

**YOUNG PEOPLE'S VIEWS ON SEXUAL HEALTH AND
RELATIONSHIP EDUCATION IN NON-DENOMINATIONAL
SCHOOLS IN GLASGOW**

Full Evaluation Report

For Glasgow City Council

June 2014



TASC (Scotland) Ltd

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THANKS

We would like to thank colleagues and young people across the 10 schools who participated in the evaluation. These schools are not named in this report to ensure we can deliver on commitments to anonymity.

Thanks also to Marian Flynn (Strategic Manager, Young People's Sexual Health, Glasgow City Council) and Helen Clark (Quality Improvement Officer, Education Services, Glasgow City Council) for support and guidance throughout on behalf of the Young People's Sexual Health Steering Group and Glasgow City Council Education Services.

As well as this full report, participating schools have been given individual feedback to support improvement and planning.

A summary report for young people has also been produced and shared.

The TASC team were: Sandra Engstrom, Christina McMellon, Fiona McQueen and Colin Morrison.

ABOUT THE GLASGOW SCHOOLS SHRE PROGRAMME

In 2007 Glasgow embarked on the delivery of a new approach to SHRE learning in non-denominational primary and secondary schools. The programme was developed as part of an integrated and coordinated approach to young people's sexual health which saw Glasgow City Council and NHS Greater Glasgow and Clyde (NHS GGC) work together as the *Young People's Sexual Health Steering Group*. The group has overseen a range of activity that has included consultations with parents, young people and young parents; the development of particular policies and protocols; and reviews of current practice and initiatives. The school-based work, which is the focus of this report, is therefore one strand of a broader and integrated programme in Glasgow City to contribute to the improvement of young people's sexual health and well-being.

The SHRE programme aims to:

- 1. Allow children and young people to develop knowledge, understanding, values, attitudes and skills to promote positive sexual health and relationships.**
- 2. Emphasise the idea of 'delay' in sexual activity.**
- 3. Provide a greater understanding of individual development and positive respectful relationships.**
- 4. Enable children and young people to know and exercise their rights and responsibilities in relation to sexual health and relationships, and know how to access help and support they may need.**
- 5. Focus on the need for personal safety.**
- 6. Provide an understanding of gender differences and challenge negative stereotypes.**
- 7. Enable children and young people to know the correct names for parts of their body and understand the processes involved in human reproduction, birth and parenthood.**

The programme has some important characteristics:

- The programme is spiral in nature and builds learning year-to-year. Depending on the year stage, four to seven discreet lessons are delivered each year with the possibility of these being supplemented in other areas of the curriculum.
- The lessons are designed to be delivered by teachers, with minimal input from outside agencies.
- Teachers delivering the programme are required to undertake a 2 day training programme before they deliver the materials.
- A series of booklets for children and young people and home-activity exercises create a link between school and home and foster the parental role as co-educators.

The Glasgow SHRE programme requires support and training for schools and roll out of the programme was undertaken over a 5 year period. Initial evaluation of the pilot phase was positive and now in 2014 with the programme embedded in many schools across the city, it has been decided to ask young people their views on the programme.

The evaluation has framed the content of the SHRE programme as three overarching thematic areas, within which a number of topics are addressed. The main themes are: **puberty and growing up, relationships** and **keeping healthy and safer sexual behaviour**. These themes and topics have been used to frame the small group discussion and particularly the survey element of the evaluation, discussed in more detail later.

The SHRE programme should cover these topics under the theme of *puberty and growing up*:

- How your body changes.
- How puberty affects boys and girls.
- Knowing the sexual body parts of males and females.
- Knowing the physical differences between males and females.
- Pressures on boys/men to behave or look in certain ways (gender stereotypes).
- Pressures on girls/women to behave or look in certain ways (gender stereotypes).
- Understanding self-esteem and how it influences relationships.

The SHRE programme should cover these topics under the theme of *relationships* up to and including S3:

- Talking about friendships.
- My rights and other people's rights.
- Thinking about my own values or beliefs when it comes to relationships.
- Being attracted to someone.
- The emotional side/feelings in relationships.
- What I want from a relationship.
- Being assertive and caring in a relationship.
- Pressure to have sex and saying no to sex.
- Identifying where to get help if I have a worry.
- Understanding sexual harm and exploitation.
- Domestic violence.
- What consent means in a sexual relationship.
- Treating people equally who are lesbian, gay, bisexual or transgender (LGBT).

Although these further themes will be addressed across the SHRE programme it is in S4 and S5 young people consider these further *relationship* topics more explicitly:

- What the law says about relationships.
- Thinking about being a parent.

The SHRE programme should cover a range of topics under the theme of *keeping healthy and safer sexual behaviour*. Up to and including S3 young people will have considered these topics:

- Contraception: what it is and how to use it.
- Condoms: what they are and how to use them.

- Pregnancy and how to avoid an unplanned pregnancy.
- Sexually transmitted infections (STIs): what they are and where to get help.
- Safer sex: what it is

In S4 young people should be given opportunities to learn about these topics:

- Self-examination of breasts and testicles.
- Finding a sexual health clinic.

In S5 these further topics are addressed:

- Safer sex: how to negotiate it.
- HIV/AIDS: what it is and how it has affected people across the world.

ABOUT THE CONSULTATION

The 10 schools that have taken part in the evaluation, nominated by Glasgow City Council, were early adopters of the programme; some were involved in the 2007/08 pilot phase, others have joined the programme since school years 2008/09 and 2009/10. Having been involved for some years it has been possible to engage with young people who have experienced the SHRE programme over several years, from upper primary school through to secondary school.

The consultation has engaged with young people in secondary school years S3, S4 and S5. In each participating school young people contributed in one of two ways:

- Schools were asked to invite a range of pupils, aiming for equal numbers of boys and girls, and learners of different abilities, to meet with a member of the evaluation team.
- Working in groups of two or three young people - from the same school year and meeting in single sex groups - used a large booklet with the evaluation questions posed on it to work through areas of interest to the project. Young people chose whether or not to write responses on the prop. The facilitator took full contemporaneous notes. This semi-structured interview lasted approximately an hour.
- Following the detailed face-to-face work a survey was constructed which was then completed, in hard-copy, by other young people from each school.

Working with the nominated schools, and depending on the length of time the school has delivered the SHRE programme and the school roll, a target number of young people engaged from each school. Schools are not named in this report to ensure that commitments to anonymity are maintained.

- i. **Small group discussion:** Numbers of young people taking part.
Target numbers given in parenthesis and actual numbers of participants in bold.
Total number participating in the small group discussion: 229 young people

School	Delivering SHRE curriculum since:	Number of S3 young people taking part: target n=136 actual n=136	Number of S4 young people taking part: target n=62 actual n=61	Number of S5 young people taking part: target n=28 actual n=32
School 1	2007-8	(16) 16	(18) 18	(16) 17
School 2	2007-8	(10) 10	(10) 10	(12) 15
School 3	2008-9	(18) 18	(18) 18	
School 4	2008-9	(8) 8	(8) 8	
School 5	2008-9	(8) 8	(8) 7	
School 6	2009-10	(14) 15		
School 7	2009-10	(14) 14		
School 8	2009-10	(12) 12		
School 9	2009-10	(8) 9		
School 10	2009-10	(28) 26		

ii. **Survey:** Numbers of young people taking part.

In the table below target numbers for survey participants are given in parenthesis with actual numbers of responses in bold. (Note: Survey returns from School 5 - 20 x S3 pupils and 20 x S4 pupils - were not returned in time to be included in the evaluation). **Total number of survey responses: 495 young people**

School	Delivering SHRE curriculum since:	Number of S3 taking part in survey: target n=340 actual n=308	Number of S4 taking part in survey: target n=160 actual n=137	Number of S5 taking part in survey: target n=70 actual n=50
School 1	2007-8	(40) 41	(45) 42	(40) 31
School 2	2007-8	(25) 26	(30) 29	(30) 19
School 3	2008-9	(45) 44	(45) 46	
School 4	2008-9	(20) 16	(20) 20	
School 5	2008-9	(20)	(20)	
School 6	2009-10	(35) 34		
School 7	2009-10	(35) 35		
School 8	2009-10	(30) 32		
School 9	2009-10	(20) 22		
School 10	2009-10	(70) 58		

Reporting survey results

Throughout the report survey results are reported as percentages. Where an agree/disagree scale is used the full options were: *Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree*. The questionnaire responses have been analysed to determine if there were any significant differences in relation to gender, and school year. Where there are differences these are reported as such. A significance level of $p < 0.01$ was used in the analysis. A p-value of 0.01 indicates that there is only a 1% chance that the results were obtained by chance, and is widely considered to make the observed effect significant.

Quotes

Quotes from the group discussions are used throughout the report, **in blue**. The school year and sex of the young person quoted is provided.

Interpreting findings

There is an important caveat which should be kept in mind when reading the findings presented in this report. While Glasgow City Council and NHS Greater Glasgow and Clyde have developed a comprehensive SHRE curriculum, and provide training for staff, this evaluation reports on the *learner's experience* of sexual health and relationship education. This means that we have not assessed whether each school delivers the intended SHRE curriculum as the programme partners might expect, and of course young people themselves will not know when a school is following the programme closely or deviating or adding other approaches or materials. So, to be clear, this report is an evaluation of learner's experience. Findings will point to whether that experience sits alongside the intentions of the programme or not. This is addressed in the final stages of the report.

1. REMEMBERING TOPICS COVERED IN THE SHRE PROGRAMME

Young people were asked what they remember about their SHRE learning. 'Remembering' what they have learned allows the evaluation to identify whether the programme being delivered is addressing the topic areas identified in the programme.

For those who had experienced the SHRE programme since upper primary school those initial memories were explored. All young people were able to reflect on learning in secondary school.

Findings in this section draw on both small group discussion and the survey. To aid reflection SHRE topics were considered using three headings: **puberty and growing up, relationships and keeping healthy and safer sexual behaviour.**

i. PUBERTY AND GROWING UP

The SHRE programme should cover these topics under the theme of *puberty and growing up*:

- How your body changes.
- How puberty affects boys and girls.
- Knowing the sexual body parts of males and females.
- Knowing the physical differences between males and females.
- Pressures on boys/men to behave or look in certain ways (gender stereotypes).
- Pressures on girls/women to behave or look in certain ways (gender stereotypes).
- Understand self-esteem and how it influences relationships.

From *the survey* young people reported remembering learning about these topic areas as follows.

The survey shows that there is almost full recognition of these four areas of learning:

Do you remember learning about these things to do with puberty and growing up?	Yes	No
How your body changes	96.1	3.9
How puberty affects boys and girls	94.7	5.3
Knowing the sexual body parts of males and females	97	3
Knowing the physical differences between males and females	95.9	4.1

When it comes to these remaining areas there is a continued high recognition, but between 11% and 18% of learners do not remember learning about these topics.

Do you remember learning about these things to do with puberty and growing up?	Yes	No
Pressures on boys/men to behave or look in certain ways (gender stereotypes)	82	18
Pressures on girls/women to behave or look in certain ways (gender stereotypes).	85	15
Understand self-esteem and how it influences relationships.	88.6	11.4

In *group discussions* young people were asked what topics they remembered most about learning in this area. Across discussions memories were strong from primary school about learning about body changes, names for parts of the body and how puberty affects boys and girls. Some pupils also remember talking about this further in early years of secondary school but had begun to find this repetitive.

These quotes from young people are examples of their contributions as they remembered learning on these topics.

In Primary 7 we did a lot of things, terminology and body changes. (S3 male)

We talked about how your body changes when you grow up. We mostly used the smartboard and watched videos. It was really embarrassing, just because it's weird at that age, thinking you're going to go through it and everything... They wanted us to understand what we were going to go through so that we were prepared. Looking back, it's funny 'cos of how immature we were, now we can take it more seriously. (S3 female)

Start it earlier, in P5. People think that the more you know about it the earlier you'll start having sex but that isn't true. If you start learning earlier you'll start taking it seriously earlier and stop joking around earlier. (S4 male)

ii. RELATIONSHIPS

The SHRE programme should cover these topics under the theme of relationships up to and including S3:

- Talking about friendships.
- My rights and other people's rights.
- Thinking about my own values or beliefs when it comes to relationships.
- Being attracted to someone.
- The emotional side/feelings in relationships.
- What I want from a relationship.
- Being assertive and caring in a relationship.
- Pressure to have sex and saying no to sex.
- Identifying where to get help if I have a worry.
- Understanding sexual harm and exploitation.
- Domestic violence.
- What consent means in a sexual relationship.
- Treating people equally who are lesbian, gay, bisexual or transgender (LGBT).

From the survey, the topics most remembered, with over 90% recognition as a topic covered in class were as follows:

Do you remember learning about these things to do with relationships?	Yes	No
Talking about friendships	95.1	4.9
My rights and other people's rights	92.9	7.1
Pressure to have sex and saying no to sex	93	7
Domestic violence	90.8	9.2
Treating people equally who are lesbian, gay, bisexual or transgender (LGBT	90.8	9.2

In terms of the topic '*My rights and other people's right*' young people in S3 and S4 were significantly more likely to remember learning.

These further topics were remembered by 85% to 89% of young people.

Do you remember learning about these things to do with relationships?	Yes	No
Thinking about my own values or beliefs when it comes to relationships	88.3	11.7
Being attracted to someone	86	14
The emotional side/feelings in relationships	85.6	14.4
Being assertive and caring in a relationship	87.3	12.7
Identifying where to get help if I have a worry	89.6	10.4
Understanding sexual harm and exploitation	87.9	12.1
What consent means in a sexual relationship	86.3	13.7

Finally, from the relationship themed topic area least remembered topic, although still by more than three-quarters of young people, was 'what I want from a relationship'.

Do you remember learning about these things to do with relationships?	Yes	No
What I want from a relationship	78.3	21.7

Although topics of interest throughout the SHRE programme, in S4 and S5, young people give more explicit consideration to these 'relationship' topics:

- What the law says about relationships.
- Thinking about being a parent.

In their survey young people in S4/S5 were asked about remembering learning about these topics in their classes. Survey responses indicate that three-quarters remember learning about 'what the law says about relationship's, and 7 in 10 'thinking about being a parent'.

Do you remember learning about these things to do with relationships?	Yes	No
What the law says about relationships	74.9	25.1
Thinking about being a parent	70.9	29.1

In *group discussions* young people were asked what 'relationship' topics they remembered learning about most. Across groups young people remembered and liked lessons that allowed them to think about and talk about friendships and relationships – what characterises them as good or bad, about boundaries, pressure, consent, bullying or abuse in relationships, saying no or delaying having sex and what they want from a relationship. Young people also named lessons about domestic violence, being safe online and sharing explicit images online, being safe when out with friends, prostitution and talking about what LGBT means.

In the context of group discussion both boys and girls in S4 and S5 report that the quality of conversations in class are improving with what they see as their maturity and increasing personal experience of some of the issues being dealt with in the class.

These quotes from young people are examples of their contributions as they remembered learning on these topics. Young people were asked: *What do you remember doing in class?*

How to say no. We paired up in class with someone you don't usually work with. It was about saying no assertively. It was funny, I couldn't stop laughing. We had to do it in front of the class and then afterwards we had some discussion; if anyone got stuck (*teacher named*) asked everyone else what they would do. (S3 female)

They told us what to do if someone is hurting you at home. (S3 male)

Your rights - you don't need to do what you don't want to do. (S3 female)

The lesson where we learned that you can say no. (S3 male)

In S4 it's better because people are more mature. More pupils are having sex so they're more interested and take it all in. (S4 male)

iii. KEEPING HEALTHY AND SAFER SEXUAL BEHAVIOUR

The SHRE programme should cover a range of topics under the theme of keeping healthy and safer sexual behaviour. Up to and including S3 young people will have considered these topics:

- Contraception: what it is and how to use it.
- Condoms: what they are and how to use them.

- Pregnancy and how to avoid an unplanned pregnancy.
- Sexually transmitted infections (STIs): what they are and where to get help.
- Safer sex: what it is

From *the survey* there was high recognition of these topic areas, around 9 in 10 young people reported remembering learning about these issues.

Do you remember learning about these things to do with keeping healthy and safer sexual behaviour?	Yes	No
Safer sex: what it is.	92.9	7.1
Condoms: what they are and how to use them	91.6	8.4
Pregnancy and how to avoid an unplanned pregnancy	89.3	10.7
Contraception: what it is and how to use it.	88.4	11.6
Sexually transmitted infections (STIs): what they are and where to get help.	87.6	12.4

In terms of three of this group of topics (relating to condoms, *contraception* and *STIs*) young people in S4 were significantly more likely to remember learning than S3 pupils.

In S4 young people should be given opportunities to learn about these topics:

- Self-examination of breasts and testicles.
- Finding a sexual health clinic.

The survey asked S4 and S5 students if they remembered learning on these topics; around three-quarters remember learning about these topics.

Do you remember learning about these things to do with keeping healthy and safer sexual behaviour?	Yes	No
Self-examination of breasts and testicles	75.5	24.5
Finding a sexual health clinic	73.2	26.8

In S5 these further topics are addressed:

- Safer sex: how to negotiate it.
- HIV/AIDS: what it is and how it has affected people across the world.

Although there is a need to recognise the small numbers of S5 respondents to the survey (n=41) we can see that again around three-quarters of young people remember learning about these aspects of keeping healthy and safer sexual behaviour.

Do you remember learning about these things to do with keeping healthy and safer sexual behaviour?	Yes	No
Safer sex: how to negotiate it	76	24
HIV/AIDS: what it is and how it has affected people across the world	78	22

In *group discussions* young people were asked what topics they remembered most about learning on keeping healthy and safer sexual behaviour. For pupils across the years participating learning about contraception, safe sex and STIs seem particularly important. Across groups who had been given the opportunity to take part in a condom demonstration this lesson was particularly well remembered – although it seems this had not been offered to every class in the schools where it was discussed. Young people across schools also remembered and talked about a group activity (using post-its, red dots and walking around the room talking to people) which was about the likelihood of encountering someone with an STI. For many young people there was too much emphasis and a repetition of learning about STIs. Boys talked about self-examination of testicles.

These quotes from young people are examples of their contributions as they remembered learning on these topics.

Q: What's your strongest memory of your SHRE learning so far? The condom demonstration. People were talking about it – lots of hilarity. Not everyone took it seriously. (S5 male)

Everyone should have done the condom demonstration but not everyone did. (S3 male)

I knew about HIV and chlamydia before but hadn't heard of a lot of the others and didn't know the symptoms or what to watch out for and what the treatments are... It's good to know other people's opinions about stuff but that's not the most important bit, the important stuff is about STIs and how to be safe is important. (S5 male)

Q: How would you sum up learning from the year? Keeping protected, getting yourself checked, don't be peer pressured. (S3 male)

Sometimes they make you think that every time you have sex you are going to get something. They over-exaggerate and it makes some people just ignore the classes or laugh about it. (S5 male)

To conclude this section of the report: High levels of recognition in the survey, along with clear recollections of learning reported in the small group discussion, evidence that the SHRE themes and topics are being covered in delivery of the SHRE programme.

2. YOUNG PEOPLE'S VIEWS ON HOW THEY LEARN

When teachers deliver SHRE they use a number of different approaches. In group discussion and via the survey young people have reported on what methods are used and which they think best support SHRE learning.

As highlighted in the preliminary section 'About the Consultation' it is worth highlighting again that the evaluation is based on learner experience, rather than identifying and exploring methods the SHRE programme itself might promote. With this in mind, from the small group discussions with young people the approaches teachers use were identified as follows:

- Discussion in groups
- Individual worksheet
- Going online to do my own research on an issue
- Group activities
- Opportunity to ask questions anonymously
- Opportunity to ask questions in the class
- PowerPoint presentation
- Quizzes
- Role-play
- Talking about real life situations
- Thinking about situations or scenarios and what we would do
- Watching a DVD about real life situations
- Watching a movie or TV programme

Building on input from the group discussions the survey provided young people with the chance to comment on whether *their* teachers use such approaches and to give a view on whether these are *good ways* to foster learning in the SHRE class. Findings in this section draw on both small group discussion and the survey.

i. REPORTING HOW THEY LEARN

From the survey young people reported on whether these approaches had been used in their SHRE class. The survey asked: *When you learn about sexual health and relationship topics (puberty and growing up, relationships, keeping healthy and safer sexual behaviour at school) does your teacher use any of the following approaches or methods?*

The most commonly recognised approaches were as follows; with between 77% and 90% of young people saying these approaches are used to deliver SHRE:

Does your teacher use any of the following approaches or methods?	Yes	No	Don't Know
Discussion in groups	90.2	2.7	7.2
Watching a DVD about real life situations	89.2	4.3	6.4
Talking about real life situations	87	8.3	4.8
Opportunity to ask questions in the class	86	8.6	5.3
Group activities	85.8	6.2	8
Individual worksheet	77.5	10.9	11.5

Fewer young people, between 57% and 70%, recognised these approaches from their SHRE classes:

Does your teacher use any of the following approaches or methods?	Yes	No	Don't Know
Thinking about situations or scenarios and what we would do	70.9	15.7	13.4
Watching a movie or TV programme	69.9	17.1	13
PowerPoint presentation.	68.4	21.1	10.5
Quizzes	57.6	28.7	13.6
Opportunity to ask questions anonymously	57.1	27.2	15.7

While approximately one in three young people say role-play and going online to do their own research are used.

Does your teacher use any of the following approaches or methods?	Yes	No	Don't Know
Going online to do my own research on an issue	35.5	51	13.4
Role-play	30.4	54.8	14.7

ii. VIEWS ON THESE APPROACHES

Young people were asked their views on these approaches. In the survey young people were asked: *When you learn about sexual health and relationship topics - growing up, relationships, keeping healthy and safer sexual behaviour - at school are these good ways of learning?* Results from the survey are further illustrated by recordings from the group discussions. Approaches which are similar (such as discussion in groups and group activities) are discussed together.

Firstly, one contributor offers a view on why consideration of teaching approaches matters.

The methods that they use matter. It's better to use posters in class – not writing. But it's mostly about how they put the methods across. Both the teachers I've had in this school have been ok (one male, one female) I feel comfortable with both, they understand our humour and get our euphemisms. You don't want to feel awkward, want to be able to have a laugh, can't be serious for the whole period. (S5 male)

Learning that uses *discussion in groups and group activities*

Young people agree that working in groups, whether that is discussion or other group tasks, are positive ways that a teacher can facilitate SHRE learning. From the survey young people reported as follows:

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Discussion in groups is a good way to learn.	45.4	45	7.4	1.2	1
Group activities are a good way to learn.	45.5	42.6	9.5	1	1.4

From the groups young people said:

It's good to get everyone's input, once we are having a good discussion most people join in. (S5 female)

Big discussions are good, where we have a genuine discussion with each other, not just a question and answer with the teacher. Sometimes people have a big argument and that's interesting. The boys can't take defeat; they will keep saying and saying that they are right. (S3 female)

We need more group activities. (S3 male)

Learning that utilises *real life situations*

Three statements in the survey addressed real life situations; asking young people to consider the effectiveness of *watching DVDs about real life situations, talking about real life situations and thinking about situations or scenarios and what they would do.*

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Watching a DVD about real life situations is a good way to learn	51.9	36.6	8.9	1.2	1.4
Talking about real life situations is a good way to learn.	38.3	48	10	1.8	1.8
Thinking about situations or scenarios and what we would do is a good way to learn.	27.9	47.8	18.5	4.1	1.6

All approaches are seen as positive by young people to different degrees. However, a number of young people (almost 1 in 5) say they *neither agree nor disagree* that using real life situations and considering what they would do is a good way to learn, suggesting that the approach and its relevance to their learning could be explored further.

Results from the survey are further illustrated by recordings from the group discussions. Positive views were expressed as follows:

DVDs – you get more information. The teachers might make information up but you know that a DVD is reliable (S3 female).

Personal stories are best. (S3 female)

However, in group discussion there was some criticism of the use of DVDs because they were seen as old, they were often repeated, and replace more favoured class discussion.

DVDs are ok, they make a change, but they are mostly quite old and they show the same ones every year. Each year you'll get shown a DVD you've already seen. (S5 female)

The DVDs are too old. Most are from about 2006 and some are even from the 1990s. (S3 male)

No more DVDs! We want interaction, more discussion. (S3 male)

Learning that provides *opportunities to ask questions*

Young people were asked whether opportunities to ask a question *in class* or *anonymously* supports learning. Both were seen favourably, although as stated earlier while 86% of young people report opportunities to ask questions in class far fewer (57%) can ask questions anonymously. Boys were significantly more likely to *strongly agree/agree* that the opportunity to ask questions anonymously is a good way to learn.

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Opportunity to ask questions in the class is a good way to learn.	33.3	51.5	12.1	1.4	1.6
Opportunity to ask questions anonymously is a good way to learn.	37.5	42.1	16.5	2.9	1

Results from the survey are further illustrated by recordings from the group discussions.

Q: What works well as a way to learn in your SHRE class? The 'Ask-it basket'. We did a thing where we wrote an anonymous question on a bit of paper and the teacher answered them in the next class. In one class we asked questions on a specific topic, in others we could ask anything. If you didn't have a question you could write what you had for breakfast, so that everyone wrote something. (S3 female)

Learning that utilises *individual worksheets*

As reported earlier approximately three-quarters of young people report that teachers use individual worksheets as part of SHRE learning. When asked if this is *a good way to learn* few young people *strongly agree* (compared to other approaches) and one in four *neither agree or disagree*. This option was also identified as one of the top 3 statements with highest rate of *disagree* or *strongly disagree* from young people – nearly 15%. In group discussion young people were generally unfavourable toward worksheets as the quote that follows the survey result describes.

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Individual worksheets are a good way to learn.	12.6	45.7	27.1	10.1	4.5

You do these worksheets and then you don't know what happens to them afterwards, maybe they just go in the bin. You should get jotters and the teachers should tell us stuff and then we write it down...they should tell us a definition and then we write it down and then we can look back on it. Instead you write stuff on worksheets and they get lost, sometimes you have 5 sheets of paper and they are all over the desk and they are a waste of time. (S3 male)

PowerPoint presentations

Two-thirds of young people recognised PowerPoint presentations as an element of their SHRE learning (noted earlier) and a similar number rated the approach as a good way to learn. Boys were significantly more likely to *strongly agree/agree* that PowerPoint presentations are a good way to learn.

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
PowerPoint presentations are a good way to learn	25.3	40.7	20.8	9.1	4.1

Learning that utilises *going online to do individual research on an issue*

As reported earlier only one in 3 young people are asked to go online to do their own research on an issue related to SHRE learning. While nearly 60% of young people agree to some extent that this could be a good way to learn the approach has one of the lowest rates of those who *strongly agree*. One in four young people saying they *neither agree nor disagree*. With this in mind boys were significantly more likely to *strongly agree/agree* that going online to do their own research is a good way to learn.

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Going online to do my own research on an issue is a good way to learn.	21.3	37.8	27.5	8.9	4.5

Learning that utilises *role-play*

This approach was recognised by only 30% of young people as familiar to them in their SHRE classes and it also received the lowest rating as *a good way to learn*. With nearly one in five young people stating they *disagree* or *strongly disagree* with role play as a good way to learn this option was one of the most disagreed with statements in the list of options about good ways to learn. However, boys and S3 respondents were significantly more likely to *strongly agree/agree* that role-play is a good way to learn.

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Role-play is a good way to learn	23.7	28	29.8	13	5.6

Watching a movie or TV programme

As stated earlier watching a movie or a TV programme is one of the most common approaches reported by young people in relation to how SHRE learning is delivered – with approximately 70% of young people reporting this is used. When asked if this is *a good way to learn* approximately 80% of young people *strongly agree* or *agree*.

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Watching a movie or TV programme is a good way to learn	45.2	35.3	16.3	1.9	1.4

While results from the survey show a positive response to movies/TV programmes in groups there was discussion in some schools about the use of the movie ‘Juno’ which pupils had seen several times. The movie is not part of the SHRE programme provided for schools. The showing of the movie was used by young people to describe what can happen when a teacher was standing in for an absent colleague who would usually teach SHRE.

All the videos seem to be about a girl who is 16 and gets pregnant. (S5 female)

Scrap Juno, it is awful/depressing. (Survey respondent)

Learning that utilises *quizzes*

Nearly 60% of young people report that quizzes are used in SHRE learning, fewer than 50% agree that these are useful as a way to learn. The use of quizzes receives one of the highest levels of *disagree/strongly disagree* when asked if they are a good way to learn.

Are these good ways of learning?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Quizzes are a good way to learn.	20.8	35.1	26.7	11.6	5.9

To conclude this section of the report: Young people report that approaches that are participative and that facilitate group discussion and working together on tasks, using 'real life' scenarios' to give context to the learning, and provide opportunities to ask questions in or out of class, are those that most support their SHRE learning.

Be more enthusiastic instead of just sitting and talking about it. Sometimes they just sit and give you a sheet and that's it. (S5 female)

It needs to be more interactive. Keep it fresh. (S5 female)

3. ISSUES THAT IMPACT ON YOUNG PEOPLE’S EXPERIENCE OF SHRE LEARNING AT SCHOOL

When discussing their SHRE learning experience young people have identified what can impact on that learning. A number of issues arose and these were then followed up in the survey. These issues are:

- Young people’s confidence, taking part in the SHRE lesson and asking questions
- Girls and boys learning together in SHRE
- Behaviour in the SHRE class
- Depth and repetition and a focus on the negative in SHRE learning
- Identifying topics SHRE should put more focus on

i. YOUNG PEOPLE’S CONFIDENCE, TAKING PART IN THE SHRE LESSON AND ASKING QUESTIONS

In both the survey and in group discussions young people highlighted the importance of learner confidence when it comes to taking an active part in the SHRE classroom. Young people also talked about feeling able to ask questions, either in class or afterwards.

From the survey young people report that most (approximately 70%) feel confident about taking part in classes and just over half (approximately 57%) feel confident to ask a question in class. Boys were significantly more likely to *strongly agree/agree* to both statements.

Importantly however around one fifth to one quarter of young people *neither agree nor disagree* with questions relating to them having confidence to take part or ask questions in the SHRE class. When it comes to asking questions in class around 1 in 5 young people *disagree* to some extent that they have the confidence to do so. This indicates that there is some work to be done to build confidence to participate in SHRE for an important minority of young people.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel confident about taking part in classes about sexual health and relationship topics.	30.9	39.9	21.6	5.8	1.9
If I have a question I would feel confident to ask it in class.	25.4	32	23	14.8	4.9

In their group discussion young people identified the importance of relationships and a positive atmosphere within the class to help them relax and build confidence and trust to take part.

At first I wasn’t keen but you learn how to get involved through the years. The teacher can put people with others that are more confident. You learn not to be embarrassed. (S4 male)

A clear understanding of how confidentiality works is highlighted as important. As an example, one group talked about an agreement to maintain confidentiality after class discussion. In another S5 group, pupils identified that putting classes together just for SHRE classes (when otherwise the group would not be together) undermines what can be achieved when it comes to confidence and trust. A further problem can be that by simply asking a question you are assumed to be revealing a private concern.

Our teacher says that anything we tell him is confidential as long as it isn't anything that is going to harm us. (S3 female)

At the start of the year we signed something to say that stuff you say in the class stays in the class. It gives you the confidence to talk more freely. After we did this everyone spoke more. It gave us confidence. (S5 female)

It's difficult when the classes get mixed up in S5/6, you don't know everyone and they don't do anything to help people feel comfortable with each other. (S5 male)

It is a bit embarrassing if you want to ask a question. It's better now than in S1/2 but people still think that if you ask a question about something then it must be about you personally. (S5 male)

In groups and in the survey young people have also discussed the option of being able to ask a question after the class. From the survey around two-thirds of young people agree to some degree that they feel this is an option they can use. Young people in S4 were significantly more likely than those in S3 to *strongly agree* or *agree* that they could talk to their teacher later. While nearly one in five *neither agree nor disagree* this is something that they feel they can do again this may be an area to address further.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel that if I had a worry or a question I could talk to my teacher later	29.6	37.9	18.5	8.6	5.3

People are not shy about their opinions in class and people often disagree with each other. If you had a question it would be fine to ask in class or you could go to talk to the teacher after. (S3 male)

An important issue in terms of participation for the majority of young people is that they should *never be put on the spot* by a teacher asking a question, that they should be allowed to choose to speak only if they want to. Girls were significantly more likely to respond that they *strongly agree/agree* with this statement.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel you should never be put on the spot with a question in these classes; you should only speak if you want to.	48.5	36.3	12.7	1.4	1

Don't put people on the spot... If a teacher asks you questions directly it's awkward. (S4 male)

For some pupils a further block to participation is a worry or an implied expectation that they will have to share personal views or experiences in a SHRE class. Young people also recognised the role of the teacher in managing this aspect of the SHRE experience.

Sometimes there's pressure to share personal information. I don't like sharing personal information. I don't want people to know my life outside of school. (S3 male)

In a class you wouldn't share private stuff. People do tell gossip, spread things about. But nobody would embarrass you in the class. The class feels safe generally, but the teacher needs to keep an eye on that. (S5 female)

Finally in terms of confidence to take part for some young people there remains an anxiety that they might not know 'stuff' or that a teacher might limit confidence and participation by requiring young people to use particular vocabulary.

Girl 1: Sometimes I just wouldn't ask cos people might laugh at me. Girl 2: Most if the class would laugh at you if you didn't know stuff. (S3 females)

Teachers shouldn't worry too much about the pupil's vocabulary. (S3 male)

II. GIRLS AND BOYS LEARNING TOGETHER IN SHRE

Young people have commented on the delivery of the SHRE curriculum in mixed sex classes. From the survey there is strong agreement that this is beneficial, particularly in helping boys and girls learn about each other's point of view.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I like that boys and girls do these classes together.	40.2	37.7	18.7	2.7	1.4
I feel that if boys and girls do classes together they will learn about each other's point of view.	42.4	43.4	10.9	2.3	1

From the group discussions early memories from primary school included being taught about some aspects of SHRE - body changes and puberty - in separate groups, but in secondary school experiences had been mixed sex. Agreeing with the survey results, most young people talking about mixed sex classes agree that they are the best way to deliver SHRE. In classes that do not have a fairly equal balance of boys and girls this works less well – if there are too many girls boys might not want to say what they think or if there are too many boys behaviour might get in the way of good discussion.

Both boys and girls recognised working with boys and girls together might be difficult for some peers on some occasions, if they felt at all awkward or embarrassed by a topic, in

particular some girls might participate less. Both boys and girls thought mixed classes might help set a better tone and make boys behave better.

Mixed classes are better cos you get both sides, girl's perceptions and boy's perceptions. If your girlfriend is going through something then you need to know about it. In mixed classes boys take it more seriously, if it was just boys it might be more immature. (S5 male)

It is good to have mixed groups. The boys help us out. (S5 female)

Mixed is better. The boys get to put their opinions across and all, otherwise everyone would think the same. We have big discussions but it never comes to a big disagreement... If it were just the boys in class they'd be immature. It doesn't bother me working with the boys but it does take longer because they just laugh at every word. (S3 female)

Yeah, we done it all together. Some girls feel really uncomfortable, they don't really say anything. But now we know more about girls stuff. (S3 male)

A small number of young people in S3 did say that some single sex classes might be a good idea, particularly as this might increase the participation of some girls.

I feel more comfortable around just girls...it's different...we are all the same. (S3 female)

It would be better to be separated. The lassies get annoyed cos the boys just answer all the questions. It should be split cos the lassies just sit and moan. (S3 male)

If girls try to ask a question in front of boys they'll feel awkward and that if they split up it would be easier for girls to ask questions. (S3 female)

Many young people did say that on occasion a teacher would either allow or ask them to sit in single sex groups within the same class; again this was thought to be positive when it helped to be with friends and also interesting if it was about boys and girls working out, then offering a view for discussion – helpfully illuminating differences.

III. BEHAVIOUR IN THE SHRE CLASS

An issue discussed across groups was behaviour in SHRE classes. In the survey 4 in 5 young people expressed a view that sometimes young people don't take the lessons seriously and spoil them for others.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel that sometimes some people don't take the lessons seriously and spoil it.	38.3	40.4	15.2	3.7	2.5

In small group discussion several issues arose about behaviour; the key issue is disruptive behaviour by boys, this is recognised by both boys and girls.

The boys dominate in class; they are much louder than the girls. They are quite blunt and forward. (S3 female)

The reason we didn't get to put the condom on was because the first person who tried was messing about and everyone was being stupid and the teacher just put it away. (S4 male)

When boys behaviour causes problems this is usually in the form of 'having a laugh' and while using humour positively in the SHRE class was recognised by many young people as an important tool to relax and engage young people, for some this goes too far and a teacher can struggle to maintain control; where a teacher can manage and utilise humour this works well.

He's not like a really strict teacher, he tries to involve us. Sometimes he laughs too, and he tries to put himself in our position. (S3 female)

Laughing's a good thing. It'd be even more embarrassing if you couldn't laugh, it'd be tense. (S3 female)

Q: Anything you don't like about your SHRE class? When we are trying to get through the lesson and the boys start – but the teacher knows how to deal with them. (S3 female)

Discussions sometimes work but sometimes don't, it just depends on the topic. The slightest wee thing will set people off, it's a chain reaction. Every single class they start off just smiling at each other and then end up crying with laughter. It's just annoying...really frustrating...the teachers get really fed up. (S3 male)

IV. DEPTH, REPETITION AND A FOCUS ON THE NEGATIVE IN SHRE LEARNING

A consistent theme in group discussion was a level of frustration that topics were not covered in enough depth, young people often referred to learning 'the basics'. A common view was that this might be because of a teacher's level of comfort with the topic.

There hasn't been enough depth. (S3 male)

The teacher needs not to feel awkward. When she was talking about sensitive stuff she would stop before getting into it. (S3 girl)

We cover the basic of every topic...what we need to know...but it's like they're embarrassed to talk about the details... We don't talk about how you would feel and react in a different situation, for example they tell us how to check our balls for lumps but what would happen if you found a lump, how would you react? (S4 male)

We need more talks from outside sources and for the topic to be taken seriously. They didn't talk about what happens after sex. (S3 male)

Don't shy away from a topic. (S5 male)

We need more in depth and more discussion, reasons *why*. (S4 male)

One teacher was very serious and she didn't laugh at all. It would have been much better if she'd had a laugh. She was confident but no fun. She gives you the very basics, no details. (S3 female)

There is a sense from some young people that they feel PSE in general, and including SHRE, can be repetitive and too focused on warnings about behaviour. Where the 'negative' was too overt of a focus young people report this devalues the impact and learning.

They teach you the same stuff every year. It's always about relationships and it gets boring cos you know what they are going to say and they always hand out the same leaflets. Don't drink. Don't take drugs. Be careful. It's the same messages every year. (S5 female)

People tend to focus on the negative, but it's important to focus on the positive too. (S3 female)

They made it seem like a boy and a girl go on a date and then they have sex, there's more to it than that. (S5 male)

The topic about online safety went on for about 2 months – they were really trying to send the point home. It's important but did get a bit excessive and repetitive. (S3 male)

Schools need to be careful not to make sex ed too serious or only emphasise the scary bits because pupils see on TV that sex is also fun. It's as if their saying 'if you don't use a condom this will happen' but we know that it might not happen. (S4 male)

They repeat the messages we know. But why? I still feel unprepared to keep myself safe. (S5 female)

Some young people identified that in a SHRE class you do not talk about 'enjoying sex'. For example, in one discussion with S5 boys one boy commented that "They never say to enjoy it". The boys did recognise however that there was an increasing acceptance (in S5) that young people of their age might be having sex. One boy commented:

"They're telling you the good things and the bad things. By the time you get to S5/6 they're not telling you not to do it, just telling you to think and be aware. In early years they just tell you the bad things but now they know that some folk have done it and they slack off a little bit". (S5 male)

V. IDENTIFYING TOPICS SHRE SHOULD PUT MORE FOCUS ON

The survey and group discussion provided an opportunity to ask whether young people feel that there could be more depth or detail, either in general or in terms of specific topics.

The topics of social media, pornography and how boys and girls treat each other were named specifically in group discussion as areas requiring more depth in the SHRE programme and so were checked out further in the survey.

In terms of these choices, from the survey, approximately two-thirds of young people agree to some extent that they should get in to more detail in SHRE classes. In terms of specific topic areas, 3 in 5 young people agree they should do more learning in terms of pornography. Boys and S4 pupils (compared to S3) were significantly more likely to *strongly agree/agree* that they should do more learning about pornography.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I think we should get into more detail on some of the topics in our sexual health and relationship classes.	28.3	39	24.6	6.2	1.8
I think we should do more learning about pornography.	28	29.8	30.5	8	3.7

Specifically on learning about pornography young people in groups offered these insights:

It has changed what I think about porn, it was really shocking to learn how many of the people involved are victims. (S4 male)

We should focus more on pornography. How its fake and the majority of women don't want to be there. (S4 female)

We did discuss pornography in S4 but all you got was a hurried lecture, not much learning involved. (S5 male)

Continuing the theme of putting more focus on some topics, when it comes to doing more learning *about how boys and girls treat each other* three-quarters of young people responding in the survey agreed to some extent that they should do more. Girls were significantly more likely to respond that they strongly agree/agree with this statement.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel that we should do more learning about how boys and girls treat each other.	35.8	40.3	19.5	2.3	2.1

From group discussions this was highlighted in the following ways.

I want to see more about things. A better understanding of what it's like to be in a relationship. (S3 female)

There's too much focus on things that are obvious and easy to understand. Online safety is important but actually quite simple. We need more focus on relationships which are actually really complicated. (S3 male)

The issue of social media was also addressed in a survey statement, asking whether there should be more learning in SHRE classes. Again a majority of young people, almost 70%, agree there should be more learning on this topic (more about teacher confidence and knowledge in this area in section 4 of the report).

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel we should do more learning about what happens between young people online and in social media.	28.9	40.3	24.4	5	1.4

In terms of information to take away from class, few young people in the secondary school setting have (or remember seeing) the SHRE programme series of 'Wee Books about Life, Love and Living' which summarise a given year's programme and provide information about where to find further information or helping agencies. An issue for some young people is that they are not given information to take away from their SHRE class to look at or reflect on later. When young people are given information to take away this is appreciated, as quotes from group discussion illustrate.

You just don't get any information to take away. (S5 female)

Websites give you loads of information. We sometimes look at a few in class but mostly write them down and take the home which is good if you have a question that you don't want to ask in class. (S3 female)

From the survey half of young people report they would like learning enhanced by being able to have more information to take away (such as leaflets) from their SHRE class. Young people in S4 were significantly more likely to *strongly agree* or *agree* to this statement compared to S3 pupils.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I would like to have more information (like leaflets) to take away after the class.	21.3	30	32.9	11.6	4.1

To conclude this section of the report: Young people have a positive view of their SHRE learning, including learning in mixed sex groups, and would like to see it enhanced by improved behaviour in the classroom and opportunities to cover SHRE topics in more depth.

4. YOUNG PEOPLE'S VIEWS ON THE TEACHING OF SHRE

As a teacher-led programme the evaluation asked young people's views on teaching in the context of the SHRE programme. Group discussion informed the survey and the following issues were explored.

- Teacher confidence in the delivery of SHRE
- Teacher knowledge and who should teach SHRE
- Consistency and relationships
- Teacher planning and priorities
- Using visitors or external facilitators

i. TEACHER CONFIDENCE IN THE DELIVERY OF SHRE

In group discussion and in the survey young people were asked about how confident their teachers are in the delivery of SHRE, and how this affects delivery of the programme.

In one group discussion young people said that a confident teacher makes sure SHRE is not considered as any different from any other class. For most young people teacher confidence inspires *their* confidence and participation.

It's like a maths teacher trying to teach French – if they're not confident it's just not going to work. (S3 male)

The teacher made us feel like it was a normal topic, making us feel more relaxed and better about giving our opinions otherwise we wouldn't get involved at all. (S3 female)

I'd rather have a teacher I felt comfortable around and could talk to than one who knows everything but just wants you to learn it. (S5 female)

If they're not confident how are we supposed to be confident and believe what they are saying? (S5 female)

A teacher's confidence rubs off on you. (S4 male)

We don't want him to be more nervous than we are. (S5 female)

While some young people would agree with the comment in one group that "teachers tell too many stories about what they did when they were young" (S3 male) in many group discussions young people linked teacher confidence with a teacher personalising a topic by talking about being young themselves, or perhaps anonymised experiences of other young people they knew.

The teacher's got to be confident so you can trust them. They can't be shy. (*Teacher named*) brings a personal touch to it, his past experiences. He doesn't go on, just tells it straight, it's funny, so the discussion isn't awkward for you. You never feel awkward with him. (S4 male)

He talks about situations that he's been in before, not really bad stuff but enough that we get to know him. He's a pastoral care teacher and he's good, we could go to him if we needed advice. (S3 female)

The teacher tells us anonymous stories of other students – it's good to get real life examples. She talked about a S6 student who was scared that she was the only person in the year who hadn't had sex. (S3 male)

From the survey young people have also shared views on the importance of teacher confidence and the degree to which they feel their teachers are confident about the three overarching areas of the SHRE programme. As the survey results show young people agree strongly that teachers need to be confident to deliver SHRE. In terms of their own teachers, the majority of young people agree that their teachers have confidence across the main SHRE topic area of growing up and puberty, relationships and keeping healthy and safer sexual behaviour; in the survey S4 participants were significantly more likely to *strongly agree* or *agree* compared to S3 pupils, and in the latter statement also significantly more likely to *strongly agree* or *agree* than S5 participants.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Teachers need to be confident delivering these classes.	62.8	28.5	7	1	.6
My teachers are confident talking and teaching about growing up and puberty	49.2	38.7	9.6	1.4	1
My teachers are confident talking and teaching about relationships	52.9	36.3	8.6	1.4	.8
My teachers are confident talking and teaching about keeping healthy and safer sexual behaviour	48.6	37.9	9.6	2.5	1.4

ii. TEACHER KNOWLEDGE AND WHO SHOULD TEACH SHRE

In small group discussion with young people teacher confidence has been linked to teacher's knowledge in the area of SHRE. A common theme for young people has been that when they compare a teacher who they know to be a pastoral care teacher, to other subject teachers delivering SHRE, there can be a real difference in terms of knowledge and level of comfort with the topics.

The pastoral care teachers are best cos they know what they are doing. The others aren't so organised, they have to learn themselves, they don't have everything planned out. (S3 male)

It would be better to get pastoral care teachers instead of normal teachers cos they wouldn't be so embarrassed. (S4 male)

Have pastoral care teachers, not just random teachers. (S4 male)

PSE teachers know more and they know us, they aren't scared to talk about anything cos they know their stuff. I don't think my teacher has a clue. (S4 female)

A specific area of discussion in groups has been teacher knowledge of the online lives young people lead. In discussion young people felt that teacher knowledge, and the content of the SHRE programme, needs to be refreshed.

Social media means nothing is private.... The classes aren't up to date. Humiliating things get posted online, especially sexually. Even sexting stuff is out of date. These things change all the time so your sexual health is influenced by your online experience. Younger pupils should be doing more. There's more porn available on line to everyone. PSE isn't taken seriously enough. Sex is just banter, the teacher thinks banter is ok and so it makes it not taken seriously. (S5 male)

The survey provided an opportunity to ask whether young people thought that teachers need to recognise and address this knowledge gap; over two-thirds think that teachers *need to be more up to date with what's happening online and in social media*.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I think that teachers need to be more up to date with what's happening online and in social media.	31.1	37.3	23.4	6.2	2.1

iii. CONSISTENCY AND RELATIONSHIPS

A recurring topic of conversation in group discussions was the impact of a change of teacher on PSE/SHRE classes. When discussing this issue in groups young people talked generally about PSE as well as specifically about SHRE. The key issue raised is the use of a teacher to stand-in when the usual teacher is off ill, busy with other commitments or out of school. A strong feeling across group discussion was that PSE/SHRE should be delivered by a consistent person and that stand-in teachers often deliver a poor experience of SHRE.

One PSE teacher is always busy and has to go to meetings so we get another teacher and we always just watch DVDs. (S3 female)

We had just another temporary teacher putting on another video. (S3 female)

Have the same teacher right the way through. (S5 female)

In the survey young people also gave a view on the importance of delivery of SHRE by a known and consistent teacher; three-quarters of young people *strongly agree* or *agree* that they should always get the same teacher for SHRE classes.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I think we should always get the same teacher when we do these classes	43.8	29.6	17.7	6	2.9

iv. TEACHER PLANNING AND LEARNING PRIORITIES

Young people have also commented on whether teachers currently organise and plan SHRE lessons well. From the survey, approximately three-quarters of young people report that SHRE classes are planned well. Boys, and S4 pupils, were significantly more likely to *strongly agree* or *agree* that their teachers plan lessons well.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
My teachers plan the lessons on sexual health and relationship topics well.	42.5	35.9	16.4	3.7	1.4

However, for some young people, in a minority of schools, PSE/SHRE can feel like it has less priority than other subjects, or that within PSE, SHRE has less importance. Sometimes SHRE classes can feel rushed and activities do not get completed. A sense of not being organised is often linked to the earlier issue (section 3 part iii) of a teacher not managing behaviour.

Don't rush the classes. We should have had 7 classes this year but only got 5 and some things were probably missed out. (S3 male)

Teachers are always running late so the time that they have for lessons gets cut short; quite often we are just getting into a good conversation and then it has to be cut short. (S3 female)

Worst is when everything is rushed and we don't get to do everything. We don't discuss as much in sex ed as we do in drugs and alcohol. I think they think that drugs and alcohol are more important cos we spend 3 weeks on sex and then the whole rest of the year is drugs and alcohol. Or maybe the teachers are embarrassed to talk about sex. (S4 male)

There's constant noise – talking and interrupting. Sometimes the bell goes and we are only halfway through. PSE is not very organised. Sometimes we are not sure if we are going to be doing SHRE or profiles. We'd like it to be more organised. (S3 female)

We don't get through things in classes. Sometimes the teacher has a lesson plan but we don't get through it because of misbehaviour and the lesson then breaks down. Sometimes we end up just sitting in silence or sometimes we try to carry on but we don't learn anything... It's a serious subject. It's important to be able to have a laugh but you need not to cross the line. The line is where you are paying more attention to having fun than to learning. (S3 male)

It feels like maybe we missed stuff. Is it planned and laid out? (S5 female)

A further example of young people missing PSE/SHRE might be when a college placement takes them out of school when the class is delivered or when they are permitted to take an additional class or study period.

A lot of people in one class go to college and miss PSE. That is good for people left in the class cos they have a really small group and get to talk more but not good for the ones that miss it. (S4 male)

From across the groups young people are looking for teachers who are committed and interested to teach SHRE.

We need a teacher that's not afraid to answer questions; lively teachers, energetic, active teachers who don't just sit down. (S3 male)

v. USING VISITORS OR EXTERNAL FACILITATORS

The Glasgow SHRE programme is designed and intended to be delivered by teachers rather than making use of external agencies or visitors. Indeed, few young people in group discussions identified that an external person or agency visited them to deliver SHRE lessons. In 3 schools (of the 10 participating in the evaluation) pupils reported that the School Nurse had provided a condom demonstration and information about contraception. In 3 schools young people reported a visit from an LGBT organisation. In one school young people reported that the Police had provided information about sexual assaults and the law. However, while few young people experience SHRE delivery from external people there is a strong interest in doing so; from the survey two-thirds of young people agree to some extent that they would like to have visitors from outside agencies involved in SHRE delivery.

My views on SHRE learning at school	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I would like visitors from outside agencies to come and teach the classes too.	29.4	35.8	26.7	4.6	3.5

Exploring this in group discussions support for the idea of visitors was because young people believe they will bring an expertise on a given topic or that behaviour might improve (and so make the class more enjoyable).

No-one else came in. It might be good to get someone in who that is their job and who deals with it every-day. (S5 female)

It would have been a good opportunity. It's good to work with different people, especially if you don't have a good teacher. (S3 female)

Maybe Sandyford could come in. they're the experts. (S4 male)

The class listens better cos it's a visitor and they don't want to be rude. (S3 female)

However, some young people also report that external visitors might not necessarily be a positive thing as, unlike the teacher they know and like, the external agency/visitor would not have a relationship with the young people.

It would be good to see different points of view but we feel really comfortable in our class and might not feel comfortable with another person, you don't know how they'll react to things we say and they might not understand our words. Maybe if the teacher was with them too then it would be ok? If I said something in class it would be really awkward if they didn't understand. (S5 male)

I don't want visitor. I feel really comfortable with the PSE teacher. We have a bond and you can talk to them. They're more understanding. Not a stranger. (S4 female)

To conclude this section of the report: Young people's views on the teaching of SHRE emphasise the importance of their relationship between learner and teacher, teacher confidence and ensuring that young people see and experience SHRE learning as an important part of their school curriculum. Young people favour the use of external 'experts' on occasion but they also recognise that they value the positive relationship and trust they can build with a regular, confident SHRE teacher.

5. TALKING WITH PARENTS/CARERS AND TAKING LEARNING HOME

The SHRE programme seeks to build links with home and support efforts to enhance the role of parents and carers as SHRE co-educators. Group discussion and the survey provided opportunities for young people to reflect on talking about sexual health and relationships at home and the use of SHRE programme home activities.

Throughout this section of the report the term parents is used to mean both parents and carers.

i. TALKING ABOUT SEXUAL HEALTH AND RELATIONSHIPS AT HOME

Small group discussion with young people provided an initial opportunity to explore whether young people talk with parents about sexual health and relationships; the survey which followed explored issues identified: parental confidence to talk, the ‘consequences’ of talking (i.e. parents are embarrassed, parents then worry or they ask too many questions) and finally whether young people would like to talk more with parents.

In this section of the report it is possible to reflect back on research commissioned in 2006 where young people were also asked about talking with parents. While questions posed were different the 2006 findings can still inform consideration of the issues now.

From the current survey, young people report consistently across all three major SHRE thematic areas - growing up and puberty, relationships and keeping healthy and safer sexual behaviour - that approximately 1 in 5 young people talk *a lot* with parents. When identifying that they talk *sometimes* the theme of relationships is more often discussed, then growing up and puberty and finally keeping healthy and safer sexual behaviour. The only statistically significant difference between the responses of boys and girls is in relation to the statement about talking with parents about growing up and puberty where girls were significantly more likely to *strongly agree* or *agree* that they talk with a parent.

Talking with parents and carers	Yes – a lot	Yes - sometimes	No
Do you ever talk with a parent/carer about relationships?	22	46.1	32
Do you ever talk with a parent/carer about growing up and puberty?	21.6	41.8	36.6
Do you ever talk with a parent/carer about keeping healthy and safer sexual behaviour?	21.6	36	42.4

However, as can be seen in the table above, across the major topic areas presented by the evaluation approximately 1 in 3 young people report that they do not talk with parents about relationships or growing up and puberty; and more than 2 in 5 do not talk with parents about keeping healthy and safer sexual behaviour. In group discussion young people highlighted that they might not want to talk with parents, or that parents themselves may not want to talk about the issues.

Q: Do you ever talk at home about sexual health and relationships? *Not by choice. My family acknowledges that I'm going into a stage of life where girlfriends start showing up, so they want me to be safe.* (S3 male)

Q: Do you ever talk at home about sexual health and relationships? *There are topics in my house that can't be spoken about very openly.* (S5 female)

From the 2006 work (The sexual health and relationships of young people in Glasgow Executive Summary FMR Research 2006) young people reported the following in terms of speaking to parents:

- 43% of young people (1,104 respondents) reported that their mother/female carer had either hardly spoken to them or not spoken to them at all about sexual health and relationship issues.
- Almost three-quarters of respondents (73%, 1,689 respondents) reported the same in relation to their fathers/male carers.
- Overall, 30% of males (315 respondents) and 11% of females (131 respondents) reported that neither of their parents/carers had talked to them or hardly talked to them about sexual health and relationships.

Exploring *parental* confidence to talk about these issues in the current work, the survey has also highlighted that two-thirds of young people *strongly agree* or *agree* that their parents are confident when talking about SHRE topics. However with one in four young people stating they *neither agree nor disagree* with the suggestion of parental confidence this is an area to explore further with young people, perhaps discussing how they understand or judge parental confidence.

Talking with parents and carers	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
My parents/carers are confident when they talk with me about these issues.	28.3	36.6	23.7	5.4	6

As stated above, in group discussion young people identified that discussing things at home can have negative consequences, and might mean the young person is reticent to have discussions. As shown in the table below, from the survey nearly half of young people report that parents can start to ask too many questions, for nearly 2 in 5 young people discussion about SHRE topics can mean parents worry for them, and just over one-third say their parents are embarrassed by discussion.

Talking with parents and carers	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
If we talk about these things at home my parents/carers start to ask too many questions.	19.8	28.4	28	15.7	8.1
If we talk about these things at home then my parents/carers get worried for me.	15.7	23.4	31.5	19.4	10
If we talk about these things at home my parents/carers are embarrassed.	14.9	21.1	27.8	20.4	15.8

There were some differences in terms of gender and school year in terms of responses to these statements.

- Boys were significantly more likely to *strongly agree* or *agree* that their parents are embarrassed by talking about SHRE topics.
- As they get older young people are also statistically more likely to *strongly agree* or *agree* that their parents are embarrassed by talking about SHRE topics: S5 pupils are more likely to *strongly agree/agree* than S4 pupils who are more likely to *strongly agree/agree* than S3 pupils.
- Young people in S4 were significantly more likely to *strongly agree/agree* when compared to S3 pupils about the statements about increasing *parental worry* and *parents asking too many questions*.

From the group discussion young people offered more insight into these issues.

Mums either put you off or they're too intense. My Mum tries to talk about 'being careful' but I just said we did it in school. (S5 female)

My ma would get far too involved in it...she start asking all questions about me. (S4 male)

I wouldn't say anything to my mum, like if someone in the school was pregnant, because then she asks questions about me. It's not that I don't want to answer but she might respond badly to my answers. (S4 male)

As shown in the table below, when asked if they would like *to talk more* with their parents on SHRE topics young people are fairly evenly split, with one in three young people agreeing to some extent and one in three disagreeing and a similar proportion indicating they *neither agree nor disagree*; perhaps demonstrating that they remain to be convinced of the possibility of positive outcomes this might bring. Young people in S4 were significantly more likely to *strongly agree* or *agree* with the statement when compared to S3 pupils.

Talking with parents and carers	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I would like to talk more about sexual health and relationship topics with my parents/carers.	15.5	18.6	33.5	13.8	18.6

Returning to the 2006 work again young people reported on the degree to which they wanted to talk at home on these matters. In the 2006 research 48% of young people said they wanted more dialogue; girls were significantly more likely to want such dialogue.

Returning to this current evaluation and small group discussion young people have also identified the benefits which school based learning bring to their ability or confidence to talk back at home, and the need for school learning to help them go home and initiate discussion.

Q: Has what you've done at school influenced what you talk about at home? Yes it has a lot, if people bring something up to do with sexual health and relationships we know and can talk about it, with them about it. (S4 female)

It is much easier talking to teachers about sexual health than to parents. It would be good if teachers could teach you ways of talking to your parents. (S4 male)

Finally, some young people shared the view that there can be parental resistance to both talking at home and support learning at school.

My parents seem to think that if we're taught about sex then we're going to have it but that isn't true... You've got to know about it so when you're older you know what to do and what not to do. (S3 female)

ii. SHRE PROGRAMME HOME ACTIVITIES

From P6 to S4 the Glasgow SHRE programme has a number of 'home activity' tasks attached to particular lessons which seek to prompt discussions between young people and their parents. In their training programme it is explained to teachers that these exercises are not compulsory and young people should not be asked to report back in school on the content of discussions at home. Parents are also asked to sign a slip to say that the task has been done and are invited to comment on how useful or otherwise they found the discussion to be.

Discussion in the groups provided an opportunity to discuss awareness of the tasks and the degree to which young people had taken them home and completed them. An account of the group discussions will provide an insight into the survey results which follow.

While some young people do some PSE related work at home, and are encouraged to talk to parents, the specific SHRE programme home activity exercises (particularly those in the secondary programme) were not known to most young people.

He gives us stuff to think about over the weekend and when we come back we'll discuss it, like reading newspapers or looking at things online... I've never had homework to talk to parents. I don't tell what we do in SHRE... We have to get consent letters signed at the start of term. Our teacher says that if our parents want to talk to him about what we are doing they can call him... It might be good to take stuff home to talk to our parents, as long as we didn't then have to come back and discuss it in class. (S3 female)

When shown the home activity exercises, or reminded of them, some young people were unequivocal that they will not do them.

Q: Did you do the home task? It's not gonna happen. (S4 male)

I wouldn't do it. We're their wee girls. (S5 female)

I think that they only give homework to try to embarrass us. Maybe it might be about trying to get us to talk to parents but it won't work. (S4 male)

For those young people who recognised the tasks it seemed clear to pupils that there was a low expectation by teachers that they would be done, even if they were handed out. Other young people feel that they have a choice to complete the tasks (which is the intention of the programme), but again the assumption is that few young people will complete and then report on the task.

I think they knew that no-one would bring it back. (S5 male)

The teacher thought it would be best not to do the home activities because some people were uncomfortable. (S3 male)

The teacher never asked for the worksheets back so don't think anyone did them. (S3 female)

They don't force you to do it but encourage you to go and talk to your parents. No-one ever did it. (S5 female)

We had the option to take home work if we felt confident enough. (S3 male)

The teacher said that they don't want us to feel awkward taking stuff home, so we don't have to. (S4 male)

For some young people taking the home activities home caused conflict.

My mum said 'I don't want to hear it'. (S4 female)

My mum tried to make it embarrassing by talking about me and that. I told her to stick to the sheet. (S3 male)

Some pupils, although they have not completed the home activity tasks, recognise there might be value in them in terms of encouraging conversations at home; others suggest the tasks are appropriate for work in school, but not necessarily at home. Older pupils recognise that the conversations that the home activity tasks want to encourage are difficult in the earlier years of secondary school, but might become easier in S5.

Don't want to do those homework sheets for homework but I would like to do them in class. (S5 female)

I think it's a good idea to get homework cos you would get to talk to your mum and ask questions. (S3 female)

Whether it is a good idea depends on how comfortable you are with your parents. Homework could make you really uncomfortable but it could be good to start a conversation. (S3 female)

You just don't want to speak to parents in S1 to S4, maybe now, we're more confident. Till now, you learn from your friends, from TV, the internet. (S5 female)

A few young people taking part in the group discussions had completed the home activity tasks and the experience was positive, although sometimes awkward. Young people reported as follows:

Sometimes it's awkward but sometimes you can talk. Homework did make me talk. I did all 4 of them. (S4 female)

I did the homework once but it was awkward. I wanted to hear my dad's opinion cos he is from 'olden times'. I was surprised because he thought the same as me about a lot of things. Actually doing it was ok, but if I stopped to think about it I would've felt really awkward. (S3 female)

I wasn't planning to do it and my Mum found it. She was happy to do it. (S3 male)

It's embarrassing asking any adult but it's a good way of asking a question from your parent about this stuff. (S3 male)

Having to ask your parents was awkward. (S3 female)

While the SHRE programme describes the work to be done with parents as 'home activity tasks' for young people they are generally discussed as 'homework' and for the young person this can feel as obtrusive into non-school time as any other homework.

I don't think we should do homework; we spend enough time in school. Teachers say we need to be more active, then go and give us homework. (S3 male)

The intention of the SHRE home activity tasks is that they are not compulsory, for some young people unless they are they do not think it will be done.

It is easier to talk to parents about drugs and alcohol than sex... Teachers probably should give you homework; it might help you get relaxed about talking to parents. It would have to be compulsory though - then people would do it. But if it isn't compulsory no one will do it. (S4 male)

In terms of the survey young people were first asked about whether their teacher in P6 or P7 had given them the home activity tasks to complete; as the table shows approximately 2 in 5 young people remember being given the tasks.

SHRE home activities	Yes	No	Don't Remember
In P6 and P7 did your teacher give you any home activities to do with your parents/carers as part of your learning about sexual health and relationships?	43.3	25.9	30.8

Thinking about these Primary school tasks young people were the asked if they did them with their parent. *Only respondents who indicated YES to the previous question are included in this table of responses*, showing that almost 4 in 5 of those who remember being given the activities undertook them either *always* or *sometimes*.

SHRE home activities	Yes - always	Yes-sometimes	No	Didn't get any	Don't Remember
If you were asked to do home activities at home with your parents/carers did you do them?	39.1	34.8	20.8	.5	4.3

From these survey responses we can see that a minority of young people report remembering and completing the primary school home activity exercises.

When it comes to the home activity exercises from the Secondary programme again a minority of young people report remembering being given tasks to do; across the tasks approximately 1 in 4 young people remember being given a task in a given year although a significant number of young people have reported they do not remember.

Did your teacher give you this home activity to do?	Yes	No	Don't Remember
In S1: A home activity about body changes and puberty.	26.2	30.5	43.3
In S1: A home activity about how parents/carers learned about sexual health and relationship topics.	23.1	30.2	46.7
In S2: A home activity about going out with someone	24.1	32.6	43.3
In S2: A home activity about health rights	27.8	30.9	41.3
In S3: A home activity about pressures young people face	24.3	38.1	37.7
In S3: A home activity about talking about safer sex.	23.1	38.1	38.8
In S3: A home activity about unplanned pregnancy	21.7	39	39.2
In S4: A home activity about condoms	27	43.3	29.8

While around a quarter of young people remember being given the task when asked if they completed it between two-thirds and four-fifths of young people respond that they did. Again, *only respondents who indicated YES to the previous question are included in this table of responses.*

Did you actually do this activity at home with your parent or carer?	Yes	No	No Activity	Don't Remember
In S1: A home activity about body changes and puberty.	68	13.1	4.9	13.9
In S1: A home activity about how parents/carers learned about sexual health and relationship topics.	67.3	13.6	5.5	13.6
In S2: A home activity about going out with someone	63.2	14	11.4	11.4
In S2: A home activity about health rights	64.1	14.5	5.3	16
In S3: A home activity about pressures young people face	64	14	10.5	11.4
In S3: A home activity about talking about safer sex.	68.2	13.6	5.5	12.7
In S3: A home activity about unplanned pregnancy	70.6	16.7	4.9	7.8
In S4: A home activity about condoms	80.9	4.3	6.4	8.5

Responses to only one of these home activities saw a response significantly affected by sex of respondents, with boys significantly more likely to have done the S4 task about condoms. However, from these survey responses we can see that a minority of young people report remembering and completing the secondary school home activity exercises.

To conclude this section of the report: A majority of young people *talk a lot or talk sometimes* to parents/carers about sexual health or relationships – but a significant minority do not. While most parents are seen as having some degree of confidence to talk about the issues, talking can be perceived as leading to unwanted conversations. Only a minority of young people want to talk more with their parents on these issues. In this context the SHRE programme home activity tasks are given to only a minority of young people, however, when given most complete them.

6. THE IMPACT AND IMPORTANCE OF SHRE LEARNING

The Glasgow SHRE programme seeks to improve young people's knowledge, understanding and skills across a range of topics. For the purposes of the evaluation young people were asked about their views on the impact and importance of their SHRE learning in the following areas.

In terms of what young people *think and feel now* the programme seeks to support young people to:

- Understand that they all go through similar changes as they grow up, it's not just them.
- Understand what people of *the opposite sex* think and feel.
- Understand what other young people of *the same sex* think and feel.
- Feel that it is ok not to be in a relationship at their age.
- Feel that they have a right to feel safe in a relationship.
- Understand that they can say no if they don't want to have sex.
- Think about their own values and beliefs about sexual health and relationships.
- Think that people who are LGBT should be treated well by them.
- Think about how they behave towards others online/when they use social media.
- Think about how women, men and sex are shown in the media.
- Think about what it must be like to be a parent.

Then in relation to *what young people do now or will do in the future* the programme seeks to support young people to:

- Think about what they want from a relationship.
- Understand how to protect themselves from sexually transmitted infections.
- Understand contraception.
- Understand how to avoid an unplanned pregnancy.
- Think that they should never make a boyfriend or girlfriend do something they don't want to do.
- Think that they should never put pressure on someone to do something sexual.
- Know what consent means when it comes to sex.
- Feel confident that they can look after themselves online.
- Help them to know their rights.
- Know where to go if they have a question or a worry about growing up and puberty, relationships, keeping healthy or safer sexual behaviour.

Again, the small group discussion and survey provided opportunities for young people to comment. The following areas are addressed in this final section of the report:

- **How learning has influenced what young people think or feel now**
- **How learning has influenced what young people do now or will do in the future**
- **The importance of SHRE and school as a setting for SHRE learning**
- **How good is school-based SHRE?**
- **Does the experience of SHRE meet the intended programme aims**

i. HOW LEARNING HAS INFLUENCED WHAT YOUNG PEOPLE THINK OR FEEL NOW

Information in this section of the report comes from the young people's survey, with comments from young people in the small group discussion where these further illustrate findings. Again, in the survey young people used an agree/disagree scale to respond. Across these intended areas of impact there is a consistently high level of agreement that the programme is impacting as it intends to.

The intention to encourage young people to understand that they all go through changes as they grow up is well recognised by young people. More than 1 in 3 young people strongly agree. Young people in S4 were significantly more likely to *strongly agree* or *agree* to this statement, compared to S3 pupils.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me understand that we all go through similar changes as we grow up, it's not just me.	35.3	49.1	12.3	2.5	.8

From group discussion a young person explains further:

It helps you be more aware everything is normal, like you're not the only one. (S3 female)

Young people responding to the survey also agree that SHRE lessons help them both understand what people of the opposite sex think and feel, and what others of the same sex think and feel.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me understand what people of the opposite sex think and feel.	29.8	51.1	16.1	2.3	.6
Lessons help me understand what other young people the same sex as me think and feel.	29	51.6	16.7	2.3	.4

These quotes from group discussion further illustrate this point.

In my class a lassie said 'if a boy has sex he gets called a legend but if a girl has sex she gets called a slut'. That made me think, I'd never thought about that before. (S3 male)

Boys need more understanding about girls' feelings and the impact of what they do. (S5 female)

Three-quarters of young people indicate that they agree that SHRE lessons have helped them to feel that it is ok not to be in a relationship at their age.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me to feel that it is ok not to be in a relationship at my age.	28.8	46.8	17.4	5.8	1.2

One young woman explained in group discussion what this meant to her.

Don't get yourself involved in relationships you feel pressured by. (S3 female)

Two statements with highest levels of agreement from young people in terms of impact – with 85% of respondents stating *strongly agree* or *agree* - concern encouraging young people to feel that they have *a right to feel safe in a relationship* and that they can *say no if they do not want to have sex*.

Girls were significantly more likely to say they *strongly agree* or *agree* with the statement '*Lessons help me understand that I can say no if I don't want to have sex*'. Young people in S4 were significantly more likely to *strongly agree* or *agree* with the statement '*Lessons help me feel that I have a right to feel safe if I am in a relationship*' when compared to S3 and S5 pupils.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me understand that I can say no if I don't want to have sex.	43.1	42	11.2	2.1	1.7
Lessons help me feel that I have a right to feel safe if I am in a relationship.	38.4	46.6	12	2.7	.4

Agreement with these statements was explained by one young person as follows:

I've got the right to say no. Right to my space. If a guy gets too close I know I've got the right to say no. (S3 female)

Continuing the high level of agreement with intended impact, over 4 in 5 young people responding to the question agree that SHRE classes help them to think about their own values and beliefs about sexual health and relationships.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me to think about my own values and beliefs about sexual health and relationships.	31.6	50.4	14.3	3.1	.6

In group discussion young people talked about the impact on their values and beliefs as follows:

I think I'll understand my partner's views and take that into consideration on any topic really. (S4 male)

I don't think it will change the way we talk about it with friends but it might change the way I think about it. (S5 male)

It showed that not everyone who's been in a relationship is a sex guru like I used to think. (S3 male)

When it comes to supporting young people to reflect on how they treat people who are lesbian, gay, bisexual or transgender 4 in 5 young people agree to some extent that they have been supported to consider this; with 40% of young people stating *strongly agree*. Girls were significantly more likely to respond that they *strongly agree* or *agree* with this statement.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons make me think that people who are lesbian, gay, bisexual or transgender should be treated well by me.	40.4	41.5	14	2.3	1.9

One young person observed the experience of some young LGBT people, and her response, as follows:

You see a lot of folk getting bullied about their sexuality and it irritates me, people should be treated equally. A boy came out in our class. If we hadn't talked about this in class he'd still be getting bullied and it'd be more difficult for him. (S3 female)

The issue of use of social media and safety online has been addressed in several sections of the report. In terms of the impact which SHRE classes have on how young people themselves think about how they behave towards others online and in social media use, more than three-quarters report that they have been helped to consider these issues.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me think about how I behave towards others online/when I use social media.	30.2	48.2	16.8	3.7	1

The impact of the SHRE programme in this area was described by young people in groups:

Before I just didn't think about what I wrote on Facebook but now I think. I think about other people's feelings, it makes you think about how you'd feel if it were you. (S3 female)

I would never have been as careful online as I am now without PSE. (S3 female)

The final statements in this section are still recognised as having been impacted on by the SHRE programme, although to slightly lesser extent, but remaining high with approximately

70% of young people agreeing that lessons help them think about how women, men and sex are shown in the media and help them think about what it must be like to be a parent.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me think about how women, men and sex are shown in the media.	28.8	41	19.9	7	3.3
Lessons help me think about what it must be like to be a parent.	28.9	40.3	17.1	10.7	2.9

ii. HOW LEARNING HAS INFLUENCED WHAT YOUNG PEOPLE DO NOW OR WILL DO IN THE FUTURE

The survey also allowed young people to comment on impact of their SHRE learning in terms of what they do now or will do in the future. Responses are presented in the chart which follows, where statements with highest levels of agreement - combining responses from young people who said they strongly agree or agree – at the top. Again however, it should be noted that across the areas of intended impact young people’s recognition of positive impact is high.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Lessons help me think that you should never make a boyfriend or girlfriend do something they don’t want to do.	46.3	41.3	10.3	1	1
Lessons help me think that you should never put pressure on someone to do something sexual.	43.3	42	11.3	2.3	1.1
Lessons help me know my rights.	36.8	46.2	12.5	3.1	1.5
Lessons help me to understand how to protect myself from sexually transmitted infections.	38	44.1	12.6	3.8	1.5
Lessons help me to know what consent means when it comes to sex.	37	44.5	13.9	3.1	1.5
Lessons help me feel confident that I can look after myself online.	35.7	45.5	15.7	2.1	1
Lessons help me to understand how to avoid an unplanned pregnancy.	34.7	45.9	14.8	3.5	1
Lessons help me to understand contraception.	36.5	42.3	16.3	3.3	1.7
Lessons mean I know where to go if I have a question or a worry about growing up and puberty, relationships, keeping healthy or safer sexual behaviour.	34.3	43.7	16	4.2	1.9
Lessons help me think about what I want from a relationship.	33.3	41.2	20.7	3.1	1.7

There were some statistically different responses in terms of school year in relation to three of these statements with S4 respondents significantly more likely to *strongly agree/agree* with the following statements when compared to S3 pupils: ‘Lessons mean I know where to go if I have a question or a worry about growing up and puberty, relationships, keeping healthy or safer sexual behaviour’ and ‘Lessons help me to know what consent means when it comes to sex’ and ‘Lessons help me to understand contraception’.

From group discussion several important points were made and recorded that also support the conclusion that impact is being made through the SHRE programme. Young people were asked: *What do you think you have learned?*

It makes you think and know that you have different options. There are things that I just never knew you could get. Now if things happen I’d know what to do. It makes you think about the things that you’ve done because of peer pressure and about who your true pals are. (S5 female)

Aye, if I was to do something now I’d think more about it first. I’d know the best and the worst situations. (S3 male)

Knowing about how to stay safe makes you feel safe. (S3 female)

I shouldn’t feel pressure to do IT. Or anything you don’t want to do. And don’t be scared to ask for help. (S3 female)

I was learning about my rights in a relationship and things that sexual health leads to. (S4 female)

iii. THE IMPORTANCE OF SHRE AND SCHOOL AS A SETTING FOR SHRE LEARNING

As well as considering specific areas of impact from their SHRE learning young people were also asked in the survey whether they think that it is important that they learn about SHRE topics. Survey questions posed each overarching theme of interest to the SHRE evaluation. As can be seen from the chart below very few young people *disagree* to any extent with the suggestion that they should be part of SHRE classes, while a consistent 86%/87% of young people *strongly agree* or *agree* that SHRE learning across all topics is important.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I think it is important that we learn about growing up and puberty in school.	42.5	43.8	11.4	1.5	.8
I think it is important that we learn about relationships in school.	41.1	45.6	12	.6	.6
I think it is important that we learn about keeping healthy and safer sexual behaviour in school.	44.4	42.7	11	.8	1

Considering the role that school-based learning might have, young people were also asked if school is the place where they *learn most about sexual health and relationships*; nearly two-thirds of young people *strongly agree* or *agree* that it is. Young people in S4 were significantly more likely to *strongly agree* or *agree* when compared to S3 and S5 pupils.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel that school is the place where I learn most about sexual health and relationships topics.	28.2	34.4	23	8.8	5.6

If I wasn't learning this at school I wouldn't know a quarter of what I know. I'd rely on TV. (S4 female)

It makes me feel more grown up. (S4 female)

We don't get taught enough – there is much more about drugs and careers. Sex gets the least attention, only 4 or 5 weeks. It's ok to learn about drugs once but they go over and over it. People think they know about sex but they don't know the risks. (S5 female)

So school gives you a place to start thinking about things. (S5 female)

Finally, in terms of assessing the importance of SHRE learning, and the role of school in this learning, the survey asked young people if they should do *more learning in school*, again the three overarching SHRE programme areas were offered separately. From the table below a majority of young people express a wish to do more SHRE, with most interest in more learning on keeping healthy and safer sexual behaviour, almost equal interest in more learning about relationship's, with slightly less (although still a majority of young people) interested in more learning about growing up and puberty.

Has your SHRE learning influenced you?	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I think we should do more learning on keeping healthy and safer sexual behaviour (like about contraception, condoms, STIs and pregnancy).	29.9	41.2	23.9	3.9	1
I think we should do more learning on relationships (like friendships and boyfriend/girlfriend relationships).	30.6	38.7	25.2	4.8	.7
I think we should do more learning on growing up and puberty.	25.3	36.6	29.2	6.6	2.3

Q: How could we improve SHRE? Possibly spread it out because there's a lot to take in in one period. (S3 male)

It's a lot to take in in one period a week. (S3 female)

iv. HOW GOOD IS SCHOOL-BASED SHRE?

Finally, young people were asked to rate the learning they do in school about sexual health and relationship topics - growing up and puberty, relationships and keeping healthy and safer sexual behaviour. They were provided with a six point scale which read from *excellent* through to *bad*. The table/results which follow indicate a high degree of satisfaction with their experience of sexual health and relationship education.

Rate your SHRE learning	Excellent	Very good	Good	Just OK	Not good	Bad
Overall, how would you rate the learning you do in school about sexual health and relationship topics?	16.4	22.8	34.1	22.2	2.1	2.3

These further comments from group discussion also provide insight into young people’s positive views.

It is a better environment and has a better mood than other classes. You actually enjoy it, not always focused on when you are going to get out of class. You might feel a bit of pressure if the teacher put you on the spot but he doesn’t do that. (S5 male)

PSE is a brilliant class. It’s the only class where you can give your opinion, what you want. (S4 female)

In primary we were more dictated to, now it's about our opinions. Now we sit in a circle and its better, like we're all in charge, no one person is in control. (S4 female)

Our parents told us the basics but the lessons went into more depth and gave us a better understanding. (S4 female)

Where else are you going to get this information? Your pals might not really know what they are talking about. (S4 male)

I like that the teacher is confident. Some people are immature and don’t take it seriously but overall we really like our class. (S3 female)

To conclude this section of the report: The evaluation evidences a high degree of agreement amongst young people that the SHRE programme impacts in the areas in which it has an interest. Young people rate their SHRE learning positively.

7. CONCLUSION

In this final section of the report the following questions are addressed:

- Does the experience of SHRE meet the intended programme aims?
- What have we learned from young people about their SHRE learning?
- What do the findings mean for the SHRE programme?

i. DOES THE EXPERIENCE OF SHRE MEET THE INTENDED PROGRAMME AIMS?

As stated at the outset of this report this evaluation reports on the learner's experience of their SHRE learning. The views of young people presented in the report so far make it possible to draw conclusions about delivery of the programme's aims from this perspective.

SHRE programme aim	What does the evaluation tell us?
Allow children and young people to develop knowledge, understanding, values, attitudes and skills to promote positive sexual health and relationships.	<p>The Glasgow SHRE programme has identified a number of areas on which it intends to impact. The evaluation asked young people their views on this and the importance of their SHRE learning. Part 6 of this report addresses what young people have learned and if this impacts on what they <i>think and feel now</i>, or <i>what they do now or will do in the future</i> when it comes to relationships and sexual health. Findings (qualitative feedback from discussion groups and results from the survey) evidence positive impact; some of these areas are explored further in subsequent sections of this table.</p> <p>Across group discussion young people have talked positively about the role of school-based SHRE. In their survey, looking at the three main thematic areas of growing up and puberty, relationships and keeping healthy and safer sexual behaviour, 43% of young people <i>strongly agree</i> and 44% <i>agree</i> that it is important that they have SHRE learning on these topics in school. Indeed 63% of young people report that school is <i>the</i> place where they learn most about sexual health and relationship topics.</p> <p>The evaluation also asked young people to comment on how they learn. They have described how the approaches used by teachers can underpin their learning. Most young people think their teachers need to be confident to teach SHRE (91% see teacher confidence as important); they also report their teachers are confident in delivery (on average nearly 90% of young people rate their teachers as confident across the main SHRE thematic areas). Young people report they experience and enjoy the use of participative approaches which facilitate group discussion and working together on tasks, using 'real life' scenarios' to give context to the learning, and opportunities to ask questions in or out of class.</p> <p>The acquisition of knowledge, understanding, values, attitudes and skills is enhanced by learner confidence. Young people have reported via the survey that 70% feel confident about taking part in</p>

classes, 57% feel confident to ask a question in class and 67% could talk to their teacher later if they had a worry or a question.

Young people also report that they want to get into more detail in their SHRE programme and that they recognise the importance of school as a setting for SHRE. Overall, young people rate their SHRE experience positively.

SHRE programme aim

What does the evaluation tell us?

Emphasise the idea of 'delay' in sexual activity.

Young people report that SHRE learning has impacted on the idea of delay in sexual activity. From the survey 76% agree that their SHRE lessons have helped them to feel that it is ok not to be in a relationship at their age. They also report that lessons help them understand that they can say no if they don't want to have sex (85% agree).

SHRE programme aim

What does the evaluation tell us?

Provide a greater understanding of individual development and positive respectful relationships.

Young people report that SHRE lessons help them to think about their own values and beliefs about sexual health and relationships (82% agree) and to think about what they want from a relationship (76% agree). When it comes to the rights of LGBT people, 82% of young people agree that SHRE lessons have helped them think that LGBT people should be treated well by them.

SHRE programme aim

What does the evaluation tell us?

Enable children and young people to know and exercise their rights and responsibilities in relation to sexual health and relationships, and know how to access help and support they may need.

A majority of young people responding to the survey report that SHRE lessons have helped them to know their rights (83% agree). Thinking about responsibilities towards others, and their rights, a majority of young people also report that lessons help them learn never to pressure a boyfriend or girlfriend to do something they don't want to do (88% agree) and to never put pressure on someone to do something sexual (85% agree). In terms of finding support, 78% of young people report in the survey that SHRE lessons have helped them to know where to go if they have a question or a worry about growing up and puberty, relationships, keeping healthy or safer sexual behaviour.

SHRE programme aim**Focus on the need for personal safety.****What does the evaluation tell us?**

In their survey a majority of young people (85%) report that SHRE lessons help them to feel that they have a right to feel safe in a relationship. A key area of discussion in groups and in the survey has been young people's online lives. Young people report that their SHRE lessons help them think about how they behave towards others online and when they use social media (78% agree) and 81% report that lessons have helped them feel confident that they can look after themselves online. When it comes to STIs, 82% of young people report that lessons help them to understand how to protect themselves.

SHRE programme aim**Provide an understanding of gender differences and challenge negative stereotypes.****What does the evaluation tell us?**

Young people report that they like that boys and girls do the SHRE programme together (78% agree) and that doing so helps them learn about each other's point of view (86% agree). When considering their learning the majority of young people report that lessons help them understand what people of the opposite sex think and feel (81% agree) and that lessons help them understand what other young people of the same sex think and feel (81% agree). 70% of young people agree that lessons help them think about how women, men and sex are shown in the media. Areas for SHRE learning which young people would like to see enhanced include the impact of pornography (59% want more) and 'how boys and girls treat each other' (76% want more).

SHRE programme aim**Enable children and young people to know the correct names for parts of their body and understand the processes involved in human reproduction, birth and parenthood.****What does the evaluation tell us?**

These aspects of the SHRE programme might be considered to some extent to be the more 'traditional' areas for a SHRE programme to address. In their discussion groups young people had fond memories of their learning in primary school where they first talked about puberty and body changes for both boys and girls: 84% of young people responding to the survey report that SHRE learning has helped them to understand that they all go through similar changes as they grow up. Then, through their experience of their secondary school programme young people remembered and talked positively about further learning about contraception, condoms, safer sex, pregnancy, unplanned pregnancy and self-examination of breasts and testicles. From the survey approximately 90% of young people report that they remember learning about the correct names for parts of their body, human reproduction and birth in their SHRE classes whilst 70% report they remember learning which has helped them to think about what it must be like to be a parent.

**ii. WHAT HAVE WE LEARNED FROM YOUNG PEOPLE ABOUT THEIR SHRE LEARNING?
and WHAT DO THE FINDINGS MEAN FOR THE SHRE PROGRAMME?**

The report concludes with a summary of what we have learned from young people about their SHRE learning and what these findings mean for the SHRE programme; issues here reflect and extend some of the matters already raised in this final section of the report but go beyond addressing the specific aims of the programme. Twelve areas are offered for consideration.

What we have learned from young people about their SHRE learning?

1. Reflecting on their experience of SHRE, from primary school and through secondary school, young people report high levels of recognition of SHRE themes and topics, as posed by the evaluation. This provides strong evidence that a broad and relevant curriculum is being delivered across primary and secondary SHRE classes.
2. Young people report that when learning uses approaches that are participative, that facilitate group discussion and working together on tasks, using 'real life' scenarios to give context to the learning, and provide opportunities to ask questions in or out of class, these support their SHRE learning. Young people report that for the most part teachers use these approaches in their SHRE classes. When less engaging approaches are used, such as individual worksheets, young people have a poorer experience of their SHRE class. Young people also highlight the importance and value of a positive relationship with their SHRE teacher. In their reflections young people have commented on how they also learn from each other and find SHRE classes a space within which different views can be shared and heard.

What do the findings mean for the SHRE programme?

The young people who have engaged in small group discussion and the survey have been part of SHRE learning, framed by the Glasgow SHRE programme, for a number of years. Their recognition of themes and topics indicates that they are explicitly aware of what they are learning about in their SHRE classes. A commitment to continuing this clarity with learners should be maintained.

It is the intention of Curriculum for Excellence that young people are active participants in their learning. Curriculum for Excellence is also interested in thinking and skills for thinking. It is interested in deep learning which involves knowledge, understanding and the skills needed to apply knowledge in useful ways. Young people report a positive experience of their SHRE classes and there is a strong sense that they want to engage, and are motivated to learn more, about some very complex and challenging issues and areas; this is an excellent base to continue and develop the SHRE programme.

3. Young people have a positive view of their SHRE learning, including learning in mixed sex groups. Most young people report they are confident learning in their SHRE classes, but the confidence of 1 in 3 could be greater. Young people would like to see their SHRE learning enhanced by improved behaviour in the classroom.

The evaluation supports the continued teaching of SHRE in mixed sex classes. Further consideration should be given to how confidence to participate can be built for more young people. While a clear message from young people is their positive view of SHRE classes, an equally strong message is that poor behaviour can undermine learning. Further attention should be given to how teachers can maintain positive relationships and good levels of learner participation while also ensuring appropriate behaviour, particularly from boys.
4. Young people want opportunities to cover SHRE topics in more depth, across SHRE learning but also on some specific areas. Young people also want information to take away from class. However, in terms of information, there were low levels of recognition of the series of 'wee books' which summarise learning over each year and give information about other sources of help or information.

Young people said they would like to spend more time on SHRE learning, and want to encourage teachers to 'get into the detail'. They recognised that what blocks this is a lack of time or a teacher's lack of confidence. The topics of social media, the impact of pornography and how boys and girls treat each other have been highlighted by young people as areas requiring more depth in the SHRE programme. In terms of information, low levels of recognition of the series of 'wee books' indicates the need to refresh use of this material, or consider other means by which young people can be given written information to take home.

5. Young people's views on the teaching of SHRE emphasise the importance of the relationship between learner and teacher, teacher confidence and ensuring that SHRE learning is perceived as an important part of their school curriculum. Most young people report their teachers are confident in delivery and that they plan SHRE lessons well. While young people favour the use of external 'experts' on occasion they also value the positive relationship and trust they can build with a regular, confident SHRE teacher.

As a teacher-led programme young people confirm the importance of the role of the teacher in the SHRE class. They confirm the centrality of the teacher-learner relationship and that trust, confidence and teacher preparedness matter. Although the survey showed that two-thirds of young people agree to some extent that visitors from external agencies would be a good idea – because they bring additional expertise or might impact positively on disruptive behaviour – young people also say they want a consistent member of staff and value their relationship with their teacher. If the programme continues to emphasise the role of the class teacher, rather than the outside 'expert', then perhaps further opportunities to increase teacher knowledge and confidence and the management of class behaviour will further enhance young people's learning.

6. When looking at survey results there are some differences between what is reported by boys and girls; these have been reported throughout the full report. In summary:

Boys prefer some of the approaches used in the SHRE classroom and they report higher levels of confidence to take part in classes and ask questions. Boys want to do more learning about the impact of pornography; they are more likely to report parents are embarrassed talking about SHRE issues.

Girls are more likely to agree that a learner should never be put on the spot to answer a question, they want to do more learning about how boys and girls treat each other and they are more likely to have considered how they treat people who are LGBT. They report that lessons have helped them understand that they can say no if they do not want to have sex. They are more likely to speak to parents about growing up and puberty.

While young people want SHRE to be delivered in mixed sex classes, as identified earlier, there are a number of differences between boys and girls when it comes to their experience of SHRE. In training, planning and delivery these gender differences require further consideration.

7. When it comes to differences across participating school years – S3, S4 and S5 students took part – we see that when the survey shows differences of any statistical significance this is related to stronger agreement as young people get older when it comes to:

- Remembering topics covered in class.
- Recognition of teacher confidence.
- An interest in having more information to take home and to learn more about pornography.
- Negative aspects of talking with parents - they worry, get embarrassed, ask too many questions - yet S4 in particular want to talk more to their parents.
- Increase recognition of the impact of the programme, particularly in relation to what to do with a worry, contraception, safety and consent.

8. A majority of young people *talk a lot or talk sometimes* to parents/carers about sexual health or relationships – but a significant minority do not. While most parents are seen as having some degree of confidence to talk about the issues, talking can be perceived as leading to unwanted conversations. Only a minority of young people want to talk more with their parents on these issues.

The statistically significant differences identified in analysis of the survey results are predominantly when comparing survey responses from S4 pupils compared to the younger S3 pupils. It might be assumed then that the maturity of S4 pupils makes them more aware or sensitive to the importance or relevance of the issues. For the programme, this might indicate that S4 could or should be a school year in which further emphasis is given to SHRE learning.

A broader aim of the joint work between Glasgow City Council and NHS GGC is to enhance the role of parents and carers as co-educators in the realm of sexual health and relationships education. This evaluation, from the perspective of young people, evidences that many parents and carers do talk but others require further support – this is an issue that other strands of work can address. When it comes to young people, ‘talking’ can be unwanted and (as described below) the SHRE programme tool which was designed to link school and home learning is not working adequately. In one group a young man suggested: *It would be good if teachers could teach you ways of talking to your parents.* A way forward on this challenging area might be to engage with young people more explicitly on the issue of communication at home while building their confidence and commitment to do so through an improved approach to home activity tasks.

9. The SHRE programme home activity tasks are given to a minority of young people. Young people report that teachers have a low expectation of them being completed. Young people themselves may not be keen to take tasks home, but when they are given a task most do complete it.
- Home activity tasks are the one area of SHRE programme delivery that is clearly not working as intended. The problem appears to start with the class teacher not asking young people to complete the exercises at home. While already poor in the primary setting this worsens in secondary school. The findings indicate that when there is encouragement and an expectation that home activity exercises will be done the majority of young people complete them. This suggests that there is a need to take a fresh look at the tasks, discuss blocks with teachers and address issues early in programme training.
10. The evaluation evidences a high degree of agreement amongst young people that their SHRE learning impacts in areas of interest to the programme. Young people agree that SHRE learning is important and indeed they would like to do more. They rate their experience of school-based SHRE positively.
- Evidence of impact is strong and should be shared across participating schools. The evidence will also be a useful tool in programme training, helping new schools and teachers understand and focus on the clear intent of the programme. With young people identifying that more time should be given to SHRE there is a need for reflection and discussion across programme partners to address how this interest and need can be met.
11. Young people have talked about *their experience* of SHRE. In the introduction to this report it was important to clarify that what they would subsequently discuss might not always reflect the intention of the SHRE programme provided to schools and supported by training for teachers. In the discussions and survey work that followed it seems that for the most part the learner's experience is reflective of programme intentions – young people remember learning about key topics and they recognise the knowledge, understanding, values, attitudes and skills that the programme seeks to promote. However, some areas of classroom delivery do require attention.
- Young people want SHRE classes to be delivered by consistent and confident teachers, not teachers standing in for an absent colleague. They want SHRE classes to be well prepared and to use participatory approaches, as highlighted earlier; this means not showing a movie (which is not part of the SHRE programme) such as 'Juno' repeatedly. Young people want a better sense that their SHRE classes are delivered in full, not rushed, with opportunities to extend or deepen learning. At a strategic level, in discussion with participating schools and in training, this important feedback from young people needs to be understood and used for programme improvement.

12. Young people have important contributions to make to discussion about teaching and learning.

Young people have a right to contribute their views to their experience of school; Curriculum for Excellence expects them to be leaders of their own learning. A further imperative however is that their insight, as shown in this evaluation, should be used to confirm what is good about their SHRE learning experience while also pointing to improvements which can be made.

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