

Consultation Evaluation: **School Sexual Health and Relationship Education**

The Views of Young People from Highland
secondary schools

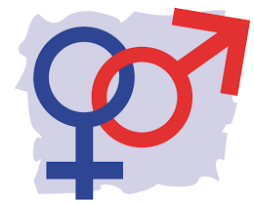


March 2019

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



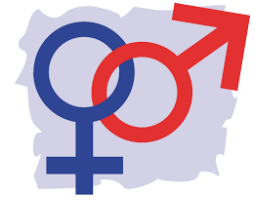
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**A special thank you to all the young people who took part
in this consultation.**

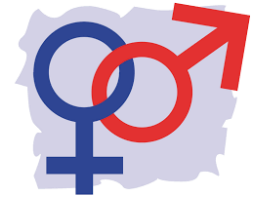
Special thank you to Emily for her fabulous illustrations.

(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').

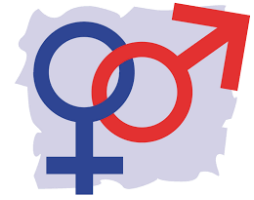


Summary of Key Findings

- Learning about sexual health and relationships (SRE) in schools is important to young people.
- Young people would like sexual health professionals to have a role in delivering SRE.
- Sexual health and relationship education is delivered at the right time for most young people.
- Overall, young people rate their SRE relatively positively but for many young people the quality is low.
- For some young people, SRE provides them with the information they need; however, for other young people there is not enough teaching time being spent on sex and relationship education or detailed information provided.
- School sexual health and relationship education needs to be more relevant to the lives of all young people, in particular young people who identify as LGBT+.
- Inclusive gender-based SRE education is currently not being delivered in most schools. LGBT+ issues around sexual health and relationships need a more prominent focus.
- Most young people want SRE in mixed gender classes.
- Most young people feel confident taking part in sexual health and relationship education.
- Young people feel, overall, teachers have the confidence and knowledge to deliver sexual health and relationship education.
- Information on abortion, porn, sexting and oral and anal sex should be part of the SRE curriculum.
- More input is needed around currently established topics such as consent, contraception and periods.

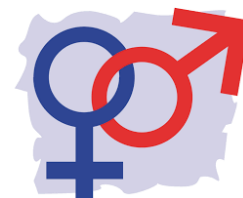


- Most young people understand the importance of using a condom within a heterosexual relationship but not with anal or same-sex sex.
- Schools need to deal effectively with homophobic bullying.
- Guidance teachers are seen as supportive of young people who identify as LGBT+. There is less confidence about how supportive young people are towards their LGBT+ peers.
- Young people recognise the importance of good quality information about pregnancy and childbirth.
- Young people need and value open and accurate information about parenthood and unplanned pregnancies.
- Young people view social media as having an impact on their sexual health and relationships.
- Teachers need greater awareness, knowledge and understanding of the impact of social media on young people's relationships.
- Most young people are aware that sexting can be potentially harmful and would not send a naked image of themselves.
- Porn is an important source of information about sex and relationships for some young people, especially for young men.
- Many young people are not aware of the negative impact of watching porn and see it, instead, as harmless fun.
- Most young people do not feel that porn contributes to an increase in sexual violence against women.
- Many young people feel there is a negative connection between porn and its impact on men and women's body image.
- The majority of young people have someone they can speak to for advice and support about sex and relationship issues.



- Most young people know where to go for advice and support for sexual health and relationship issues.
- Most young people in Highland gain their sexual health and relationship knowledge and information from school SRE lessons.
- The key barriers to young people not accessing help or advice about sexual health issues are:
 - Embarrassment.
 - Worries about being judged.
 - Worries about confidentiality.
 - Not knowing where to go for help and advice on sexual health issues and lacking relevant information.





Aim of Consultation

Highland Children's Forum was commissioned by Highland Council to undertake a service evaluation of the SHARE* programme during 2017-2018.

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.

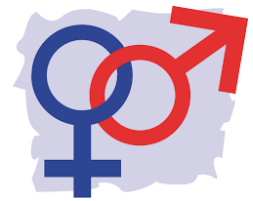
Consultation Methodology

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 this second consultation within mainstream schools. Two separate reports detail the findings of the SHARE for ASN consultation and teachers' consultation.

* 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.



Introduction

All 29 mainstream secondary schools were invited by email to take part in the consultation and 13 schools opted in. The schools were asked to allocate two 50-minute lessons (one S3 class and one S5/6 class). These year groups were chosen on the assumption that S3 pupils would be, generally, approaching their first sexual experiences and S5/S6 pupils may have had first sexual experience.

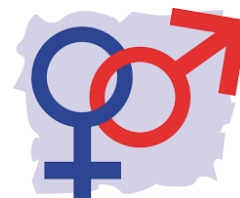
The pupils completed an on-line survey via Survey Monkey and took part in interactive workshop activities. The survey formed the main part of the consultation, with most young people needing half the lesson time to complete the questions fully. Interactive workshops explored the qualities, skills, attitude and approach that made the 'Perfect Sex Ed teacher'. If there was time, the final activity was a 'Wish Tree' where each young person had two wishes; on the wishes, they wrote two improvements or changes they would like to see within school sex and relationship education.

All the young people were given a handout on local and national sources of help, support and information for sexual health and relationship issues.

471 young people took part in the consultation. Young people with additional support needs were part of the sample group. Most young people were 14 or 16 years old. The youngest participant was 12 and the oldest 19.

- 48.5% of young people identified as 'male' and 48% as 'female'.
- 3.5% of young people identified as transgender.
- 87% of young people identified as straight, 7.5% as bisexual and 2.5% as gay/lesbian.
- 3% identified as 'other'

This report first presents the findings of the survey as this was the main consultation method which collected the most data. The survey data included both qualitative and quantitative information. These findings form the principle part of the report. The findings from the interactive activities are presented at the end of the report.



Survey Results

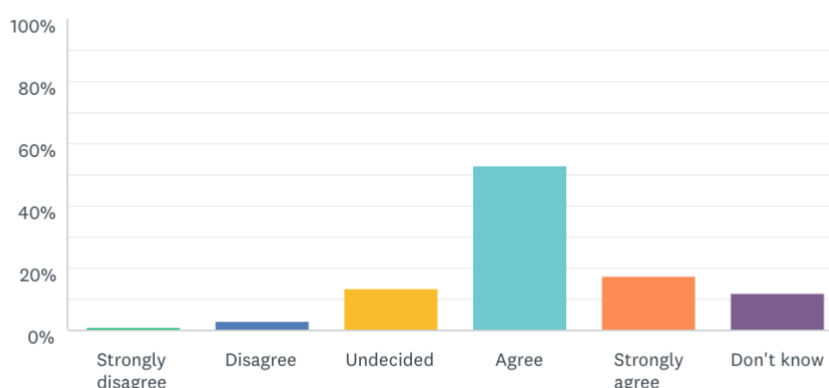
Pupils were asked to complete a survey which asked them a wide range of questions about their views of their school sexual health and relationship education. A 5-point Likert Scale was used for most questions; the young people were asked to express how much they agree or disagree with a set of statements, with a neutral point (undecided) plus the option to state 'don't know.' Most 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 term, presenting the main statistical findings with an analysis, and an analysis of any comments.

Question 1

Learning about sex and relationships is important to me:

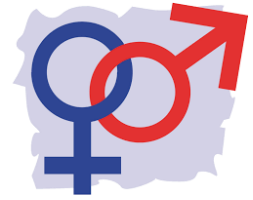
Answered: 438 Skipped: 0



The majority of young people (71%) either 'strongly agreed' or 'agreed' that learning about sex and relationships was important to them, with only 3% disagreeing and 12% responding that they did not know.

Analysis – what does this tell us?

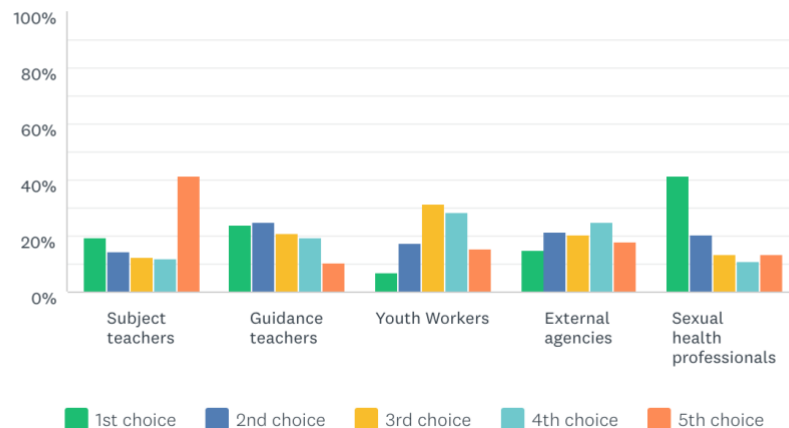
It is clear from the findings that learning about sexual health and relationships is of great importance to the majority of young people. This finding suggests that it is important that schools commit time, expertise and resources to the delivering of SHARE within their schools.



Question 2

Who would you prefer delivered sex and relationship education in your school?

Answered: 453 Skipped: 18



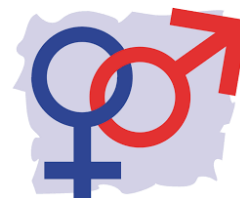
The young people were asked to identify who they would prefer delivered sexual health and relationship education.

The highest scoring first choice was sexual health professionals with a significant minority (41%) of young people selecting them as their first choice, followed by guidance teachers (24%).

The second most popular choices were guidance teachers (25%) closely followed by external agencies and sexual health professionals.

Analysis – what does this tell us?

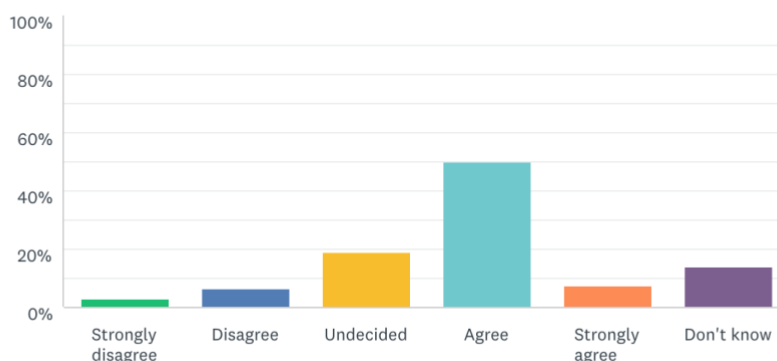
In Highland, guidance teachers are the key professionals responsible for the delivery of SHARE within secondary schools. However, this survey has found that young people would like sexual health professionals to have a key role in delivering school sexual health and relationship education.



Question 3

Sexual health and relationship education was taught at the right time for me:

Answered: 458 Skipped: 13



Over half the young people (58%) 'strongly agreed' or 'agreed' that they had received sexual health and relationship education at the right time for them, with 18% 'undecided' and a small minority (9.5%) either 'strongly disagreeing' or 'disagreeing' with the statement.

The survey did not explore with the pupils what the 'right time' was for them but the comments provides some additional insight:

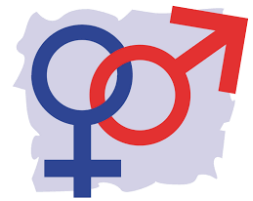
"Don't do enough from S3 - S6."

"Start teaching more seriously in later primary school."

"Maybe again at a later stage to enforce it again as it would have been so much more helpful this year as now is the time I would need to know about these things. I'm almost 16."

Analysis – what does this tell us?

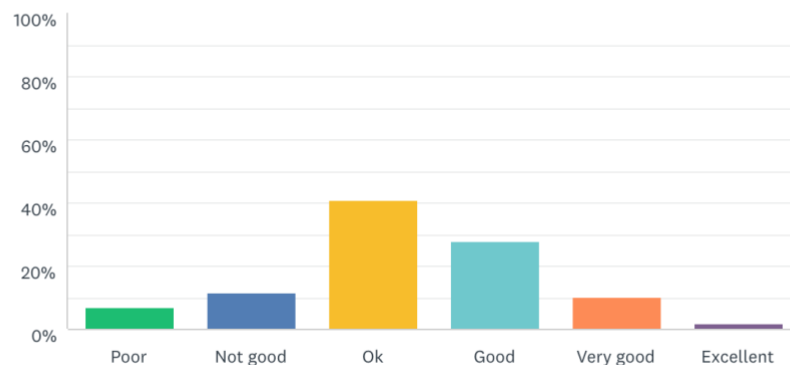
Whilst for most of the young people sexual health and relationship education was delivered at the right time for them, other young people would have benefitted from input earlier, including in primary school. Other young people felt that this education should also be delivered in upper secondary school at a time when young people are reaching the age of consent and first sexual experiences.



Question 4

Overall how would you rate your school sexual health and relationship education?

Answered: 456 Skipped: 15



With 41% of the young people rating school sexual health and relationship education as 'ok', this was the most frequent response to this question.

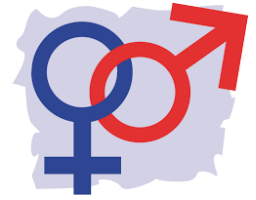
Just less than a third of young people (28%) rated school sexual health and relationship education as 'good' and a 12% as 'excellent' or 'very good'.

However, a notable minority of young people (19%) rated their school sexual health and relationship education as 'not good' or 'poor'.

Analysis – what does this tell us?

These findings suggest that, whilst overall, young people rated their sexual health and relationship education relatively positively, for a sizable proportion of young people their sex ed was not good.

This suggests that there is inconsistency across Highland schools in the quality of SRE delivered to young people and room, overall, for improvement.



Question 5

What's GOOD and NOT SO GOOD about school sexual health and relationship education:

Answered: 312 Skipped: 159

Most young people (60%) gave responses about what they felt was good about school sexual health and relationship education. The main positive aspects identified were that school sexual health and relationship education:

- Provides good, factual information and teaches young people what they need to know about sexual health.
- Helps young people stay safe and understand the risks around sexual health and relationships.

“Informative and presented in a way that is easy to understand.”

“It helps you understand what sex is and helps young people stay safe.”

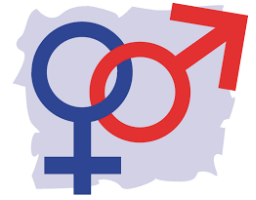
“Comfortable interactions in class – class environment is welcoming...”

More than half the young people (58%) identified what, for them, was not so good or positive about school sexual health and relationship education.

The main issues raised were:

- None, or a significant lack of, detail with the young people learning little.
- Not enough teaching time being spent on sex and relationship education.

For a minority of young people the main issues were about not feeling comfortable in class and/or feeling embarrassed and lessons not being LGBT+ inclusive (focussing on straight sex).



“Don’t actually learn about sex. The teachers just brush over topics...”

“[the teachers] need to be careful about pupils’ emotions towards certain topics.”

“Does not apply to LGBT+ and assumes every person is straight.”

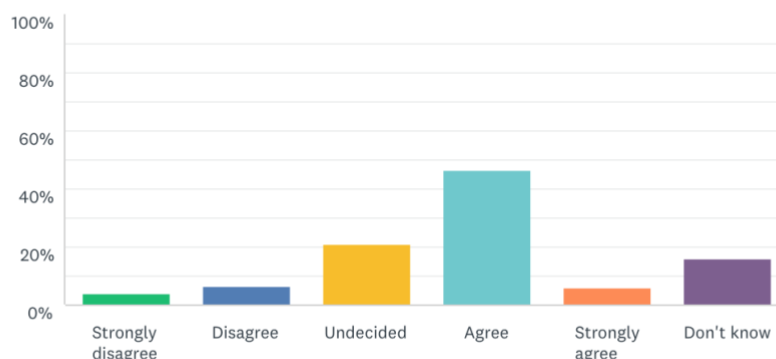
Analysis – what does this tell us?

Again, these findings suggest that the approaches taken by different schools, the quality of the information, the sensitivity in delivery and the amount of time spent on sexual health and relationship education is not consistently applied across all the schools. The need for LGBT+ inclusive SRE is a recurring finding through-out this report.

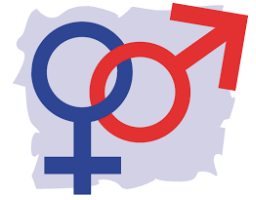
Question 6

My current school sex and relationship education is relevant to my life as a young person:

Answered: 426 Skipped: 12



Just over half the young people (53%) ‘agreed’ or ‘strongly agreed’ that school sexual health and relationship education was relevant to them as young people:



“I'm now at the legal age to have sex.”

“Learning to be safe at this age is important.”

“You have greater understanding at an older age about this topic, wasn't as relevant when taught at a younger age as you're not experiencing it.”

For the minority of young people who did not feel their school sexual health and relationship education was relevant to them, the main issue appeared to be that they were under the age of legal consent in the UK to have sex:

“I am 14! I am underage.”

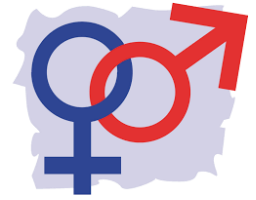
“Because we're too young, but it will be relevant in the future.”

Yet for other young people this was an important reason to have sex education at a younger age:

“Because under age sex is becoming increasingly popular earlier in life and this prepares us fairly well.”

Analysis – what does this tell us?

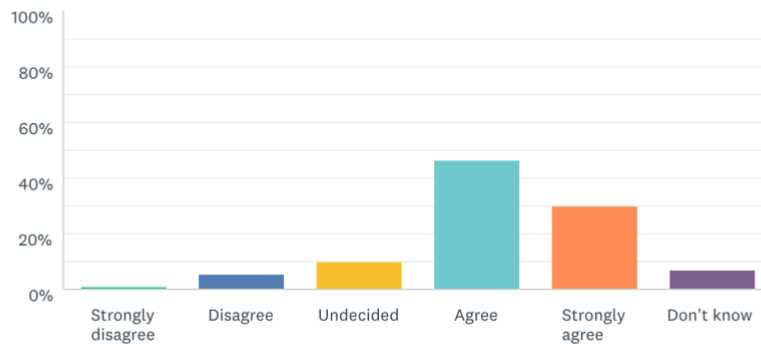
Whilst more than half of the young people felt that their school sexual health and relationship was relevant to them as young people, this was a slim majority. Many of the young people were not able to decide whether SRE was relevant to them or not or did not know whether it was; these findings suggest there is a need for schools to explore the content and messages they are delivering to young people within SRE lessons.



Question 7

School sexual health and relationship education should be in mixed gender classes:

Answered: 443 Skipped: 28

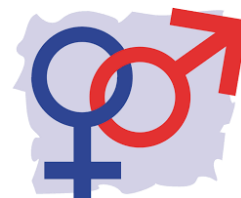


A significant majority (77%) 'strongly agreed' or 'agreed' that school sexual health and relationship education should be in mixed gender classes.

From the comments given by nearly half of the young people, the main points raised as to why sexual health and relationship education should be in mixed gender classes were:

- Everyone needs to know about puberty and both male and female sexual health.
- It is important that boys and girls learn together as this leads to increased understanding.
- Young people need to hear different views and opinions as this leads to increased respect and more open discussions.
- Some young people were aware that young people who identified as transgender, non-binary or gender fluid would be at a distinct disadvantage if classes were separated.

"It is of the utmost importance that sexual education is mixed-gender as males and females need to be able to talk and understand the other gender's needs, desires and bodily functions..."



“Because gender shouldn't be an issue. it would also be good for people to see opinions from everyone.”

“It brings down barriers and taboo about sexual health.”

However, some young people felt it was important to have some separated lessons because:

“..... splitting the class into segregated groups may also be necessary as it promotes openness and discussion in certain contexts.”

“Some things should be discussed together but some should be private.”

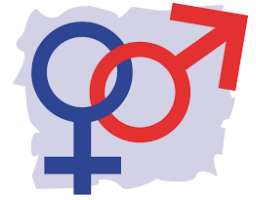
Other young people felt classes should be split because mixed groups can make it hard to speak out and take part in sex education classes due to embarrassment and feeling uncomfortable:

“Because I'm sure there are some girls who would feel embarrassed in the presence of boys when learning about what's gonna happen.”

“Males and females have vastly different experiences and therefore require different education about different subjects.”

Analysis – what does this tell us?

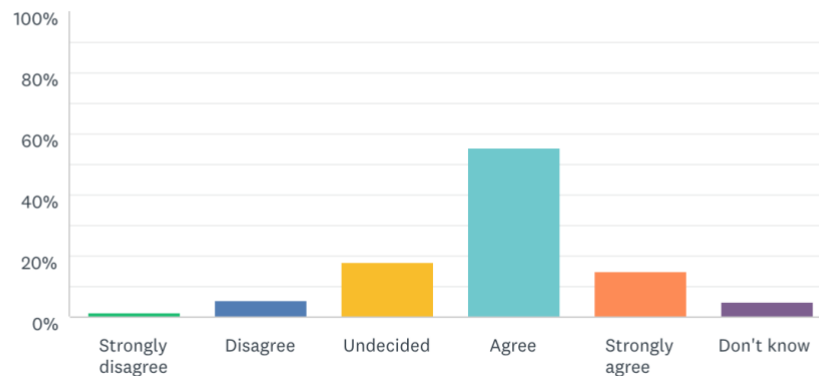
SHARE is designed as an integrated, co-education sexual health, parenthood and relationship programme. The survey results show that, for most of the young people, this approach is positive and desirable with multiple benefits. However, for some young people mixed-gender classes were clearly a barrier to them fully feeling able to engage with SRE classes whilst other young people recognised the value of some single-sex classes that deal with particularly sensitive topics.



Question 8

I feel confident taking part in sexual health and relationship education:

Answered: 456 Skipped: 15

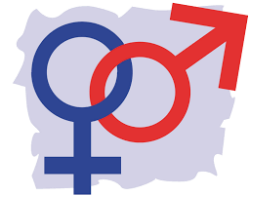


A clear majority of young people reported they felt confident taking part in sexual health and relationship education with 70% either 'strongly agreeing' or 'agreeing' with the statement.

However, a sizeable minority (18%) were 'undecided' about whether they felt confident taking part in SRE lessons.

Analysis – what does this tell us?

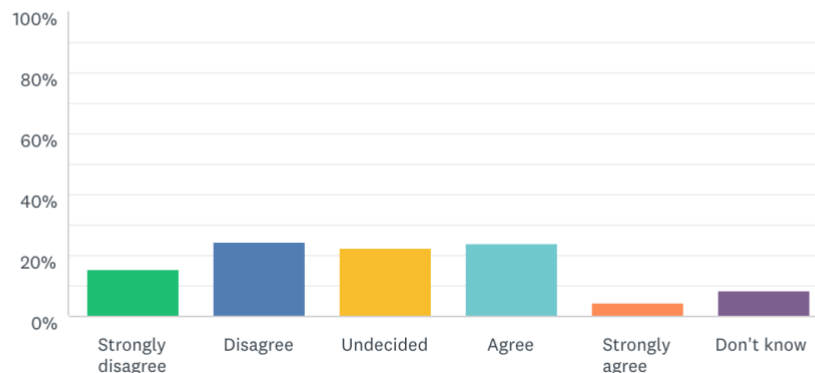
This data shows that young people feel confident taking part in SRE classes within schools. The survey, however, did not explore whether the confidence came from within the young people themselves or was the result of a positive, safe learning environment created by teachers. Comments given elsewhere by young people do suggest that, for many young people, the staff delivering sexual health and relationship education do create a positive classroom environment.



Question 9

If I had a question or worry about sexual health and relationship education I would speak to a teacher:

Answered: 450 Skipped: 21

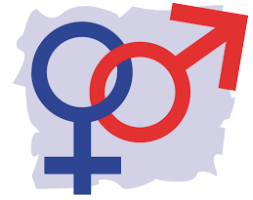


- A significant minority of young people (39%) said they 'strongly disagreed' or 'disagreed' that if they had a question or worry about sexual health and relationship education they would speak to a teacher.
- Nearly a third (29%) 'strongly agreed' or 'agreed' that they would speak to a teacher.
- Just under a quarter (23%) were 'undecided.'

Analysis – what does this tell us?

These results show that most young people would not, or were not sure if they would, speak to a teacher about any worries or queries about SRE within their school.

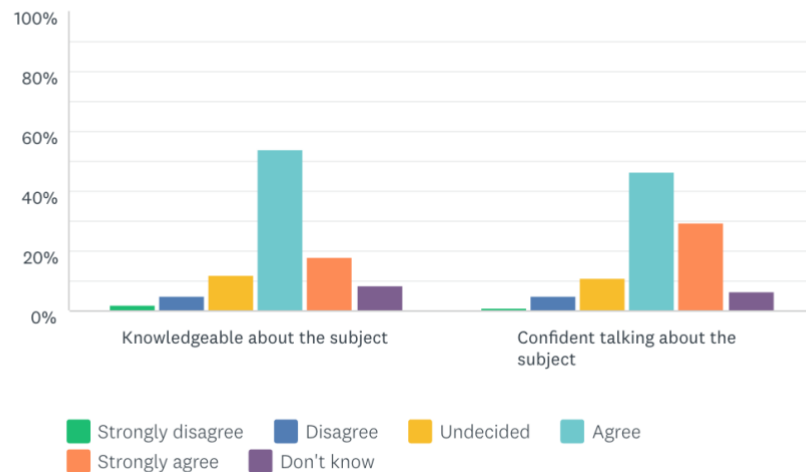
This raises the question of where or who in school would these young people turn to for either clarification or information, advice and support on sexual health and relationship issues.



Question 10

The staff delivering my school sexual health and relationship education is/are:

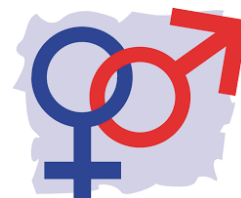
Answered: 428 Skipped: 10



Most of the young people 'agreed' or 'strongly agreed' that the staff delivering school SRE were (a) knowledgeable and (b) confident delivering sexual health and relationship education (71% and 76% respectively).

The responses from the 150 comments showed that many of the young people had positive views on school teaching staff and their ability to deliver in this subject area. An analysis of these comments revealed that young people viewed staff as being:

- Confident and comfortable talking about sexual health and relationship issues, and not embarrassed or awkward.
- Experienced at teaching SRE and with good knowledge of relevant information and facts, and able to answer any questions the young people ask.
- Helpful, easy to speak to and can explain topics well and clearly.



“If someone asks a question they basically always know the answer.”

“They talk with confidence and can explain in detail. They are also good with advice and answering questions.”

“They are able to expand on facts and boost our confidence.”

Some young people had mixed views:

“Our guidance teacher is good at talking to us and doesn't get bashful but sometimes she doesn't know the different things that come up.”

“They seem clued up in most things but not social media and internet relations.”

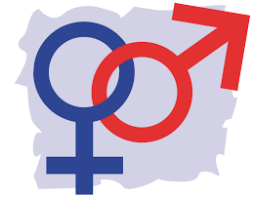
‘I think most staff are comfortable however I think they need to be more empathetic towards pupils.’

However, a minority of young people held a very different view, saying that school staff felt awkward and uncomfortable with the topics being discussed, that some teachers were put off teaching SRE and often pupils knew more about the subject than the teachers:

“Teachers sometimes seem uncomfortable only cover the subject for a short period of time.”

“Most info is useless.”

“They don't teach us that much and at times it can feel awkward.”



Analysis – what does this tell us?

From this data, young people are reporting that, overall, teachers have the confidence and knowledge to deliver sexual health and relationship education. The comments from many of the young people were very positive about teachers both in terms of their approach and understanding of the subject area.

However, this appears to be contradicted in findings from earlier questions. For instance, in Question 5 over half the young people said that what was not good about SRE classes was lack of information or detail about sexual health and relationship issues. In Question 6 only just over half felt that SRE was relevant to them and in terms of how young people rated their school sexual health and relationship education (Question 4) 'ok' was the most common response, with only a minority (28%) reporting it was 'good'.

These inconsistencies perhaps suggest that young people have mixed views and experiences of school SRE; indeed, they may have had different teachers over the years and this may account for apparent contradictions.

Question 11

The young people were asked to express their level of agreement or disagreement on nine questions about their school sexual health and relationship education:

Teaches me what I need to know.

Promotes relationships positively.

Provides an open environment to talk about issues.

Gives me the confidence I need to deal with sex and relationships.

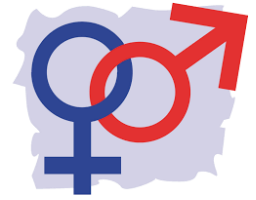
Helps me understand about consent.

Helps me know where to go for help, support and advice.

Helps me keep safe on social media.

Helps me understand the risks of sexting.

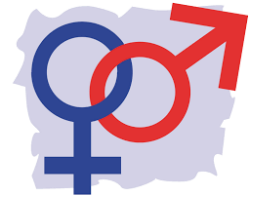
Helps me understand about contraception.



- Most young people (66%) 'agreed' or 'strongly agreed' that school sexual health and relationship education teaches them what they need to know.
- A majority (61%) 'agreed' or 'strongly agreed' that SRE promotes relationships positively. However, it is equally worth noting that almost a quarter were 'undecided' on this latter issue.
- Just over half (57%) 'agreed' or 'strongly agreed' that school SRE provides an open environment to talk about sexual health and relationship issues; again, it is worth noting that a significant minority were 'undecided'.
- Less than half the young people (46%) 'agreed' or 'strongly agreed' that school SRE gives them the confidence they need to deal with sex and relationships with just less than a third being 'undecided.'
- A sizable majority of young people (81%) 'agreed' or 'strongly agreed' that school SRE helps them to understand about consent.
- Most young people (68%) 'agreed' or 'strongly agreed' that school SRE helps them know where to go for help, support and advice for sexual health and relationship issues.
- Most young people (63%) 'agreed' or 'strongly agreed' that school SRE helps them keep safe on social media.
- Most young people (69%) 'agreed' or 'strongly agreed' that school SRE helps them understand the risks of sexting.
- The majority of young people (70%) 'agreed' or 'strongly agreed' that school SRE helps them understand about contraception.

Analysis – what does this tell us?

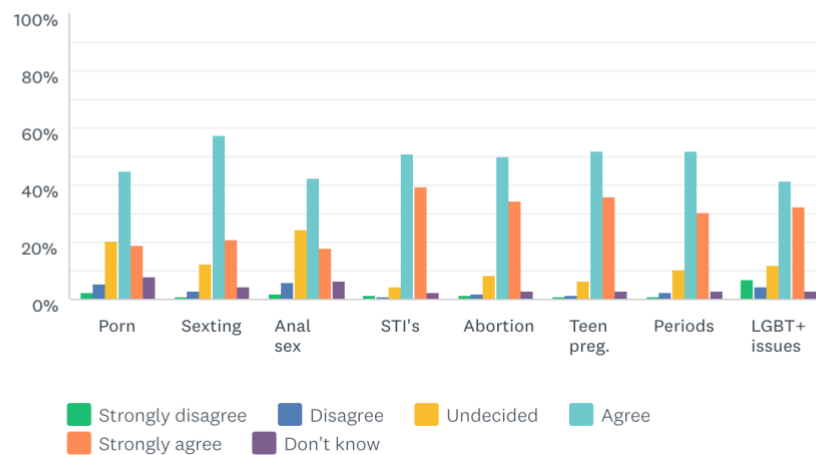
In many areas of the sexual health and relationship curriculum the needs of the majority of young people are being met. However, it should be noted that, in all the areas above, improvements could be made on key issues and topic areas.



Question 12

School sexual health and relationship education should include information about:

Answered: 455 Skipped: 16

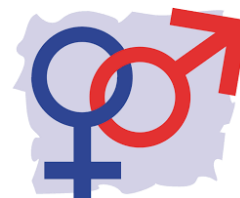


This question asked the young people about the subject content of school sexual health and relationship education i.e. the level of agreement or disagreement they had for a range of subject areas: porn; sexting; anal sex; STIs; abortion; teen pregnancy; periods, and LGBT+ issues.

Across the board in all subject areas the majority of young people either 'agreed' or 'strongly agreed' that these topics should be taught as part of a school sexual health and relationship education programme.

Percentage of young people who 'agreed' or 'strongly agreed' (in order of highest ranking topic):

STIs	90%
Teen pregnancy	88%
Abortion	85%
Periods	83%
Sexting	79%
Porn	74%
LGBT+	73%
Anal sex	61%



In two subject areas, porn and anal sex, a significant minority of young people were 'undecided' about whether school SRE should include these topics (20% and 24% respectively).

Analysis – what does this tell us?

These percentages show clearly the subject areas that young people feel should be explored within school sexual health and relationship education.

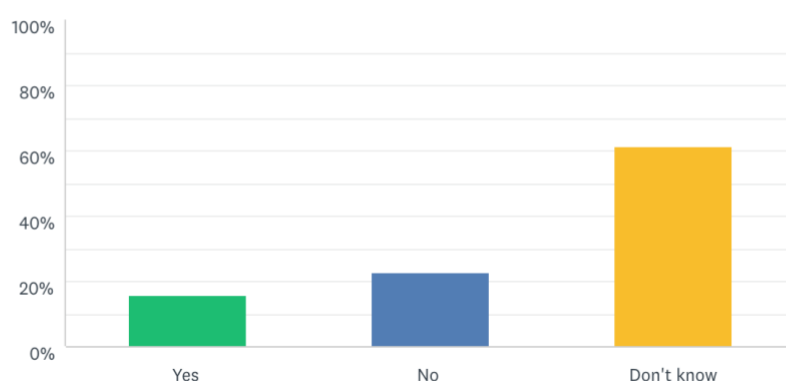
The current SHARE programme does not include information on abortion, porn, anal sex or sexting as part of the curriculum; the message is clear from the young people that these are vital topic areas that need to be incorporated into existing SRE lessons.

SHARE is designed to be an inclusive programme that respects and promotes diversity and equality, specifically for young people who identify as LGBT+. The findings suggest, however, that LGBT+ issues around sexual health and relationships need a more prominent focus within SRE.

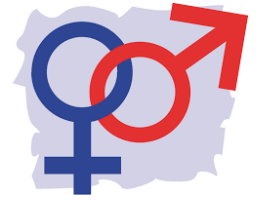
Question 13

Should there be any other topics covered?

Answered: 416 Skipped: 55



Whilst most young people responded 'don't know' to the question asking whether other topics should be covered in school SRE, in the comments section (68 responses) some key topics emerged.



There was a recognition that that, for some young people, there was a need for more work around:

- Consent.
- LGBT+ issues.
- Sex positions and techniques, including oral and anal sex and sex toys.
- Sex and the law and keeping safe.
- Contraception and periods.
- Social media.

“Oral sex techniques, how to pleasure your partner. How to approach your partner for sex.”

“Anal sex needs to be more emphasized also penetration.”

“Consent, sexual harassment, etc.”

“Orgasms and the different 'jobs'”

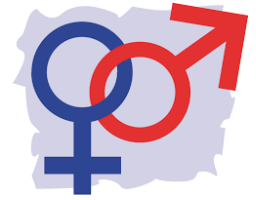
“ALL THE LGBT TOPICS!!”

Analysis – what does this tell us?

For some young people school SRE needs more input around currently established topics such as consent, contraception and periods but also in less conventional subject areas such as oral/anal sex and sex positions.

This could be a challenge for teachers who may not be comfortable raising these subject with pupils but if SRE is to stay relevant to young people's lives and to encourage a positive attitude towards sex, these are important topic areas.

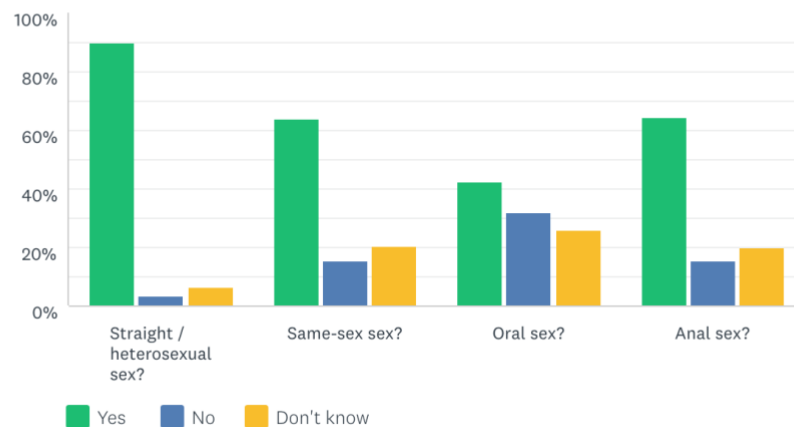
More input is needed on social media and LGBT+ issues.



Question 14

Do you think it's important to use a condom in:

Answered: 450 Skipped: 21

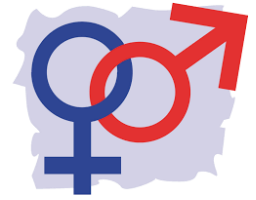


- An overwhelming majority of young people (90%) said it was important to use a condom for straight (heterosexual) sex.
- Most young people (64%) said it was important to use a condom for anal sex; a sizeable minority (20%) responded 'don't know' and 15% responded 'no'.
- Most young people (64%) said it was important to use a condom for same-sex sex; however, a significant minority (20%) responded 'don't know'.
- A minority of young people said they felt a condom (or protection) was necessary for oral sex (42%), with 32% disagreeing that it was important and 26% did not know.

Analysis – what does this tell us?

These findings suggest that most young people clearly understand the importance of using a condom within a heterosexual relationship. However, the understanding of the importance of this type of protection was less evident with anal or same-sex sex.

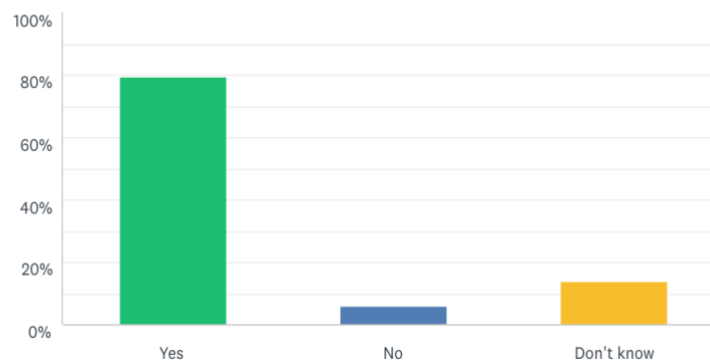
The findings also show that only a minority of young people think some form of protection is needed for oral sex and, would appear, to not be aware that STI can be transmitted by oral sex.



Question 15

Would you use a condom?

Answered: 416 Skipped: 22

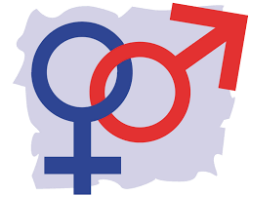


This question aimed to find out the young people's attitudes towards using condoms if they were in a sexual relationship: most of the young people said they would use a condom, with only a very small minority (7%) reporting they would not.

Analysis – what does this tell us?

These figures suggest that most young people would use a condom when having sex.

This is a very positive finding; however, it is interesting to note that this goes against the current national findings for young people's condom usage. A 2017 YouGov poll found that almost half of sexually active young people do not use a condom when sleeping with someone for the first time.



Question 16

In school sexual health and relationship education we have discussed:

Answered: 442 Skipped: 29



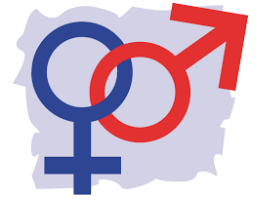
The young people were asked to say whether school SRE had included discussion on LGBT+ and transgender issues.

Just under half the young people (49%) said that their school sex and relationship education had included discussions of gay and lesbian relationships, with half (51%) reporting it had not.

The majority of young people (72%) reported that there had been no discussion about transgender issues within school SRE.

Analysis – what does this tell us?

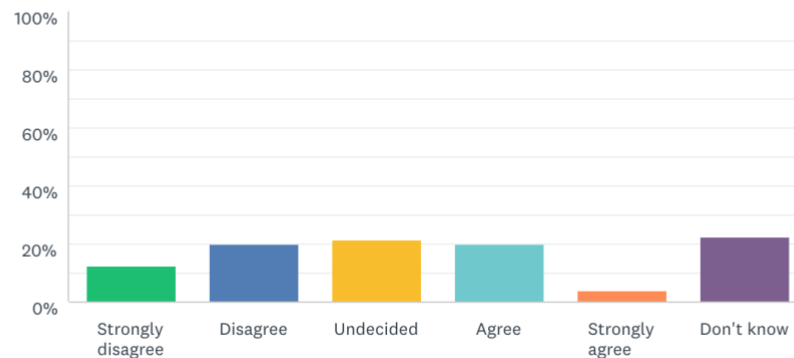
These findings suggest that, once again, there appears to be inconsistency across Highland secondary schools about how inclusive SRE is. In terms of issues around sexuality, half the schools are delivering on this equality issue. However, inclusive gender-based SRE education is currently not being delivered in most of the schools.



Question 17

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

Answered: 439 Skipped: 32



In terms of whether school SRE meets the needs of LGBT+ young people:

- 32% of young people 'strongly disagreed' or 'disagreed'
- 21% of young people were 'undecided'
- 24% of young people 'strongly agreed' or 'agreed'
- 23% of young people say they 'don't know'

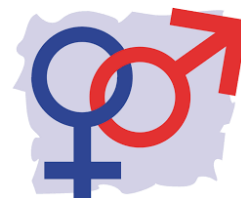
Over a third of young people gave comments on this issue; this perhaps mainly reflects the views of the 32% of young people who 'strongly disagreed' or 'disagreed' that school SRE was LGBT+ inclusive.

The overwhelming majority of comments were revealed that the young people felt school sexual health and relationship education was:

- Limited in its focus on LGBT+ sexual health and relationships.
- Mainly focussed on straight/heterosexual sex and relationships.
- Failing to explore issues around transgender sex and relationships.

"Trans issues were never covered."

"LGBT+ people have never been mentioned in our sex and relationships classes."



“It's only very briefly covered and not nearly thoroughly enough, there is far more to be taught to LGBT+ and straight students to help stop discrimination.”

“Everything's focused on straight people.”

A minority of comments were positive with young people saying SRE did cover LGBT+ issues:

“We spent a term going over LGBT problems.”

“Fairly diverse range covered in school.”

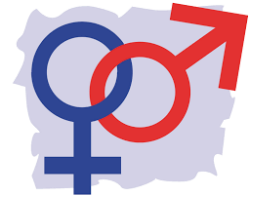
“Our school really promotes LGBT+ issues and helps us all understand it does not matter what you identify as, because we're all different.”

Analysis – what does this tell us?

This data strongly suggests that school sexual health and relationship education is not meeting the needs of young people who identify as LGBT+.

In the SHARE Appendices, it states that 'SHARE is designed to be inclusive and valuing of all young people' Yet, for many young people, this value-base of respecting and supporting diversity is not being adopted within school SRE classes.

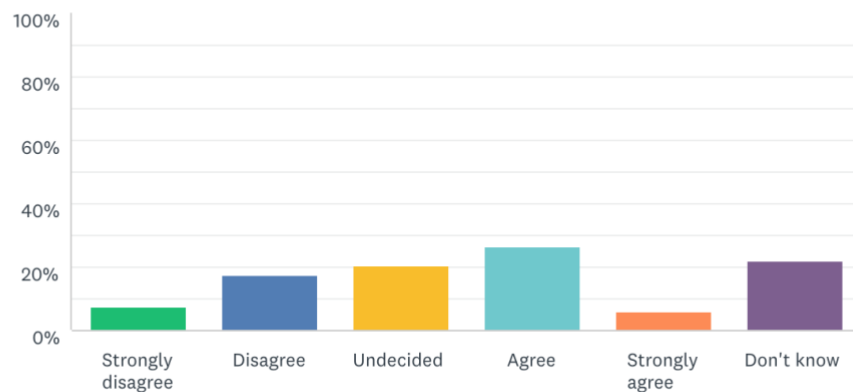
It is beyond the findings of this report to ascertain why young people feel SRE is not inclusive of LGBT+ young people but clearly there is need for significant work either in teacher training or in the provision of inclusive resource materials for the delivery of sexual health and relationship issues.



Question 18

My school deals with homophobic bullying:

Answered: 436 Skipped: 35



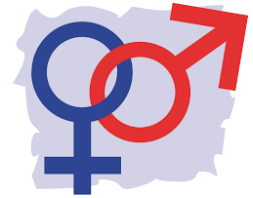
The responses were evenly distributed as to whether young people felt their school dealt with homophobic bullying.

Just over a third (33%) either 'strongly agreed' or 'agreed' that homophobic bullying was dealt with whereas a quarter (25%) 'strongly disagreed' or 'disagreed' with this statement. Nearly a quarter (22%) responded 'don't know' and 20% that they were 'undecided'.

Analysis – what does this tell us?

With only a third of young people responding positively that their school deals with homophobic bullying and a majority either disagreeing, not knowing or undecided, this suggests that schools need to focus attention on dealing effectively with homophobic bullying.

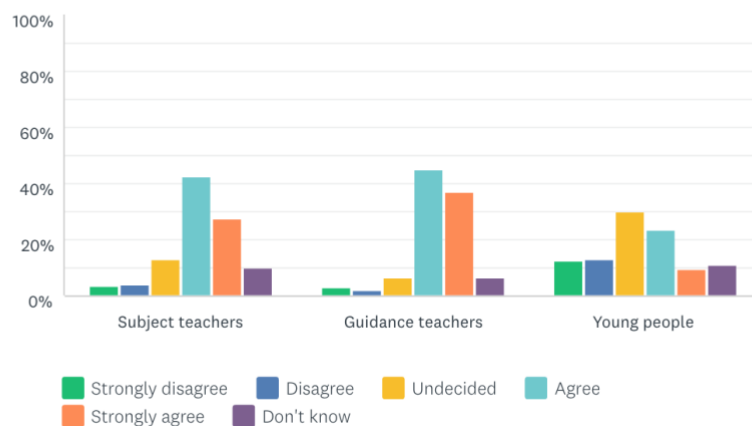
Clearly, young people felt a lack of confidence or clarity in their schools' approach or policy towards dealing with bullying as a consequence of someone's actual or perceived sexuality or gender identity.



Question 19

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

Answered: 421 Skipped: 17



The responses from the young people to this question were varied:

- A majority (82%) of young people said they 'strongly agreed' or 'agreed' that a young person would be well supported by guidance teachers if they came out as gay.
- Less young people – but still a majority (69%) - 'strongly agreed' or 'agreed' that this support would be forthcoming from subject teachers.
- Just over a third of young people (33%) 'strongly agreed' or 'agreed' that other young people would be supportive, with 31% 'undecided' and 25% 'strongly disagreed' or 'disagreed'.

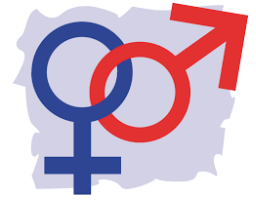
Analysis – what does this tell us?

Guidance teachers are clearly seen as supportive of young people identifying as LGBT+. This is perhaps a reflection of the pastoral and advice role of guidance staff and the personal qualities required to fulfil this role.

Young people were still, overall, positive about the support from subject teachers, although less so than guidance.

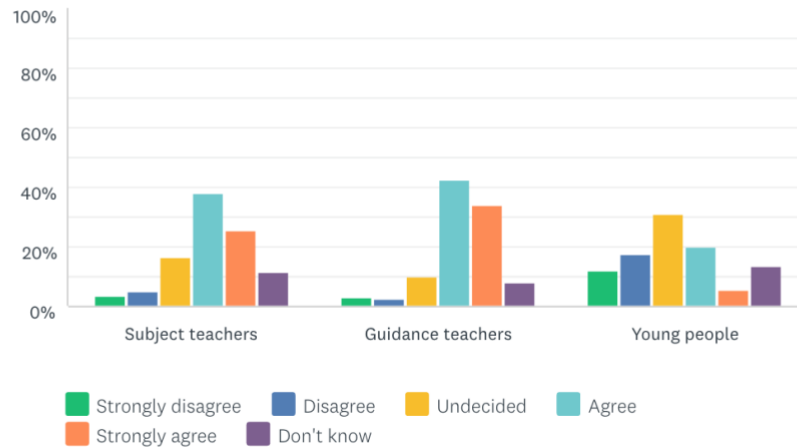
There was less confidence about how supportive young people would be towards their LGBT+ peers, with only a minority feeling that other young people would be supportive.

Question 20



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

Answered: 418 Skipped: 20

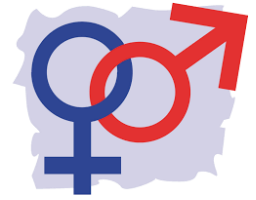


The question was posed again, but this time asking about how supported a young person would be who came out as transgender.

- Most young people (77%) said they 'strongly agreed' or 'agreed' that a young person would be well supported by guidance teachers if they came out as transgender.
- Most young people (63%) 'strongly agreed' or 'agreed' that this support would be provided by subject teachers.
- A minority of young people (26%) 'strongly agreed' or 'agreed' that other young people would be supportive, with 31% undecided and 30% 'strongly disagreed' or 'disagreed'.

Analysis – what does this tell us?

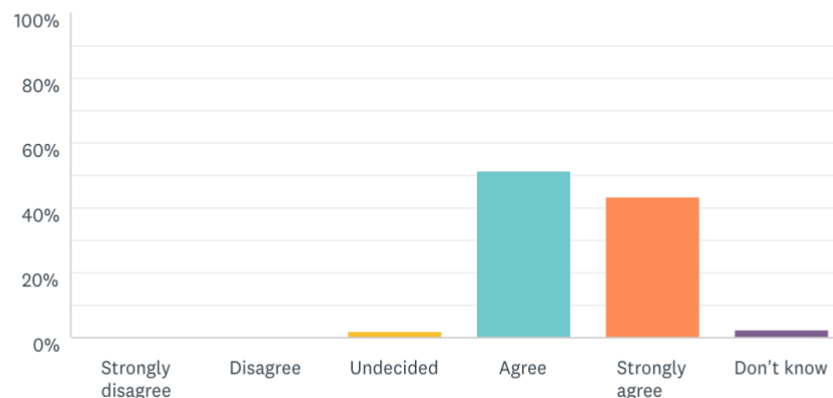
The data regarding how supportive guidance teachers, subject teachers and young people would be towards a trans-gender young person followed a similar pattern. These findings suggest that, overall, teachers would be supportive of a trans-gender young person but there was still a concern about the support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



Question 21

It is important young people get accurate information about pregnancy and parenthood:

Answered: 442 Skipped: 29



The young people were united in their views about the importance of them getting accurate information about pregnancy and parenthood with an overwhelming majority (95%) 'strongly agreeing' or 'agreeing' with this statement.

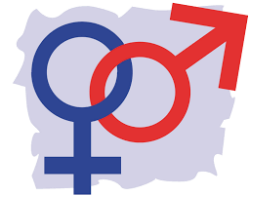
Over a third of young people provided comments about the importance of getting information on pregnancy and parenthood. From these comments, three key themes emerged:

The future: the young people felt it was important to have good information to help them make plans and preparations for the future, including:

- What to expect during and after pregnancy.
- How to be responsible parents.
- Knowing what to do as a parent and how to make good decisions.
- Being prepared for having a baby /being a parent.

The present: the young people wanted to know what do to in the event of an unplanned pregnancy, including:

- Having information to make informed choices.
- Where to get help and support.
- How to take care of a child.



They felt this information would also reduce the likelihood of unplanned, “accidental” pregnancies.

The need for general good quality information: the young people raised the issue of the importance of general education, including:

- Understanding the risks around pregnancy and parenthood.
- Where to access help and information.
- How to prevent unplanned pregnancies.
- Knowing how to have a healthy pregnancy.
- Understanding good parenting and ensure the positive wellbeing of a child.
- Being aware of the responsibilities of being a parent.

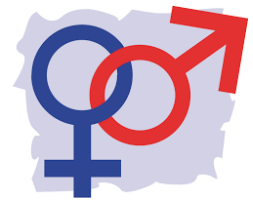
“If it happens by accident, must know what to do initially rather than gain information too late. Plant the idea of good parenting early in lives because you need to know what to expect.”

“As it [pregnancy and parenthood] is a most likely event in most people’s futures.”

“It’s very important to be well educated about pregnancy and parenthood so you know what to expect and how to be ready for that situation.”

Analysis – what does this tell us?

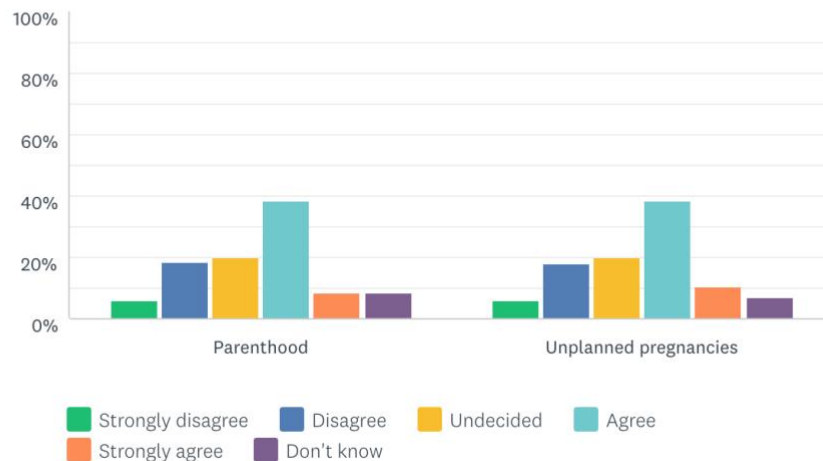
Young people recognise the importance of good quality information about pregnancy and childbirth in helping them plan for the future, dealing with unintended pregnancies and in keeping safe and sexually healthy.



Question 22

My school provides open and accurate information about:

Answered: 444 Skipped: 27



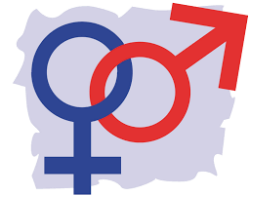
Despite almost all the young people saying they felt it was important that young people receive accurate information about pregnancy and parenthood, only 39% and 38% respectively agreed that their schools did provide open and accurate information on parenthood and unplanned pregnancies. Twenty percent were undecided.

Comments were given by a quarter of the young people about the information provided by their school on these two key issues. Of these young people, most reported that they had not received any (or virtually any) information on parenthood or unplanned pregnancies whilst a minority said they had.

“We never talked about this! We need to!”

“My school doesn't talk about it all and I think it's because they think "Oh it rarely happens so we won't talk about it" but actually it does happen and the school aren't actually ready or educated about it themselves.”

“We never talk about what to do when you have kids, only how to avoid them.”



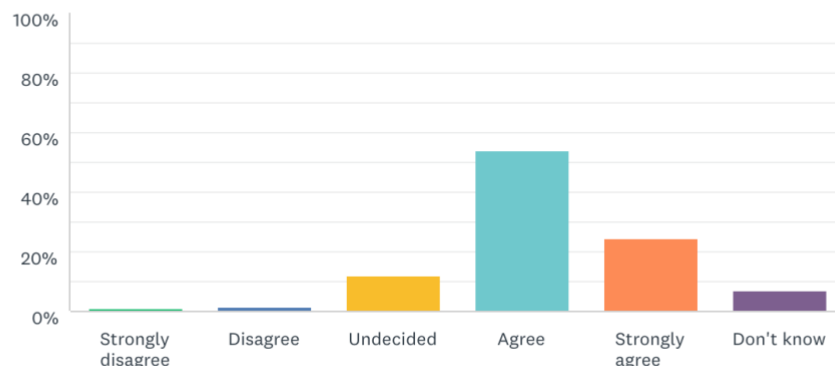
Analysis – what does this tell us?

With a minority of young people affirming positively that they had received open and accurate information about parenthood and unplanned pregnancies, this data shows that schools need to improve their teaching in these key areas of sexual health and relationships education. This consultation has revealed clearly that young people need and value information in both these areas.

Question 23

Social media has an impact on young people's sexual health and relationships:

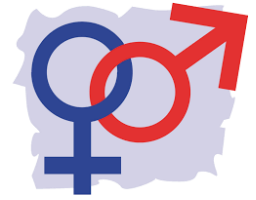
Answered: 448 Skipped: 23



Most young people (79%) either 'agreed' or 'strongly agreed' that social media has an impact on young people's sexual health and relationships.

Analysis – what does this tell us?

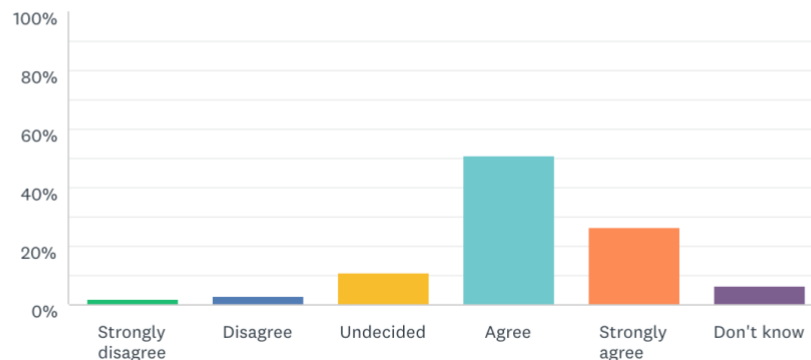
This data shows clearly that young people view social media as having an impact on young people's sexual health and relationships.



Question 24

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

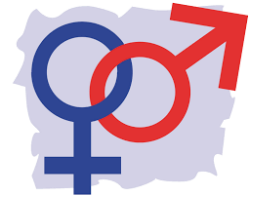
Answered: 445 Skipped: 26



Most young people (77%) either 'agreed' or 'strongly agreed' that teachers need to have greater awareness and knowledge of social media and how it impacts on young people's relationships.

Analysis – what does this tell us?

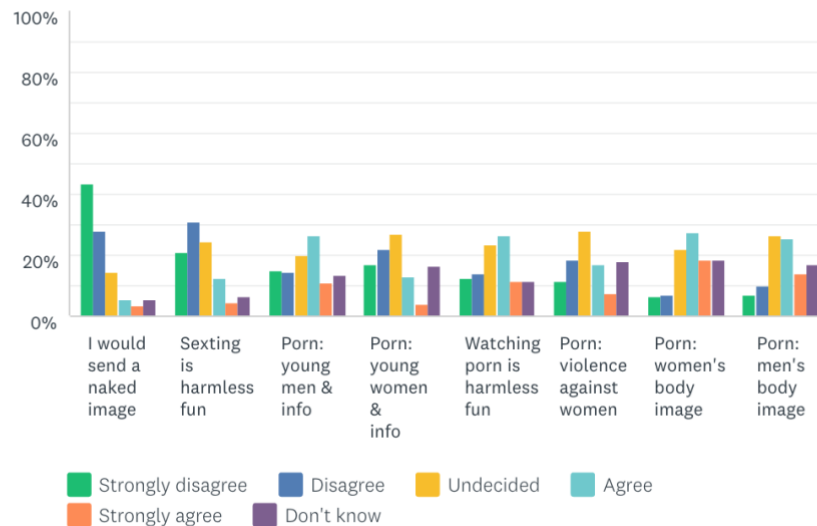
Increasingly social media is a platform that impacts and influences young people's sexual behaviour. Sexual health education is key to raising young people's awareness and understanding of the benefits, but also the risks, of using social media. Adults teaching SRE need to be fully aware of this on-line world and how it influences and impacts upon young people. They need to have up-to-date, relevant information to enable them to discuss key issues about online safety within the context of sexual health issues.



Question 25

Please respond to the following statements:

Answered: 423 Skipped: 15



The young people were asked to respond to key questions on sexting and porn:

I would send a naked image of myself if I was asked to.

Sexting is harmless fun.

Porn is a major source of information about sex for young men.

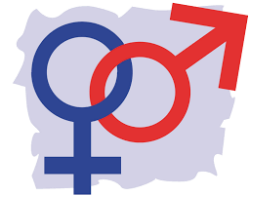
Porn is a major source of information about sex for young women.

Porn contributes to sexual violence against women.

Porn impacts on young women's body image.

Porn impacts on young men's body image.

- Most young people (71%) 'disagreed' or 'strongly disagreed' that they would send a naked image of themselves if asked to.
- Just over half (52%) of young people 'disagreed' or 'strongly disagreed' that sexting is harmless fun with 25% being 'undecided'.
- A significant minority of young people (37%) 'agreed' or 'strongly agreed' porn is a major source of information about sex for young men with nearly a third (29%) saying they 'disagreed' or 'strongly disagreed'.



- In response to the question whether porn is a major source of information about sex for young women, 39% 'disagreed' or 'strongly disagreed' and only 17% 'agreed' or 'strongly agreed'. Over a quarter were 'undecided'.
- A notable minority of young people (39%) 'agreed' or 'strongly agreed' that watching porn is harmless fun. Almost a quarter of young people were 'undecided' on this question and just over a quarter 'disagreed' or 'strongly disagreed.'
- Nearly a third of young people 'strongly disagreed' or 'disagreed' that porn contributes to sexual violence against women with almost another third stating they were 'undecided' on this. Only a minority (24%) of young people agreed or disagreed with this statement.
- In terms of body image, almost half (46%) 'agreed' or 'strongly agreed' that porn impacted on young women's body image and 39% that it impacted on young men's body image. Only a minority of young people felt that porn did not impact on young people's body image. Approximately a third of young people were undecided.

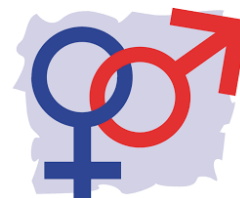
Analysis – what does this tell us?

Most young people appear to be aware that sexting could be potentially harmful and would not send a naked image of themselves. However, nearly a quarter of young people were undecided about the risks/harm of sexting.

Porn is clearly seen as an important source of information about sex and relationships for some young people, primarily young men. This is a concern if young men are watching porn as a means of educating themselves on sexual health and relationships.

Only a quarter of young people actively reported that they felt that watching porn was harmful. Thus, many young people do not seem to be aware of the negative impact of watching porn and see it, instead, as harmless fun.

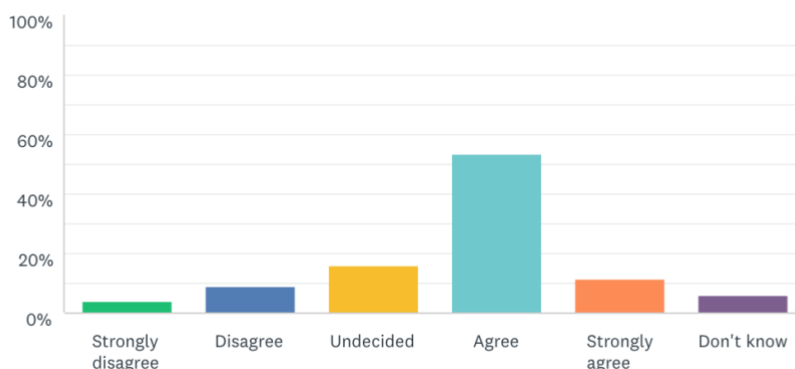
Most young people do not feel that porn contributes to an increase in sexual violence against women. However, many young people felt there was a negative connection between porn and its impact on both men and women's body image.



Question 26

I know where to go for sexual health and relationship advice and support:

Answered: 416 Skipped: 22



Most young people reported that they knew where to go for sexual health and relationship advice and support with 65% 'strongly agreeing' or 'agreeing'.

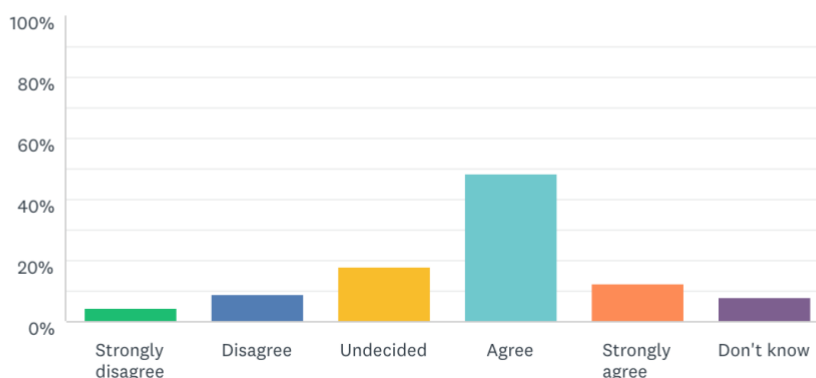
Analysis – what does this tell us?

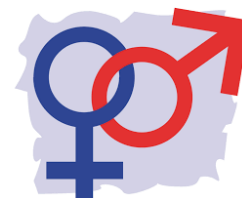
Whilst most young people reported that they knew where to go for advice and support for sexual health and relationship issues, a significant minority (35%) either didn't know, were undecided or strongly disagreed/disagreed that they knew where to access help. This suggests that more information needs to be provided to direct young people to relevant services.

Question 27

I have someone I can speak to for advice or support about sex and relationship issues:

Answered: 444 Skipped: 27





Most young people (63%) 'strongly agreed' or 'agreed' that they had someone they could speak to about sexual health and relationship issues. However, the remaining 37% of young people (over a third) were either undecided, didn't know or strongly disagreed/disagreed with this statement.

Almost half the young people gave comments identifying who, specifically, they would turn to for support and advice about sexual health issues. Many of the young people identified multiple people they would speak to; the numbers below represent the number of times the person was mentioned.

Some young people mentioned 'mum' or 'dad' specifically, whilst others referred to 'parents' generally.

Mum	57
Friends	51
Parents	34
Guidance teacher	34
Other family member (sisters in particular)	32
Dad	22
Nurse/doctor	8
Guardian	5
Sexual health worker	4
Youth Worker	4

Nine young people said they would not speak to anyone and six said the internet, with one young person saying they would go on porn sites.

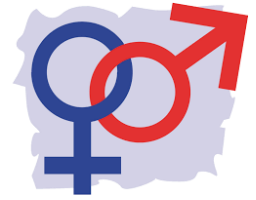
"Wouldn't be confident enough to talk to anyone about it."

"I would speak to my friends or my older sister aka someone I trust."

"Mainly friends or doctors but probably my parents as well if it was serious."

"Only friends - I wouldn't feel comfortable speaking to a parent or teacher."

"No one. That's what the internet is for."



Analysis – what does this tell us?

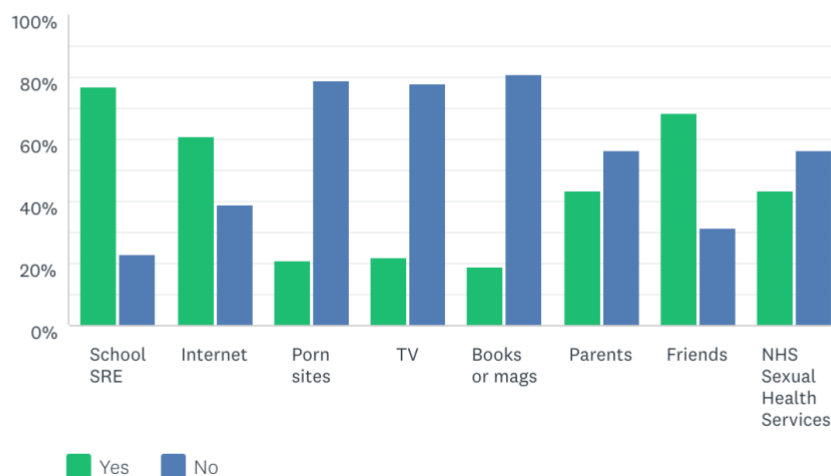
Most young people reported that they had someone they could speak to for advice and support about sex and relationship issues, with parents (mum in particular) and friends being identified the most often.

However, this data also shows that many young people did not positively report they had someone to speak to, potentially leaving them isolated and vulnerable in terms of accessing support for sexual health and relationship issues.

Question 28

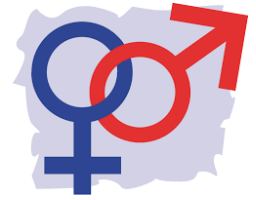
Where do you get your main sexual health and relationship information?

Answered: 443 Skipped: 28



The young people were asked to answer 'yes' or 'no' as to whether they received their main sexual health and relationship information from the following sources: school sexual health and relationship education; internet sites; pornography sites; TV; books or magazines; parents; friends, and NHS sexual health services.

- For most young people (79%) school sexual health and relationship education is the main source of information about sex and relationships.



- Friends were the second most important source of information (68%) with the internet following a close third (61%).
- Less than half (43%) said that parents and statutory sexual health services delivered via the NHS were their main source of information.
- A sizeable minority of young people (over 20%) said they received most of their information about sex and relationships from porn sites.

Analysis – what does this tell us?

Most young people in Highland gain their sexual health and relationship knowledge and information from school SRE lessons.

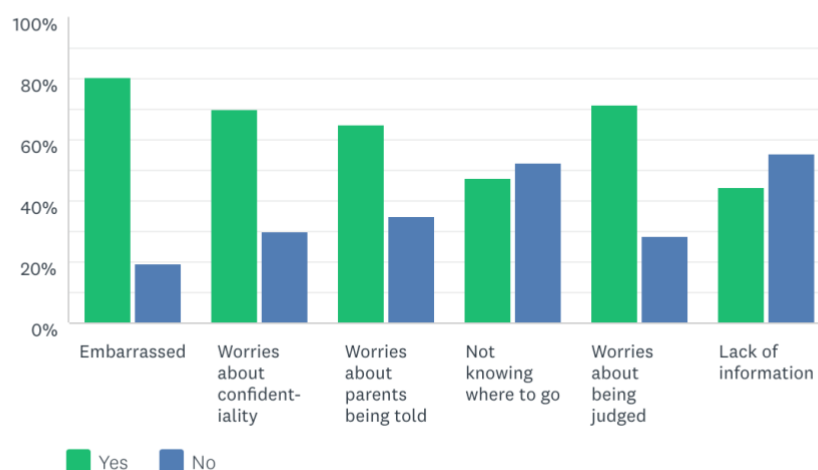
These findings show the need for the delivery of high quality school-based sexual health and relationship education that meets the needs of *all* young people and is consistently delivered (in terms of the knowledge and skills of teaching staff, a positive attitude towards sexuality and relationships and LGBT+-inclusive).

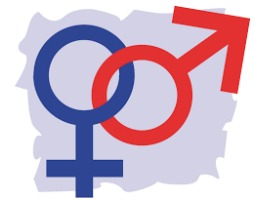
Schools need to equip young people with the knowledge, skills and attitudes they need to develop safe and enjoyable sexual behaviour.

Question 29

What would stop you seeking help or advice about sexual health issues?

Answered: 428 Skipped: 43





A significant majority of young people (81%) identified that embarrassment was a major reason that would stop them from seeking help or advice about sexual health issues.

Worries about being judged (72%), worries about confidentiality (69%) and worries about parents being told were also reported by most of the young people as reasons that would prevent them seeking support.

For just under half of the young people (48%), the main issues were around not knowing where to go for help and advice on sexual health issues and lacking relevant information (45%).

“Worries about being judged depends on where the advice is sought.”

“Who wants to tell a teacher about your sexual desires, confidential shit.”

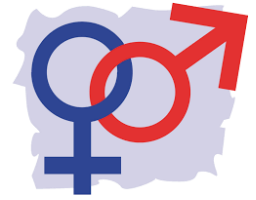
“Not feeling comfortable with anyone who would understand.”

Analysis – what does this tell us?

Clearly for young people there are key barriers that will prevent them from seeking help and advice about sexual health issues. Most young people reported that embarrassment would stop them openly speaking about sexual health issues. This suggests that there is still significant work required in schools to de-stigmatise sex.

In terms of being judged, this consultation did not explore whether young people were worried about being judged by their peers or by school staff. However, this finding does suggest that both adults’ and young people’s attitudes and moral/value judgements about teenage sex could be a barrier to young people seeking help or advice.

Concerns about breaches in confidentiality (particularly about parents being told) suggests that young people are not aware of their rights to confidentiality and /or school staff are not communicating clearly to young people about when confidentiality can be broken (e.g. if a child protection issue).



Question 30

If you have any other COMMENTS about school sex and relationship education please write below:

Answered: 44 Skipped: 394

At the end of the survey the young people were asked if they had any other comments they wanted to share and 44 responses were received.

Below is a selection of some of the final comments given by the young people about their school sexual health and relationship education:

“I've lost my virginity and sex ed only taught me about periods, STIs and condoms. Other than that I was clueless about anything else that comes with a sexual relationship.”

“I know people who have done stuff and teachers sit there saying sex is a bad thing and stuff when it's not and we are made out to be bad people.”

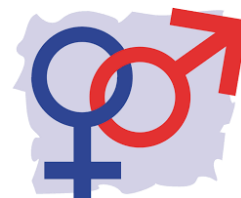
“I think we should learn more about actual sex.”

“We should talk more about the impact of porn.”

“The school should be teaching how to deal with the negative sides of relationships e.g. breakups....”

“Overall, it's pretty good, but more education LGBT relationships and more talk about wanting to have children.”

“I feel that in our sex ed classes men are seen as bad people - teachers assume that only men rape and that girls are always a victim. Men were also continuously lectured about how girls have it worse, I want it to be equal.”



Interactive Workshop Activities

Below is the information collected as part of the interactive workshop activities.

The young people were asked to draw a body map of a teacher and describe the personal qualities, skills and approach that make a good sexual health and relationship education teacher.

'What makes a good sex ed teacher?' – views of pupils in S5

7 out of the 13 schools completed this activity.

In order of most frequently mentioned:

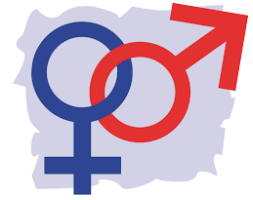
- Confident and enthusiastic
- Non-judgmental/open-minded
- Can have a laugh/is funny
- Empathetic/understanding/supportive
- Knowledgeable
- Can relate to young people/approachable
- Experienced / trained/ professional
- Respectful
- Kind/caring/nice
- Isn't embarrassed(ing)/awkward
- Relaxed/easy going/calm
- Young (er)

"Comfortable to say words like 'penis' and 'vagina'."

"Someone who lets you have a bit of a laugh."

"Calm and who doesn't over-react."

"Properly trained in sexual education (not just your casual history teacher making an appearance)."



'What makes a good sex ed teacher?' – views of pupils in S3

7 out of the 13 schools completed this activity.

In order of most frequently mentioned:

- Kind/caring/nice/supportive
- Knowledgeable/experienced
- Confident
- Isn't embarrassed(ing)/awkward
- Can have a laugh/ is fun
- Non-judgemental/open-minded
- Respectful
- Trustworthy (honest)

"Someone who won't laugh at your questions."

"Doesn't force you to answer questions - doesn't force you to talk about things you don't want to."

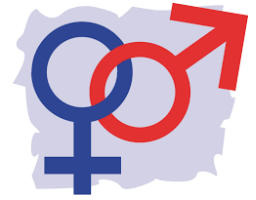
"Open to talking confidently about the other gender."

"Someone who enables a conversation about sex, gender issues and sexuality questions."

Wishes

Data from 7 schools was collated for this activity.

Each young person was given 2 wishes: on the wishes, they were asked to suggest 2 improvements/changes they would like to see with SRE in their school.



The most frequently mentioned wishes from young people in S5 were:

- Talk about/more info about LGBT+ issues.
- More detailed information / more topics.
- More interactive / engaging lessons.

“More topics that are relevant to people.”

“More information about a larger variety of subjects.”

“Less movies/films and more interactive activities/discussions.”

“To get taught in a more impactful way.”

The most frequently mentioned wishes from young people in S3 were:

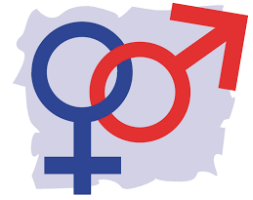
- Talk about LGBT+ issues.
- More informative/more detail.

“LGBT+ - there isn't any info on it. People need to know what they can do being LGBT+. By not talking about it makes it a mystery.”

“Covers not enough and only covers the stuff I already know.”

“Learn about what *will* happen not what *could* happen.”

“Learn about how to get out of abusive relationships.”



Recommendations

Consistency and Quality

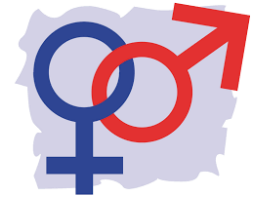
- Highland Council should ensure consistency across all secondary schools in the standard of sexual health and relationship education delivered to young people.

Values, Equality and Diversity

- Sexual health and relationship education needs to have a much greater focus on the needs of LGBT+ young people.
- Schools need an LGBT+-inclusive SRE curriculum that respects and promotes diversity and equality.
- 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+.

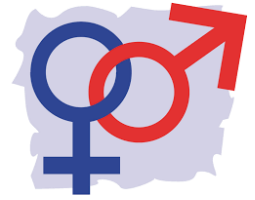
Time, Expertise and Delivery

- Adequate time needs to be allocated within the curriculum for the delivery of sexual health and relationship education.
- Staff should have the relevant expertise to deliver on a wide range of sexual health and relationship topics.
- Sexual health professionals should have a role in supporting the delivery of sexual health and relationship education within schools.
- Young people need greater confidence to deal with sexual health and relationship issues.



SRE Curriculum

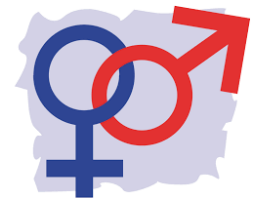
- School SRE should include information about abortion, porn, sex positions, anal and oral sex and sexting.
- Greater input is required on key topics such as consent, contraception and periods.
- Greater detail and information is required across the SRE curriculum.
- Young people need greater understanding of the importance of using barrier methods of protection for anal or same-sex sex.
- Young people need to be more aware that STIs can be transmitted by oral sex.
- Better information needs to be provided on parenthood and unplanned pregnancies, ensuring that young people receive open and accurate information to enable them to make informed choices.
- Teachers need to have greater awareness and knowledge of social media and how it impacts on young people's relationships.
- Young people need greater awareness of the potential risks/harms of sexting.
- Schools need to discuss porn with young people, particularly with young men. These discussions need to include an exploration of how porn is different from 'real sex', the impact of watching porn on young people (including body image).
- Young people need greater awareness of issues around gender-based violence.



Signposting and Support

- Young people need more information about sexual health services.
- Young people need support to enable them to identify who they could go to for information, advice and support on sexual health and relationship issues.
- Work needs to be undertaken to help overcome the key barriers that prevent young people from seeking help and advice about sexual health issues.
- Schools need to promote sex-positive messages to young people.





Conclusion

Young people feel, overall, that teachers have the confidence and knowledge to deliver sexual health and relationship education. For many young people their school SRE does provide them with the basic information they need; however, there is a need for a more comprehensive, relevant (and well supported/resourced) sexual health and relationship programme to ensure consistency across all Highland secondary schools.

Most young people in Highland gain their sexual health and relationship knowledge and information from school SRE lessons. This illustrates the vital role that schools and school staff play in addressing the sexual health and well-being of young people.

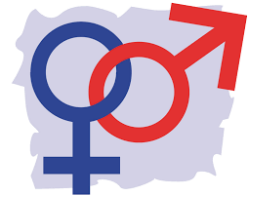
Young people felt that schools need to promote positive messages and attitudes around sex and relationships i.e. sex is a healthy part of life that should be enjoyed and sex should be discussed without shame or awkwardness.

The key barriers to young people accessing help or advice about sexual health issues (e.g. embarrassment, worries about being judged and worries about confidentiality) need to be dealt with.

Sexual health and relationship education needs to have a much greater focus on the needs of LGBT+ young people to ensure that an inclusive curriculum is delivered in all schools; young people are aware that school-based SRE plays a key role in promoting key values around inclusion, equality and respect for diversity.

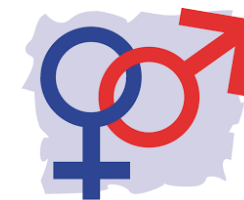
More time needs to be allocated within the curriculum for the delivery of sexual health and relationship education and teachers need on-going training to ensure they can deliver on a wide range of sexual health and relationship topics, with confidence and skill.

The SRE curriculum needs to deal with potentially challenging topics such as abortion, pornography, sexting, social media and gender-based violence. Better information needs to be provided on parenthood and unplanned pregnancies, ensuring that young people receive open and accurate information to enable them to make informed choices.



Young people need more information about sexual health services and work needs to be undertaken to help over-come the key barriers that prevent young people from seeking help and advice about sexual health issues.

School sexual health and relationship education needs to empower young people to make informed decisions about relationships, sex, gender and sexuality. It needs to provide them with comprehensive, and honest, information within a climate and culture of respect, inclusion, non-discrimination and equality.



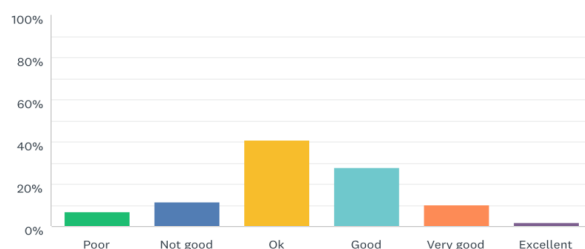
Appendix

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

Young People's Response

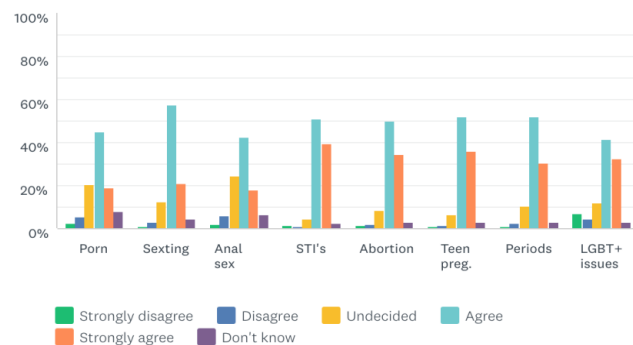
Overall how would you rate your school sexual health and relationship education?

Answered: 456 Skipped: 15



School sexual health and relationship education should include information about:

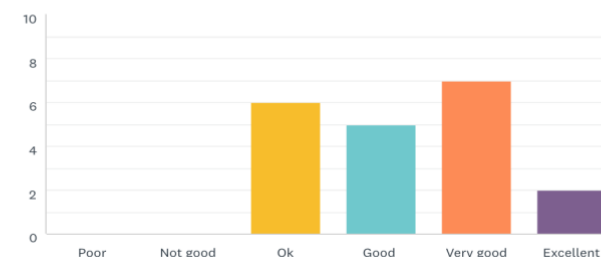
Answered: 455 Skipped: 16



Teachers' Response

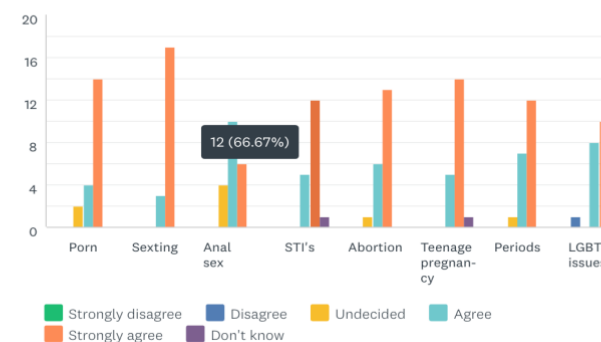
Overall, how would you rate the SHARE programme?

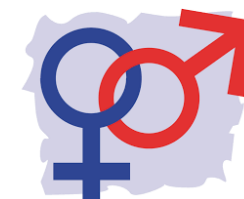
Answered: 20 Skipped: 0



SHARE should include information about:

Answered: 20 Skipped: 0

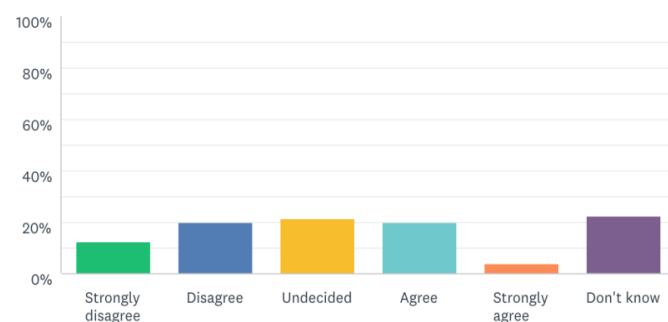




Young People's Response

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

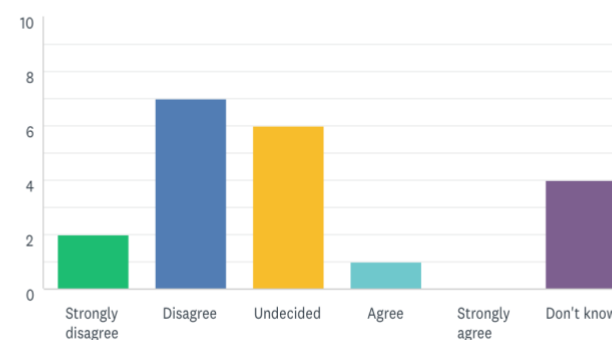
Answered: 439 Skipped: 32



Teachers' Response

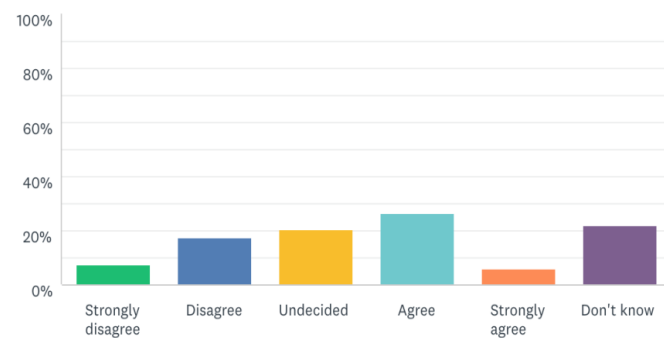
SHARE meets the needs of LGBT+ young people:

Answered: 20 Skipped: 0



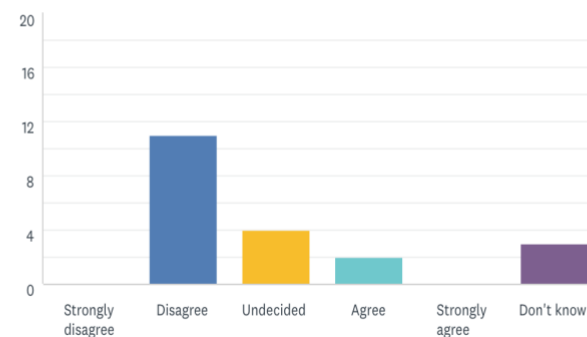
My school deals with homophobic bullying:

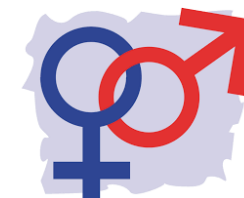
Answered: 436 Skipped: 35



SHARE deals with the issue / topic of homophobic bullying

Answered: 20 Skipped: 0

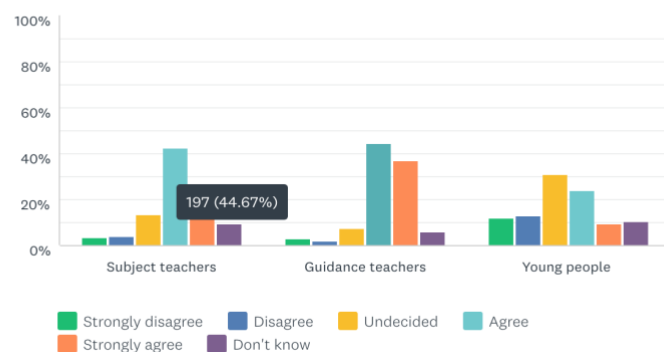




Young People's Response

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

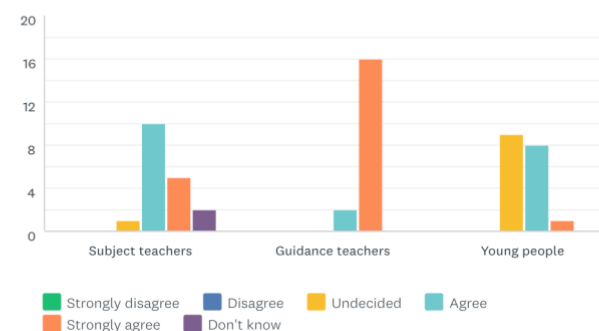
Answered: 448 Skipped: 23



Teachers' Response

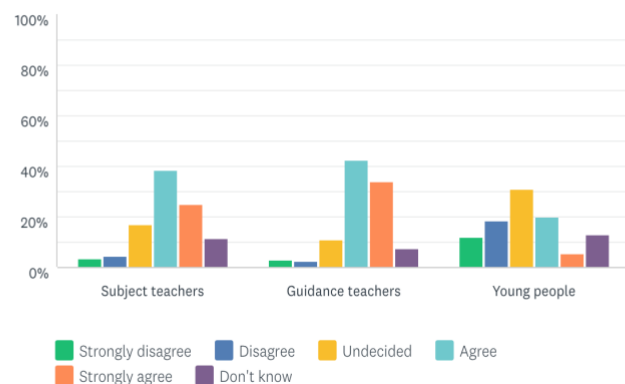
If a young person in my school came out as gay they would be well supported by:

Answered: 18 Skipped: 2



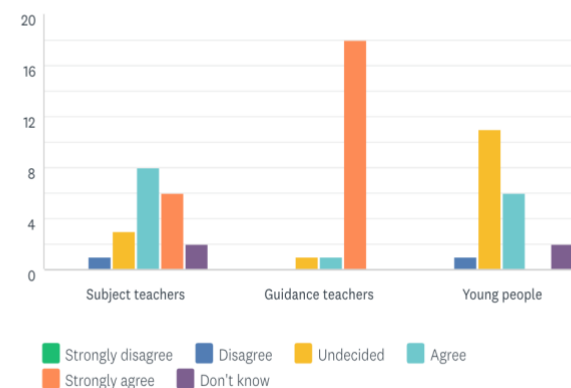
If a young person came out as transgender they would be well supported by:

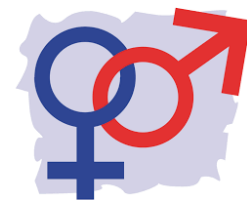
Answered: 445 Skipped: 26



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

Answered: 20 Skipped: 0

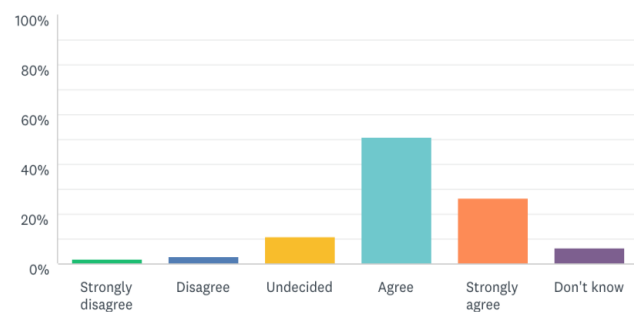




Young People's Response

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

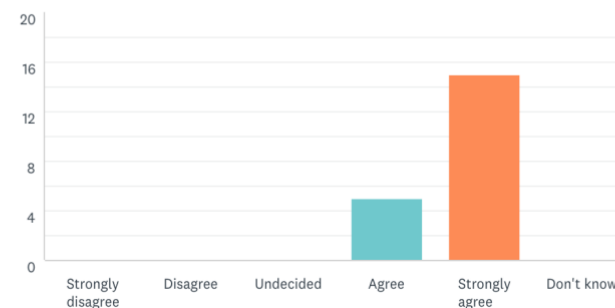
Answered: 445 Skipped: 26



Teachers' Response

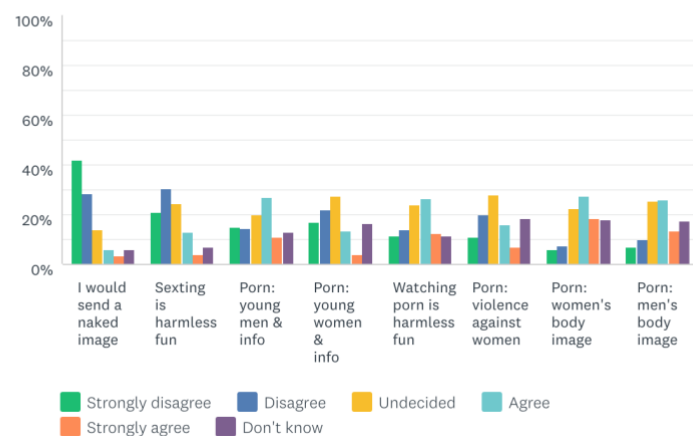
Teachers need to be more aware and up-to-date about how social media impacts on young people's relationships:

Answered: 20 Skipped: 0



Please respond to the following statements:

Answered: 454 Skipped: 17



Please respond to the following statements:

Answered: 20 Skipped: 0

