



How effective are current SRE curriculums in promoting healthy and positive relationships?

by Sarah Robinson

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Abstract

The aim of this research was to investigate current SRE curriculums and to discover how effective they are at promoting healthy and positive relationships. The conclusions have been drawn from previous literature and my own findings. I collected data through a mixed methods approach. I was able to give questionnaires to 37 young people from diverse backgrounds and schools, I interviewed 6 young people and 4 teachers. I and conducted a focus group with 5 young women.

The main findings from the data collected are that SRE does not include a lot of relationships education. The themes of consent, social media and the internet appear in the data I collected. Improved teaching is suggested in these areas by both young people and teachers. I also found that young people value highly information about prevention of STIs, safe sex, wellbeing and identifying unhealthy relationships.

The conclusions are that SRE is not effective at promoting healthy and positive relationships and it needs improvement. It is recommended that more needs to be taught about relationships, consent, social media and the internet.

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Glossary of terms

SRE – Sex and relationships education.

PSHE – Personal social and health education. Sex and relationship education is part of this.

PRU – A pupil referral unit. This is a place where young people are sent to when they are removed from school.

SEF- Sex education forum. I have used some of their papers in my research.

Inappropriate images – I define these as images that are not suitable for under 18's. When I have used this phrase I have used it in relation to young people sending nude or partially clothed photos of themselves to others.

PD – Personal development lessons in school. Some of the people I interviewed referred to their PSHE or citizenship lessons as this.

Introduction

The aim of this research is to investigate the effectiveness of current Sex and Relationships Education (hereafter SRE) in promoting healthy and positive relationships. The data will come from 20 schools, including primary, secondary, private, state, faith and a PRU. The research will be a mixed method approach including questionnaires, a focus group and interviews with young people and teachers. The expectation is that the data collected will give a greater understanding into current SRE curriculums, their weaknesses and effectiveness.

Effectiveness is defined as 'the degree to which something is successful in producing a desired result; success' (Oxford Dictionaries, 2016). A business definition of effectiveness is 'the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing" (Business Dictionary, 2016). In relation to SRE, effectiveness will be about the success of curriculums. Do the schools researched explore issues concerning unhealthy relationships and how to recognise them? Is consent discussed to a good standard and recognised by young people?

God created sex, in Genesis 1 God created mankind in their image followed by God blessing Adam and Eve to 'be fruitful and increase in number', from the beginning sex is a way of showing the love of the Trinity. In Matthew 19:5 Jesus reiterates that God made sex for marriage, "that at the beginning the Creator 'made them male and female,' and said, 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh' So they are no longer two, but one flesh. Therefore what God has joined together, let no one separate." The Bible teaches that sex is not just a physical act but a spiritual one, created by God in order to show the love of the Trinity in the boundaries of marriage.

In 1 Corinthians 6, Paul instructs the Corinthians about sexual immorality, that is sex outside or before marriage. The Message version of 1 Corinthians 6:16-20 says, 'there's more to sex than mere skin on skin. Sex is as much spiritual mystery as physical fact. As written in Scripture, "The two become one." Since we want to become spiritually one with the Master, we must not pursue the kind of sex that avoids commitment and intimacy, leaving us more lonely than ever—the kind of sex that can never "become one." There is a sense in which sexual sins are different from all others. In

sexual sin we violate the sacredness of our own bodies, these bodies that were made for God-given and God-modelled love, for “becoming one” with another.’

What strikes me about this passage is the warning not to pursue ‘sex that avoids commitment and intimacy’. In my opinion healthy relationships have commitment and intimacy but many of the teenage relationships I observe are void of both. I believe society says that sex is the only form of worthwhile intimacy between couples, but this is not the case. Intimacy can be part of a loving relationship before sex; this needs to be made explicit in SRE.

The research will collect data from a mixed methods approach. I will use a focus group, questionnaires and interviews with young people and teachers. The data will be analysed and provide recommendations and conclusions about SRE.

My motivation for undertaking this research is the teenage relationships I observe through my work. I mentor young people who do not understand healthy relationships nor have respect for themselves and have little self-worth. I witness young people who have no understanding of committed relationships. I want to discover what topics are taught in SRE; where young people get their information from; how effective SRE is according to pupils and teachers; how it is assessed and delivered and who could deliver it. These findings will form the basis of my conclusions as to the effectiveness of SRE.

Literature review

Effectiveness of SRE in current state

The Sex Education Forum (hereafter SEF) produced a report which discovered SRE is slowly improving but not as much as they would like; 22% of respondents rated their SRE as 'bad' or 'very bad'. The report concluded that LGBTQ+ young people were the least likely to rate their SRE as good.

The SEF states inequality in SRE has left young people at risk. They found 70% of young people knew the correct term for genitals; 40% had learnt the difference between acceptable and unwanted touch but 50% of these did not know where to seek help if they experienced this or sexual abuse. The report concluded that 'the odds of learning about relationships in schools is no different from tossing a coin for heads or tails.' (Sex Education Forum, 2016, p. 11). Powell agrees, that issues of consent rarely appear and concludes that inclusive and progressive sexuality need to be consistent within schools.

Greene cites consultation and communication as crucial to effective SRE. She considers school policy the best way of assessing the implementation, teaching and evaluation of SRE strategies, including reflective practice and annual whole staff evaluation (2014, p. 187). She believes teacher training is 'central to the successful implementation of RSE' (2014, p. 192). Younger teachers need equipping in the best methodologies and personal development for a successful curriculum. Greene concludes SRE can only take place 'in a safe environment that supports learning, promotes questions, removes ambiguity, fosters honest engagement with explicit knowledge, provides clarity and ongoing development of issues and topics' (2014, p. 195).

Harrison examines SRE by auditing curriculum, ethos and environment, and family and community. She highlights the issues of a 'hidden curriculum' – 'all that pupils learn in school which is not intentionally taught or communicated by teachers and the school system' (2000, p. 26). This includes the behaviour of adults around students, relationships, the ethos of care and physical environment. Harrison concludes that the delivery of SRE can provide 'particular curriculum aims and objectives that might *in turn* make a contribution to the overall reduction rates' (2000, p. 27).

The SEF report 'Does Sex Education Work?' stated young people are having sex at an older age because of SRE. They found those who had experienced good SRE were more likely to use contraception while an abstinence based approach did not have positive results therefore 'a broad

SRE programme is absolutely essential' (2010, p. 1). For good quality SRE to happen, it needs supporting by access to sexual health and contraceptive services 'in places that are convenient to them and to be supported in their emotional development' (2010, p. 3) . They found factors, such as poverty and education, have an influence on the effectiveness of SRE and that 'there is a strong link between teenage conception and educational attainment' (2010, p. 3).

The UK Youth Parliament explored SRE and discovered that 73% of respondents believed SRE should start below the age of 13 and 61% of boys and 70% of girls had received no relationship education. Recommendations were: stop schools opting out of delivering good SRE; SRE to be taught throughout a student's time in school; the implications of teenage pregnancy be taught and young people to have access to confidential sexual health services advertised through PSHE (Are You Getting It?, 2007, pp. 8-10).

Where young people get their information from

In 'Sex, Power and Consent' Powell concludes young people have three sources where they obtain information about relationships. 'Both young women and young men consistently identified friends, family (particularly parents) and the media as the main information sources and influences upon their relationships, although they varied somewhat in relative importance' (2010, p. 47). She writes that parents are viewed as an influence on relationships and more as role models for teenage relationships, rather than sources of advice.

Tanton, Jones and MacDowall however, discovered that 40.3% of young people cited SRE as their main source of information and 7.1% of respondents cited parents (2015, p. 1). They concluded that over twenty years the number of young people who cited SRE as their main source of information had increased.

Topics covered and improvements suggested

Powell suggests that sexual violence prevention be included in SRE curriculums but stresses it is not solely schools responsibility; it should be 'a whole community issue that requires a whole community response' (2010, p. 147). She suggests improving curriculums, providing information, promoting safer sex and recognising that 'young people are individuals with sexual feeling who can make responsible sexual choices' (Powell, 2010, p. 147). She believes schools need better resources to work with young people who are most at risk - those excluded or who experience multiple disadvantages. She determines these are at the fringes of education, therefore an integrated community framework would work best.

In 2015 a House of Commons briefing paper investigated the state of SRE following the 2013 Ofsted Report. The paper examined six compulsory subjects in SRE and concluded that relationships education should be about respecting others and themselves. It also concluded that young people should be taught the importance of marriage (House of Commons, 2015).

Mayock et al. found that parents wanted a realistic and honest approach to SRE and that 'schools needed to address, not avoid, the real issues confronting young people in a way that enabled them to deal with the decisions they were likely to face in an informed, comfortable and confident manner' (2007, p. 42).

A popular textbook for ages ten plus is 'It's Perfectly Normal'. The textbook gives facts on options available to young people concerning sexual activity, such as abstinence, postponement and birth control. It contains information about e-safety: what is and is not appropriate and how to respond if sent upsetting material. It defines sexual abuse and who to tell if it occurs. Consent is explained: 'sharing between two people who care about each other always means having respect for each other's feelings and wishes. This includes respecting each other's rights to say "no!" to any kind of sexual activity - at any time for any reason' (Harris & Emberly, 2014, p. 51).

Boddington, King and McWhirter examined SRE in primary schools. They recommend teaching SRE as a 'layer by layer' approach as opposed to 'lump by lump'; being part of PSHE rather than being taught in sections. They concluded children often have fears and myths surrounding SRE which have to be untaught in year 6, providing the reasoning for SRE from an earlier age. They believe SRE should begin in year 1 because 'we cannot afford to leave children uneducated until puberty' (2014, p. 187).

Turnbull, Van Schaik and Van Wersch investigated young people's perceptions of SRE, discovering the preferred delivery method of SRE was sexual health workers, parents and peers. They recommend experienced and qualified SRE educators as well as acknowledging the supplementary roles of parents, the internet and magazines.

Aims and values of SRE

Morgan's study found parents overwhelmingly supported the moral framework taught in SRE there was 'a broad consensus that SRE should be ... linked with attitudes and values' (2000, p. 74).

Halstead and Reiss examined SRE policies and discovered eight main aims: biological knowledge; preventing abuse; decreasing guilt and embarrassment about sexual matters; encouraging good relationships; abstinence education; preventing teenage pregnancy; decreasing the spreading of STI's and helping young people to question the role of men and women (2003, p. 137). They

observed the biological aspects of SRE can be denigrated as 'teaching about the plumbing', implying SRE should include more than fundamental biology. SRE as a preventative for sexual abuse works; it requires teachers to be able 'to detect and react appropriately to evidence of abuse' (2003, p. 151). Good quality SRE 'might lead to it being less likely that those who have received such education will go on to abuse others' (2003, p. 151). They comment on the criticism of SRE by young people because 'of the lack of meaningful discussion about feelings, relationships and values in much Sex Education' (2003, p. 152).

Liberal values, pleasure, recreation, health and well-being, religious values, family values and love are examined in *Values and Sex Education*. Halstead states liberal values are 'personal autonomy, rational decision making, self-respect, respect for others, justice, equality, truth telling, promise keeping, conflict resolution, acceptance of the law, responsibility, tolerance, self-determination and the avoidance of harm to themselves and others' (2003, p. 67). Liberal views promote time to reflect on decisions and consequences in sex and relationships.

SRE encompasses family values, mainly teaching the value of marriage and focussing on nuclear families. In Halstead's opinion these 'are directly relevant to Sex Education', being linked with 'having a positive self-concept, values around living with others, the emotional dimension of close relationships and understanding of sexual roles, parenthood and gender issues' (2003, p. 117).

Halstead believes religious values should be included in SRE. He maintains if we live in a pluralist society 'we should at least understand something of what it is that motivates others' (2003, p. 104). Christian perspectives on SRE 'have a considerable amount in common with secular perspectives' (Halstead & Reiss, 2003, p. 104), although some views are highly contentious, religious values should be recognised.

Halstead argues that love, as a value, should be taught in SRE. He claims people connect sex and love and in order for children to make sense of SRE they need to have teaching about love; 'its capacity to enrich our sexual experiences...brings a moral dimension to sexual relations' (2003, p. 132). He concludes teaching about love makes SRE 'a more holistic experience'.

The Christian involvement and dynamic

In *Sex Education or Indoctrination* Riches writes that SRE in schools 'has become an ideological battlefield on which war is waged for the hearts and minds of children' (2004, p. xiii). She believes the right to remove children from SRE lessons has been limited because of the medicalised response from schools. Riches concludes that the Teenage Pregnancy Unit's plan of educating young people about contraceptives and increasing their provision of them, has been 'a colossal failure' (2004, p. 70). She believes 'classroom quizzes and exam questions' (2004, p. 29) have indoctrinated young people and SRE does not give the 'proper context for the spacing and timing of children in marriage' (2004, p. 3).

Riches suggests SRE returns to 'family morals', supporting sex in the context of marriage. She believes parents should be the main source of SRE. She urges SRE 'be dealt with sensitively by people of integrity, with the full co-operation of parents and with the aim of preparing young people for their future roles in marriage and parenthood' (Riches, 2004, p. 3). Riches wants an end to SRE at younger ages and for protection from exposure to 'types of sex instruction which are amoral in content' (Riches, 2004, p. 3).

Greene examines how 'the RSE programme adopted by schools contains a moral framework that is informed by the inherent values and ethos of the school' (2014, p. 190). She claims schools need to acknowledge that not all teachers will know of, or understand, the religious traditions and teachings of the school denomination, and that they need to make them aware of these whilst also maintaining the teacher's right to their own beliefs. Greene suggests studying SRE material in light of the school ethos, especially in faith schools. She concludes that religious schools 'must interrogate the values and attitudes they are endeavouring to promote and ensure their authentic meaning, if the true nature of the ethos is to be accepted' (Greene, 2014, p. 191).

Gardner suggests Christian dating guidelines, including dating stronger, deeper, clearer and wider. She questions the motives young people have for dating, such as being bored or insecure, and asks them to be readdressed. She claims Christians 'need to reject our culture's obsession with shallow, non-committal relationships (Gardner & Adefope, 2013, p. 91). She asks young people to examine the qualities of their partners and themselves. Gardner suggests 'an outward focussed life keeps our dating relationships healthy' (2013, p. 92).

Harrison's moral and social framework recommends schools should support the institution of marriage whilst respecting religious and cultural diversity. It is beneficial as it 'affirms the responsibilities of parents to their children' (2000, p. 41). She implies some SRE material is

borderline pornographic and provides uncertainty for pupils about whether the experience depicted is within marriage. She concludes teachers should support positive images of sex and family life.

The Christian Institute maintains that SRE content and materials are not suitable for primary school children. They believe this would 'inevitably lead to the sex education industry, which promotes explicit materials, having much greater influence' (Too Much Too Young, 2011, p. 5). The government's stance is to promote the importance of marriage, while the Christian Institute believes that the material produced is 'ambivalent to the issue' (2009) and the curriculum should not 'diminish the benefits of marriage or fail to tell pupils of the damage that can be done when marriage is undermined' (Sex Education , 2009, p. 3).

Oasis Academies deliver Christian SRE. Lords Hill states PSHE aims to 'establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage' (Lords Hill Oasis Academy, 2016). SRE covers marriage and relationships, including same-sex relationships.

Overcoming is an SRE resource investigating HIV and Aids, written by Samaritans Purse and Youth for Christ. It includes games and video clips to engage young people about the HIV problem in sub-Saharan Africa. Through five lessons young people learn about the disease, consequences and statistics.

The SEF claim a multi-faith perspective in SRE is needed. They write that children are entitled to SRE that takes into account faiths and cultures in Britain. They found three underlying principles as to why faith should be included. First young people are entitled to receive SRE that is relevant to them, including faith. Secondly diversity and anti-discriminatory practices are often part of a schools ethos and should be involved in every area of curriculum. Thirdly SRE needs to create a framework and safe space for parents of faith to understand more about SRE and help in its development (Sex Education Forum, 2004, p. 1).

Methodology

Decision making

I have conducted my research through a mixed methods approach. This allows my findings to be integrated using qualitative and quantitative research methods. Denscombe writes that a mixed methods approach puts an 'emphasis on practical approaches to research projects' (2007, p. 108). Exploring whether current SRE curriculums are succeeding in educating young people, implies that there are inadequacies with the current curriculums offered. I believe these contain aspects which are beneficial to young people but parts need improvement. 'The mixed methods approach is "problem driven"' (Denscombe, 2007, p. 108).

The benefits of using a mixed methods approach are summed up by Punch and Oancea as combining 'the strengths of methods focused on quantitative data with the strengths of methods focused on qualitative data, while compensating at the same time for the weaknesses of each method' (2014, p. 339). The research will consist of a focus group, interviews and questionnaires.

Focus group

I conducted a focus group about SRE with Connect Youth Group. The group of five women, aged 13-17, attended a variety of schools, faith and socioeconomic backgrounds. This gave greater insight into different schools approaches to SRE. They already have experience of me leading discussion groups and individuals spoke openly about their experiences and opinions on SRE. This research method is 'useful in exploring and examining what people think, how they think, and why they think the way they do' (Kitzinger, 2005, p. 57). It is valuable in exploring the topic of healthy and positive sex and relationships. Liamputtong asserts that focus groups allow participants to 'develop their own questions and frameworks as well as seek their own needs and concerns' (2011, p. 5). The focus group was intended to help the young people identify areas of strength and weakness in current curriculums and encourage critical thinking about what they have been taught. I also wanted them to generate questions about healthy and positive SRE and their perceptions of issues and pressures facing their cohort.

Pros and cons

The disadvantages to focus groups are, discussion may not 'be sufficiently in depth to allow the researcher to gain a good understanding of the participants' experiences' (Liamputtong, 2011, p. 8). Vocal participants may dominate and manipulate group conclusions. Hopkins writes that the social context of focus groups has a significant influence on 'issues of disclosure, social conformity and desirability' (2007, p. 530), a concern because of the nature of my research. All participants were

informed of help available to them but it may be a concern if someone feels unable to make a disclosure because of group discussions.

An issue may arise as the focus group is a pre-existing group. Liamputtong argues that groups made from total strangers are useful when 'group conformity has brought about pre-established group norms and patterns of leadership' (2011, p. 37). She continues that groups of strangers are less likely to stray from topic. I recognise this approach to focus groups is helpful but Leask argues that 'pre-existing groups are essential when the aims of the research necessitate, or would be enhanced by, the presence of a group dynamic' (Leask, 2001, p.152-154); important when discussing sensitive issues.

Despite the homogeneity in the findings, I believe the data will be useful in understanding current curriculums and whether young people feel it is effective. It will be valid and reliable because of my relationship with the participants.

Questionnaire

Those completing a questionnaire are aged 11-18. They attend different schools and have diverse socio-economic backgrounds. My method of data collection is described by Bradford and Cullen as a 'simple and systematic random sampling'. The data collected helps me draw some conclusions as to the current effectiveness of sex and relationship education.

A questionnaire is an appropriate methodology when:

- Information is straightforward
- Responders will give full and honest answers
- Standardised data is required

(Denscombe, 2007, p. 154).

There is a need to collect standardised data on SRE for it to give an insight into how young people perceive the effectiveness of their curriculums. I believe the majority of participants will give honest answers.

To ensure compliant responses, the questions will be structured appropriately, questioning the delivery and content of the programmes and the respondents' opinions. I have used four types of questions that Bell states can be asked to collect data:

- Verbal or open – The expected response is a word, phrase or extended comment. They are useful in collecting information but can be difficult to analyse.
- Category- The respondent fits in to a set category.
- Ranking – The participant has to rank a number of topics, according to the government's curriculum and any additional topics required.
- Scale – These are used to judge the young person's response to the topics examined.

Adapted from (Bell, 2005, pp. 137-138)

The responses will be used to provide mostly quantitative data. The questionnaire gives room to collect some qualitative analysis as the responders have the opportunity to give opinions on curriculums.

Bradford and Cullen acknowledge the strengths of questionnaires to be:

- They do not require information about the sample population before sampling.
- Relatively simple to undertake when a large sample is not required.
- Sampling biases can be predetermined.

The limitations of questionnaires are:

- Less useful when sampling from regular and structured list of elements.
- That systematic bias may be introduced where systematic random sampling is used.

Adapted from (Bradford & Cullen, 2012, p. 125)

The questionnaires were easy to distribute, but there was some difficulty in collecting data. I received thirty seven responses but not all were fully completed. I was able to collect data from an alternative education provision but some of their responses did not yield robust data. A disadvantage of these questionnaires is that respondents had to be cleared with the gatekeepers of the clubs, so most participants were aged thirteen and above. The conclusions drawn therefore, are based on those in year 9 or above who have received SRE at school. I was not present while

some groups completed their questionnaires so I am unable to verify the extent of collaboration or discussion of answers. It is not possible to verify age or educational status of online respondents.

Interviews

I interviewed four teachers from different schools and six young people, aged 13 – 18. I work with the young people interviewed and personally know three out of the four teachers. I feel that personal contacts had benefits for my research, as I have chosen the interviewees based on my criteria for suitability.

Semi-structured interviews are more flexible in ordering which questions are asked and letting 'the interviewee develop ideas and speak more widely on the issues raised by the researcher' (Denscombe, 2007, p. 176). The questions are open ended, giving the researcher opportunities to delve further. I collected qualitative data through interviews. I want to use the themes that appear to draw conclusions about how effective SRE is from teachers and students viewpoints. Flewitt writes that interviews can:

- Generate insights into participants' lives which would otherwise remain hidden to the researcher.
- Give access to individuals' understanding of the contexts they are in, to their opinions, aspirations, attitudes and feelings.
- Generate complex insights into others' perceptions of social phenomena and why they make certain choices and act in the ways they do.

(Understanding Research with Children and Young people, 2014, p. 138).

Denscombe writes that interviews can convey 'opinions, feeling, emotions and experiences' and I am able to explore these in depth with the interviewee. They are good for discussing 'sensitive issues'. The topic of my research is sensitive and 'using a careful and considerate approach, participants can be encouraged to discuss personal and sensitive issues in an open and honest manner' (2007, p. 175). Sarantakos writes that the advantages of using interviews in research are:

- Flexibility – I found I could adapt my questions and ask more from the interviewee.
- Easy administration – respondents do not require the ability to read or handle complex documents. Questions were sent to the interviewee in advance, giving time to prepare.
- Less tedium – Interviews need 'participation' not just 'response'. Participation involves interaction, giving this method a cooperative framework.
- Control over the environment – The interviewer has full control over conditions of the interaction. I mainly interviewed the young people in a coffee shop, 3 of the teachers after church and one at their school.
- Capacity for correcting misunderstanding by respondents.
- Control over the order of questions.
- Opportunity to record spontaneous answers.
- Control over the identity of the respondent – I chose all adults because of their profession and type of school they worked in. The young people were chosen because of my relationship with them and how open and honestly I believed they would respond. They helped me gather a broader view of sex education in schools due to their varied school backgrounds.

Adapted from (Sarantakos, 2013, pp. 295-296)

Sarantakos recognises the limitations of using interviews as: being time consuming, can create bias as 'the interviews are affected by the factor interviewer' and anonymity as the method offers less anonymity than other methods of data collection. He states they can be less suitable if sensitive issues are discussed, many people would prefer to respond through writing about these (Sarantakos, 2013, p. 296). There are limitations to using interviews as they usually only collect qualitative data. By using this method as part of my mixed methods approach to research, I am able to obtain the benefits of the method and reduce the limitations.

Progress

The quantitative data collected through interviews was very valuable in helping me form some conclusions about the effectiveness of SRE from participants perspectives. The pre-existing relationships helped to make the interviews semi-formal as the young people tended to take the conversation into areas of SRE that they were interested in. Many of the interviewees attend church and profess a faith. This may give a bias as they could be approaching SRE from a Christian perspective.

All of the interviews bar one were 10-30 minutes long. I was able to ask more questions related to the answers the participants gave, giving greater clarity on what they thought about SRE. One teacher who I did not know, interviewed for five minutes. This interview is still valid but the data collected will not hold as much influence due to its length.

Reflections on the research process

I was able to collect a range of quantitative and qualitative data through the range of methods used on current SRE in schools and was able to draw some conclusions from it.

I reflected on the research process to see whether there were any ethical issues present in the collection of data.

One ethical consideration was informed consent. All the young people participating in the research where given a detailed covering letter explaining the research process and their part in it. I also asked for consent from the young person and their parent/ guardian. When I gave out questionnaires, conducted interviews or held the focus group I always verbally read the letter to the participants and answered any questions that arose. I ensured the language used was appropriate and uncomplicated (appendix 1).

It is important to look at the power dynamic of the relationship with participants and what effect, if any, this had on their participation. They were reminded at every stage of data collection that they could engage with the process at the level they were comfortable with and that they could have their data removed. Bradford writes that 'there is a need to be mindful of the significant ethical dimensions' of being a researcher and practitioner; this is because questions of 'power, consent and coercion become especially salient' (2012, p.21). The professional standards of the role I hold bring added ethical considerations that have to be adhered to when collecting research. This is why

informed consent, one in which the participant knows the risks involved, is so important in collecting reliable valid data.

I believe that my mixed methods approach provided enough responses to make conclusions as to the effectiveness of SRE and whether, in its current form, it helps to promote healthy and positive relationships.

Main findings: facts

Through my mixed methods approach I was able to interview six young people and four teachers; receive questionnaires from thirty seven young people and lead a focus group of five young women. I interviewed three boys and three girls, all who attend a variety of churches. Most would declare a faith. The age range of interviewees was 13 – 18, school years 9-13. Two of the young people attend academies, one of which is a Vardy Christian Academy, two attend state schools, one attends a private school and one attends a sixth form college, having previously attended a state school. (See appendix 8: young person’s interview questions and see appendix 2: young person’s interviews responses.)

The teachers I interviewed came from different types of schools. One works at an autistic school, two in Christian academies and one is a primary school teacher. Three out of the four teachers are Christians. (See appendix 9: teachers’ interview questions and appendix 10 for primary school teachers interview questions. See appendix 2 and 3 for interview responses.)

The thirty seven young people I gave questionnaires to came from a range of schools and backgrounds. I was able to give questionnaires to young people from a PRU, private, faith, academies and state schools. I was able to collect information from 18 known schools and, due to anonymous online responses, some unknown schools.

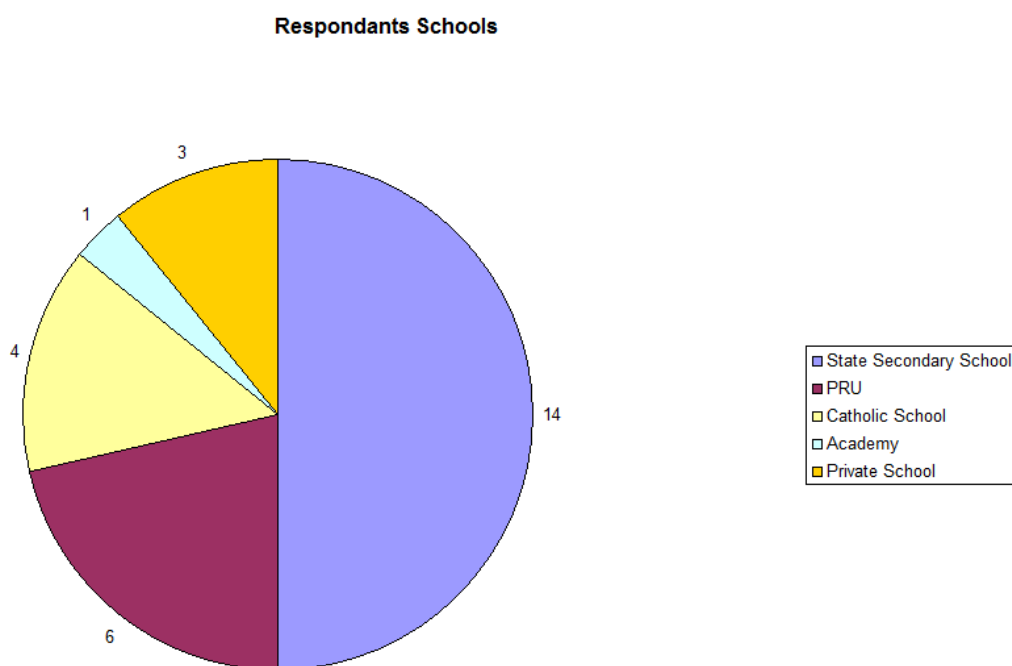


Figure 1 – a pie chart showing the range of schools the questionnaire respondents came from.

The age range for the questionnaire was 12 -18, school years 8-13. The largest number of participants were aged 15.

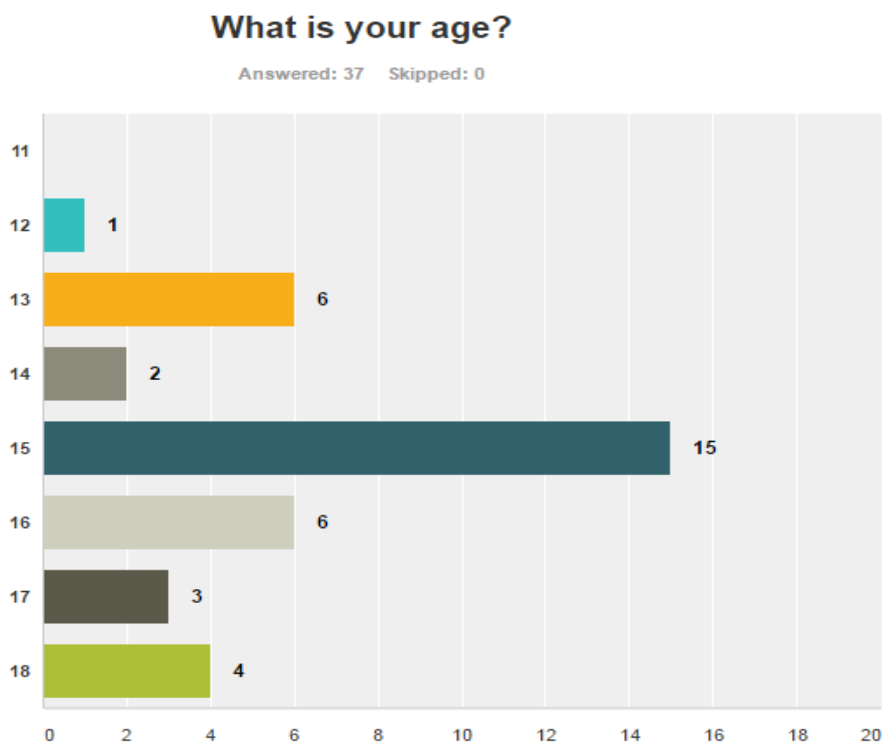


Figure 2 – age range of participants of the questionnaire.

The gender of those completing the questionnaire was nearly equally balanced, 19 females and 18 males. (See appendix 6 questionnaire and appendix 7 for results.)

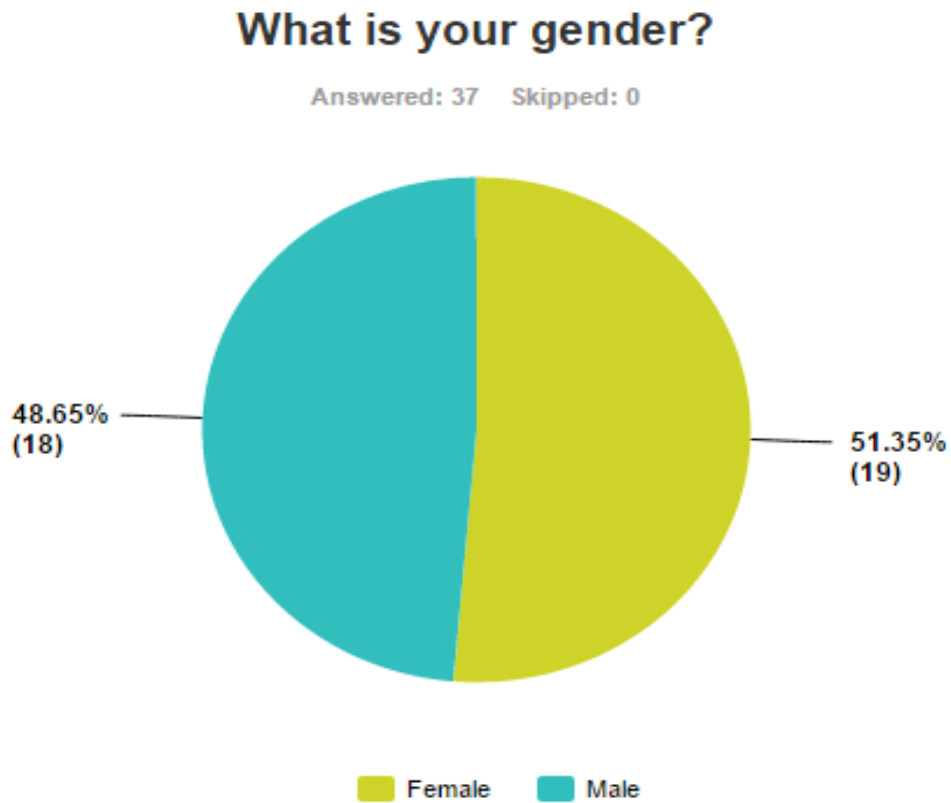


Figure 3 – the gender of questionnaire participants.

The focus group was made from five young women. They all attend a Christian youth group and most are Christians. Four attend state secondary schools and one who attends a Christian academy. They ranged in year groups from year 9 –12. The group included two young carers. (See appendix 11 for focus group questions and material generated in appendix 4.)

Main findings – analysis and evaluation

*“There’s no good delivering SRE to our younger selves. No good telling kids what we should have heard at school, **we’ve got to talk to them as it is now because it’s dangerous**. There’s images and concepts and ideas that are totally out there, they’ve got devices in their pocket that allow them to access all sorts of material. I think we have to be aware of that, keep the principles about self-respect. It’s perfectly possible to teach self-respect and consent in a realistic context that would be my dream.”* A quote from LD a teacher and pastoral tutor at a Catholic Academy (bold mine).

This quote, from one of my interviewees, introduces what was repeatedly said by young people and teachers throughout my research. Young people are craving good quality sex and relationship education, one that takes into account feelings and emotions and the world they live in.

My research looked at different aspects of SRE in order to judge whether these curriculums, in their current form, are effective in promoting healthy and positive relationships. (See introduction for a definition of effectiveness.)

Chapter 1 – the effectiveness of SRE

I speculate that teaching about contraceptives and the biological side of SRE is easier to assess and so more of the teaching is focussed around it. From my research I have found that most schools use a mixed approach in order to teach SRE; through RE, science and PSHE. PSHE is a subject that can be difficult to assess and speaking to teachers they admitted that it can be hard to judge the effectiveness of SRE in PSHE lessons because there is nothing quantifiable about it. One teacher spoke about how the pupil voice is strong in their school and young people give feedback across the whole curriculum, including SRE. Another teacher, who works at a specialist autistic school, claimed measuring effectiveness was a real challenge because of the cognitive understanding of the pupils and their limited social interaction and communication. Another teacher said there was no way of measuring the effectiveness other than the emotional and sexual health of the student. She said that SRE ‘flies against everything education is at the minute’ in regard to testing young people.

One question asked young people whether they thought SRE was effective, successful, helpful and valuable. From thirty four respondents, twenty two said yes it was helpful and twelve said it was not. The respondents were able to add comments to this answer. Whilst the majority said SRE was helpful they said ‘they could go into more detail’, ‘they miss out a lot’ and one respondent answered with ‘I haven’t done it in school yet’. Young people recognise the need for SRE and they believe that

it is helpful for themselves and their peers but my findings suggest that they think SRE could be improved through teaching that fully investigates sex and relationships.

The questionnaire also asked respondents to rate their SRE from 0-10, where 0 was ‘not very good, not informed at all’ and 10 was ‘very good, I feel very informed’.

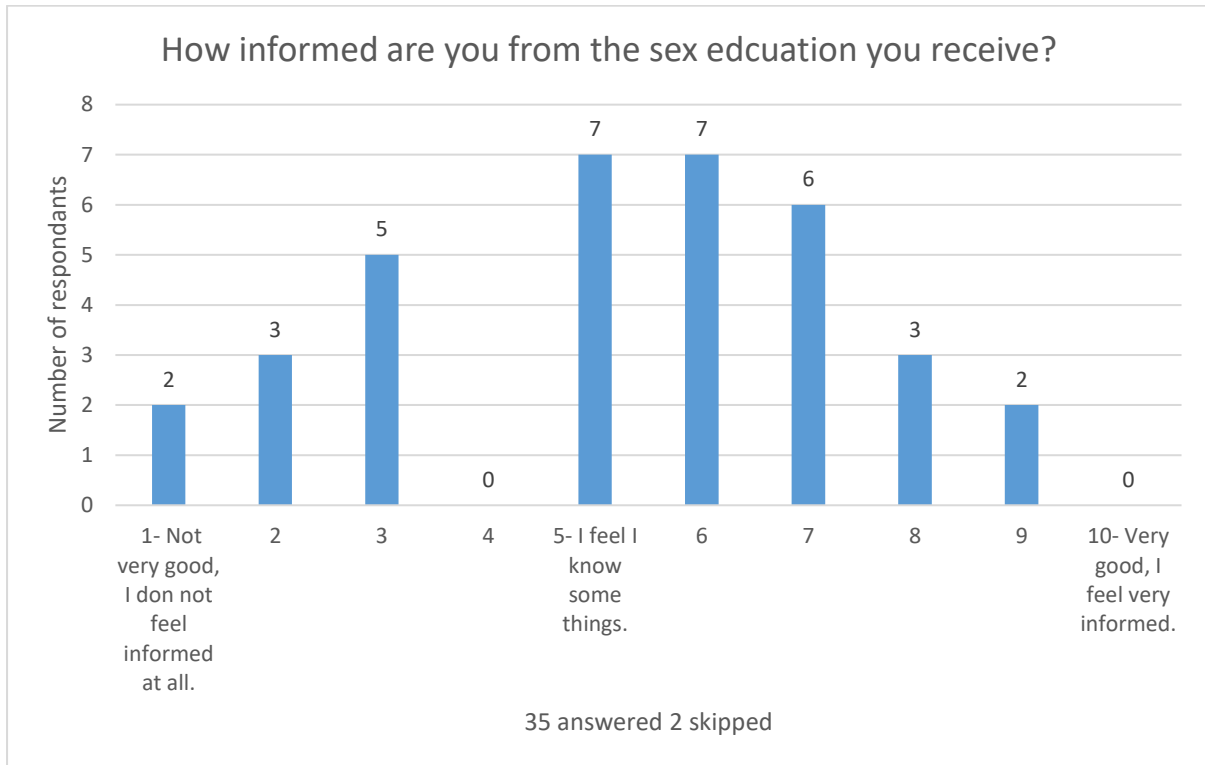


Figure 4 – graph showing how young people rate their SRE on scale 0-10.

They felt they had insufficient knowledge of SRE. 17 respondents rated their SRE as 0-5, they felt they knew some things about the subject but did not feel adequately informed. 18 respondents rated their SRE as 6-10, feeling they knew some things to feeling very informed. Whilst it is encouraging to see so many young people feeling informed by their SRE, it is also disconcerting that 14 young people rated their SRE as 5 or 6, “ I feel that I know some things” about SRE but they do not feel very well informed.

The focus group data compliments these findings. 3 of the 5 participants placed their SRE as 3-4, citing basic knowledge and not enough lessons as the reasons for the low rating. Only one focus group participant rated her SRE higher than 5. She gave her school 7 because they had introduced topics such as STI’s and pregnancy and these lessons had been taught separately to boys and girls, which she liked.

The young people that I interviewed had opinions on whether the SRE they received was helpful to them and others in their school. One boy said his SRE was helpful for future relationships, another said it was helpful in an informative way but in an ethics and values way it didn't help. This is because he goes to church, suggesting that the values taught in school conflict with values of the church and his faith beliefs. The matter of church helping young people's knowledge of SRE was echoed by interviewee B, "I think it does [make a difference]. I'm lucky because I have church where I can learn about relationships and I can combine the two. The church is more personal to me because it's more about applying what Christians think. At school it's not taught as right and wrong, its more discussion." A faith based approach to SRE seemed to divide opinion between the interviewees. Some who attend faith schools felt they needed a more diverse opinion and those who attend private schools, academies and state school spoke about how the church was the place they learnt about SRE and healthy relationships.

Three of the interviewees said the SRE in their school did not help them, one saying it was very basic. One interviewee said the SRE she received in school 'was pretty dire' and because of this she took the initiative to look things up herself. When asked if it made a difference in her school she replied her year had been the first year to get from year 7-11 without anyone becoming pregnant, 'the more the curriculum changes the more kids aren't getting pregnant.' Another interviewee said 'It's not helpful. It makes a difference for other people because a lot of people are curious and a lot of people hear rumours about [sex] and it makes people less scared some more scared.' These young people are seeing little or no success in their SRE. They informed me of pregnant teenagers in their schools and an interviewed teacher told me the same, 'teenagers are leaving to have babies' and 'there's a need for improvement'.

Chapter 2 – Consent

Through my research I found that young people get little teaching about consent. Of the young people I interviewed 30% said they had received no teaching on consent. Those who had received teaching said it was covered in one lesson, it was done lightly, it was about laws and one respondent received her first lesson about consent in Y13. One interviewee said she has not received any teaching on consent and domestic abuse and 'it really bothers me, because it can happen at any age'. She continued to say 'there are people in school who say that sex has to be consensual but they never give advice if you're under pressure to have sex and don't give any information if you're in a domestic abuse relationship.'

Another interviewee said of his consent lesson that 'I wasn't taught how to ask for consent because at the age we were when we got the lecture, we weren't old enough to legally have sex. I think if

they did it now they would.' He has received a lesson about consent but did not know that all aspects of sexual contact require consent. This suggests this lesson may not have fully explained consent. I think it is interesting that the lessons the young people receive about consent explain the concept but do not explicitly tell young people how to ask and give consent.

The focus group were asked the same question. One participant spoke about how she had received some teaching on consent and abuse but she thought people were still confused by it. 3 participants' spoke of how consent and domestic abuse are taught quite broadly, one saying consent was taught as part of crime. One answer that was concerning was a participant who did not know the meaning of consent, 'I've never heard anything about it'.

Chapter 3 - topics young people find important and improvement to SRE

As part of my questionnaire I asked young people to order a list of subjects covered in SRE.

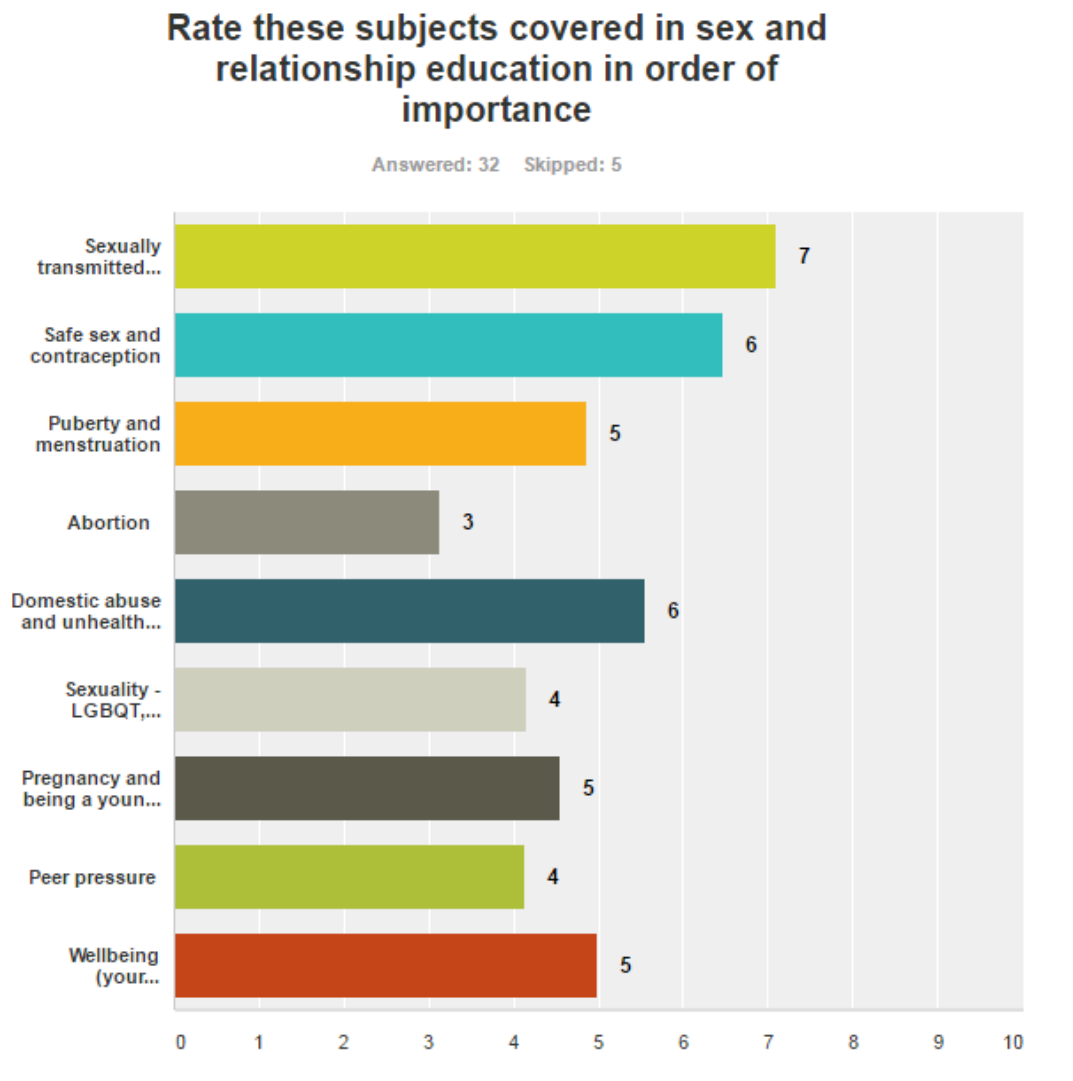


Figure 5 – a graph showing what respondents rated as the most importance subject covered in SRE.

Sexually transmitted diseases and STI’s was the most important topic, according to respondents. Safe sex and contraception was second, domestic abuse and unhealthy relationships was third and fourth was wellbeing. Out of the nine subjects ordered, all respondents rated highly subjects around relationships and wellbeing.

A weighted graph shows the results of ranking the subjects in order of importance, therefore creating a list of subjects 1-9 in order of perceived importance by questionnaire respondents.

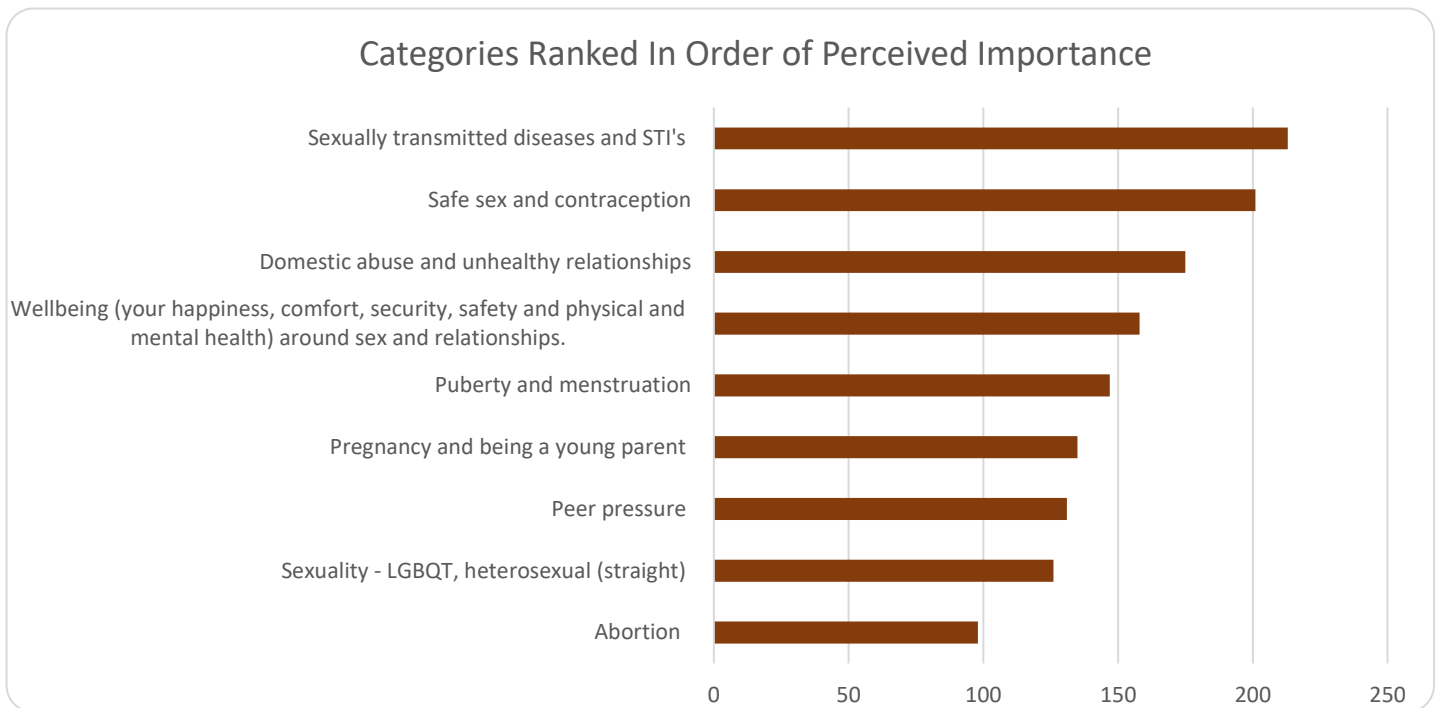


Figure 6— categories ranked in order of perceived importance.

The participants of the focus group also ordered the topics in SRE by importance:

1. Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships.
2. Safe sex and contraception
3. Pregnancy and being a young parent
4. Domestic abuse and unhealthy relationships
5. Sexuality – LGBT, heterosexual (straight)
6. Sexually transmitted diseases and STI'S
7. Peer pressure
8. Abortion
9. Puberty and menstruation

The top four subjects from the questionnaires and the focus group are very similar. Young people's priorities in SRE seem to be about keeping safe from STI's and having healthy relationships; ones in which their wellbeing is valued.

From interviewees I found that young people want SRE that is applicable and relevant to them. J spoke about the SRE curriculum at his school, 'I think the way it's done is not very accepting, as soon as they [teachers] quote bible verses it's not relevant to them [pupils] so they switch off. I think people may listen and heed the advice if it was done in a more applicable to everyone way.' R believed that his SRE 'didn't cover much about relationships or the nitty gritty stuff. They brushed over STI's, there's a lot they could have said.' He suggested SRE should discuss what a healthy relationship looks like, what's damaging and taking responsibility for actions. Three of the interviewees mentioned that the emotional side of SRE was not taught well and they would like this improved.

I asked teachers, through interviews, what they would improve about SRE. LD spoke about the abstinence based approach to SRE in her school, 'they're delivering it to kids who don't come from nuclear families or marriage and monogamy, so it's an alien concept to them. It would be lovely if they were all virgins but they're just not and I don't find it particularly helpful. Who's going to turn to the school for advice if they feel that the education they're getting is irrelevant and inapplicable to their own experience in life? They're not going to go to the school that's 40 years out of date to get advice on sexual health'. She suggests teaching abstinence and consent as valid, teaching self-respect and consent in a realistic context. She also spoke about the access young people have to inappropriate materials and alluded to a need for protection around this to be taught.

C suggested more teaching on STI's and pregnancy as he doesn't think pupils know enough about them. 'Getting kids to think about relationships and how they are in relationships' and more around young people taking responsibility for themselves, were part of his suggestions to improve SRE.

S teaches in an autistic school and spoke about improvements to the SRE curriculum for young people whose chronological and developmental age are different. He suggested, 'better assessment of the needs of the students and deliver a curriculum that reflects these needs'.

K, a primary school teacher, told me about how SRE is taught through a school nurse who comes and speaks to the children in the last term of Y6. When asked what he would improve about SRE he said, 'I couldn't say what I'd improve because I'm not really sure how effective it is. They leave a few months later and we don't see them again so I don't know what impact it would have'. It was revealing to see his perspective on SRE, as something bolted on to the end of the Y6's teaching. I found it interesting that he does not know how effective the current SRE is in his school. My suggestion is that SRE be taught earlier in primary schools so that the effectiveness can be measured and the impact seen.

The questionnaire asked respondents to suggest what they think would improve SRE. From 25 responses 5 people suggested SRE would be improved if there was more of it.

- More teaching on sexuality and LGBTQ+ issues. This was suggested by 5 respondents.
- More information being given about sex and relationships was suggested by 4 respondents.
- More awareness of the consequences both emotional and physical. This was suggested by two respondents.
- To focus on the most important topics. This is in reference to an earlier question asking respondents to order topics covered in SRE by importance.
- More around feelings and emotions.
- More teaching on safe sex.
- Provide SRE that is relevant and useful.
- Start SRE earlier in school. One respondent suggested starting SRE in Y5 another in Y8.
- To be taught about domestic abuse.
- To have teaching on being a young parent and the pros and cons of that.
- More on healthy relationships.

The 25 respondents think that SRE would be improved by receiving more frequent lessons. Four respondents, who came from a range of backgrounds and schools, suggested teaching about feelings and emotions should be improved. I was intrigued by this as it suggested to me that the teaching in this area is either poor or none existent for so many suggestions to be all in the same vein.

Participants of the focus group also made the following suggestions to improve SRE:

- More specific required curriculums, so schools cannot miss out important topics.
- Sex positive education, so sex is not seen as a shameful thing.
- Consent, safe sex and relationships and sexuality should definitely be covered.
- Detailed explanation of consent and abortion.
- Telling us about sexuality.
- Teaching on all forms of abuse, mental, sexual and physical in greater detail.
- Detailed information about groups for females or males who have a personal problem.
- To improve sex education I would talk more to the kids about safe sex and other subjects and give them a better understanding of it.
- Split into smaller gender groups.
- Talk about different aspects, none biased views.

The list of suggestions the focus group created is not dissimilar to the answers from the questionnaire. They agree that more teaching on sexuality is required and for more specific curriculums that are more relevant and useful to them.

From my research I am able to conclude that SRE should be improved; it is not effective in its current state. Young people want there to be more relevant SRE and more information made available to them. Teachers see the need for improvement and are suggesting SRE curriculums identify and work to address the needs of the young people, for more to be done around healthy relationships and for social media to be included. To quote A, 'generally better is what it [SRE] needs to be'.

Chapter 4 – social media

During my research the topic of social media and staying safe online was raised. All young people interviewed said that social media does impact relationships to some extent. B spoke about the influence social media has as an example of what relationships should be like. E said, 'it does greatly [influence] because a lot of relationships are very public and people are only in relationships to look good to others'. This was further reiterated by A and R. Using social media to inform young people about issues of consent was raised by A. She suggested, 'if you're going to share any knowledge about what you should and shouldn't do within sex and consent, you should spread it around social media because that's where teenagers are going to take note, it's prominent in their lives.'

LD spoke about social media in her school, suggesting schools, 'might have to rewrite rules and expectations of SRE in light of the internet because there is a lot at stake'. She is aware of the influences social media has on teenage relationships and wants current curriculums to recognise this.

The focus group spoke about social media and the impact in their schools. One told of a girl in her class who had had inappropriate images shared around the school by her boyfriend. Another told of an issue of sexting in her school, the schools response was to give pupils a leaflet about why sexting was wrong. All the participants shared similar stories. They told me the education they receive concerning the internet, concentrates on cyber bullying and strangers online. One participant said she is told, 'how to stay safe online but it's never really spoke about if it [sharing of inappropriate content] happening because of someone you do know. Some people think it's ok [sending inappropriate images] because they think it is part of life at this age.'

I was troubled that appropriate use of the internet, which is such a huge part of the lives of young people, is not taught as part of SRE. R said, 'instead of social media influencing relationships I think it

reflects the consciousness of society', suggesting that social media is bigger than apps and phones and somewhere that young people look to for an example of relationships. From the conversations I have had with young people, there is little taught about sexting and inappropriate images.

Chapter 5 – The Purpose of SRE

In every method of data collection I asked participants to tell me the purpose of SRE.

The young people that I interviewed gave a range of responses. The common themes were:

- Safety – safe sex and being safe in relationships.
- Understanding the emotional side of sex and relationships.
- To prepare young people for experiences in the future
- To have education about what makes a good relationship.

Teachers responses to the purpose of SRE differed. The main themes that arose were: preparing young people and children for future sexual experiences, not for experiences that may be happening now, healthy relationships, responsibility and choice.

LD said the purpose was, 'to inform and equip young people with the power of choice and the power to make sensible and healthy choices. SRE should be information and choice, not condemnation and judgement, so students make their own choices and have the wisdom to make them.' C cited the purpose of SRE is, 'to prepare pupils for a sexual relationship or decisions about sexual relationships and whether they want one at all. One that is respectful and one where they know when they're treated well and not treated well. They can be confident and assertive about what they want'. S, who works in an autistic school, said the purpose of SRE was, 'to understand about sexual activity puberty and menstruation and the responsibilities that people hold in relation to sexual matters. Responsibility to others and themselves'. K, a primary school teacher, saw the purpose of SRE is 'to inform children about the next steps in their lives and prepare them for something that'll happen potentially 5-6 years from now'.

The participants of the focus group created their own definitions for the purpose of SRE. The common themes in these definitions were:

- The body.
- Relationships.
- Safety and safe sex.
- Sexual health.
- Sexual abuse.
- Consent and how to ask for it.
- Who you can talk to.
- To be informed for the future.

The participants came up with two definitions, which they all agreed on, as to the purpose of SRE. One is 'The purpose of SRE is to inform about: STI's; safe sex – contraception; relationships – to provide advice; to ensure people can give informed consent in sexual situations and know the importance of it.'

Their second definition was, 'the purpose of SRE is to teach you about your own body, relationships, how to be safe in a relationship, sexual health, safe sex, matters of sexual abuse and about consent.'

From the 34 responses to this question in the questionnaire, there were 9 common topics. These were:

- Receiving information and education about sex.
- Safe sex.
- Healthy and unhealthy relationships including domestic abuse.
- Health and STI's,
- Prepare students for the future,
- Consequences,
- Emotional side of SRE,
- Protection – this answer does not specify what is meant by protection. It could be contraception as protection from STI's, emotional or physical.
- The body and physical changes.

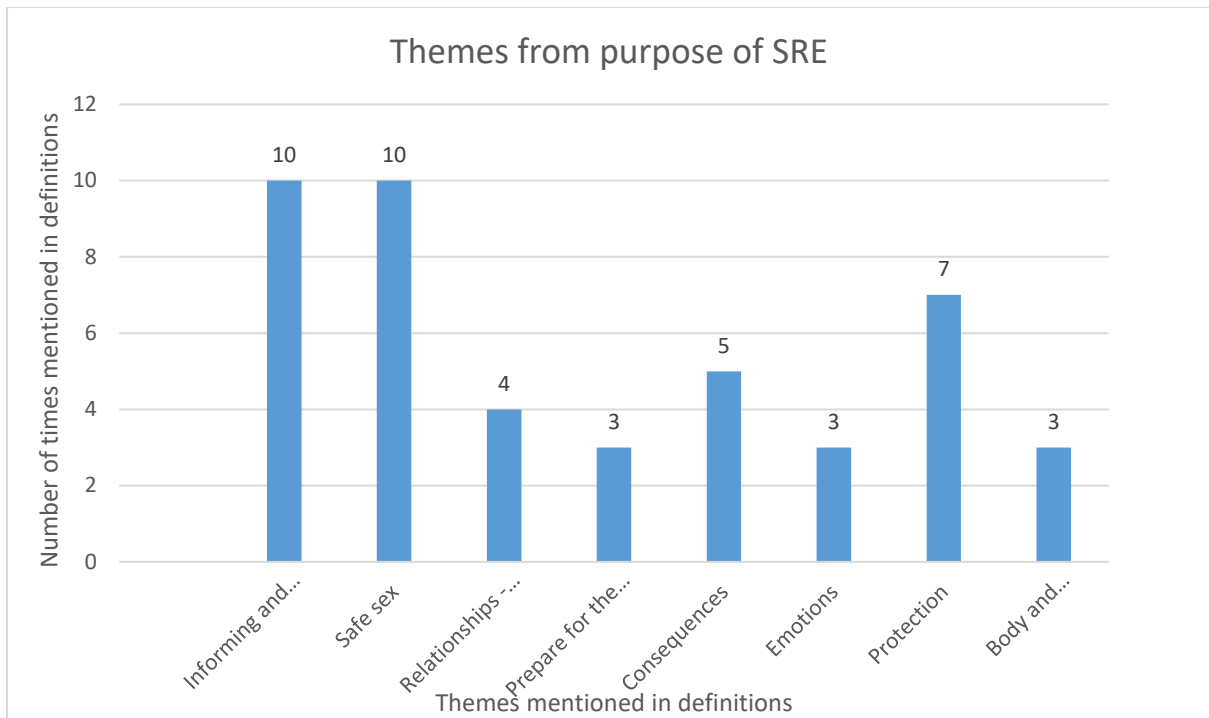


Figure 7 – a graph showing themes from the purpose of SRE as suggested by questionnaire respondents.

Recommendations

From the research I have collected from young people and teachers I am able to make some recommendations to improve SRE.

Finding 1:- More relevant information and teaching is needed in SRE.

Recommendation:

Young people require a curriculum that meets their needs. The teaching, resources and topics need to be relevant to their lives and situations. Curriculums should change depending on schools and the needs of year groups. One suggestion is for SRE to be sex positive education, so sex is not seen as shameful, and consent is openly discussed. By implementing this young people should feel more able to approach staff about any issues. Abstinence should not be disregarded but taught as a legitimate option alongside consent and safe sex so the education is relevant to all. This supports Mayock et al. findings that parents wanted a realistic and honest approach to SRE.

Teachers need more training on the needs of young people so that curriculums can be adjusted accordingly. Youth workers could help with this by identifying the needs young people regarding sex and relationships.

Parents could be offered training from school in how to approach conversations about sex and relationships in relevant and appropriate ways. Creating an open environment at home to talk about sex and relationships could change national statistics. The rates of teenage pregnancy, abortion and sexual abuse could decrease if parents talk to their children about these issues. If young people have someone in their lives who they can go to for advice and help around SRE, I believe national statistics would drop. Schools, parents and Church should be working together to make SRE relevant for young people, as reiterated by Powell. This should result in young people leaving school with relevant and applicable knowledge of sex and relationships.

Finding 2:- Young people highly value the subjects of relationships and well-being.

Recommendation:

More time and in depth teaching should be given to relationship education. SRE curriculums need to be reviewed regularly to see what is being included. More teaching is required on respect for others and for themselves, as a House of Commons briefing paper concluded. I suggest teaching these lessons in gender specific classes in order to create a safe environment.

My research found young people look to couples in Church as their role models of healthy and positive relationships. The Church needs to invest in marriages and relationships so they are good examples for others. This could be through running marriage courses, supporting relationships in the Church and having married couples leading youth groups where they speak regularly about what makes a healthy and positive relationship.

Young people require relationship education because we all crave relationships. God himself is Trinity, 3 in 1. 'If God means three divine persons in eternal communion among themselves, then we must conclude that we also... are called to communion. We are image and likeness of the Trinity. Hence we are community beings' (Boff, 2000, p. 2). If we are community beings, then romantic relationships are communities of two. Cunningham explores the idea of the Trinity as *polyphony*, a musical term, in which more than one note is played together and none of the notes dominate the other. Using this idea of Trinity as community and polyphony as the working of the Trinity, we can begin to understand healthy and positive relationships. Young people should be taught that relationships are ones in which neither party dominates, rather working together to be a loving community.

Youth leaders should receive training on respect and self-worth, working closely with schools, and leading lessons for young people who struggle with these issues. I believe that helping young people realise their self-worth will help to reduce the number of unhealthy relationships amongst teenagers; when people know their true value they do not accept behaviour that devalues them.

Finding 3:- Young people look to social media and the internet for examples of relationships. They said it is a place that effects their relationships and has great influence.

Recommendation:

The Church should create online videos about SRE that are accessible and relevant for young people. These should focus on topics that young people considered the most important. These could be used by churches and schools to inform young people about sex and relationships. Young people should be able to be share the good quality information from the videos with others easily.

Finding 4:- Consent needs to be explored in curriculums. Young people need more understanding of it.

Recommendation:

A consultation needs to take place between pupils, staff, governors, parents and faith groups about consent in the curriculum and how teaching on the subject could be improved. All schools should teach about consent because the issue is so important to young people. Outside specialists could come into school and lead teaching about this.

Finding 5:- More information and teaching is needed about the use of the internet, social media, inappropriate images and the sharing of them.

Recommendation:

There should be more teaching from schools about the sharing and creating of inappropriate images. Teachers should be trained in how to deliver this information in a relevant and applicable way.

Parents should be given information about this issue and how to approach it with their children.

Churches need to provide youth workers with training and advice so they can have conversations about safe use of the internet.

Christian organisations that work with this problem could produce material to be used in classrooms and youth groups to help young people understand the implications of sharing and creating inappropriate images.

Finding 6: SRE needs to begin at an earlier age.

Recommendation:

SRE should begin in primary school. It will be easier to measure the effectiveness of SRE if it begins earlier because teachers can assess the knowledge the children have. SRE in primary school could focus on relationships, respect and self-worth. SRE should gradually encompass more about sex and biology near the end of Key Stage 2 so that pupils are ready to be taught more in depth concepts in Key Stage 3.

Starting SRE at an earlier age will embed in young people ideas about healthy and positive relationships. I also think it would help to decrease teenage pregnancy, abortion and STI rates as good quality information and informative discussion would begin earlier.

My findings conclude that SRE is not effective at promoting healthy and positive relationships therefore it needs to be improved. Young people want more relevant SRE; curriculums that teach healthy relationships and well-being.

Current publications on SRE come to the same conclusion, that in its current form it needs improvement. The House of Commons report and the SEF also recognise need for improvement. Young people need to be taught a great breadth and depth of information in their SRE curriculums.

Conclusion

This research has given me an insight into the inadequacies and strengths of SRE. Through it and from wider reading, I believe current SRE curriculums need to be changed. Some young people felt the SRE they receive is informative; 18 questionnaire respondents rated their SRE as 6-10. One participant of the focus group rated her SRE highly and a few interviewees said the SRE they received was helpful at some level. These results are in the minority, compared to other data I have collected and my reading around the topic. 17 questionnaire respondents rated their SRE as 0-5, saying they knew 'very little to some things' about SRE and interviewees said the same. The SEF found similar results with 22% of respondents rating their SRE as bad or very bad. Young people want better and more applicable SRE.

Current SRE curriculums are not effective in promoting healthy and positive relationships. I believe that this contributes to the high rates of teenage pregnancy, abortion and STI's within the UK. All groups want more relationships education, suggesting current curriculums do not do enough to educate about healthy and positive relationships.

I suggest that more SRE be given to children and young people, starting in primary schools, in order to see how effective the curriculum is through tests and conversations. I reached this conclusion through an interview with a primary school teacher who said it was difficult to measure the effectiveness of SRE as it is taught near the end of Y6 with children leaving soon after. A questionnaire respondent also suggested starting SRE in Y5.

Another conclusion I have drawn is that curriculums should be relevant. One teacher raised the argument that if curriculums are irrelevant then young people might not feel they can turn to schools for advice. More relevant SRE was suggested by questionnaire respondents and interviewees.

Through the research, young people and teachers raised the issue of social media and the influence and impact it has on relationships, something not often covered in school curriculums. Participants told me that online safety was taught in schools but there is nothing about the sharing and creating of inappropriate images. My suggestion is that more teaching be given to this topic and that the curriculum is regularly reviewed to ensure it is current and relevant. The Church also has a role in promoting appropriate use of social media. They can equip youth workers to speak about it and create informative videos to be shared on social media.

Diverse approaches to relationships should be explored in SRE, this includes abstinence and consent. The focus group suggested the purpose of SRE was to teach about consent and how to ask for it.

Questionnaire respondents said consent was mentioned but not in enough detail. One interviewee was concerned that consent and domestic abuse were not covered in her school, another participant said they do not know the meaning of consent. I believe that abstinence should be taught as a legitimate option to young people, it is the option that the bible teaches, that sex should only happen in marriage. I recognise that only teaching abstinence based SRE can leave young people uninformed about future relationships. When asked what would improve SRE, the focus group and questionnaire respondents said 'more on different options, taught with an unbiased view' and 'more information about sex and relationships'.

The significance of the subject matter

SRE is taught in UK schools unless parents remove their children from lessons. The curriculums therefore, impact millions of young people. The teaching they receive should complement knowledge passed on from parents. In some situations, SRE lessons are the main source of sex and relationship education.

SRE should prepare young people for future life experiences. What they are taught about respect helps them to form positive and healthy relationships. This research revealed the majority of young people feel they are not fully informed by their SRE.

Wider implications

The impact of this research is that SRE is not effective in promoting healthy and positive relationships. It is also poor at promoting consent and dissuading the sharing and creation of inappropriate images. If my suggestions were implemented, SRE would have to be reviewed and changed. The national curriculum for SRE may need to be rewritten to contain the topics I suggest. Schools would have to review SRE materials required to incorporate these topics to a high standard. They would also have to factor in the time it would take, and the cost incurred, to train teachers.

Schools may wish to bring in outside specialists to work closely with communities and parents to ensure young people receive high quality SRE. They may wish to employ someone to aid reducing the rates of teenage pregnancy, abortion and STI'S. The employee should know the needs of the pupils and structure the curriculum accordingly. This could cost the school a substantial amount of money.

I suggest the Church contribute to the teaching of SRE through training youth worker to deliver school lessons around self-worth, respect and relationships, but this would be costly. This is because youth workers may have a better understanding of the needs of young people. They would also be addressing personal issues which may be difficult for teachers to speak about in class. This was made

aware to me by a primary school teacher I interviewed who said he felt uncomfortable talking to his class about SRE because he teaches them every day. I also suggest Churches support marriages by running marriage courses so that young people have good role models to look to, again this would incur a cost.

I believe that the impact of the results on teenage pregnancy rates, abortion and sexual abuse could be reduced by updating current SRE curriculums. I think this will happen if young people receive relevant and correct information, the more young people are informed about life as a teenage parent, abortion and indicators of sexual abuse, the more they may listen to warnings given. If conversations are more open, young people may be more willing to ask for help and advice about sexual matters. The curriculum could reduce the reluctance around asking for help.

Should this research be further developed I suggest investigating youth culture. Current trends and cultural references, such as TV, film and media could be examined referring to the extent they affect teenage relationships. The findings could be reflected in the design of new SRE curriculums.

Word count 10915

Appendix 1 - Quotes and findings from young people's interviews

1. What does your SRE curriculum look like – what is covered , by what means (lessons e.g. science, re, PSHE, outside specialists)

AA -13 – academy - how to be safe and relationships. Taught in PSHE. School nurse comes into y9.

E – 15 – state school - more the biological things how things work. The majority is in biology and science and we've had a few lessons on PSHE lessons and they aren't delivered very well – we just work through a booklet ourselves. Throughout my time in school only one person came in to talk about contraception. The person came in and explained what each contraceptive does and how it works. She was from the council.

J – 16 – Christian Vardy academy - we get occasional lesson we haven't had one for a while we are taught in and out in y7 in science biology and we get the occasional ethical lectures which are traditional Christian values creation we don't get every side of the argument. It would be like about pregnancy and say abortion is bad don't do abortion. We have people come in up till y11 a group called 'Lovewise' who are Christian. We get taught what is sensible but I don't think everyone appreciates it because it's so religious. It's done through PT lessons which include ethics and usually during science they'll take you down to the theatre and they'll present it there for a 50 minute lecture. The whole year group all together no one is split. We don't get these lectures very often maybe one or twice a year.

B -15 – private school - a term every year SRE lesson every other week for 1 hour. Twice a year 'sexpressions' (outside group) talk in small groups about contraception, consequences of sex, pregnancy infections. Relationships I feel we learn about abuse and whether it's a good or bad relationship. PSHE.

A – 17 – state school – it wasn't brilliant we had one lesson in year 7 about all the rude words we know. We had a lesson from general studies to know sexual diseases. We haven't been taught how to prevent it what a healthy relationship is. We haven't been taught that much in school PSHE and RE wasn't taken very seriously y7,,8 and 9 only carry it on in y10 and 11. RE was horrendous at our school, PSHE focused more on how you get to university it's a bit weird you don't end up learning about how not to have kids which is why my friends ended up pregnant at 16. Now they're starting more how to put a condom on a banana. We had someone come in in y12 for people to get tested for chlamydia it was about sex but most people were having sex at this point.

Raff – 18 – sixth form college and state school – in primary school we had a basic video and learning body parts. At Heaton manor we had one year we were supposed to have 2 y7 and y9 we didn't have sex ed. Year 7 we learnt the same things as primary school and we learnt about contraception. This was in citizenship and they covered puberty and contraception. There people that come in occasionally to do chlamydia tests in college and we had that in Heaton manor and we might have had an assembly. There's not any official sex ed at sixth form cos we are all older.

2. What is taught well? What do you think should be improved – including topics

AA – how to be in a good relationship and how to be safe by the nurse. SRE started in y7.

E - They've nailed the biological stuff. There's a lot of slang terms. The How the reproduction that's taught well. I think they should teach the emotional side of relationship and sex they never teach you any of that. As a young person its quite daunting to think that this big thing is going to happen

and it's going to change my life and it not that scary it's a part of life. Don't teach homosexual. Other organisations to contact.

J - Basics of consent and what is safe and isn't. We got unbiased opinion about STI's about how it works and it was quite informative but patronising but you have to in a way to get the message across. Generally quite well. I think the way it's done is not very accepting, I'm from a religious background and not everyone is and as soon as they quote bible verse people turn off and it's not relevant to be and they switch off. And I think people may listen and heed the advice if it was done in a more applicable to everyone way.

B- Consequences of sex really well. 'Sexpressions' are good because its discussion based given scenarios and how we would react. We are not taught what's right and wrong I think it's good because I have a different opinion to others in class. We learn about alcohol and drugs can effect it and internet safety and how relationships can come from a bad place.

If anything it would be relationships at our age and how bad relationships, how you can tell, what happens at parties and how to judge events that happen. The sexual things that happen at parties how to react to things that happen.

A – They focus on STI's a lot. They were trying to put people off having sex at that age. It was pretty dire in my school. I think you need stability of relationships, people in my school have had kids with people in school and not been with them. And encourage what methods you can use to have safe sex they don't tell you about condoms or morning after pill. What to do if you get a STI. Generally better is what they need to be

R – Naming contraception's and learning about them. They did very little. They should cover broader basis they didn't look at emotional impacts apart from feelings in puberty. They didn't cover much about relationships or the nitty gritty stuff. They brushed over STI's there's a lot they could have said. Talk about what it is to be like in a healthy relationships, what's damaging and taking responsibility.

3. Does the sex education you receive at school help you? Does it make a difference in your school?

Aa - It will help me in the future to be in a good relationship. It makes a bit of a difference. It'll help people aged 16 and above.

E - It doesn't help me personally not. From a young age it wasn't taught any story's like babies came from trees from a young age I was taught the biology but I feel like they don't teach you the emotional things. It's not helpful. It makes a difference for other people because a lot of people are curious and a lot of people hear rumours about [sex] and it makes people less scared some more scared.

J - I guess in an informative way because I didn't have much of a clue but in ethics and values way not much because I had that because of going to church and stuff. But the information and laws it was helpful. People's awareness but I don't honestly think people who have decided to wait are going to do that and the other people it's not going to change their mind.

B - I think it does. I'm lucky because I have church where I can learn about relationships I can combine the two. The church is more personal to me because it more applying what Christians think at school not taught right and wrong it's more discussion. Most people I'm learning sex and relationships with don't think the same as me. We don't get into the nitty gritty of things. As a

combination the two help and how my faith affects it. The curriculum to some extent does but I can't really tell if it does make a relationship. It's probably quite useful for them.

A – To be honest my year wasn't as bad as most years in getting pregnant. It's getting better the more the curriculum changes the more kids aren't getting pregnant. My year was the first year to get to y7-11 without anyone having to leave because they were pregnant. Personally they haven't taught me anything so I've had to look it up, it's given me the incentive to look things up a lot of my friends did that and discussed it after the lesson. The chlamydia tests did help a lot of people. The outside help actually does help.

R – No, certain things helped but I think it was very basic. I learnt most of what I know from others not from the stuff in school. I think when I was told about puberty I was already half way through it. It might have helped if I hadn't have known about it yet but by y7 I was well on my way. It might have subconsciously helped but I don't really think so. Probably didn't help others not so much, some people attitudes were jokey about sex and we never really covered consent and people would make jokes about sex and if you knew about consent you wouldn't make those sorts of jokes. The biggest effect was people got excited about it. We were never taught how to use condoms. I wouldn't say it would have a massive impact on anyone.

4. Are consent and domestic abuse covered in your curriculum?

AA - I think domestic abuse is and we had something on consent in y8 in PSHE the middle school nurse

E - No and it really bothers me. Because it can happen at any age. You could be 14 and not know what to do and believe they love the person and think that normal and it's not touched on. There is people in school who say that sex has to be consensual but they never give advice on if you're under pressure to have sex and don't give any information if you're in a domestic relationship. There probably people you could go and see but in the curriculum it is not covered.

J - Consent yes domestic abuse no it might be touched on but not a lesson. The consent lesson was pretty decent. It was just like this is what is required being 16 and above and general laws and rules a general definition of what it is. No means no in an overdone way so it was taught clearly. I wasn't taught how to ask for consent because at the age we were when we got the lecture we weren't old enough to legally have sex. I think if they did it now they would. I was in y10 but is panned re curriculum for y10-11.

B- Yes but lightly. Especially domestic abuse and bad parts of relationships. This started in year 10.

A – No up until a few weeks ago. We do a thing in form where we look at what's in the news. One was domestic abuse and what to do if we see it, what to do, should you report it. I have a friend who's bf doesn't care about her it's not physical abuse its verbal abuse putting her down he tells her she can't see people puts her down. A lot of people are aware of it because knowing how to spot domestic abuse meant people talked to her about it that's helped a lot. We haven't had anything about consent. Everyone's on social media and so if someone doesn't say yes then and 100% aware of it and social media makes you aware of it

R- Not really no. it's such a big part of what goes on and it's so important and it wasn't covered enough or at all. I don't think there covered at Sixth Form College. Maybe in form time we had been shown a video about consent but I'd already seen it, a video called consent is like a cup of tea video about a year ago.

5. Do you think social media impacts relationships if so to what extent?

AA - Social media does impact. When your texting someone you might meet up with them. There's quite a few people on my school on Instagram and Facebook

E - Yes and I think it does greatly because a lot of relationships are very public and there only relationships to look good to other people. And a lot of people are only with someone because they wanted a boyfriend. And there's loads going on because that couple wants people to know everything that's going on. And I think social media creates rumours you see a lot of things on twitter about different sexual experiences. Social media does have positive effects because there's more LGBT links on there and I think that's how they learn.

J - I think it definitely does. A lot of people who get together don't have a way of communicating. There are parts that aren't good as people can send stuff that they shouldn't and that changes the dynamic of the relationship.

B - I think it does. Social media puts up a front of what a relationship looks like. So people my age don't really know what a proper serious relationship is like so they look to social media where it is false representation but I don't know to what extent really.

A - Can be positive and negative. Learn about consent and people share their experiences on Tumblr you learn about people getting abused and telling their stories. On the other hand on snap chat its dick pics and nude photos has increased a lot and that's not good because people but on an act online. It can be good and bad it's good to share knowledge most teenagers are on social media so if you're going to share any knowledge about what you should and shouldn't do within sex, consent you should spread it around social media cos that's where teenagers are going to take note of cos it's prominent in their lives. We get a bit of teaching on cyberbullying and making accounts private. It's not about relationships and sex more about being safe online. Once its online tis always there. Sending a nude photo people can find it.

R - Yes, for some people it does that might admire certain relationships. It can be positive a lot of avocation of feminism on social media and attitudes are changing and social media is a way of representing the attitude of society at the time. Instead of social media influencing relationships I think it reflects the consciousness of society.

6. What makes a healthy teenage relationship? (to make a relationship work well you need to)

Aa - If you've known each other for a long time a year two years. Not going out with someone after a few days. Same type of group e.g. being a Christian can't work with someone who takes drugs and swears. Common interests

E - Trust respect. I think it's hard to trust people our age people don't trust easy, and respect if you don't have respect for the other person it will not work its doomed.

J - It should be two people who love each other they can be dependent on each other but not to the point where the other person feels pressure - emotional abusers. Teenagers can get loved up but as you grow up its unrealistic to think I'm going to marry this person because your 15. To be able to real and care for each other and be nice to each other and talk to each other; free communication.

B - My parent's are a Christian couple who've been together 25 years. There not teenagers so I can't relate to their relationships. Relationship with the church friends who are in relationships, youth leaders, people in their early 20's. I would like to say from their parents. Social media must effect it also relationships in your peer group.

A – Appreciating their schedule and time, having time for them, understanding of beliefs and morals. Like their friends you don't want them to be influenced. Having conversations they should be your best friend as well as your partner

R – Accountability, making sure both people are on board with each other, others know what's going on. Not to have sex straight away, taking it slowly, learning about relationships. Having faith within the relationship. Not starting way too young, people think they have to be in a relationship because they feel lonely, you can live your life without being in a relationship, waiting. People are influenced by seeing relationships that they admire and want to have that, but to have a good relationship it takes a lot of work and time and you don't need to jump into it and be too serious.

7. Where do you get your ideas and example of healthy relationships from? Where do you think others get their views from?

AA - Mostly from PSHE and the school nurse. Other people get theirs from their doctors and nurses. Their parents.

E - I get mine from people I know. My mam and dad have a healthy relationship and I've aspired to have that myself. My aunts and uncle the way my grandma talked about her relationships. I have been brought up with a lot of love surrounding me and it that has inspired me to turn away from things that haven't deserved it. I think other people get it from media and social media. Books and films – a lot of people base relationships on what happens in films and aspire to be like that. The notebook and love actually. Teenage young adult films where there's a boy and a girl again no homosexuals and they aspire to have perfect first kiss and first time.

J - General experience. I wouldn't look to media too much. Partially its common sense and looking at other couples happily married couples people who are older. Looking at friends and how they are. I don't know if too much of healthy relationships comes from school quite a lot of the teacher would say don't go out with each other. I think that's reflecting in the curriculum they say relationships are something you do when you're an adult which i don't necessarily agree with. The education I'm getting is mostly directed like don't have sex with people as a child. A lot of the education is directed at adults or people who will do things anyway. Other people get their views quite similar to mine I think everyone knows one couple that are happy together and they look to media. Reality tv.

B- Well I don't have a personal experience of being in a relationship but what I have seen through friends, and also what I would like to think my future relationships will possess, is a very strong friendship to base the relationship off of, which I think is very important. And I also think that there should be mutual respect between the couple, and that it shouldn't be too exclusive, as in its important to have friends other than your partner and to spend time with them and stuff.

A – My parents. Growing up in a church have helped because you see relationships there built on Christian morals. At school you see relationships that don't work you see people being jealous. A healthy relationship have to be on the same maturity level and be compatible. My parents have been together 25 years and don't argue, your parents, everyone gets on and have marriages that last forever. You see divorces because they didn't spend time with each other or understand each other's schedules or they argue over little things. What people say about their other half on social media when people say they love each other, what people say about their relationships really helps. Other people get there from the internet a lot, if you're surrounded by a relationship that's bad that's all you know that's what you think it's like. It's what you know, if abusive parents is what you'd think that's what relationships are like. Families are really influential. What people see around them is important social media is very important # relationship goals you see how people treat each

other and act online. When your friends are young and in a relationship you see their relationship if people have casual relationships that's what you think relationships are like it influences them. The year above me had lots of relationships that lasted from year 9 and I wonder if they were influenced by each other that everyone lasts a long time that's a good thing. My year was 2-3 week relationships and thought that was the trend. People do take a lot from what's round them and what people think of them.

R – My parents, the couples at church. Other people – if they don't get it from their parents and people around them probably from social media, friend's maybe. In reality these might not even be healthy relationship. Some people might never understand what healthy relationships look like. They may have got a better education in school than what I did and that would be great it would mean it would cover everyone and mean everyone would have an understand and not have to look into their own lives to explore that they would be taught at school it would be more helpful.

8. Finish the sentence 'The purpose of sex education is to ...'

AA - Teach people about how to be in a good relationship and how to be safe around one another.

E - Educate young people about sex. Allow young people to understand more about sex physically and emotionally. Young people don't feel frightened to enjoy these experiences. I just think the government need to release that they is gay people and they need to be taught too.

J - Keep young people safe and wise and happy.

B – To brief my age group and teenagers about how to react to experiences before we get into them. So when we are in that situation well have an opinion of how we will react. To be able to discuss it. Hearing different opinions from other people it can alter your view.

A – To inform to educate and to prepare teenagers for what's going to go ahead in their life and what they can experience and how to deal with it.

R- Teach people to be responsible and give them an understanding of what it is like to interact with other people in relationships. Respecting people and guarding to make sure people are safe and are protecting from STI's and emotionally.

Appendix 2 – Quotes and findings from teacher’s interviews

1. How do you measure the effectiveness of the SRE curriculum

L – English teacher and pastoral tutor y8 - SRE is delivered through pastoral programme. It’s not delivered through a particular curriculum area. The SRE is delivered by pastoral tutors. There’s nothing really quantifiable other than the sexual health and emotional health of the students. There are issues of sexual health in the school but the data isn’t available to everything. It flies against everything that education is at the minute. The health and wellbeing of the students. SRE is linked to curriculum we don’t have an expert to point to.

C – Assistant head – pupil voice throughout the school, fill out form about all the curriculum. Lessons observations which might include SRE lessons as part of the whole school analysis of teaching. Regularly meet as leadership time to review the PD curriculum.

S – senior teaching and acting head – special school residential pupils autism- safe guarding role – it’s a challenge because its sex and relationship education and one challenging area for our pupil is the area of relationships social interaction and communication is a problem for them. Some pupils can’t speak and often there big issues in their lives. It’s an understanding of biology and mechanics of sex. PSHE All the time there working on relationships. It is difficult There’s a cognitive understanding and how they take their responsibly as citizens.

2. How is the curriculum delivered e.g. is it though PHSE, Science, RE

L – We call it pastoral time, most of its delivered in that. You deliver it according to your subject you teach with a Christian ethos. Biology does the physical side, re does a lot of philosophy around contraception and abortion. Because it’s compulsory all students discuss them.

C – PD is one lesson per week. Personal development citizenship, PSHE and sex ed. Different but complementary for each year group. We are about to employ someone who has responsibility for PD curriculum. Which includes health and sex and relationships and how we can make it better and improve the content. Some sex education, wouldn’t call it relationships more mechanics than the morality of it that’s covered in RE because C of E school. Sex outside marriage and cohabitation divorce abortion are covered in ks4 re with a moral dimension rather than the science of it. We have a good relationship with local authority who come in role is the teenage pregnancy rates and advise kids. But much more about getting kids to think about the answers for themselves than telling them what to do

S- Sex education, I know they shouldn't be separated. The mechanics of sexual activity as well as appreciating changes in body and feelings and understandings outside tutor I'm personally not comfortable with this I preferred it to be someone that's know to the students because so much is built on trust and understanding and a degree of feeling secure. Lots to do with responsibility is PSHE. I think we are strong on PSHE but relationships but I think we are still finding our way in communicating about sexual activity and responsibility. We have things in place but personal point of view safeguarding issue I don't think it's as effective as it could be.

3. What areas of SRE are delivered well? What areas would you improve in the current SRE curriculum?

L – I don't think we deliver it very well at all. The best thing we did recently was have a drama group come in to do a piece about internet grooming initially to key stage 4 then we bought in y9 because it was so good. It showed them how easy it is to be drawn in. I don't like personally the love wise stuff and tell the students never to have sex, abstinence approach because they are way to late when they delivered that. It completely devalues and demines the point. They do stress the importance of a proper relationship, marriage and monogamy and exemplifying why it's good and their idealism I'm glad the kids are sharing that. They're delivering it to kids who don't come from nuclear families or marriage and monogamy so it's an alien concept to them. It would be lovely if they were all virgins but there just not and I don't find it particularly helpful. Who's going to turn to the school for advice if they feel that the education there getting is irrelevant and inapplicable to their own experience lives, there not going to go to the school that's 40 years out of date to get advice on sexual health. I don't think we do enough on sexual health and you watch a video and the boys and girls were separated it was about periods, it was dated at the time and then 9 years later we watched the same video. That's 9 years that the video has not to my knowledge been changed or updated, there was nothing objectionable or disagreed with but things have a short shelf live. 6 months is a long time for the kids of the internet generation it needs to be updated. The information and content needs to be updated maybe some of the messages there sending need to be updated too.

Updated - In a faith school everything has to be delivered with that background. And it's a catholic school so instantly discussions around contraception and abortion can be problematic. I think that we have to deal with the world as it is. I don't want to lose the recommendation of abstinence, I think that vital, if we dismiss it as old fashioned and stupid you remove the legitimacy. I teach it with abstinence and consent being valid. There no good delivering SRE to our younger selves. No good telling kids what we should have heard at school, we've got to talk to them as it is now because it's

dangerous there's images and concepts and ideas that totally out there they've got devices in their pocket that allow them to access all sorts of material. I think we have to be aware of that keep the principles about self-respect it perfectly possible to teach self-respect and consent in a realistic context that would be my dream.

C – We think there is a need for improvement, anecdotally we have a few kids who are off school or will be off school soon because there about to have babies. In terms of personal responsibility that I think need addressing are STI's I don't think kids know enough about, getting kids to think about relationships and how they are in relationships its done well, STD's and pregnancy and taking more responsibly for themselves. Prevention of STD's and pregnancies.

S – The mechanics and biology ok from a theory point of view. They have understanding of student middle to upper functioning lower functioning student of which we have many is a very difficult area. P scales pre-national curriculum scales we have students at a p3 or 1 or 2 who are only responding to sensory stimuli so very low functioning. In that cohort is very difficult. Challenge the fact you're trying to get these things across they don't understanding basics in life. Improve better assessment of the needs of the students and deliver a curriculum that reflects these needs. A lot of our students are 14 15 but developmental are 4-5. You wouldn't be addressing these issues with 3 and 4 year olds Chronological and developmental ages very different there's a wide gap.

4. Is there a place in your school where pupils can ask for advice on STI's, contraceptives etc.

L - We have a school nurse_ And a strong pastoral system. There's one member of staff people go to when its bad news. There's no poster. From my perception I don't think ids turn to the teachers. The nurse is very visible and know around the school.

C- There isn't a dedicated place all the children have access to the heads of year and the school counsellor and kids who want to talk about that kind of stuff.

S – If it's a person then yes every student have a tutor some have 2. Or a key worker and that's part of their progression. We also work with CAMS educational psychologist and social workers holistic package around pupils. There's support there It's not just the school operating on their own. We want parents involved we have to ask parents from permission to investigate sexual side not relationships. That we get relationships right. It has to be based on relationships that people trust.

5. Are issues of consent and domestic abuse covered in your curriculum?

L - I can't remember when they were. My compliant has always been we deliver this 1950s style abstinence education and my worry is that it closes the door to any discussions about consent. I don't think it's covered enough. I'll use my professional judgement and talk about with my class. I teach it as a spectrum and encourage them to be as close as possible to the abstinence side. And that can lead to a discussion about consent and pressure. By the time we get round to that discussion the kids are in year 9 and there doing it very quick the innocence is gone within a few years of being at school. I'll factor it in during pastoral but it's not easy to do. Gender and sexuality comes up a lot and it comes up as an English teacher. In pastoral it'll come up when we talk about toleration. I feel that there's gaps in what we deliver, I don't know if there's a notion that if you don't talk about it it'll go away. With the internet I'm afraid we're talking about it.

C- Yes but not explicitly and I think that something we should be looking at.

S – Yes. We also have a sensitivity around these issues. We foster a close relationship with parent's partnerships with parent's educational psychologist's and social workers anyone who can support us where we have concerns. The students who are high functioning are aware they can come and talk and raise issues and it does happen in my role as safe guarding officer I am involved in those things it's a big responsibility. One reason is because autistic children are incredibly vulnerable they need to know their rights but also to put a protective scaffolding around them not just at school but if we have concerns. Yes it's in the curriculum but it's also something that we are aware of in the wider context of school

6. Where do you think the young people you work with get their ideas of healthy relationships from?

L - You shouldn't really notice it. I think you should be aware of it, there not being talked about there's no dram or excitement. To be unobtrusive.

C- 13 would be different at 19. 13 or 14 it would be none sexual relationship mutual respect and not very serious, take plenty of time and space and not neglecting friendships. 18 and 19 healthy relationship could of course be sexual but still respectful the school ethos is about respecting each other. The C of E agenda is promoting Christian values of respecting each other.

S – Respect for fellow peers which is very difficult in the autistic spectrum because of the triangle of impairment. Social interaction, communication and concept development and empathy. And to have a healthy relationship you need a degree of empathy. Autistic folk really struggle in this area. They have their world and if people impact in it or they impact out of it there is a reason – what does it

mean for me. We work a lot of that, turn taking, allowing another preferences waiting for others responses, giving time acknowledging other people's presence, sharing space. It's a challenge to get them to in a positive and healthy relationship. Problem with flexibility of thought but they struggle, or if things in their live deviate from the norm, that's part of a healthy teenage relationship to step out of your world into someone else's which they can't do. Another indicator To be your own person, to be prepared to be different true to convictions and ask for advice from good sources and we really encourage that.

7. 'The purpose of sex education is to...'

L – Inform and equip young people with the power of choice and the power to make sensible and healthy choices. To deliver the information, ignorance is dangerous and I want to go against that it should be information and choice not condemnation and judgement. So students make their own choices and wisdom to make them. Cultural issue. I think we might have to rewrite rules and expectations of SRE in light of the internet because there a lot at stake. Get rid of the hypocrisy.

C- Prepare pupils for a sexual relationship or decisions about sexual relationships about whether they want one at all, and one that is respectful and one where they know when there treated well and not be treated well they can be confident and assertive about what they want and one that's safe.

S – to understand about sexual activity puberty and menstruation, and the responsibilities that people hold in relational to sexual matters also that sex and relationship responsibility go hand and hand, you can't separate the two and I'm so pleased we have sex and relationships in this form of education. Responsibility to others and themselves. If this doesn't happen in the right way do much damage can occur they can be scared for life people can take that baggage and mistakes later into life and that can effect relationships.

Appendix 3 - Primary school teacher quotes and findings

1. How do you measure the effectiveness of the SRE curriculum

K – Y6 teacher. I have to be honest we don't measure it.

2. How is the curriculum delivered e.g. is it through PHSE, Science, RE

It would be tagged to the PSHE one. We book the school nurse and separate the boys and girls and they will be given a talk and vice versa. We talk in science about hygiene.

3. What areas of SRE are delivered well? What areas would you improve in the current SRE curriculum?

As far as I'm concerned they come in and do a fantastic job they go into school every day they're good at fielding questions that come up that a classroom teacher would find uncomfortable cos it's their class day in day out. The nurses have heard it before the classroom teachers would be a bit eek at that. Simply because you have the kids all the time. To be fair they're normally quite sensible about it. I'm quite happy with the way it is.

I couldn't say what I'd improve because I'm not really sure how effective it is. They leave a few months later and we don't see them again so I don't know what impact that would have, we are rights respecting school so we do tons of work around appropriate behaviour towards each other, most primary schools should be doing that, treating each other with respect.

4. Are issues of consent and domestic abuse covered in your curriculum?

No.

5. Where do you think the young people you work with get their ideas of healthy relationships from?

From their parents and people they live with.

6. 'The purpose of sex education is to...'

Inform children about the next steps in their lives prepare them for something that'll happen potentially 5 -6 years from now.

I can't comment because it's not something that we do it's done right at the end of y6. They might discuss it on the yard but they don't discuss it with us.

Appendix 4 – quotes and finding from focus group

P – 12 catholic school, t – 12 Christian school , v y10 joseph swan, c- y9 Thomas Hepburn and joseph swan, Kelsey y10 catholic school.

1. How good is the sex education you receive? 1-10 (good to get school and year group the yp is in)

K - 4 – all I get is one session about body parts

C – 0 – I don't get any. I haven't been taught anything since y6.

P – 7 – we've had basic things lower down the school. They introduced about stis, pregnancy.

T –3- 4 – we have very basic knowledge in science, a few sections on relationships but I feel like it's one sided. Because I go to a Christian school. It only shows the orthodox Christian view of what a relationships should be and doesn't explore the other possibilities.

V – 4 – I learnt a lot in y6 about body parts that was one hour. I learnt a bit in biology and PSHE.

I liked being split into boys and girls and it was done informally – p

2. Is there somewhere/someone in your school you can go to for advice about STI's, contraceptives?

Not that I know of.

P – School nurse. Heads of house, pastoral team. K- I don't feel very aware and we go to the same school

T – Not really, pastoral office is more for behavioural issues. It's never been said or advertised as somewhere to go to for help and advice.

V – Bridge support centre.

C – Pastoral team is only for behaviour. I am close with one teacher who I would talk too. I don't even think we have a school nurse. I don't want to talk to strangers who I don't really know.

3. Big bit of paper 'what is the purpose of sex education' / the purpose of sex education is to...

To teach you about your own body, relationships, how to be safe in a relationship, sexual health, safe sex, matters of sexual abuse and about consent. – t,p, k, v

To give us and insight on how the body works as well as telling us about healthy relationships, STI's, how to have safe sex, and who you can talk to if ever you feel unsafe etc.

V – to give us an idea of what could happen and how the body works. And to inform us about safe sex etc. contraception etc.

K and V – to inform us for in the future.

C , t, v, k - to inform about ; stis, safe sex – contraception.

Relationships – to provide advice about all of the above

– to ensure people can give informed consent in sexual situations

– also to inform about the importance of consent.

4. In another colour circle the answers that you think are met in the sex education you receive. E.g. if sex education is supposed to inform you about STI's and you believe the sex education at school does that circle it.

To inform us for in the future

Because of situations that may occur

How the body works

Contraception

Healthy relationships

STI's

Safe sex

People you can talk to.

Your own body

Relationships

Sexual health

Sexual abuse

Consent

5. The answers that are most circled vote using the voting ball or write name for which answer you agree with the most.
6. **Number this list of subjects. With number 1 being the most important to be covered in sex and relationship education to number 9 the least important.**

- 1 Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships.
- 2 Safe sex and contraception
- 3 Pregnancy and being a young parent
- 4 Domestic abuse and unhealthy relationships
- 5 Sexuality – LGBT, heterosexual (straight)

- 6 Sexually transmitted diseases and STI'S
- 7 Peer pressure
- 8 Abortion
- 9 Puberty and menstruation

7. What do you think a positive and healthy teenage relationship looks like/ what does it not look like? (e.g. controlling, domestic abuse, making you feel bad) split page.

Healthy relationships looks like

Trust

Respect each other

Faithfulness

Around the same age

Unhealthy relationship

Aggressive

Controlling

Jealousy

Pressure

Arguing

Reacts to other people touching them

Large age gap

Overprotective

8. Big paper – areas of sex education taught well/ not taught well

Taught well

Contraception

Abortion

Peer pressure

Periods /menstruation cycle

Body parts - your body

Biological of it

Puberty

Abstinence as an option

Safe sex
Sexual health
Signs of bad relationships (general)

Mixed responses

Safe sex
Periods
Contraception

Not taught well

Contraception, especially use of
Sexuality and gender
Abortion
Consent
Sexual abuse
Other types of abuse
Domestic abuse

9. Are issues around domestic abuse covered in your curriculum?

P - yes but I think it could be spoke about more. A lot of people don't understand how to deal with it or are confused about having a bad day or a bad relationship. Consent only partly covered as don't let someone force you. They don't cover how to talk about it in a relationship.

K - They have 1 hour on it they only talk about physical abuse.

C - I've never heard anything about it. I don't know what consent means.

V - Information in different lessons but nothing else. Consent is only covered quite generally.

T - Not at all, consent is only covered as part of crime.

10. Are you taught about social media and how to protect yourself?

T - A few times they've been times when pastoral office have had to deal with sexting so we've had leaflets given out. That's the extend

P – How to stay safe online but it's never really spoke about if it happens with someone you do know. Some people think its ok because they thinks it is part of life at this age.

K – We've done a few shows about grooming but never done it too a full extend. Not everyone's who they say they are. Someone was posting photos of his girlfriend on Facebook nudes

C – a lot of people send pictures and you end up seeing it on Facebook. It happened last week.

V – We just get taught about cyberbullying.

11. What do you think would improve sex and relationship education?

More specific required curriculums, so schools cannot miss out important topics.

Sex positive education so sex is not seen as a shameful thing.

Consent, safe sex and relationships and sexuality should defiantly be covered.

Detailed explanation of consent and abortion

Telling us about sexuality and all forms of abuse, mental, sexual and physical in greater detail.

Detailed explanations and groups for females or males who have a personal problem.

To improve sex education I would talk more to the kids about safe sex and other subjects and give them a better understanding of it.

Improve information on who we can go to/have people to talk to.

Split into smaller gender groups

Talk about different aspects none biased views/all different types of abuse etc.

Appendix 5 – Recordings of interviews and focus group

Recording from interviewees with young people and teachers are on the CD along with the recording from the focus group.

If you wish to access these files electronically the link below will give access to the files.

<https://www.dropbox.com/s/6mc4vnuhlfbxw4z/Interviews%20and%20focus%20group%20recording.lnk?dl=0>

Appendix 6 - Questionnaire about sex and relationship education

Gender: Male/Female

Age: 11 12 13 14 15 16 17 18

School -

1. **'Sex education is just about what goes where and condoms and that's all I need to know'.
(Please circle one)**

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

2. **Do you think that the curriculum (the subjects covered), for sex and relationship education is effective (successful, helpful, valuable)**

3. **Finish this sentence – 'The purpose of sex education is to ...**

4. **On a scale of 1 -10 how good is the sex education you receive? Please circle the number.**



Not very good, I do not feel informed at all

I feel I know some things

Very good, I feel very informed

5. **Number this list of subjects. With number 1 being the most important to be covered in sex and relationship education to number 9 the least important.**

- Sexually transmitted diseases and STI'S
- Safe sex and contraception
- Puberty and menstruation
- Abortion
- Domestic abuse and unhealthy relationships
- Sexuality – LGBT, heterosexual (straight)
- Pregnancy and being a young parent
- Peer pressure
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships.

6. **What areas of sex and relationship education are taught well?**

7. **What areas of sex and relationship education are not taught effectively?**

8. **What do you think would improve sex and relationship education?**

Appendix 7 – questionnaire responses

Please note that this data was put into an online survey programme so question 6 answers do not appear as individual answers. They were used to create a chart show in my main findings.

Some respondents answered this questionnaire online and most answered it with a physical questionnaire. Respondents who completed a physical questionnaire put their school on their responses.

Respondent 1

Q1: What is your gender?

- Female

Q2: What is your age?

- 13

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

No we haven't had any sex and relationship lessons in school at all

Q5: Finish this sentence - The purpose of sex education is to...

Teach people about sex and relationships

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 7
- Safe sex and contraception 3
- Puberty and menstruation 4
- Abortion 9
- Domestic abuse and unhealthy relationships 2
- Sexuality - LGBTQ, heterosexual (straight) 6
- Pregnancy and being a young parent 8
- Peer pressure 5
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 1

Q8: What areas of sex and relationship education are taught well?

We have been taught a little bit about sexually transmitted diseases but I don't think it was very good

Q9: What areas of sex and relationship education are not taught effectively?

Most of it. Especially domestic abuse and unhealthy relationships

Q10: What do you think would improve sex and relationship education?

More awareness of how things can go wrong. It could be brought up to date to suit the children who are being taught.

Respondent 2

Q1: What is your gender?

- Female

Q2: What is your age?

- 13

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Yes, I think it is and it is helpful

Q5: Finish this sentence - The purpose of sex education is to...

To educate you about sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 7
- Safe sex and contraception 2
- Puberty and menstruation 1
- Abortion 9
- Domestic abuse and unhealthy relationships 5
- Sexuality - LGBTQ, heterosexual (straight) 6
- Pregnancy and being a young parent 8
- Peer pressure 4
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 3

Q8: What areas of sex and relationship education are taught well?

Puberty and safe sex

Q9: What areas of sex and relationship education are not taught effectively?

Sexuality

Q10: What do you think would improve sex and relationship education?

Do it more and talk more about the most important topics

Respondent 3

Q1: What is your gender?

- Female

Q2: What is your age?

- 17

Q3: How do you feel about this statement – ‘Sex education is just about what goes where and condoms and that’s all I need to know’.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Yes it is helpful and useful, maybe need more information

Q5: Finish this sentence – The purpose of sex education is to...

Make sure people have safe sex and understand what could happen (domestic abuse, STI’s etc.)

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI’s 1
- Safe sex and contraception 3
- Puberty and menstruation 2
- Abortion 8
- Domestic abuse and unhealthy relationships 5
- Sexuality – LGBTQ, heterosexual (straight) 9
- Pregnancy and being a young parent 7
- Peer pressure 6
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 4

Q8: What areas of sex and relationship education are taught well?

Puberty and menstruation

Q9: What areas of sex and relationship education are not taught effectively?

STIs, sexuality and domestic abuse

Q10: What do you think would improve sex and relationship education?

More information and designated part on curriculum.

Respondent 4

Q1: What is your gender?

- Female

Q2: What is your age?

- 16

Q3: How do you feel about this statement – ‘Sex education is just about what goes where and condoms and that’s all I need to know’.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

What they teach is helpful but they also miss a lot out

Q5: Finish this sentence – The purpose of sex education is to...

To help keep people safe, healthy and just to inform and answer questions

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI’s 1
- Safe sex and contraception 3
- Puberty and menstruation 2
- Abortion 6
- Domestic abuse and unhealthy relationships 4
- Sexuality – LGBTQ, heterosexual (straight) 7
- Pregnancy and being a young parent 9
- Peer pressure 5
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 8

Q8: What areas of sex and relationship education are taught well?

Puberty and menstruation

Q9: What areas of sex and relationship education are not taught effectively?

Sexuality, wellbeing, domestic abuse

Q10: What do you think would improve sex and relationship education?

Including all aspects of sex education

Respondent 5

Q1: What is your gender?

- Male

Q2: What is your age?

- 17

Q3: How do you feel about this statement – ‘Sex education is just about what goes where and condoms and that’s all I need to know’.

- Strongly Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Yes, fairly effective, it’s definitely valuable and hopefully if people listen its helpful

Q5: Finish this sentence – The purpose of sex education is to...

Make people (the youth) aware and knowledgeable about sex and its effect (consequences)

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI’s 2
- Safe sex and contraception 3
- Puberty and menstruation 9
- Abortion 8
- Domestic abuse and unhealthy relationships 4
- Sexuality – LGBTQ, heterosexual (straight) 6
- Pregnancy and being a young parent 5
- Peer pressure 7
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 1

Q8: What areas of sex and relationship education are taught well?

STIS, safe sex and contraception

Q9: What areas of sex and relationship education are not taught effectively?

Sexuality, domestic abuse, abortion, pregnancy

Q10: What do you think would improve sex and relationship education?

Having a bit more of it

Respondent 6

Q1: What is your gender?

- Female

Q2: What is your age?

- 17

Q3: How do you feel about this statement – ‘Sex education is just about what goes where and condoms and that’s all I need to know’.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

No, not told about it at all except in RE in terms of marriage

Q5: Finish this sentence – The purpose of sex education is to...

Understand the bodily and emotion functions happening, the effect and the consequences

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI’s 8
- Safe sex and contraception 5
- Puberty and menstruation 4
- Abortion 9
- Domestic abuse and unhealthy relationships 7
- Sexuality – LGBTQ, heterosexual (straight) 3
- Pregnancy and being a young parent 2
- Peer pressure 6
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 1

Q8: What areas of sex and relationship education are taught well?

None, biology sometimes and abortion in RE

Q9: What areas of sex and relationship education are not taught effectively?

All

Q10: What do you think would improve sex and relationship education?

Talking about feelings, emotions, safe sex and consequences both emotion and physical

Respondent 7

Q1: What is your gender?

- Female

Q2: What is your age?

- 15

Q3: How do you feel about this statement – ‘Sex education is just about what goes where and condoms and that’s all I need to know’.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

I think it’s mostly successful and helpful however sometimes they don’t go into enough depth.

Q5: Finish this sentence – The purpose of sex education is to...

To inform students of the risk and dangers of sex (STIS) and the importance of our wellbeing and protection when it comes to sex.

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI’s 1
- Safe sex and contraception 3
- Puberty and menstruation 7
- Abortion 8
- Domestic abuse and unhealthy relationships 2
- Sexuality – LGBTQ, heterosexual (straight) 9
- Pregnancy and being a young parent 5
- Peer pressure 6
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 4

Q8: What areas of sex and relationship education are taught well?

Sexually transmitted diseases, safe sex, wellbeing, domestic abuse and unhealthy relationships

Q9: What areas of sex and relationship education are not taught effectively?

Sexuality – LGBT, heterosexuality however this is talked about when we discuss bullying

Q10: What do you think would improve sex and relationship education?

More talk about LGBT

Respondent 8

Q1: What is your gender?

- Female

Q2: What is your age?

- 16

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Not really we don't do it

Q5: Finish this sentence - The purpose of sex education is to...

Educate people about sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 8
- Safe sex and contraception 7
- Puberty and menstruation 9
- Abortion 5
- Domestic abuse and unhealthy relationships 1
- Sexuality - LGBTQ, heterosexual (straight) 4
- Pregnancy and being a young parent 6
- Peer pressure 3
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 2

Q8: What areas of sex and relationship education are taught well?

Abortion but in RE we don't do it. In other lessons except biology but that's science

Q9: What areas of sex and relationship education are not taught effectively?

Most

Q10: What do you think would improve sex and relationship education?

Doing it (being taught it)

Respondents 9

Q1: What is your gender?

- Female

Q2: What is your age?

- 16

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

No, it is rarely covered at school

Q5: Finish this sentence - The purpose of sex education is to...

Make sure people feel they have the correct and relevant information regarding to sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 4
- Safe sex and contraception 1
- Puberty and menstruation 3
- Abortion 9
- Domestic abuse and unhealthy relationships 5
- Sexuality - LGBTQ, heterosexual (straight) 7
- Pregnancy and being a young parent 8
- Peer pressure 6
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 2

Q8: What areas of sex and relationship education are taught well?

The purely biological aspects which are covered in science

Q9: What areas of sex and relationship education are not taught effectively?

The emotional aspects and the use of contraception's (catholic schools don't agree with contraception)

Q10: What do you think would improve sex and relationship education?

Actually having sex education in school that is relevant and useful

Respondent 10

Q1: What is your gender?

- Male

Q2: What is your age?

- 13

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Very helpful

Q5: Finish this sentence - The purpose of sex education is to...

Respondent skipped this question

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 7
- Puberty and menstruation 8
- Abortion 9
- Domestic abuse and unhealthy relationships 6
- Sexuality - LGBTQ, heterosexual (straight) 3
- Pregnancy and being a young parent 2
- Peer pressure 4
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 5

Q8: What areas of sex and relationship education are taught well?

Sex and puberty

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 11

Q1: What is your gender?

- Male

Q2: What is your age?

- 13

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

It is helpful for when you are in a good relationship

Q5: Finish this sentence - The purpose of sex education is to...

Know how to be in a good relationship

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 3
- Abortion 4
- Domestic abuse and unhealthy relationships 5
- Sexuality - LGBTQ, heterosexual (straight) 6
- Pregnancy and being a young parent 2
- Peer pressure 8
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 9

Q8: What areas of sex and relationship education are taught well?

Protection when you have sex and being in a good relationship

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 12

Q1: What is your gender?

- Female

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Strongly Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Teachers answered all questions seriously and answered them with good and helpful and positive ways. They covered everything from periods to STD's

Q5: Finish this sentence - The purpose of sex education is to...

Provide sufficient answers to any worries or questions but to also cover everything you need to know to prepare you for the future

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 3
- Abortion 6
- Domestic abuse and unhealthy relationships 5
- Sexuality - LGBTQ, heterosexual (straight) 2
- Pregnancy and being a young parent 4
- Peer pressure 8
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 9

Q8: What areas of sex and relationship education are taught well?

STIS and STDS, safety in sex - contraception, domestic abuse and rape, pregnancy

Q9: What areas of sex and relationship education are not taught effectively?

Peer pressure

Q10: What do you think would improve sex and relationship education?

Start sex ed in year 8 or 9 because I hadn't learnt lots of things in y7

Respondent 13

Q1: What is your gender?

- Female

Q2: What is your age?

- 18

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Yes it was informative and valuable, the information has been helpful to me

Q5: Finish this sentence - The purpose of sex education is to...

Inform people about safe sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 4
- Safe sex and contraception 3
- Puberty and menstruation 5
- Abortion 9
- Domestic abuse and unhealthy relationships 8
- Sexuality - LGBTQ, heterosexual (straight) 6
- Pregnancy and being a young parent 7
- Peer pressure 2
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 1

Q8: What areas of sex and relationship education are taught well?

Safe sex and contraception, sexually transmitted diseases

Q9: What areas of sex and relationship education are not taught effectively?

Domestic abuse and unhealthy relationships, peer pressure

Q10: What do you think would improve sex and relationship education?

Cover more topics such as sexuality and domestic abuse

Respondent 14

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Yes, it helps me not to catch sti's and STD's

Q5: Finish this sentence - The purpose of sex education is to...

Stop people getting sti's and make sure people have sex safely

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1

- Safe sex and contraception 5
- Puberty and menstruation 6
- Abortion 4
- Domestic abuse and unhealthy relationships 2
- Sexuality - LGBTQ, heterosexual (straight) 7
- Pregnancy and being a young parent 3
- Peer pressure 8
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 9

Q8: What areas of sex and relationship education are taught well?

Safe sex, puberty, pregnancy and giving birth

Q9: What areas of sex and relationship education are not taught effectively?

Domestic abuse, sexuality

Q10: What do you think would improve sex and relationship education?

More for LGBTQ+ real life experiences

Respondent 15

Q1: What is your gender?

- Male

Q2: What is your age?

- 16

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful for me

Q5: Finish this sentence - The purpose of sex education is to...

How to have safe sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 5
- Puberty and menstruation 8

- Abortion 3
- Domestic abuse and unhealthy relationships 7
- Sexuality - LGBTQ, heterosexual (straight) 6
- Pregnancy and being a young parent 2
- Peer pressure 4
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 9

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

“Fit for life” teacher led came into school. I was removed from the lessons but was able to go to a couple of the lessons. STI'S

Q10: What do you think would improve sex and relationship education?

More lessons and start in year 5

Respondent 16

Q1: What is your gender?

- Female

Q2: What is your age?

- 16

Q3: How do you feel about this statement - ‘Sex education is just about what goes where and condoms and that’s all I need to know’.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful

Q5: Finish this sentence - The purpose of sex education is to...

Protect young kids

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 2
- Safe sex and contraception 1
- Puberty and menstruation 8
- Abortion 7

- Domestic abuse and unhealthy relationships 3
- Sexuality - LGBTQ, heterosexual (straight) 4
- Pregnancy and being a young parent 5
- Peer pressure 9
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 6

Q8: What areas of sex and relationship education are taught well?

How to put a condom on

Q9: What areas of sex and relationship education are not taught effectively?

Domestic abuse and unhealthy relationships

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 17

Q1: What is your gender?

- Male

Q2: What is your age?

- 16

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Neither agree nor disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Not at all from my experience

Q5: Finish this sentence - The purpose of sex education is to...

Protect young people

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 4
- Safe sex and contraception 1
- Puberty and menstruation 2
- Abortion 8
- Domestic abuse and unhealthy relationships 3
- Sexuality - LGBTQ, heterosexual (straight) 5

- Pregnancy and being a young parent 6
- Peer pressure 9
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 7

Q8: What areas of sex and relationship education are taught well?

None at my school

Q9: What areas of sex and relationship education are not taught effectively?

Everyone at my school hasn't been taught much of sex Ed at all

Q10: What do you think would improve sex and relationship education?

Actually teaching it and giving more info about it

Respondent 18

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful, no

Q5: Finish this sentence - The purpose of sex education is to...

Protect kids

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 2
- Safe sex and contraception 1
- Puberty and menstruation 3
- Abortion 8
- Domestic abuse and unhealthy relationships 4
- Sexuality - LGBTQ, heterosexual (straight) 5
- Pregnancy and being a young parent 7
- Peer pressure 6

- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 9

Q8: What areas of sex and relationship education are taught well?

How to put a condom on

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 19

Q1: What is your gender?

- Female

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful

Q5: Finish this sentence - The purpose of sex education is to...

Protect young children

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 4
- Puberty and menstruation 2
- Abortion 5
- Domestic abuse and unhealthy relationships 7
- Sexuality - LGBTQ, heterosexual (straight) 3
- Pregnancy and being a young parent 6
- Peer pressure 9
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 8

Q8: What areas of sex and relationship education are taught well?

Put a condom on

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 20

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful

Q5: Finish this sentence - The purpose of sex education is to...

Protect young kids

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 4
- Puberty and menstruation 5
- Peer pressure 9

Q8: What areas of sex and relationship education are taught well?

How to put a condom on

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Teach you different positions

Respondent 21

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Strongly agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful and successful

Q5: Finish this sentence - The purpose of sex education is to...

Know in the future how to have sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 8
- Puberty and menstruation 7
- Abortion 6
- Domestic abuse and unhealthy relationships 5
- Sexuality - LGBTQ, heterosexual (straight) 4
- Pregnancy and being a young parent 3
- Peer pressure 9
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 2

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Explain more information

Respondent 22

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Neither agree nor disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful

Q5: Finish this sentence - The purpose of sex education is to...

To keep you safe from STI's and safe sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 4
- Puberty and menstruation 5
- Abortion 6
- Domestic abuse and unhealthy relationships 2
- Sexuality - LGBTQ, heterosexual (straight) 9
- Pregnancy and being a young parent 3
- Peer pressure 7
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 8

Q8: What areas of sex and relationship education are taught well?

STI's and young parent

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Porn

Respondent 23

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Neither agree nor disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Respondent skipped this question

Q5: Finish this sentence - The purpose of sex education is to...

Respondent skipped this question

Q7: Rate these subjects covered in sex and relationship education in order of importance

Respondent skipped this question

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 24

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Neither agree nor disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Respondent skipped this question

Q5: Finish this sentence - The purpose of sex education is to...

Wear protection

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 2
- Safe sex and contraception 4
- Puberty and menstruation 3
- Abortion 6
- Domestic abuse and unhealthy relationships 5
- Sexuality - LGBTQ, heterosexual (straight) 1
- Pregnancy and being a young parent 8
- Peer pressure 7
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 9

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

More information

Respondent 25

Q1: What is your gender?

- Male

Q2: What is your age?

- 14

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Successful

Q5: Finish this sentence - The purpose of sex education is to...

Give information

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 2
- Puberty and menstruation 3
- Abortion 4
- Domestic abuse and unhealthy relationships 5
- Sexuality - LGBTQ, heterosexual (straight) 7
- Pregnancy and being a young parent 6
- Peer pressure 8
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 9

Q8: What areas of sex and relationship education are taught well?

STI's

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Red tube (porn)

Respondent 26

Q1: What is your gender?

- Male

Q2: What is your age?

- 13

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Strongly agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

I haven't done it in secondary school yet

Q5: Finish this sentence - The purpose of sex education is to...

Know what sex is and how people use it

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 6

- Safe sex and contraception 3
- Puberty and menstruation 8
- Abortion 5
- Domestic abuse and unhealthy relationships 7
- Sexuality - LGBTQ, heterosexual (straight) 4
- Pregnancy and being a young parent 9
- Peer pressure 2

Q8: What areas of sex and relationship education are taught well?

Hitting puberty

Q9: What areas of sex and relationship education are not taught effectively?

Rape, sti's, what people do when they have sex

Q10: What do you think would improve sex and relationship education?

Having it as a topic in a science lesson more often in school

Respondent 27

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Neither agree nor disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Respondent skipped this question

Q5: Finish this sentence - The purpose of sex education is to...

Respondent skipped this question

Q7: Rate these subjects covered in sex and relationship education in order of importance

Respondent skipped this question

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 28

Q1: What is your gender?

- Male

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Helpful

Q5: Finish this sentence - The purpose of sex education is to...

Protect young kids

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 2
- Safe sex and contraception 1
- Puberty and menstruation 6
- Abortion 9
- Domestic abuse and unhealthy relationships 8
- Sexuality - LGBTQ, heterosexual (straight) 4
- Pregnancy and being a young parent 3
- Peer pressure 7
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 5

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 29

Q1: What is your gender?

- Female

Q2: What is your age?

- 14

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Strongly Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Yes I think it is very effective because it gives people a chance to witness good and bad relationships we may face in life.

Q5: Finish this sentence - The purpose of sex education is to...

Allow people to know what positive and negative relationships are and how to be safe when in and out of relationships

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 2
- Safe sex and contraception 3
- Puberty and menstruation 7
- Abortion 8
- Domestic abuse and unhealthy relationships 1
- Sexuality - LGBTQ, heterosexual (straight) 9
- Pregnancy and being a young parent 5
- Peer pressure 4
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 6

Q8: What areas of sex and relationship education are taught well?

Wellbeing around sex and relationships. Domestic abuse and unhealthy relationships. Safe sex and contraception. Peer pressure. STI's. Puberty and menstruation

Q9: What areas of sex and relationship education are not taught effectively?

Sexuality. Pregnancy and being a young parent. Abortion

Q10: What do you think would improve sex and relationship education?

Go into more detail about things such as being a young parent and the pros and cons of it so the young parent feel less alone.

Respondent 30

Q1: What is your gender?

- Female

Q2: What is your age?

- 12

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

To some people yes, but to people who really don't care no

Q5: Finish this sentence - The purpose of sex education is to...

Teach young people about what can happen

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 1
- Safe sex and contraception 2
- Puberty and menstruation 7
- Abortion 8
- Domestic abuse and unhealthy relationships 4
- Sexuality - LGBTQ, heterosexual (straight) 9
- Pregnancy and being a young parent 5
- Peer pressure 6
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 3

Q8: What areas of sex and relationship education are taught well?

Puberty and pregnancy

Q9: What areas of sex and relationship education are not taught effectively?

What can happen if you have sex with no contraception?

Q10: What do you think would improve sex and relationship education?

Being taught more about sex education in the younger years of secondary school

Respondent 31

Q1: What is your gender?

- Female

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

I think it's a bit helpful but they could go into more detail

Q5: Finish this sentence - The purpose of sex education is to...

Tell young people the basic information

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 2
- Safe sex and contraception 3
- Puberty and menstruation 7
- Abortion 8
- Domestic abuse and unhealthy relationships 1
- Sexuality - LGBTQ, heterosexual (straight) 9
- Pregnancy and being a young parent 5
- Peer pressure 4
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 6

Q8: What areas of sex and relationship education are taught well?

Sexually transmitted diseases and STI's. Safe sex and contraception. Domestic abuse and unhealthy relationships. Wellbeing. Peer pressure

Q9: What areas of sex and relationship education are not taught effectively?

Abortion and sexuality

Q10: What do you think would improve sex and relationship education?

What life would be like with a child in more detail?

Respondent 32

Q1: What is your gender?

- Female

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

They tell us about dangers of pregnancy and of STIs but they don't talk about things like foreplay.

Q5: Finish this sentence - The purpose of sex education is to...

Understand girls and boys bodies and to know how to protect yourself.

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 6
- Safe sex and contraception 3
- Puberty and menstruation 2
- Abortion 7
- Domestic abuse and unhealthy relationships 4
- Sexuality - LGBTQ, heterosexual (straight) 8
- Pregnancy and being a young parent 9
- Peer pressure 5
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 1

Q8: What areas of sex and relationship education are taught well?

Safe sex and contraception

Q9: What areas of sex and relationship education are not taught effectively?

Wellbeing and healthy relationships

Q10: What do you think would improve sex and relationship education?

To talk about healthy relationships and to speak more on gay relationships

Respondent 33

Q1: What is your gender?

- Female

Q2: What is your age?

- 18

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

No

Q5: Finish this sentence - The purpose of sex education is to...

How to put a condom on

Q7: Rate these subjects covered in sex and relationship education in order of importance

Respondent skipped this question

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 34

Q1: What is your gender?

- Male

Q2: What is your age?

- 13

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Strongly Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Yes

Q5: Finish this sentence - The purpose of sex education is to...

Pound the pink

Q7: Rate these subjects covered in sex and relationship education in order of importance

Respondent skipped this question

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Responded 35

Q1: What is your gender?

- Female

Q2: What is your age?

- 15

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Strongly Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

Very rarely. It usually focuses on the physical rather than the psychological impacts.

Q5: Finish this sentence - The purpose of sex education is to...

Prepare young people for later life, emotionally, psychologically and physically.

Q7: Rate these subjects covered in sex and relationship education in order of importance

Respondent skipped this question

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Respondent 36

Q1: What is your gender?

- Male

Q2: What is your age?

- 18

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Disagree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

No not really

Q5: Finish this sentence - The purpose of sex education is to...

Educate people about sex, including biology, the law, how or how not to do it and relationships

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 8
- Safe sex and contraception 7
- Puberty and menstruation 3
- Abortion 5
- Domestic abuse and unhealthy relationships 9
- Sexuality - LGBTQ, heterosexual (straight) 4
- Pregnancy and being a young parent 6
- Peer pressure 1
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships. 2

Q8: What areas of sex and relationship education are taught well?

Sex

Q9: What areas of sex and relationship education are not taught effectively?

Relationships, parenthood, abuse

Q10: What do you think would improve sex and relationship education?

Separate them: sex and safety education and more general relationships and mental health education

Respondent 37

Q1: What is your gender?

- Female

Q2: What is your age?

- 18

Q3: How do you feel about this statement - 'Sex education is just about what goes where and condoms and that's all I need to know'.

- Agree

Q4: Do you think the topics covered in sex and relationship education are effective (successful, helpful, valuable)?

No

Q5: Finish this sentence - The purpose of sex education is to...

Inform people how to have safe sex

Q7: Rate these subjects covered in sex and relationship education in order of importance

- Sexually transmitted diseases and STI's 3
- Safe sex and contraception 6
- Puberty and menstruation 8
- Abortion 7
- Domestic abuse and unhealthy relationships 2
- Sexuality - LGBTQ, heterosexual (straight) 9
- Pregnancy and being a young parent 5
- Peer pressure 4
- Wellbeing (your happiness, comfort, security, safety and physical and mental health) **around sex and relationships.** 1

Q8: What areas of sex and relationship education are taught well?

Respondent skipped this question

Q9: What areas of sex and relationship education are not taught effectively?

Respondent skipped this question

Q10: What do you think would improve sex and relationship education?

Respondent skipped this question

Appendix 8- Young person interview questions

1. What does your SRE curriculum look like – what is covered , by what means (lessons e.g. science, re, PSHE, outside specialists)
2. What is taught well? What do you think should be improved – including topics
3. Does the sex education you receive at school help you? Does it make a difference in your school?
4. Are consent and domestic abuse covered in your curriculum?
5. Do you think social media impacts relationships if so to what extent?
6. What makes a healthy teenage relationship? (to make a relationship work well you need to)
7. Where do you get your ideas and example of healthy relationships from? Where do you think others get their views from?
8. Finish the sentence ‘The purpose of sex education is to ... ‘

Appendix 9 - Questions for teachers of Sex and relationship education

1. How do you measure the effectiveness of the SRE curriculum
2. How is the curriculum delivered e.g. is it through PHSE, Science, RE
3. What areas of SRE are delivered well? What areas would you improve in the current SRE curriculum?
4. Is there a place in your school where pupils can ask for advice on STI's, contraceptives ect.
5. Are issues of consent and domestic abuse covered in your curriculum
6. What do you believe are the indicators of a positive and healthy teenage relationship?
7. 'The purpose of sex education is to...'

Appendix 10 - Questions for teachers of Sex and relationship education in Primary school

1. How do you measure the effectiveness of the SRE curriculum
2. How is the curriculum delivered e.g. is it through PHSE, Science, RE
3. What areas of SRE are delivered well? What areas would you improve in the current SRE curriculum?
4. Are issues of consent and domestic abuse covered in your curriculum?
5. Where do you think the young people you work with get their ideas of healthy relationships from?
6. 'The purpose of sex education is to...'

Appendix 11 - Focus group questions

1. How good is the sex education you receive? 1-10 (good to get school and year group the young person is in)
2. Is there somewhere/someone in your school you can go to for advice about STI's, contraceptives?
3. Big bit of paper 'what is the purpose of sex education' / the purpose of sex education is to...
4. In another colour circle the answers that you think are met in the sex education you receive. E.g. if sex education is supposed to inform you about STI's and you believe the sex education at school does that circle it.
5. Why do you think the un-circled answers aren't met?
6. The answers that are most circled write name for which answer you agree with the most.
7. **Number this list of subjects. With number 1 being the most important to be covered in sex and relationship education to number 9 the least important.**
 - Sexually transmitted diseases and STI'S
 - Safe sex and contraception
 - Puberty and menstruation
 - Abortion
 - Domestic abuse and unhealthy relationships
 - Sexuality – LGBT, heterosexual (straight)
 - Pregnancy and being a young parent
 - Peer pressure
 - Wellbeing (your happiness, comfort, security, safety and physical and mental health) around sex and relationships.
8. What do you think a positive and healthy teenage relationship looks like/ what does it not look like? (E.g. controlling, domestic abuse, making you feel bad) split page.
9. Big paper – areas of sex education taught well/ not taught well
10. Are issues around domestic abuse covered in your curriculum?
11. Are you taught about sex and relationships on social media and how to protect yourself?
12. What do you think would improve sex and relationship education?

Appendix 12 - Participant information sheet

You are being invited to take part in a study that will form part of my dissertation for a degree in Christian youth work at Staffordshire University. Before you decide whether to take part in the study it is important for you to understand why the research is being done and what it will involve. Please take your time to read the following information.

I am interested in helping young people understand healthy relationships and to educate them in this. The purpose of the study is to gather data about current curriculums for relationship and sex education and from data gathered conclude whether the curriculums available are effective at promoting positive and health relationships.

I am seeking to enrol 10 young people to be interviewed 5 males and 5 females. I am looking to interview 6 heads of sex and relationship curriculums in educational contexts. I will use a focus group on sex and relationship education to also gather data. And I am hoping to questionnaire 50 young people to find out whether current curriculums are effective. It is ok if you do not want to join in with the study you are allowed to remove your consent at any moment. If you partake in the research and change your mind and do not want your data used you must let me know by **Monday 8th February.**

The focus group will be run like a normal session; we will play games and have discussion around relationships and sex. I am aiming to explore what you think the pressures are facing young people. Looking at healthy and unhealthy relationships may bring up things from your past and I would like you to be able to talk through anything that arises as part of the focus group. If anything does arise one of the leaders will be available to speak to, or if you would prefer specialised care the heart programmes has a 24 hour help line (0800 1111) and website for information www.heartprogramme.org

The questionnaire will ask a range of questions and I want to know your opinion of healthy and unhealthy relationships. The questionnaire is no more than 12 questions and you only have to answer questions that you feel comfortable answering, none of the questions will ask you to tell any personal stories I only want to know your views.

The benefits of taking part in the research are that hopefully in participating in the focus group you will learn more about what a healthy relationship is and become more aware of what an unhealthy relationship is and what to do if you or a friend is in an unhealthy relationship. The benefits of completing a questionnaire, interview or focus group are that your insights will provide information about current curriculums of relationship and sex education which will be used to make

recommendations on how to educate other young people so they can be informed about unhealthy relationships and how to deal with the pressures that surround sex and relationships.

Any data collected will be stored securely. Any recordings from the focus group, interviews, answers to the questionnaire and findings will be stored on a password protected computer that is only accessed by me my dissertation tutor or if there is a safe guarding concern the relevant person for you. Any paper used in the research will be kept in a locked filing cabinet at my placement. Everyone contributing to the study will be given a pseudonym (false name) to keep confidentiality and no material used could identify you. If you wish not to have a pseudonym then you are allowed to be nameless in the study. If you would like to see a copy of my findings I am more than happy to send you one once it has been marked.

If you would like to take part in this project please complete the attached consent forms. The first form is for you to fill out with the second for under 18's being a form that your parent/guardian must sign if they are happy for you to partake in the research.

If you want or need any more information about this study do not hesitate to contact me on the details listed below.

Thank you

Sarah Robinson

Youth worker at Youth for Christ North East

YMCA Building, Church Way, North Shields, Tyne and Wear NE29 0AB

Srobinson93@hotmail.co.uk

0191 258 0600

Appendix 13– consent forms for participants and parents.

As part of the ethical considerations in the collection of data all participants of the focus group and interviewees aged 18 and under had to complete a consent form. The form states that the participant and parent/guardian of the participant has read the participant information sheet and is happy to participate in research. The consent form has 2 parts the first is a participant consent form the other is for the parent/ guardian.

Consent form

Title of study: How effective is current sex education in promoting healthy and positive relationships.

Sarah Robinson, youth worker, YFC North East

- I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask any questions I have about the study.

Please tick

- I understand that my involvement in the study is voluntary (unpaid) and that I am free to withdraw from (stop being in) the study at any time, without giving reason.

Please tick

- I agree to the use of anonymised (nameless) quotes being used in other publications

Please tick

- I agree to the observed session being audio recorded.

Please tick

- I agree to take part in the study.

Please tick

Name of participant

Date

Signature

Name of researcher

Date

Signature

Parental consent form

I, Parent/Guardian of

Wish for my child to participate in the research project.

I have read the attached information sheet (please tick).

Name of Parent/Guardian

Date

Signature

Appendix 14– additional findings

Biology and emotional aspects of SRE

As part of my questionnaire I put forward the statement; ‘sex education is just about what goes where and condoms and that’s all I need to know.’ The respondents were required to agree or disagree with this.

How do you feel about this statement - ‘Sex education is just about what goes where and condoms and that’s all I need to know’.

Answered: 37 Skipped: 0

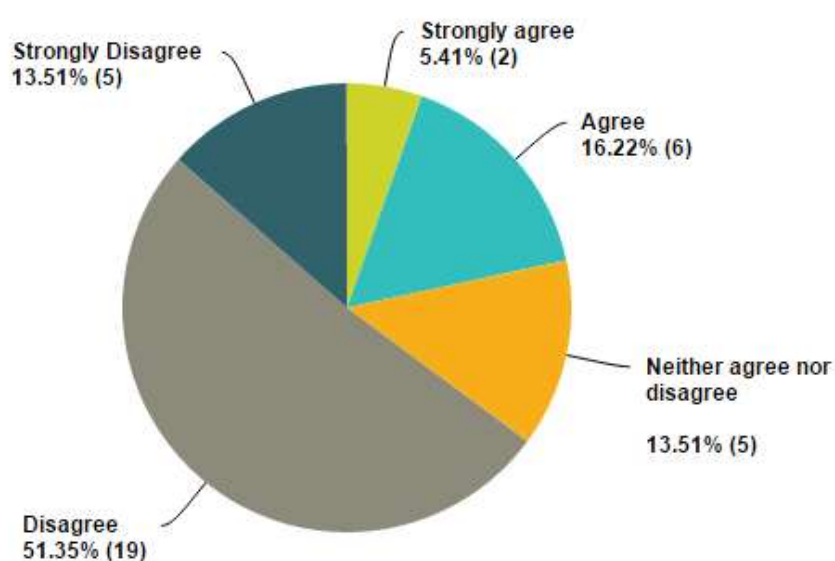


Figure 1 – pie chart of results from statement in questionnaire.

Eight respondents agreed or strongly agreed with the statement and Twenty four disagreed or strongly disagreed. This disagreement was also seen in my other methods of research.

Most interviewed young people said that they thought SRE should include more than biological aspects and contraception. One interviewee said, “They’ve nailed the biological stuff. I think they should teach the emotional side of relationship and sex, they never teach you any of that. As a young person it’s quite daunting to think that this big thing is going to happen and it’s going to change my life, and it not that scary it’s a part of life.” The young people I spoke to through interviews and the focus group agreed that SRE should be something more than biology but they are not being taught much more. During the focus group one girl said that in secondary school she had received no sex education, another said she had only had one lesson and it was about body parts.

Appendix 15– An example SRE curriculum

As my research looked at current curriculums, I have created an example curriculum of what I believe should be covered at each Key Stage of school. It looks at topics to be covered.

Key Stage 1

Respect

Friendship

Start of recognising body parts – not too in-depth.

Start of conversation about inappropriate touch.

Key Stage 2

Puberty and body changes

Biology of the body – body parts

Respect

Relationships – friendships and start of romantic relationships discussion.

Start of discussion about gender, sexuality and tolerance.

Key Stage 3

Puberty

Pregnancy- in depth

Contraception

Healthy relationships – this includes stability and trust and indicators of healthy and unhealthy relationships.

Abuse

Where to go for help

Young parenting

STI's

Emotions around sex and relationships

Beginning of conversation about consent

Abstinence approach

The importance of marriage and monogamy

Wellbeing

Self-worth

Respect

Gender and sexuality

Challenge Gender roles – especially in relationships.

Social media, the internet and inappropriate images

Key Stage 4

STI's

How to ask for and give consent

Safe sex

Where to go for sexual health advice and tests

Respect

Gender and sexuality

Healthy relationships

Domestic abuse and sexual abuse

Young parenting

Pregnancy

Abortion

Self- worth

Well-being

Social media and inappropriate images

Abstinence approach.

The importance of marriage and monogamy

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All Biblical references are taken from the NIV unless stated.

FULL ETHICS DECLARATION FOR RESEARCH/PROJECTS

STUDENT – COMPLETE AND SAVE THIS FORM USING THE FOLLOWING FORMAT FOR THE FILE NAME

– FAMILY NAME FIRST NAME, STUDENT, FULL

– E.G. WHIZZ BILLY STUDENT FULL – AND E-MAIL IT, AS A WORD ATTACHMENT, USING THE FILE NAME AS THE SUBJECT (IN THE SUBJECT BAR OF THE E-MAIL), TO YOUR SUPERVISOR.

* THERE IS NO NEED TO PRINT THIS FORM *

SUPERVISOR – READ AND CHECK WHEN RECEIVED FROM THE STUDENT, IF SATISFIED ADD YOUR NAME AND DATE WHERE INDICATED, SAVE AND SEND AS A WORD ATTACHMENT BY E-MAIL, USING THE FILE NAME AS THE SUBJECT (IN THE SUBJECT BAR OF THE E-MAIL), TO: ethics-FACT@staffs.ac.uk

* THERE IS NO NEED TO PRINT THIS FORM *

STAFF RESEARCHER – COMPLETE AND SAVE USING THE FOLLOWING FORMAT FOR THE FILE NAME

– FAMILY NAME FIRST NAME, STAFF, FULL

– E.G. WHIZZ BILLY STAFF FULL – AND E-MAIL IT, AS A WORD ATTACHMENT, STATING THE FILE NAME IN THE SUBJECT BAR TO: ethics-FACT@staffs.ac.uk

* THERE IS NO NEED TO PRINT THIS FORM *

YOU WILL RECEIVE ACCEPTANCE OR REQUEST FOR CLARIFICATION OR AMENDMENT BY E-MAIL – PLEASE SAVE SUCH E-MAILS AND KEEP HARD COPIES.

1. APPLICANT

Name: Sarah Robinson

Student Number (for student applications): 11026363

Faculty: Creative arts and technology

Award (for student applications): Undergraduate

Award Level (for student applications): 6

Module code and title (for student applications): dissertation

Title of research/project: How effective is current sex education in promoting healthy and positive relationships.

Supervisor/ head of field (for student applications): Nigel Roberts

Academic status of applicant: Undergraduate Student

Commencement and expected duration of project: from January for 4 months

2. THE RESEARCH/PROJECT

Nature of research/project State what it's about, what you do and how you do it, including reference to participants and procedure (methods, tests used etc). Please be concise, no more than approx. 250 words. You MUST provide this description. Please include brief answers to the following questions, where relevant (later sections of this form will require more detailed responses about specific aspects of your endeavour):

- where the research is carried out;
- whether adequate facilities are in place enabling the project to be properly carried out;
- whether procedures are in place given the occurrence of any adverse event;
- names of other individuals or organisations involved in the project;
- whether other approvals have been gained or are to be sought.

The research will be looking at current curriculums and programmes of sex education and I will be concluding as to whether they are effective or not and what could be improved to the current curriculums.

The research will be carried out by interviewing heads of the sex and relationship education from a range of schools – faith, public, state, primary and secondary schools and further education colleges. The interviews will be conducted at the school or in an appropriate place.

I will also be interviewing sex and relationship professionals over skype.

I will be interviewing young people and conducting questionnaires. For both activities the young person will have to complete a written consent form and the parents/guardians of the young people will also fill out a consent form. The young person can remove their consent at any time without questions.

Due to the nature of the research around healthy relationship and sex education I will inform all participants about organisations that can help them and give them named people to contact if they wish to explore any feelings or emotions that occur whilst/post being interviewed. With under 18's I will also pass on any safe guarding worries to the relevant people at the church or organisations where the young person come from.

3. PURPOSE OF RESEARCH/PROJECT

Please offer a brief paragraph indicating:

1. the aims and objectives of the project;
2. its rationale;
3. the research question or specific hypotheses being tested;
4. the background to the project. Getting a better understanding of curriculums what is taught.

The aim of the research is to see how effective current sex education is in promoting healthy and positive relationships. The Aims are to investigate a wide range of sex education curriculums, to find out whether the heads of these programmes feel these programmes are effective, to find out whether those accessing the curriculums think they are effective and to look at government and relevant statics to see if the programmes are working in their current state.

The rationale behind this project is to see if there are any curriculums that are promoting healthy relationships, programmes that discuss the emotional side of relationships and sex. Domestic abuse relationships among young people have risen and it will be important to see if this issue is addressed. I am also interested to see if the young people feel like the programmes they are receiving in school covers everything they perceive to be important.

The research question is how effective are current sex education curriculums in promoting healthy and positive relationships. My hypothesis is that the current curriculums taught in schools and colleges are successful in promoting safe sex and teaching young people about contraceptives but I don't feel like they truly address the emotional side to sex and relationships. I also think that domestic violence and how to recognise them is very rarely taught as part of the curriculums.

I want to do this research project to get a better understanding of the curriculums of sex and relationship education in school and how much of an impact they are having in the communities in which they are taught. I

will research what young people think about their curriculums and whether areas that they deem to be important are taught and whether the curriculum is taught 'properly.'

NB. It is not the job of the Faculty Research Ethics Committee to consider the methodology of the research project. However this Committee does need assurance that the appropriate methodology has been properly considered before it can consider whether the project is ethically justifiable.

4. BRIEF OUTLINE OF PROJECT PROCEDURES

Please offer a summary of the procedures followed in carrying out the project. Such descriptions might vary according to the nature of the project and the academic area involved, but they should normally include at least the following:

1. the design of the project (including, where appropriate, issues of statistical power);
2. the procedures followed;
3. the participation of subjects in the project;
4. how the design of the project and the procedures followed assess the research question or test the hypothesis in question or establish some significant result.

I will be carrying out my research through mixed methods approach in order to integrate my findings from using qualitative and quantitative research methods. I will be using questionnaires, a focus group and interviews.

I will carry out a focus group on sex and relationship education with a girls group ages ranging from 11-16 years old and 10-13 young women. This will give me the opportunity to discuss young people's feelings and opinions on sex and relationship education and be an introduction for interviews that will take place.

When recruiting young people for interviews I will contact my gatekeepers and be advised on which young people to interview. I meet with them either as a group or individually to go through the information sheet and answer any questions that they may have about the research so that the young person can give full informed consent. They will also have to complete a written consent form and an information sheet will be given to parents/guardians to sign if they are happy for their child to participate in the research.

The participation of subjects will be through a focus group, interviews and questionnaires. Most of the interviews will be contacted face to face except 2 adult participants who will be interviewed over skype due to location. The questionnaires will be given out anonymously at youth groups and I will visit other youth groups to give these out.

Through interviews I am hoping to find out from heads of sex and relationship education how they perceive the effectiveness of their programmes and also any areas they feel should be included in the programmes. I feel it will help me find the strengths and weaknesses of the programmes.

Interviewing young people will help me to see what they think is important in the curriculums of sex and relationship education. This will help me draw conclusions as to whether the programmes the young people are receiving at school are really benefiting the young people and what they think the main positive and negatives are of the curriculums.

The questionnaires will help me understand what areas of curriculum young people value most highly and whether these change in different areas and with young people of different ages, backgrounds and genders. The focus group will look at what is most important in sex and relationship education to young people and whether they believe the subject covers all they need to know and what could be improved on.

5. RECRUITMENT OF SUBJECTS

This section should contain clear information indicating the basis on which the proposed participating subjects are appropriate to the project. Normally researchers should adequately answer the following questions:

1. the number of subjects involved in the study (including the adequacy of the sample size) and how they are recruited;
2. whether there are any inclusion or exclusion criteria, together with their justification;
3. the age range of subjects; the gender balance of subjects; and the state of health of subjects;
4. whether there is any inducement to participate in the study;
5. whether the project involves any special groups requiring some additional justification or permission (e.g. whether subjects are especially vulnerable, i.e. children, students aged under 18, the elderly, those with learning difficulties or mental health problems, those with some disadvantage or dependency, those in hospital or those in prison).

NB Student researchers must also ascertain from their supervisor whether or not they need to obtain Disclosure and Barring Service (*previously Criminal Records Bureau*) clearance to enable this project to proceed. If this is the case the application must make clear whether or not it has been obtained. Staff researchers must also consider whether or not they need DBS (*previously CRB*) clearance for their work.

I am hoping to interview at least 6 places of education including primary, private, state, faith schools and further education colleges. I will also be interviewing specialists in sex and relationship education and creators of nation wide sex education programmes. These people have been chosen as they are setting the curriculums for young people and I want to know if they believe there programmes are effective and what is lacking or not taught well in the programmes they create.

I will also be interviewing young people from the youth groups I have contact with and other young people from these groups can complete questionnaires. I am hoping to interview around 10 young people with different ages, genders, backgrounds and economic and social backgrounds. I am hoping to questionnaire 50 young people also from different backgrounds, places, ages and genders.

The young people who will be interviewed will be chosen by me and the gatekeeper because of the differences of each of them so I get a cross section of answers.

I will be conducting a focus group on sex and relationship education with my girls group there is 10-13 young people attending the group.

The only exclusion criteria for interviews and questionnaires are whether or not the young person is mature enough to openly discuss sex and relationship education.

The age range of the subjects will be from 12 to adult. I want to interview 5 females and 5 males for interviews with young people and the genders of those who lead sex and relationship curriculums are not relevant. There is no inducement to participate in this study.

I will be working with young people under 18 and so require additional consent. I will get written consent from the young person and will have given an information sheet and talked through the sheet so the young person can give full informed consent. The parents /guardians of the young people completing interviews or questionnaires will be given the option to opt out of this study and the young person can remove there consent and participation in the study at any time. Due to the sensitive nature of the topic the questionnaire has to be approved by the Supervisor prior to dissemination.

6. PARTICIPATION OF SUBJECTS

Please provide two documents where appropriate. These are an Information Sheet and a Consent Form, and each should be included with your application when you submit the form by email. The first must ensure that the subject has a proper understanding of their participation in the project, and the second that they have given informed and voluntary consent to their involvement in it. Some notes for guidance follow.

INFORMATION SHEET

This will be provided to the subject prior to taking consent, and must explain the broad purpose of the project, the basis on which the subject has been chosen, what is required of the subject in the project, whether there are any possible disadvantages or risks in taking part, the benefits gained by taking part (either to the subject, the researcher or the scientific community), what will happen if something goes wrong, what happens to any information obtained about the subject, the expected results of the study, who is responsible for it, and a contact name. The Information Sheet must be written in a clear, informative, and intelligible way.

The Information Sheet must include a description of how subjects are involved in each stage of the study. This should relate back to S4 above. Their participation will vary according to the nature of the project, but will explain what is required of each subject (i.e. what kinds of measurements or observations will be undertaken, and by what means) and especially those that involve some risk or discomfort or which have other ethical implications (i.e. administration of substances, sampling of bodily fluids or tissue, or placebo or control groups, or genetic information).

Participant information sheet

You are being invited to take part in a study that will form part of my dissertation for a degree in Christian youth work at Staffordshire University. Before you decide whether to take part in the study it is important for you to understand why the research is being done and what it will involve. Please take your time to read the following information.

I am interested in helping young people understand healthy relationships and to educate them in this. The purpose of the study is to gather data about current curriculums for relationship and sex education and from data gathered conclude whether the curriculums available are effective at promoting positive and health relationships.

I am seeking to enrol 10 young people to be interviewed 5 males and 5 females. I am looking to interview 6 heads of sex and relationship curriculums in educational contexts. I will use a focus group on sex and relationship education to also gather data. And I am hoping to questionnaire 50 young people to find out whether current curriculums are effective. It is ok if you do not want to join in with the study you are allowed to remove your consent at any moment. If you partake in the research and change your mind and do not want your data used you must let me know by 3rd April 2015.

The focus group will be run like a normal girls group; we will play games and have discussion around relationships and sex. I am aiming to explore what you think the pressures are facing young people. Looking at healthy and unhealthy relationships may bring up things from your past and I would like you to be able to talk through anything that arises as part of the focus group. If anything does arise one of the leaders will be available to speak to, or if you would prefer specialised care the heart programmes has a 24 hour help line (0800 1111) and website for information www.heartprogramme.org

The questionnaire will ask a range of questions and I want to know your opinion of healthy and unhealthy relationships. The questionnaire is no more than 12 questions and you only have to answer questions that you feel comfortable answering, none of the questions will ask you to tell any personal stories I only want to know your views.

The benefits of taking part in the research are that hopefully in participating in the focus group you will learn more about what a healthy relationship is and become more aware of what an unhealthy relationship is and what to do if you or a friend is in an unhealthy relationship. The benefits of completing a questionnaire,

interview or focus group are that your insights will provide information about current curriculums of relationship and sex education which will be used to make recommendations on how to educate other young people so they can be informed about unhealthy relationships and how to deal with the pressures that surround sex and relationships.

Any data collected will be stored securely. Any recordings from the focus group, interviews, answers to the questionnaire and findings will be stored on a password protected computer that is only accessed by me my dissertation tutor or if there is a safe guarding concern the relevant person for you. Any paper used in the research will be kept in a locked filing cabinet at my placement. Everyone contributing to the study will be given a pseudonym (false name) to keep confidentiality and no material used could identify you. If you wish not to have a pseudonym then you are allowed to be nameless in the study. If you would like to see a copy of my findings I am more than happy to send you one once it has been marked.

If you would like to take part in this project please complete the attached consent forms. The first form is for you to fill out with the second for under 18's being a form that your parent/guardian must sign if they are happy for you to partake in the research.

If you want or need any more information about this study do not hesitate to contact me on the details listed below.

Thank you

Sarah Robinson

Youth worker at Youth for Christ North East

YMCA Building, Church Way, North Shields, Tyne and Wear NE29 0AB

Srobinson93@hotmail.co.uk

0191 258 0600

CONSENT FORM

A properly designed Consent Form must also be attached to this application. It should include [a] the title of the research project as in Section 2 above, [b] opportunity for confirmation by the subject that they have read and understood the Information Sheet (see above) and have been able to ask questions, [c] that their involvement is voluntary and that they have the right to withdraw at any time without providing reasons and without their rights being affected, and [d] that they understand that personal information about them may be looked at by researchers or other responsible individuals.

The Consent Form should indicate how individual informed and voluntary consent will be obtained. Sometimes (as in the case of Question 5 in S5 above) it will be necessary to indicate how parental or guardian agreement will be obtained.

The Consent Form must include space for properly dated signatures of the subject that they agree to participate in the project, together with the names of the person taking consent and/or the researcher.

The consent form is attached below.

7. INFORMATION AND DATA

The application must contain a clear statement of what information will be collected about each subject, the data obtained as part of the procedures described in S4, how it is proposed the data will be stored, how the data contributes to the project, together with a statement of how long it will be stored and how eventually discarded.

Please offer answers to the following questions:

1. what information about the subject do you wish her or him to disclose to you in order to take part in the project?
2. what data will be gained about the subject in the various stages of the project?
3. what form does this data take (measurements, observations, audio/video tape recording)?
4. how will this data be stored (manually or electronically)?

5. how is protection given to the subject (e.g. by being made anonymous through coding and with a subject identifier code being kept separately and securely)?
6. what assurance will be given to the subject about the confidentiality of this data and the security of its storage?
7. is assurance given to the subject that they cannot be identified from any publication or dissemination of the results of the project?
8. who will have access to this data, and for what purposes?
9. how is the data relevant to the project and the determination of its results?
10. how will the data be stored, for how long, and how will it be discarded?

I want participants under 18 to disclose their gender, age and with interviews the type of school they go to. The data that will be gained is about how effective the current curriculums in schools and colleges are according to the young people that experience them and the heads of curriculum that make them.

The data will be collected through an focus group I will lead on sex and relationship education. This will be collecting the young people opinions and stories from there experiences of sex and relationship education.

I will Interview 10 young people (5 males 5 females) and 6 heads of sex and relationship education at schools and colleges to collect data about how effective the young people believe the curriculums in the school are and if they think the curriculums work and also pose the same to the heads of sex and relationship education.

The questionnaires look at what each young person thinks is the most important part of sex education, what is good about it and what could be improved.

I will store handwritten data in a locked filing cabinet/draw at my placement. Other data that I will collect will be stored on my password protected computer.

The raw data I collect, which includes any pictures, filled questionnaires, written opinions will only be seen by me and my dissertation tutor it may also be seen by the gatekeeper for accountability and safe guarding reasons. Participations will know that the data I collect will be seen by others but under pseudonyms or without names, none of the first collected data will be seen by anyone else unless of a safe guarding concern.

The young people interviewed will be given a pseudonym as will participants of the focus group. Adult participants will have the option of being given a pseudonym but will be referred to in the data collect as their job title in the school or college where they work. The sex and relationship education professional will also have the option of being given a pseudonym or referred to by their name.

Everyone will receive an information sheet about the research and data collection and storage so will know how the data is stored I will also talk through the sheet with each participant so they are fully aware of the confidentiality of their data. Everyone involved will be made aware that they cannot be identified by any publication of this data, if any participant wishes they can be given a number instead of a pseudonym or be referred to as 'a participant'

Myself and my dissertation tutor will have access to raw data for accountability purposes and any gatekeepers may see the data if data collected is a safe guarding concern and for accountability.

The data is relevant as it collects what areas of the current sex and relationship curriculums are important to young people, how theses curriculums are effective and how the curriculums could be improved.

Data will be stored on a password protected computer and any paper data will be stored in a locked filling cabinet at my placement. Data will be kept for 5 years before being deleted and paper data shredded.

8. RISK, HARM AND OTHER ETHICAL CONSIDERATIONS

This final section invites an estimate by the researcher of the perceived benefits or outcomes of the project weighed against the possible harms caused to the participating subject. Please submit two brief paragraphs. The first should identify both [a] any potential risks or hazards that might be caused to subjects or the researcher, in addition to any discomfort, distress or inconvenience to them, together with any ethical

problems or considerations that the researcher considers to be important or difficult in the proposed project; and [b] offer an explanation of how it is proposed to deal with them, along with any justificatory statements.

There is a small possibility that the topics explored e.g. statistics on domestic abuse, may be circumstances that the young people themselves are facing. When exploring unhealthy relationships some young people may identify themselves as being in an unhealthy relationship or knowing someone in one e.g. a parent or friend. This could cause some psychological stress.

Before any data is collected the participant will be made aware both orally and through the information sheet of organisations that can help them with the issues they are facing. Young people will also be directed to a gatekeeper or safe guarding person to speak to who is not me.

This second paragraph provides an opportunity for the researcher to highlight any remaining ethical considerations and to respond to them in a way which may assist the Research Ethics Committee in arriving at some judgement upon the proposal. This second paragraph is not an invitation to take on the work of the Committee, but rather emphasises the expectation that both researcher and Committee share the responsibility for assuring that the proposed research will be carried out ethically and with full regard to ethical principles.

The research will ask about young people's experience of sex and relationship education in a school context. I will not be asking about the young people about themselves or their own personal experiences but about what they value most highly in sex and relationship education.

9. AGREEMENTS OF RELEVANT PERSONS

STAFF RESEARCHER/STUDENT

I undertake to carry out the project described above in accordance with ethical principles. I have completed the application in good faith. I accept that providing false information constitutes fraud and will be subject to appropriate disciplinary procedures.

Name of researcher
Sarah Robinson

date 16/01/15

SUPERVISORS OF STUDENT RESEARCH/PROJECTS

I have examined this proposal, confirm that the rationale and methodology are appropriate and that it can proceed to the stage of ethical consideration.

Name of supervisor/relevant head of unit
17/10/15



date

For Office Use Only:

Receipt of Application logged Recommendation logged Approval logged

ETHICS PANEL

This research proposal has received ethical approval either by a supervisor on behalf of the committee or has

