



Healthier behaviour outcome:

Better Relationships and Sexual Well-being at Key Stage 3 and 4

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

Sexual health for young people in Britain is poor. The UK has the highest teenage pregnancy rate in Western Europe¹. There is also a rise in the incidence of sexually transmitted disease, particularly among young people². Teenage mothers are less likely to finish their education, find a good job and more likely to end up in poverty³.

The Government's Teenage Pregnancy Strategy has the following targets:

- Halve the rate of conceptions in under 18s by 2010
- Increase the participation of teenage parents in education, training and employment.

Teenage conceptions have already declined and are now lower than for 20 years⁴, but more work needs to be done.

Possible Actions (Evidence Based or Good Practice Principle led)

Secondary schools are recognised as key players in helping to improve outcomes for children and young people around sexual well-being.

Building on work that has been done in primary schools, secondary schools can make a useful contribution to improving relationships. 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 in local communities is in line with the best available evidence of effectiveness. Schools are recommended to look at the website for details. NICE has reviewed all the available research about what works in reducing STIs and Teenage Pregnancy in under 18s⁵. This focuses on one-to-one interventions and highlights the need to identify and work with vulnerable young people more intensively around contraceptive use.

The Teenage Pregnancy Strategy Evaluation highlights the importance of good Sex and Relationship Education (SRE), including the promotion 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.

¹ Population Action International (2007) A Measure of Survival - Calculating Women's Sexual and Reproductive Risk www.populationaction.org

² UK Statistics Authority 2008 www.statistics.gov.uk

³ DCSF (2005) Teenage Pregnancy Strategy Evaluation: Final Report Synthesis www.dcsf.gov.uk/rsgateway/DB/RRP/u014562/index.shtml

⁴ Office of National Statistics Under-18 Conception Statistics 1998 – 2006 www.everychildmatters.gov.uk/health/teenagepregnancy/statistics

⁵ NICE (2007) Prevention of sexually transmitted infections and under 18 conceptions - www.nice.org.uk/PHI003

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 schools develop a rationale which clearly shows the steps from action to behaviour change which will lead to a healthier behaviour outcome.

Example

Outcome:

Better relationships and sexual well-being at key stage 3 and 4 through improved provision of SRE.

Action:

Develop, with young people, an appropriate SRE curriculum.

Rationale:

Involving young people fully in the development of the SRE programme will allow barriers to good SRE being identified and addressed. Full involvement will improve acceptance of healthy behaviour messages and encourage better information uptake leading to improved intentions around healthy behaviour and, eventually, better health outcomes in relationships and sexual well-being.

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 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

- Young people's views on SRE such as through the Sex Education Forum and NCB resource *Are You Getting It Right?*⁶
- Large-scale survey, for example, those of SHEU⁷
- South West Public Health Observatory information
- 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

This work could focus on increasing the number of children and young people who:

- feel that the school SRE programme meets their needs
- understand the importance of marriage and stable, loving relationships

⁶ 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

⁷ HEU Health-Related Behaviour Questionnaire (HRBQ) www.sheu.org.uk/surveys/surveys1.htm

- have an understanding that successful relationships are based on mutual respect, care and love
- have accurate information about reproduction
- have knowledge of the common causes of STIs and are clear about how to avoid them
- are aware of the risks of teenage pregnancy
- are aware of the advantages of delaying sexual activity
- feel confident that they know who to approach if they have a concern
- are confident they will use condoms or other forms of contraceptive devices to avoid unwanted pregnancies
- are confident they would be able to access sexual health services if and when appropriate
- are confident to talk about sexual health matters
- understand and are able to avoid or manage safe and unsafe situations
- rate SRE positively.

Examples of Early Success Indicators

Process indicators
<p>Increase in number of staff who:</p> <ul style="list-style-type: none"> • are trained and report increased knowledge regarding SRE • report increased confidence in teaching SRE and sexual health • report that barriers to SRE have been identified and addressed
<p>Increased number of children and young people:</p> <ul style="list-style-type: none"> • involved in creating the SRE curriculum • rating SRE positively
<p>Increase in number of governors who:</p> <ul style="list-style-type: none"> • report that they understand nature and role of SRE
<p>Increase in number of parents/carers who report:</p> <ul style="list-style-type: none"> • that they know what SRE is and what is provided in school • that they have had an opportunity to contribute to school policy and practice • that they feel more confident talking to their children about SRE • Increase in number of visitors contributing to SRE • Increased links to onward referral agencies in health sector (eg clinics, GUM dept)
Impact measures - signs of healthier behaviour
<ul style="list-style-type: none"> • Increased knowledge about SRE
<ul style="list-style-type: none"> • Increased skills reported around negotiation of relationships
<ul style="list-style-type: none"> • Increased percentage of young people reporting they are confident they would be able to access sexual health services
<ul style="list-style-type: none"> • Increase in number of young people who express an intention to delay sexual activity
<ul style="list-style-type: none"> • Increase in number of young people who are confident to talk about sexual health matters
<ul style="list-style-type: none"> • Qualitative feedback from young people around how SRE has changed, including what they know, what they think, how they behave and how has this changed
<ul style="list-style-type: none"> • Improved self-esteem reported among young people
<ul style="list-style-type: none"> • Improved confidence in avoiding/managing unsafe situations



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 Guidance for Schools (2008) -
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

Department for Children, Schools and Families (DCSF)

The DCSF is responsible for SRE guidance. It issued new guidance on SRE in 2008.

www.dcsf.gov.uk/sreguidance/ alongside the a review of SRE in schools, Review of Sex and Relationship Education in school' (2008).

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

The DCSF has produced guidance on how to define vulnerable young people in 'Teenage pregnancy: accelerating 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/

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

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

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 Relationship 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