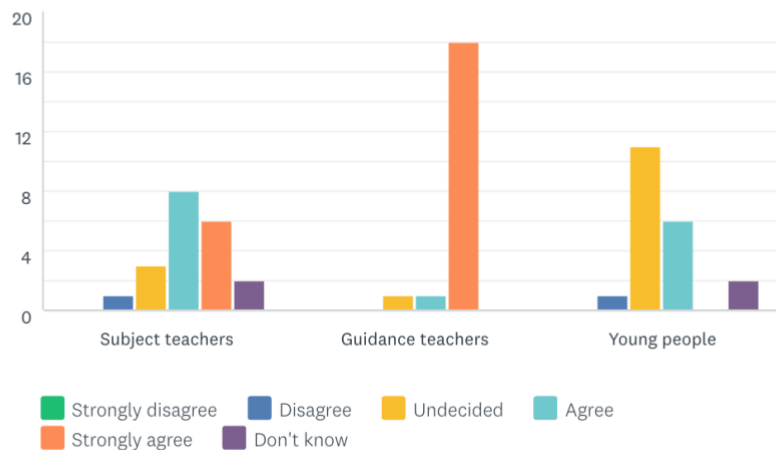
This information shows that teachers feel confident that teachers would be supportive of a young person coming out as gay, particularly their peers in Guidance. However, they were less confident that this support would be forth-coming from other young people themselves.



Supporting Transgender Pupils

If a young person came out as transgender they would be well supported by:

Answered: 20 Skipped: 0

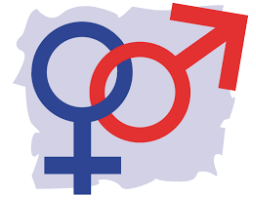


Teachers were then asked if they felt a young person in their school came out as transgender whether they would be supported by subject teachers, guidance teachers and young people.

- Most teachers 'strongly agreed' or 'agreed' that young people coming out as transgender would be supported by their school guidance staff and subject teachers.
- Only a minority 'agreed' that young people coming out as transgender would be supported by other young people, with 11 being 'undecided.'

Analysis – what does this tell us?

The data regarding how supportive guidance teachers, subject teachers and young people would be towards a transgender young person followed a similar pattern. These findings suggest that, overall, teachers would be supportive of a transgender young person but there was still a concern about the support that young people would show their peers.



Comments - How Schools Approach LGBT+ Issues

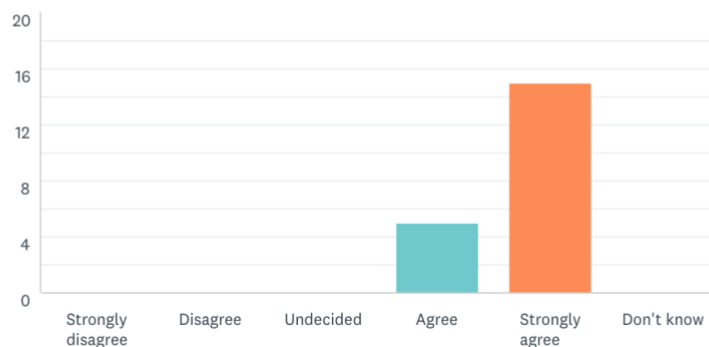
Nine teachers gave additional responses about their schools' approach to LGBT+ issues; the main issues raised by individual teachers included:

- Positive work is taking place in schools on LGBT+ issues within Equality Forums and Equality and Diversity groups.
- Excellent training is delivered to staff from LGBT Youth Scotland.
- The challenge of a balance between focusing on LGBT+ issues but without over-focusing on sexuality.
- A recognition that more work is needed in this area.
- Discussion around LGBT+ issues is often dependent on the confidence of individual teachers to deliver and lack of staff training on LGBT+ issues.

Social Media

Teachers need to be more aware and up-to-date about how social media impacts on young people's relationships:

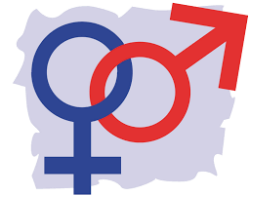
Answered: 20 Skipped: 0



The majority of teachers 'strongly agreed' or 'agreed' that social media has an impact on young people's relationships and all agreed that teachers need to be more aware and up-to-date on how social media impacts on young people's relationships.

Analysis – what does this tell us?

This data shows that teachers are aware of the role that social media plays in the lives and relationships of young people and their own need to have a much greater awareness and understanding of this key issue.

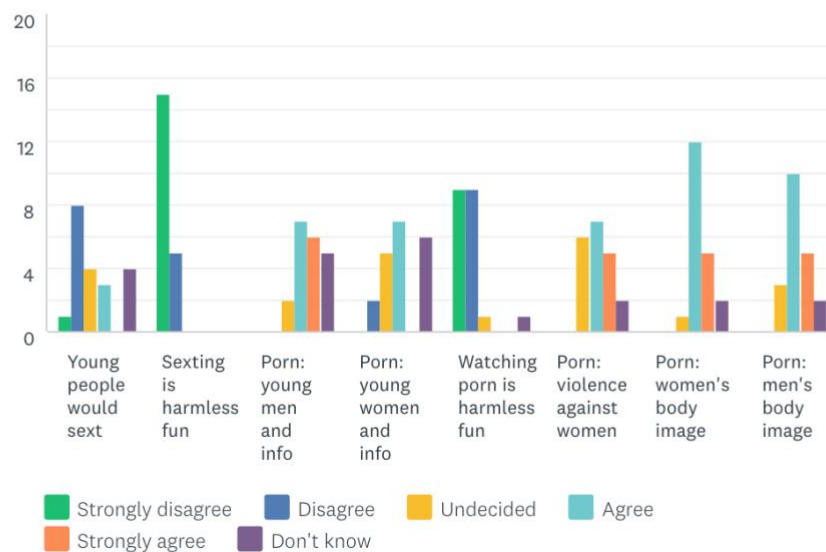


Pornography and Sexting

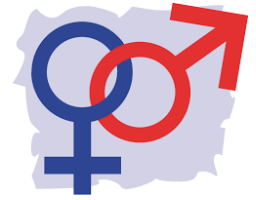
Teachers were asked to respond to 8 questions about porn and sexting.

Please respond to the following statements:

Answered: 20 Skipped: 0



- All 20 teachers 'strongly disagreed' or 'disagreed' that sexting is harmless fun and most that watching porn is harmless fun.
- Most teachers 'strongly agreed' or 'agreed' that porn impacts on both young women's and young men's body image.
- Most teachers 'strongly agreed' or 'agreed' that porn contributes to violence against women.
- Over half 'strongly agreed' or 'agreed' that porn is a major source of information about sex for young men but only a minority agreed this was the case for young women.
- Less than half 'strongly agreed' or 'agreed' that most young people would send a naked image of themselves if asked to.



“Porn is so readily available now that to some young men in particular it has become the norm. It skews their idea of a sexual relationship and could well cause them difficulties when they have the real thing.”

“I don’t think watching porn is harmless fun due to the way they speak about sexual activities in class and for that reason also I am undecided about the sexual violence against women.”

Analysis – what does this tell us?

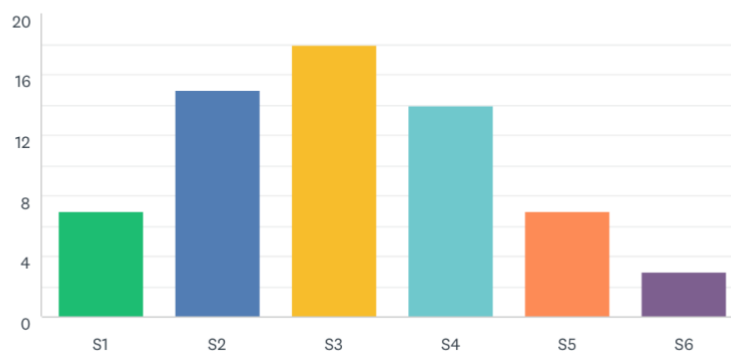
Teachers view porn and sexting as potentially harmful, leading to body image issues for both young men and young women and contributing to gender-based violence. Yet most felt that porn is a major source of information for teenage boys. Teachers reported that they do not believe that most young people would send a sexually explicit image of themselves.

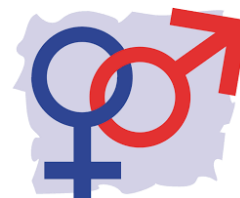
Delivery of SHARE

Teachers were asked to select all the year groups that they delivered SHARE to. As can be seen, the peak for delivery is in S3 and less input in either S1 or S6.

Which year groups do you deliver SHARE to? (please select all that apply)

Answered: 20 Skipped: 0





Analysis – what does this tell us?

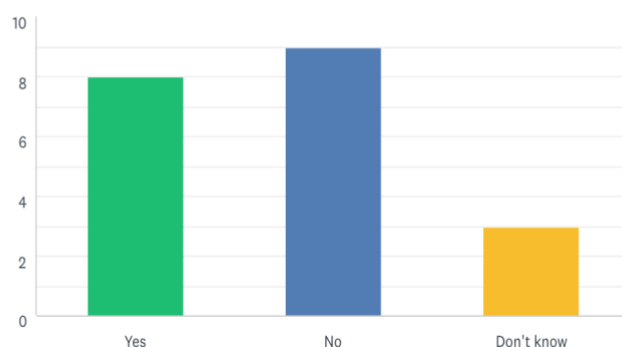
These findings show that SHARE is mainly delivered to young people between S2 and S4 (i.e. between the ages of approximately 12/13 and 14/15). SHARE is targeted at young people aged 13–16 so the delivery in Highland is generally within this targeted age range. However, input is significantly less with S5 and S6 and it would appear that the older age range (16 years) are not getting input at this age. This is potentially an issue as this is the age of legal consent and young people are more likely to start engaging in their first sexual experiences.

SHARE comprises a 22-lesson pack which focuses on the knowledge, attitudes and skills to develop positive and healthy relationships. This is a complete programme and SHARE was developed with the expectation that schools would deliver all 22 modules.

Teachers were asked about their delivery of SHARE:

Do you deliver all 22 modules of SHARE?

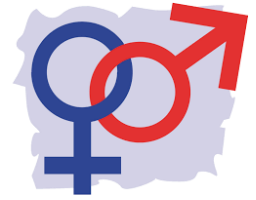
Answered: 20 Skipped: 0



The guidance produced by NHS Scotland to support the delivery of SHARE states that:

'The programme has been designed as a whole to address specific learning objectives... Most of the sessions are essential to the success of the programme and should always be delivered as part of the SHARE programme.'

NHS Scotland 'SHARE: Educational Resource Sexual Health and Relationships Education safe, happy and responsible'



However, findings from the survey showed that less than half the teachers delivered all 22 modules.

“I pick and choose because so much of it is not relevant or is being repeated instead of adding to learning.”

“Some lessons are wee bit contrived and possibly outdated.”

Teachers were then asked if they felt they *should* deliver all 22 modules with most reporting ‘no’. Reasons given included:

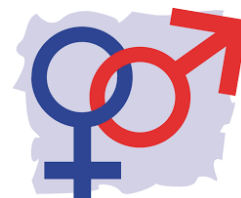
- Lack of time.
- Lack of training.
- Issues are not relevant or are covered elsewhere in the curriculum.
- Other resources are useful.
- Some modules are not appropriate for some pupils.
- Teachers’ autonomy to choose what best meets the needs of the classes.
- Outside agencies play a role in delivering aspects of SHARE.

“With only 1 day’s training, I don’t feel I can address some of the issues raised in the course as well as someone with more expertise.”

“I believe professionals should be able to make the decisions on what is pertinent to the classes they are delivering to.”

Analysis – what does this tell us?

There appears to be inconsistency across the schools in their approach to the delivery of SHARE. Not all teachers are delivering the full SHARE programme as they feel there is repetition, resources are out-dated or due to quality issues. Teachers lack time to prepare and deliver the full SHARE programme and require more training to be fully confident in their delivery.



Barriers/Challenges in Delivering SHARE

The most mentioned barriers or challenges the teachers faced when delivering SHARE were:

- Lack of time and competing priorities (a majority of teachers)
- Lack of confidence or knowledge (a minority of teachers)
- Inadequate resources (a minority of teachers)

“Time - competing priorities in limited PSE time.”

“Knowledge/confidence in tackling LGBT issues.”

“All the usual - time, skills, knowledge, confidence to do a 'proper job'.”

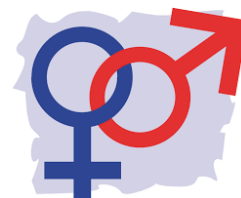
“I do not have suitable resources to discuss porn.”

Other challenges raised by individual teachers were:

- Pupils’ lack of maturity and lack of confidence.
- Pupils being at different levels of readiness/maturity.
- Pupils with poor attendance missing key sessions.
- No coordinator of SHARE with Personal Social Education (PSE) curriculum.

Analysis – what does this tell us?

Teachers need more time to plan and deliver SHARE within their schools. Some teachers reported that they needed more skills, knowledge and confidence.



Delivery by Outside Agencies

Eight teachers responded positively to the involvement of outside agencies or staff delivering some modules, 4 responded negatively to this and 8 reported they did not know. Half the teachers said they did involve local agencies or partners to support their delivery of SHARE.

Of the 11 comments received from teachers, the main points raised were:

- The value of visits by specialist third sector sexual health agencies e.g. Brook Highland (now Waverley Care) and RASASH.
- Input by medical staff (nurses, GPs) on STIs and contraception is useful.
- Some staff lack of confidence around e.g. LGBT+ issues and pornography.

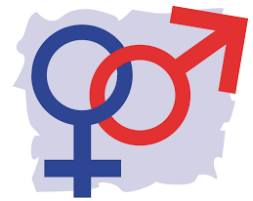
“It helps to have supplementary visits from RASASH and Brook. However, the relationship-building aspect of PSE hopefully makes it a safe environment so that students can talk easily in these sessions.”

“Pornography - if possible. Not sure how you become an "expert" in this though.”

“STIs and contraception. We got a local doctor and nurse in to deliver these 2 sections.”

Analysis – what does this tell us?

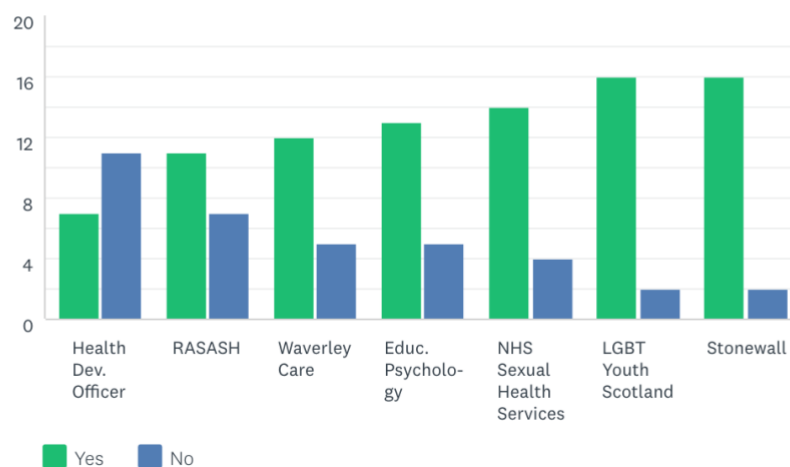
Whilst there was no clear consensus from teachers on whether some modules were better delivered by outside agencies or other school staff, the comments from staff showed that they valued the input of external agencies such as specialist youth sexual health and relationship services and staff from within the NHS to deliver on specific topic areas.



Teachers were then asked to identify whether they were aware of key Highland statutory and third sector agencies who could provide input into school sexual health and relationship education:

Are you aware of the following organisations/agencies that can provide help or support to young people and schools around sexual health and relationships?

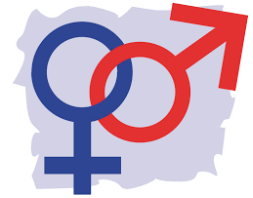
Answered: 18 Skipped: 2



- Teachers were most aware of charities that supported LGBT+ young people (Stonewall and LGBT Youth Scotland).
- The other organisations known by a majority of teachers were statutory service providers: NHS Highland Sexual Health Services and Highland Council Educational Psychology Department (with the exception of the Highland Council Health Development Officer who only a minority of teachers were aware of).
- Waverley Care and RASASH (third sector organisations) were known by just over half the teachers.

Analysis – what does this tell us?

Teachers were aware of national organisations that supported LGBT+ young people but much less awareness of locally based agencies who could provide direct input into school SRE. In terms of statutory sector provision, teachers were most aware of NHS services and Highland Council Psychology Department but not of Highland Council Health Development Officers who, again, could provide direct support to schools' delivery of SHARE.

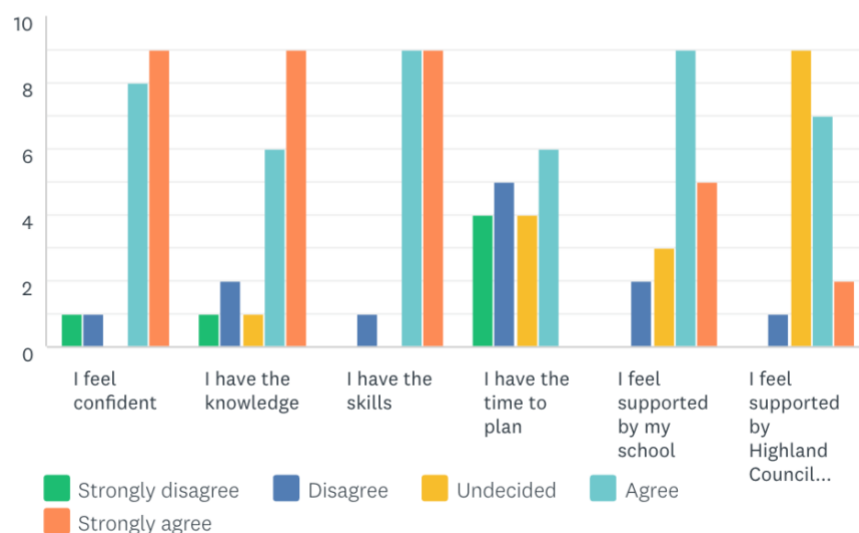


Staff Skills and Confidence

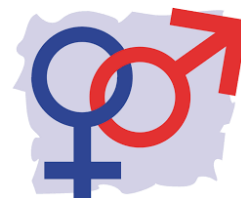
Teachers were asked to respond to a set of questions about their skills, knowledge and confidence levels around delivering SHARE, whether they had the time to plan and prepare lessons and how supported they felt by school senior management and Highland Council:

Please respond to the following statements:

Answered: 19 Skipped: 1



- Most of the teachers reported they 'strongly agreed' or 'agreed' that they had the skills to deliver SHARE.
- Most teachers reported they 'strongly agreed' or 'agreed' that they: feel confident delivering SHARE; have the knowledge to deliver SHARE, and felt supported by school senior management to deliver SHARE.
- A minority of teachers reported they 'strongly agreed' or 'agreed' that they felt supported by Highland Council Care and Learning staff to deliver SHARE.
- A minority of teachers 'strongly disagreed' or 'disagreed' that they had the time to deliver SHARE.



Comments from teachers included:

“I got a lot out of the CPD on SHARE last year. I'm not sure I use the Care and Learning staff to full capacity but I'm not entirely sure what else they can offer.”

“I would want further training for the following before feeling confident enough to deliver these to pupils: LGBTQ+, pornography, sexting, anal sex.”

“Time is always an issue.”

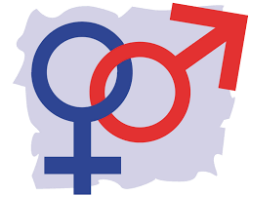
Analysis – what does this tell us?

Teachers clearly felt that they had, overall, the skills, confidence and knowledge to deliver SHARE. On-going Continued Professional Development (CPD) and training appeared to be important. Most teachers felt supported within their schools but only a minority felt supported by Highland Council Care and Learning staff. Lack of time for preparation was an issue for some teachers.

Staff Training

Teachers were asked about the training they had undertaken in order to deliver SHARE within their schools. Most of teachers had completed the SHARE training (currently a day's training delivered within Highland Council) but only a minority had undertaken any additional training relevant to the delivery of SHARE.

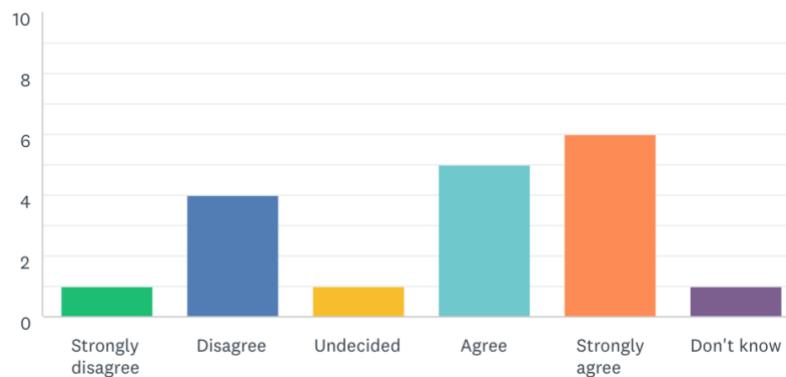
Of the minority of teachers who had undertaken additional sexual health and relationship education training the issues/areas were on LGBTQ+ issues, child protection training and training delivered by Women's Aid, LGBT Youth Scotland and Highland Sexual Health Forum (now no longer in existence).



Just over half the teachers 'strongly agreed' or 'agree' that they would benefit from additional training in order to deliver SHARE:

I would benefit from additional training to deliver SHARE:

Answered: 18 Skipped: 2



Of the minority of teachers who gave comments, the need for more awareness and training on pornography was the most mentioned issue:

Comments from teachers:

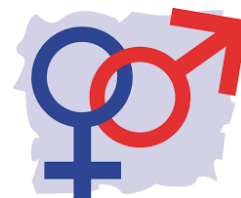
“Training on how to cope with pornography in a way that did not encourage more to view it..”

“Issues to do with pornography and inappropriate internet access - I'm making it up as I go along.”

Analysis – what does this tell us?

The data suggests that teachers' training on sexual health and relationship issues is limited to a day's SHARE training and staff do not receive relevant on-going training.

Most teachers recognised the value and need for continued training around sexual health and relationship issues, particularly around challenging and sensitive topic areas such as pornography.



Impact/Outcomes of SHARE

Teachers were asked about the key issues arising as a result of delivering SHARE. There were 15 responses to this question; the main issues raised by a number of teachers included:

- Young people's increased knowledge of sexual health issues.
- Young people's increased confidence to discuss sexual health issues.
- Young people disclosing sexual harassment/assault.
- Young people discussing issues around sexuality.
- Young people discussing sexting.
- Young people talking and sharing about LGBT+ issues.

Some comments from teachers:

"Pupils are more knowledgeable about contraception."

"Coming out seems to happen after LGBT lessons."

"Rape disclosure."

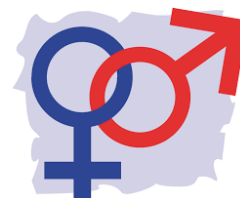
"Pupils being more confident about discussing personal issues."

"Boys' unrealistic views about sex due to pornography."

"Bullying on Social Media."

Analysis – what does this tell us?

Teachers identified that the main impact of SRE is an increase in pupils' knowledge and confidence around sexual health issues and providing open discussions around key areas such as sexuality and sexting. SRE also provides an opportunity for young people to disclose abuse and bullying.



The Highland Underage Sex Protocol (HUSP)

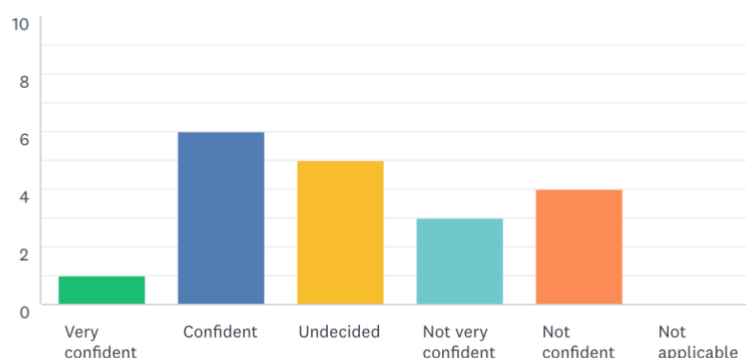
The teachers were asked about their awareness of the Highland Underage Sex Protocol* (HUSP).

Whilst the majority of teachers were aware of the HUSP, 6 reported that they were not aware of the Protocol.

Teachers were then asked about their confidence levels using HUSP:

How confident do you feel using the Highland Underage Sex Protocol (HUSP)?

Answered: 19 Skipped: 1

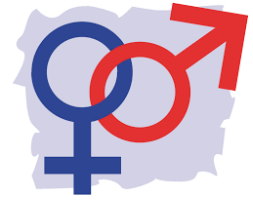


Although a third of teachers reported that they were not aware of the HUSP, 19 out of 20 teachers responded to the question about how confident they were using the HUSP Protocol. Only a minority of teachers reported feeling either 'very confident' or 'confident' using HUSP and 7 reported feeling 'not very confident' or 'not confident at all'.

Analysis – what does this tell us?

This data shows that some teachers delivering SHARE do not refer to the HUSP to support their decision-making when working with young people under 16 who may disclose they are sexually active. Of those who are aware of HUSP, most do not appear to feel confident using the Protocol.

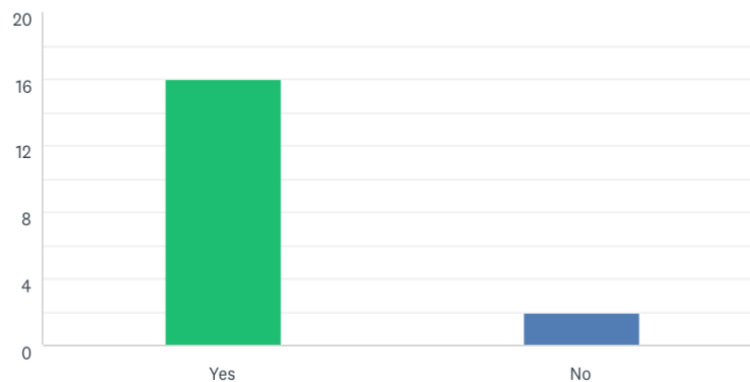
* HUSP provides a decision-making framework for practitioners working with young people 13-15 year-olds who are sexually active. The protocol provides advice and guidance on the law, support services for young people and information sharing.



Sign-posting

Do you know where to direct young people to for sexual health and relationship information, support or advice?

Answered: 18 Skipped: 2



Most teachers reported that they knew where to direct young people to for sexual health and relationship information, support or advice.

Analysis – what does this tell us?

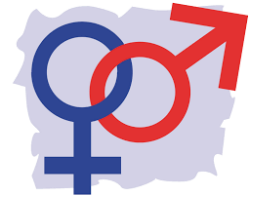
The majority of teachers are aware of organisations they can signpost young people to for information, support and advice on sexual health and relationships.

Information to Parents

The final survey question asked about the frequency of information provided to parents as part of the delivery of SHARE within their school.

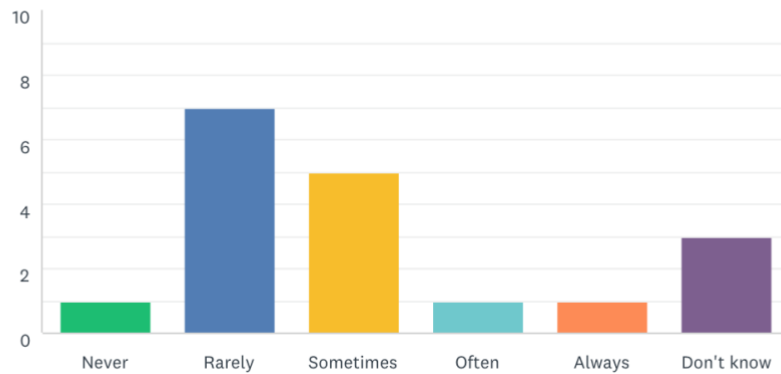
Guidance for schools from NHS Scotland about the delivery of SHARE states that:

'Schools should ensure there is good information for parents, carers and residential care staff about, [including when RSHP programmes will be delivered what is covered in the programme]; how to discuss relationships, sexual health and parenthood with their child and sources of support for parents.'



How often does your school provide information to parents about SHARE?

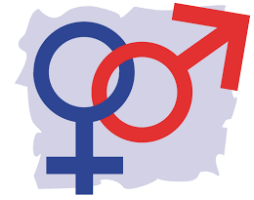
Answered: 18 Skipped: 2



Two teachers reported that they 'often' or 'always' provided information to parents about sexual health and relationship education. The most frequent response was that information was 'rarely' provided to parents.

Analysis – what does this tell us?

Schools are not providing information to parents about their children's school sexual health and relationship education.



Recommendations

Consistency and Quality

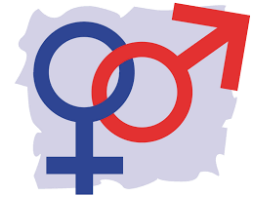
- SHARE needs to be up-dated to be more relevant to meet the current needs of young people.

Values, Equality and Diversity

- The needs of LGBT+ pupils need to be met within school sexual health and relationship education.
- Schools need a LGBT+ inclusive SRE curriculum that respects and promotes diversity and equality.
- Teachers need training and support to provide them with the confidence and skills to teach a LGBT+ agenda.
- Homophobic bullying in schools needs to be dealt with more effectively.
- Positive and supporting peer relationships need to be promoted in schools, particularly for young people who identify as LGBT+.

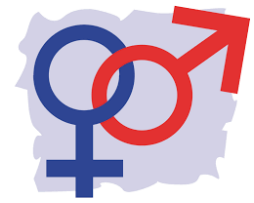
Sexual Health and Relationship Education Curriculum

- Information and resources around more challenging topic areas need to be improved e.g. consent; sexual violence; porn; sexting and LGBT+ issues.
- School SRE needs to provide open and honest dialogue about pornography and its impact on male and female body image and gender-based violence.
- Young people need greater input in school SRE to enable them to understand the risks associated with social media and sexting.
- Topics such as sexting and pornography, pregnancy, abortions and anal sex need to be taught as part of a comprehensive SRE curriculum.



Time, Expertise and Delivery

- Consistency is required across all secondary schools in the delivery of SRE in terms of topic areas/curriculum, time allocation and staff training.
- Teachers need greater awareness and understanding of social media and the role social media plays in the lives and relationships of young people.
- Young people should receive SRE throughout their secondary school education. Input should continue in upper secondary school when young people are more likely to start engaging in their first sexual experiences.
- Teachers need more time to plan and deliver SHARE within their schools.
- Schools should work with external agencies to support delivery on specific topic areas.
- Teachers need greater awareness of locally based agencies who could provide direct input into school SRE.
- Highland Council Care and Learning staff need to provide greater support to schools.
- Teachers need on-going Continued Professional Development (CPD) and training around sexual health and relationship issues, particularly around challenging and sensitive topic areas such as pornography.
- Teachers need training in the Highland Underage Sex Protocol (HUSP) to support their decision-making when working with underage young people who may disclose they are sexually active.
- Schools need to provide information to parents about their children's school sexual health and relationship education.



Conclusion

The findings* suggest that teachers regard SHARE as a well-structured programme that, overall, promotes positive messages around sexual health and relationships for young people. They recognised that SHARE needs to be up-dated to reflect the current needs of young people and, in particular, the role that social media, sexting and pornography play in the lives of young people.

There was also a strong recognition that school-based sexual health and relationship education needs to meet the needs of *all* young people, including young people who identify as LGBT+; these young people need and deserve to take part in SRE that is inclusive of their experiences and that gives them the information they need to stay safe and healthy.

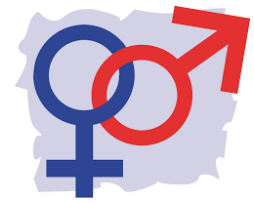
Whilst teachers reported feeling confident and skilled to deliver SHARE, many acknowledged the need for on-going training and continued professional development. Teachers also reported feeling less confident when delivering on potentially more challenging or controversial topics (for instance, porn, sexting, social media and LGBT+ issues).

Teachers require more time and better resources to enable them to deliver a quality SRE curriculum and recognise that external agencies can play a key role in supporting key subject areas.

There is a need for consistency across all secondary schools in how sexual health and relationship education is delivered; in terms of the curriculum, time allocated to staff for planning and delivery and opportunities for staff training.

Teachers recognised that positive sexual health and relationship education is critical in providing young people with the knowledge and information they require to achieving successful, safe and fulfilling relationships and sexual experiences, as well as promoting wider positive health and well-being messages.

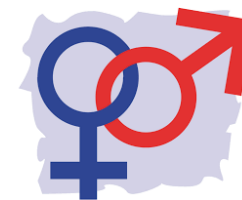
*It is important to note that the sample size for this consultation was small and we do not know how representative the views of the 20 teachers who took part in the survey are.



References

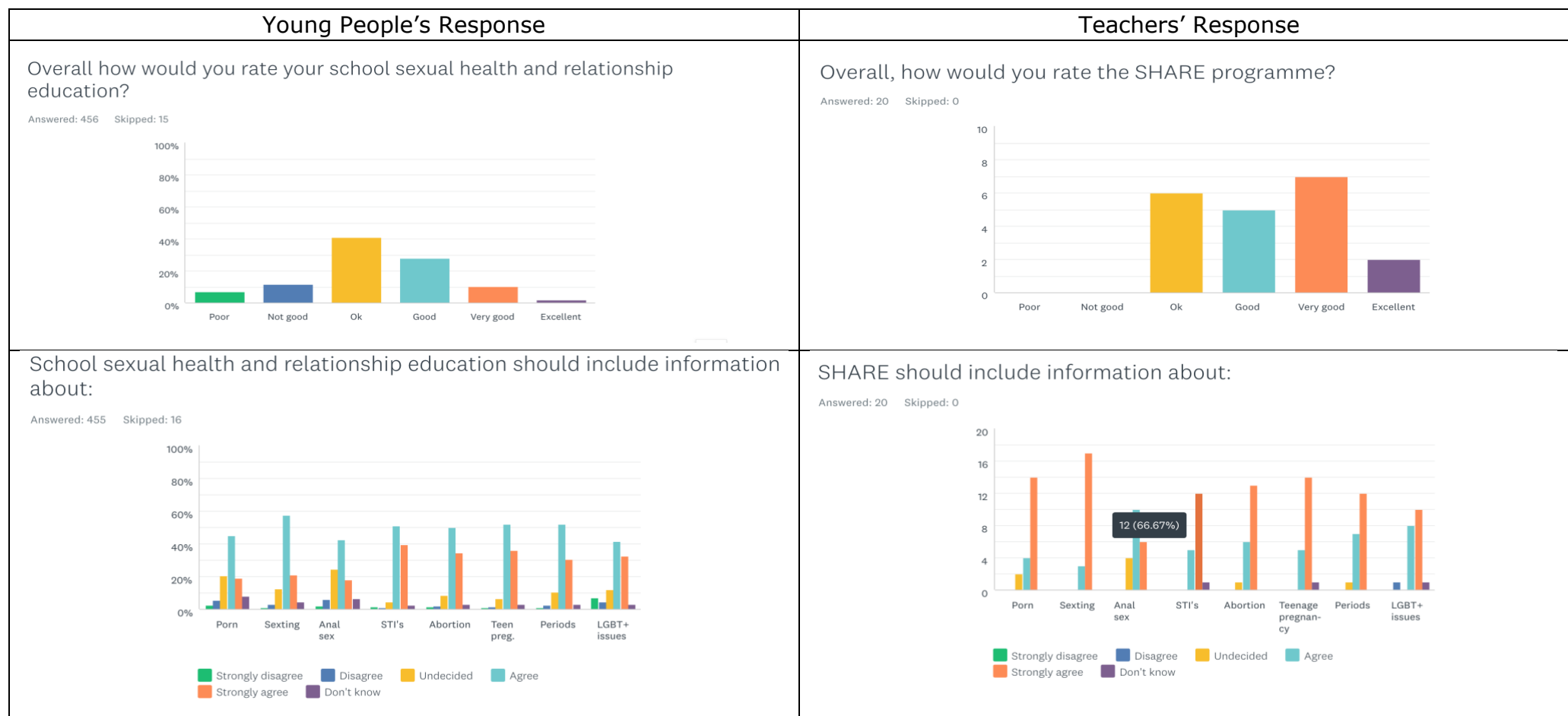
NHS Scotland, Educational Resource Sexual Health and Relationships
Education safe, happy and responsible:

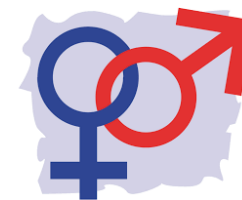
http://www.healthscotland.com/uploads/documents/4946-SHAREeducationalResource_1.pdf



Appendix

Graphs Comparing Teachers' and Young People's Answers on Key Issues

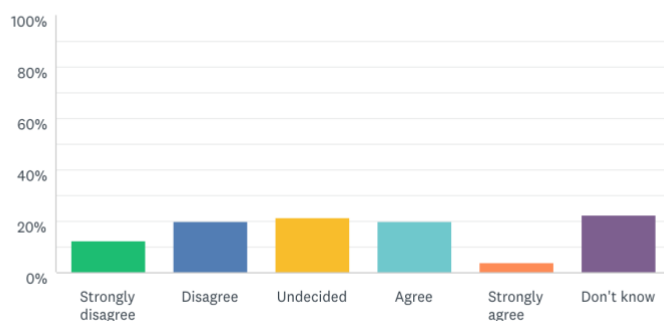




Young People's Response

School sex and relationship education meets the needs of LGBT+ young people:

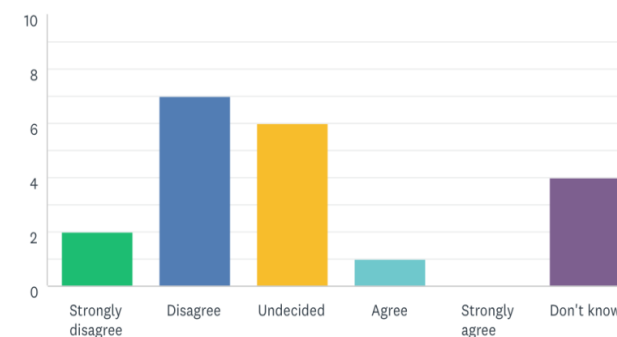
Answered: 439 Skipped: 32



Teachers' Response

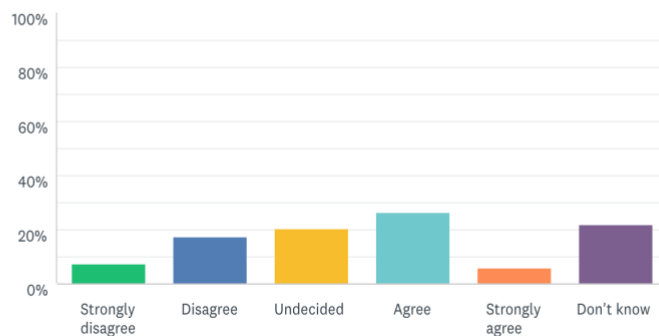
SHARE meets the needs of LGBT+ young people:

Answered: 20 Skipped: 0



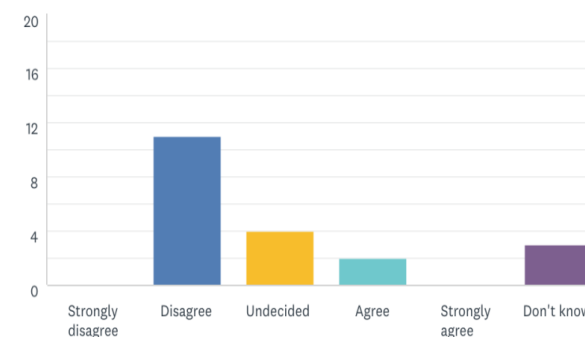
My school deals with homophobic bullying:

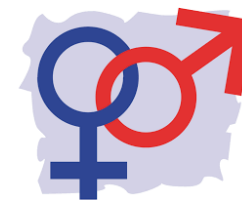
Answered: 436 Skipped: 35



SHARE deals with the issue / topic of homophobic bullying

Answered: 20 Skipped: 0

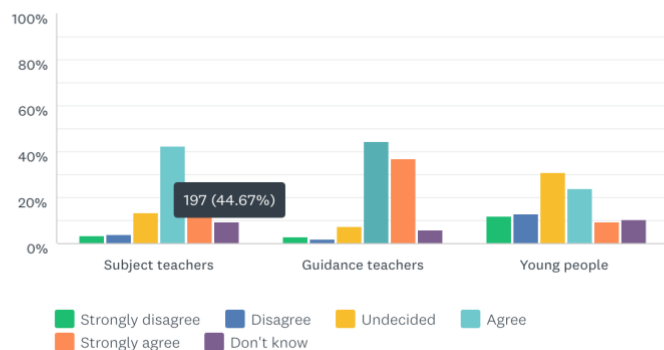




Young People's Response

If a young person in my school came out as gay they would be well supported by:

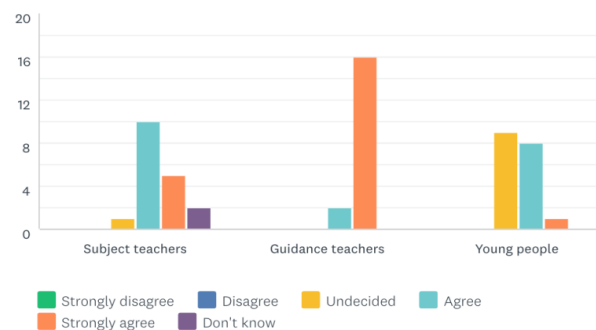
Answered: 448 Skipped: 23



Teachers' Response

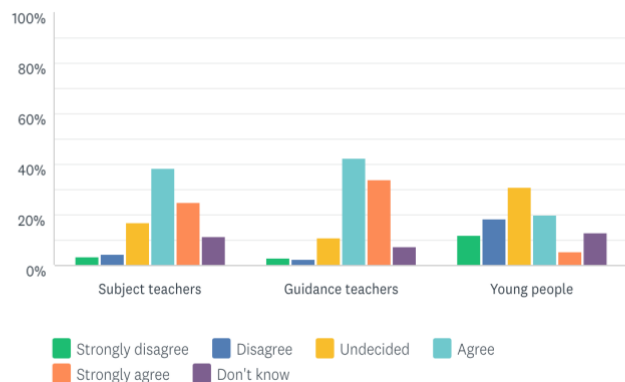
If a young person in my school came out as gay they would be well supported by:

Answered: 18 Skipped: 2



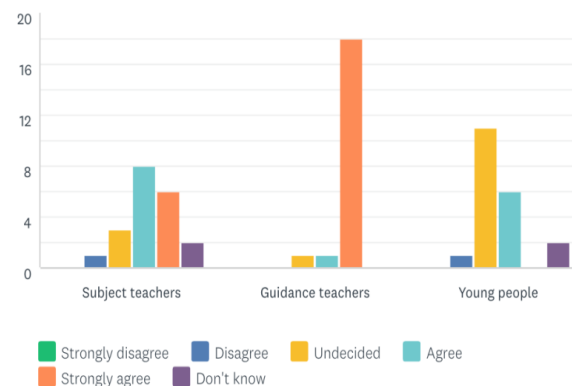
If a young person came out as transgender they would be well supported by:

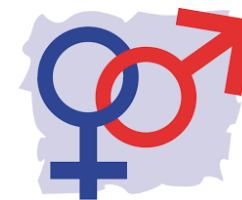
Answered: 445 Skipped: 26



If a young person came out as transgender they would be well supported by:

Answered: 20 Skipped: 0

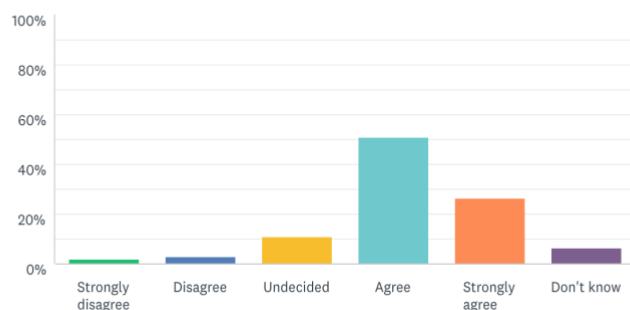




Young People's Response

Teachers need to be more aware and up-to-date about how social media impacts on young people's relationships:

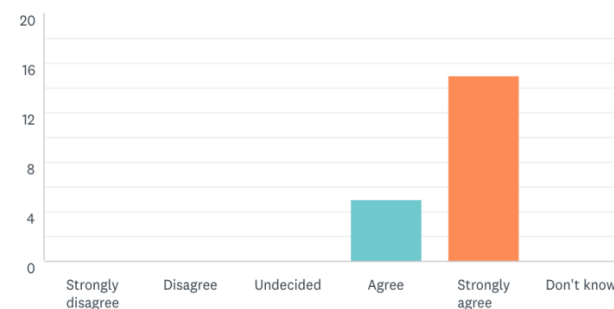
Answered: 445 Skipped: 26



Teachers' Response

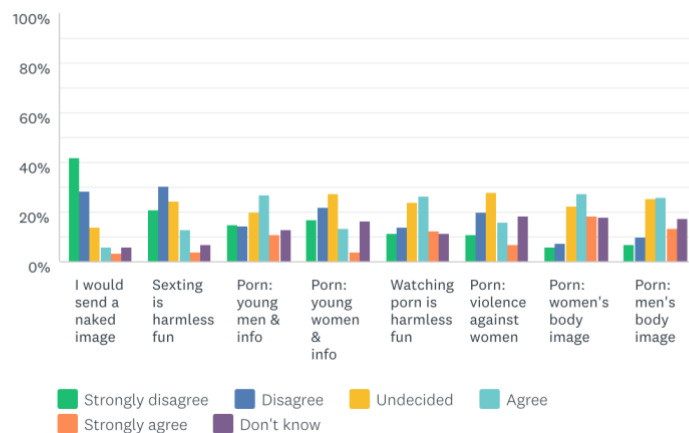
Teachers need to be more aware and up-to-date about how social media impacts on young people's relationships:

Answered: 20 Skipped: 0



Please respond to the following statements:

Answered: 454 Skipped: 17



Please respond to the following statements:

Answered: 20 Skipped: 0

