



Healthier behaviour outcome:

# Better Relationships and Sexual Well-being at Key Stage 1 and 2

**This information sheet provides your school with suggestions to support your work on South West Healthy Schools Plus. It includes background information about better relationships and sexual well-being, helps you select actions which will bring about healthier behaviour outcomes, identifies early success indicators and signposts to key resources.**

## Background Information

Primary schools are recognised as key players in helping to improve outcomes for children and young people around relationships. By establishing an effective programme focusing on friendships and respect, in an age-appropriate way, we can put in place an essential building block. Secondary schools will build on this when they consider sexual well-being. Ultimately what happens across the four key stages may contribute to better relationships, including sexual relationships.

## Possible Actions (Evidence Based or Good Practice Principle led)

South West Healthy Schools Plus is focused on bringing about actual changes in behaviour. This is dependent on increased knowledge, skill development and in some cases, attitudinal change. Actions that address these three elements could feature in your school's plans and should result in healthier behaviour outcomes.

## Evidence Based Practice

Your school should follow, where possible, activities which have been proven to work. The National Institute for Health and Clinical Excellence (NICE) aims to ensure that the promotion of good health communities is in line with the best available evidence of effectiveness. Schools are recommended to look at the site for details. NICE is in the process of reviewing PSHE education in schools and has yet to publish its recommendations.

The Teenage Pregnancy Strategy Evaluation highlights the importance of good Sex and Relationship Education (SRE), including the importance of positive personal relationships and sexual well-being as a life-long learning process, spanning physical, moral and emotional development. It emphasises the need to include activities around respect, love and care and the benefits of making and maintaining stable relationships, as much as sexual well-being. This should start in schools at foundation stage and Key Stages 1 and 2, in an age-appropriate way.

## Follow Good Practice Led Principles

As explained in the information sheet **Selecting Actions and Carrying Out Baseline Surveys**, schools will sometimes develop their own actions where evidence based actions do not exist. In such cases, it is essential that your school develops a rationale which clearly shows the steps from action to behaviour change which will lead to a healthier behaviour outcome.

## Example

### Healthier Behaviour Outcome:

Better relationships at Key Stage 1 and 2, through improved provision of SRE.

### Action:

Fully involve young people in the development of a comprehensive SRE programme, where young people gain the knowledge and understanding of issues associated with relationships, with a focus on them staying safe.

### Rationale:

Children benefit from innovative, responsive and realistic SRE to support them in their ability to be clear about **what friendship means**; what **appropriate and inappropriate touch is** and who to go to for support, should they need help. This programme should include how to use appropriate anatomical language and provide **an understanding of reproduction and puberty**.

### Note:

When following an action that follows good practice led principles; it is important that it is evaluated carefully. If successful, the action will be added to the evidence base of what works.

## Baseline Survey

Before taking any action, your school will carry out a baseline survey to establish current levels of behaviours. This will be the starting point from which you will plot progress. After an action has been completed, a follow up survey will take place to show how well actions have worked. This will enable your school to build up its own evidence base. Over a period of time, this approach will provide your school with a clearer picture of what actions are most successful.

When you plan a baseline survey, remember that you are not starting from scratch. Try to use any information already available in your school, such as data from the Ofsted reporting system or from your previous Healthy Schools work.

You can supplement this by asking questions in a written format (questionnaires) and/or by talking to groups to hear their views (interviews or focus groups).

## Sources of Baseline Information

- Children and young people's views on SRE such as through the Sex Education Form and NCB resource Are You Getting It Right?<sup>1</sup>
- Large-scale survey, for example, those of SHEU<sup>2</sup>
- Local area surveys.

## Healthier Behaviour Outcomes and Early Success Indicators

Schools will need time to bring about healthier behaviour and you will need to monitor how your actions are working. You will do this by focusing on early success indicators, which will help you capture data along this path. The first early success indicators are likely to be process indicators. New policies, curriculum innovations and staff training are examples of actions that are necessary in order to bring about healthier behaviour but do not themselves show healthier behaviour – hence they are 'process' indicators. Later there will be impact indicators, such as changes in knowledge, attitudes and behaviour, all of which lead, in time, to the final healthier behaviour outcomes.

## Examples of Healthier Behaviour Outcomes

Your work around SRE for this age group could focus on increasing the number of children who:

- feel that the school SRE programme meets their needs
- have an understanding that successful friendships and relationships are based on mutual respect, care and love
- understand the importance of marriage and stable, loving relationships

<sup>1</sup>Sex Education Forum and National Children's Bureau (2008) Are You Getting It Right? [www.ncb.org.uk/dotpdf/open\\_access\\_2/sre\\_audit\\_toolkit.pdf](http://www.ncb.org.uk/dotpdf/open_access_2/sre_audit_toolkit.pdf)

<sup>2</sup>SHEU Health-Related Behaviour Questionnaire (HRBQ) [www.sheu.org.uk/surveys/surveys1.htm](http://www.sheu.org.uk/surveys/surveys1.htm)

- understand and are able to avoid or manage safe and unsafe situations
- feel confident that they know who to approach if they have a concern
- have accurate information about reproduction
- rate SRE positively.

## Examples of Early Success Indicators

<b>Process indicators</b>
<p>Increase in number of staff who:</p> <ul style="list-style-type: none"> <li>• are trained to deliver and report increased knowledge regarding SRE</li> <li>• report increased confidence in teaching SRE</li> </ul>
<p>Increase in number of children:</p> <ul style="list-style-type: none"> <li>• involved in creating SRE curriculum</li> <li>• rating SRE positively</li> </ul>
<p>Increase in number of governors who:</p> <ul style="list-style-type: none"> <li>• report that they value SRE highly</li> <li>• report that they understand the role of the primary school in SRE</li> </ul>
<p>Increase in number of parents/carers who:</p> <ul style="list-style-type: none"> <li>• report that they know what SRE is and what is provided in school</li> <li>• report they have had an opportunity to contribute to school policy and practice</li> <li>• report that they feel more confident talking to their children about SRE</li> </ul>
<b>Impact indicators - signs of healthier behaviour</b>
<ul style="list-style-type: none"> <li>• Increased knowledge about SRE, including the risks involved</li> <li>• Increased skills reported around negotiation of relationships</li> <li>• Increase in the number of children who use appropriate language</li> <li>• Increase in number of children who can positively identify sources of help if needed</li> <li>• Increase in the number of children who are successfully forming and maintaining friendships</li> </ul>



## Resources

The following are a selection of information sources which your school can draw on when developing your actions. Developments are taking place rapidly in this area, so this list should be used as a starting point rather than considered as a definitive list of recommended resources.

### National Healthy Schools Programme resources

PSHE education Guidance for Schools (2008) - [www.healthyschools.gov.uk/Resources](http://www.healthyschools.gov.uk/Resources)

All NHSP guidance documents are available on the website.

### Government Resources

#### National Institute for Health and Clinical Excellence (NICE)

NICE public health intervention guidance 3 focuses on the 'Prevention of sexually transmitted infections and under 18 conceptions'. It presents recommendations on one-to-one interventions designed to reduce STIs and conceptions.

[www.nice.org.uk/guidance/PHI3](http://www.nice.org.uk/guidance/PHI3)

#### Department for Children, Schools and Families (DCSF)

The DCSF is responsible for SRE guidance. It issued new guidance on SRE in 2008 alongside a review of SRE in schools, 'Review of Sex and Relationship Education in school' (2008).

[www.dcsf.gov.uk/sreguidance/](http://www.dcsf.gov.uk/sreguidance/)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

DCSF is also responsible for Social and Educational Aspects of Learning (SEAL). This programme complements the SRE curriculum.

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)

The DCSF has produced guidance on how to define vulnerable young people in 'Teenage pregnancy: acceleration the strategy to 2010' (2006).

Teenage Pregnancy: Working Towards 2010 – Good Practice and Self-Assessment Toolkit is DCSF guidance for Local Authorities and Primary Care Trusts.

[www.everychildmatters.gov.uk/resources-and-practice/IG00198/](http://www.everychildmatters.gov.uk/resources-and-practice/IG00198/)

#### National PSHE CPD Programme

The National PSHE CPD programme is designed primarily for teachers and community nurses who are actively engaged in the delivery of a planned programme of PSHE education in schools and other settings.

[www.pshe-cpd.com](http://www.pshe-cpd.com)

An evaluation resource to support the Teenage Pregnancy Strategy (Meyrick 2002) a general guide to evaluating actions (for teenage pregnancy but applicable across all areas).

#### NHS Library resources

One-to-one interventions to reduce the transmission of sexually transmitted infections (STIs) including HIV, and to reduce the rate of under 18 conceptions, especially among vulnerable and at risk groups.

[www.library.nhs.uk/womenshealth/ViewResource.aspx?resID=258630](http://www.library.nhs.uk/womenshealth/ViewResource.aspx?resID=258630)

### Other Resources

#### Sex Education Forum and National Children's Bureau

Provides a series of books and factsheets which can be used to help develop effective SRE. Examples include:

- (1) Sex and Relationship Education Framework
- (2) Effective learning methods
- (3) Boys and young men: developing effective SRE in schools
- (4) Sex and Relationship Education for children and young people with learning difficulties
- (5) Meeting the needs of girls and young women in SRE
- (6) Faith, values and Sex and Relationships Education
- (7) Sexual Offences Act, 2003.

In particular Schools can use the toolkit **Are You Getting It Right (2008)**.

#### Speakeasy

Speakeasy is a programme designed for parents/carers which aims to give them the confidence and skills they need to talk with their children about sex and relationships.

[www.fpa.org.uk](http://www.fpa.org.uk)