

**Involving Parents and Carers in
Sexual Health & Relationships Education
in Schools**

A Toolkit for Schools

1 Introduction

- 1.1** Inverclyde's Sexual Health Strategy Group has overseen a range of activity aimed at improving the sexual health and wellbeing of its young people. School based sexual health and relationships education (SHRE) is one strand of a broader, integrated programme of work throughout Inverclyde.
- 1.2** Research and good practice indicates that high-quality SHRE delivered in a school setting can contribute towards the improvement of sexual health and well-being. Its impact, however, is even more effective when carried out as part of an integrated package that includes links with home and with community-based health provision.
- 1.3** Both young people and parents/carers have repeatedly told us how influential school based learning can be. It is a vital source of information and advice, in particular, for boys and for those young people who live away from home or whose parents and carers do not feel comfortable talking about such issues.
- 1.4** It is long recognised that teaching on sexual health and well-being is vital if we are to consider the personal, educational and social needs of the whole child. Various local and national policy documents and legislation highlight the importance of SHRE in a school-setting and offer guidance as to 'best practice'. Of particular note here is 'Respect & Responsibility - Strategy and Action Plan for Improving Sexual Health' (2005) and 'Report of the Working Group on Sex Education in Scottish Schools' (The McCabe Report) (2000).
- 1.5** To support delivery of SHRE and to ensure consistency across both primary and secondary sectors Glasgow City Council, in partnership with NHS Greater Glasgow & Clyde developed and piloted a comprehensive SHRE Programme. This programme was then externally evaluated looking at the views of students, parents and carers and teaching staff. This was an extremely positive evaluation and has shaped the wider roll out of the programme and the use of the programme in Inverclyde schools.
- 1.6** The new approach to SHRE in Inverclyde is a spiral curriculum covering P1-S6. It has three key themes:
- Improving what is delivered in the classroom.
 - Raising the level of involvement of parents and carers in their children's learning.
 - Ensuring that young people have access to wider information and services.
- This document is concerned with the second theme of parental involvement.

2 The purpose of this Toolkit

- 2.1** The main purpose of this toolkit is to provide guidance to educational professionals about putting into effect the Local Authority's duties to inform and consult with parents and carers on SHRE. It therefore serves to fulfil Inverclyde Council's responsibilities under the Scottish Schools (Parental Involvement) Act 2006 in relation to SHRE.
- 2.2** Members of Senior Management Team and all staff who deliver the SHRE programme should be familiar with its contents.
- 2.3** Information within this document has been informed by consultations with parents and carers (Inverclyde Citizens' Panel 2010), with school staff (Create Consultancy SHRE Review 2009) and by listening to the feedback from Glasgow students, parents and carers and professionals through the pilot year.

- 2.4 The toolkit has two key aims:
- i. To ensure that all parents and carers receive a consistent message about their child's SHRE learning irrespective of which school their child attends.
 - ii. To ease the burden on schools by providing ready-made guidance and material that can be used in communicating with parents and carers.

3 SHRE & Parents and Carers

- 3.1 Before moving on to look at the practical aspects of parental involvement, it is worth highlighting three issues that arose throughout the pilot year that, if addressed by the school, will help to ensure successful delivery of a comprehensive SHRE package.

- 1) Firstly, a hesitancy amongst some schools to raise the issue of SHRE with parents and carers was noted. This may be indicative of how we as a society deal with sexual health issues but also reflects a certain fear about how parents and carers might respond. This hesitancy serves to compound negative messages about sexual health but vitally, has the potential to miss out on making that crucial home/school connection whereby the curriculum can prompt and encourage learning and discussion in both at home as well as at school.

The strong message coming from parents and carers, and repeated within the SHRE Evaluation Report, is that they want the partnership with schools around SHRE to be improved. For those parents and carers that are confident in talking with their children, school-based SHRE serves to re-affirm what has already been discussed. For those parents and carers who feel less confident or knowledgeable, lessons can be a prompt to beginning discussions, particularly around issues of values/morals.

It is notable from the Evaluation Report that the more parents and carers know about what is being taught in school the more supportive they are of the approach as a whole. Where parents and carers are not fully informed they are more anxious and/or develop a number of misapprehensions about the programme. Overwhelmingly in discussions with parents and carers, the value of being open about SHRE is commented upon. Parents and carers know only too well the realities of what their children are exposed to within our culture. Parents and carers have welcomed the explicit messages in the new approach around delay, respect for self and others, emotions and relationships. Parents and carers of primary aged children particularly liked the emphasis on safety, friendships, and anti-bullying messages whereas parents and carers of older children emphasised the importance of self-esteem, accurate information and access to appropriate services.

- 2) Secondly, a concern was expressed that SHRE in schools will be interpreted as encouraging young people to become sexually active at an early age. This view needs to be vigorously challenged. All the research evidence points out that a more open and broader approach to SHRE can contribute to delay and future safety. The new approach is firmly premised on encouraging young people to delay sexual behaviour and to think about what sexual health means for them. In addition, the content is much broader than 'sexual activity' and encompasses work around relationships, emotions, self esteem, protection etc. Parental involvement in SHRE is therefore a vital protective factor for children and assists them to delay engagement in sexual behaviour.

- 3) Thirdly, there is a concern about whether parents and carers can or want to become actively involved in their children’s SHRE learning. In general, it is acknowledged that parental involvement with the school decreases as the age of the child increases. This is probably reflective of a number of practical factors e.g. engagement in the labour market, there no longer being a need to escort a child to school etc. However, it may also reflect attitudinal and behavioural responses on the part of parents and carers e.g. perceptions about the formality of secondary schools in comparison to primaries, the confidence of parents and carers, parents and carers’ own school experiences etc.

It is important to remember that parents and carers are not an homogenous group. They will seek, receive and respond to information in a variety of ways. The fact that there can often be a poor response to attendance at meetings should not be interpreted as a lack of interest in their children’s SHRE learning. The Evaluation Report indicated that this was more a reflection of lack of time and the hectic pace of family life coupled with a general embarrassment about the subject.

Work is being undertaken elsewhere to encourage parents and carers to talk with their children about growing up, puberty etc. and there is an acknowledgement amongst parents and carers that they need to be taking more responsibility in this area.

What is under focus here is:

- The ways in which the Local Authority meets its responsibilities in law.
- Improving partnership working with parents and carers and
- How school-based SHRE can be a prompt to parents and carers talking with their children and them becoming a ‘protective’ factor in their children’s future sexual health and well-being.

4 Communicating & consulting with parents and carers

- 4.1 The 2010 Citizens Panel Consultation included responses from parents and carers of children at both primary and secondary school. They told us that many were not aware of whether their children were receiving SHRE in schools and had not been informed by their school of the content of what was being taught. Some parents and carers only knew about SHRE via their children. During the pilot year of this programme, it became clear that the use of the ‘school bag’ as the main means of communicating with parents and carers was unreliable, particularly at secondary level.

- 4.2 Parents and carers have consistently told us that they would like to know in advance when and what their child is being taught in SHRE so that they can either:
- Provide some input at home beforehand.
 - Work alongside what is being provided in school.
 - Brush up on their own knowledge and/or
 - Anticipate questions that may arise as a result of SHRE input.

Parents and carers have reported that if they feel prepared and confident, they are more likely to answer their children’s questions openly rather than shut the conversation down as quickly as possible out of embarrassment.

- 4.3 For these reasons, the new approach to SHRE actively promotes an open and upfront approach with parents and carers about what their children will be taught each year. Schools are requested to relay information home to parents and carers using all the methods open to them.

- 4.4** The following is the minimum of what is expected of schools in Inverclyde in relation to informing parents and carers about the SHRE programme. More information is given about each of these matters overleaf.
- 1.** An initial information pack should be sent home to parents and carers at the beginning of the school year.
 - 2.** An information session or parents and carers evening should be held.
 - 3.** A reminder note/letter should be sent home just prior to lessons being delivered.
 - 4.** Information about when classes are due to start should be given in the school newsletter.
 - 5.** Information about the programme should be on the school website.
 - 6.** An open invitation for parents and carers to discuss SHRE teaching at any point through the year should be made.
 - 7.** The school's Parents and carers Forum should be advised of what is being taught and when.
- 4.5** It is recognised that many schools do all or some of the above. It is now important that a greater consistency comes into practice so that all parents and carers, irrespective of where their children attend school, are informed about their children's SHRE learning.

5 Things to do for for parents and carer involvement

5.1 The initial information pack for parents and carers

The initial information pack is the most important element of improving communication about SHRE with parents and carers. All the elements in the pack should be sent out to all parents and carers the first year that the programme is introduced in the school. Thereafter, it should be sent to all parents and carers of P1 or S1. A modified version of the letter (see **i** below) from the head teacher should suffice for all other parents and carers at the beginning of each academic year, should they wish to attend the parents and carers evening.

- a** Lets parents and carers know what their children will be taught that year and in subsequent years.
- b** Provides background information about the new approach.
- c** Lets parents and carers know where they can get support with talking to their children about growing up etc.
- d** Lets parents and carers know how they can get more information.

This initial communication needs to be more than just the letter in Appendix A as the majority of parents and carers will not attend the information session at school. It should be sent out at the beginning of the academic year.

The pack should contain:

- i.** A **letter from the head teacher** informing parents and carers of the programme and inviting them to hear more about it and view what will be taught. Sample letters are available in Appendix A.
- ii.** The **Frequently Asked Questions (FAQ)** sheet giving information about the background and their role in the new approach is set at Appendix B.
- iii.** An **outline of the subjects that will be dealt with at each stage** in Primary or Secondary (Appendices F or G).

This material has been developed in the knowledge that only a minority of parents and carers will come along to the parents and carers evening. It may therefore be the only information that parents and carers avail themselves of in relation to the new approach and their role within it.

5.2 Information Session/Parents and Carers Evening

An event should be held for all parents and carers to come along to the school to be given further information about the new approach and to look through the content of the programme. Parents and carers will probably be particularly interested in the material for the year-stage that their child is at. However, it is important that they get a sense of the overall programme in either primary or secondary and how the material develops as their child gets older. A sample PowerPoint presentation with accompanying notes to assist schools with this event is attached and is available at Appendix C.

5.3 Reminder letter home just prior to the material being delivered

This is a prompt letter for parents and carers to let them know that the SHRE programme is about to begin. Again, it reminds parents and carers of what they can do to support the SHRE programme at home. A sample letter is available at Appendix D. The pilot indicated that the letter should be issued 2-3 weeks prior to lessons beginning.

5.4 Newsletter

If your school has a newsletter, it is a good vehicle to use to promote the programme and to signpost parents and carers to where they can get further information and/or advice. Depending on the timing, the newsletter could be used as an alternative means of reminding parents and carers that the programme is about to start.

5.5 Website

If your school has a website, it should provide the outline of what will be taught in each year stage and a few recommended web links where they can get further information. Useful links are available at Appendix E.

5.6 Open invitation for parents and carers to make an appointment with the school at any point through the year to discuss any issues relating to SHRE

As is existing good practice, parents and carers should be able to approach the school at any time to discuss any matter relating to SHRE. In the pilot year most parents and carers contacting schools queried what was being taught under the title of SHRE. (This can be avoided if the background information is sent out as described at 5.1). The vast majority of parents and carers were satisfied when they were made aware of what was being taught.

5.7 The matter should be raised at the School's Parents and Carers Forum

As a matter of course, at the earliest opportunity, the new approach and the curriculum materials should be discussed with the Parent Council. (Although not the focus of this document, a similar exercise should be carried out with the Pupil Council).

6 Involving Parents and Carers in their Children's Learning

Apart from the school directly advising parents and carers about the new approach, two additional methods have been built into the programme to encourage parents and carers and children to discuss SHRE learning.

These are:

- i. Home activity exercises from P6 – S4 and
- ii. Accompanying “Wee Books” booklets from P6 – S4

A. Home Activity Exercises

Research indicates that the most successful way of engaging parents and carers in their children's SHRE is through home activities attached to class lessons. The Evaluation Report told us that parents and carers are supportive of the idea of home activity exercises and it was heartening that they were generally well received at Primary level. It is recognised that secondary pupils, not having benefited from the spiral nature of the curriculum, may be less keen at this early stage of the programme.

Based on material developed by NHS Lothian, home activities have been attached to selected lessons from P6 – S4. Each activity is linked to what the child has learnt in class and has been designed to engage the child and parent/carer in discussion.

Each activity requires to be signed off by both the child and the parent/carer with the tear off slip being returned to the class teacher. In order that we can get a sense over time of how engaged parents and carers are with the home activity exercises we are asking schools to do three things:

- For the class teacher to make a note of the number of tear off slips received in relation to the total class size. (Appendix H for Primary and Appendix I for Secondary have been created to help you keep a note of these).
- For the Head Teacher to record this information on the overall evaluation form that each school is asked to complete once the programme has been delivered in total.
- For Head Teachers to send **all** of the tear off slips to the QIO for Health & Wellbeing at Education Services so that we get a sense of parents and carers' comments.

As this is a new feature being introduced as part of the SHRE pilot, it is important that all communication with parents and carers highlights the content of the home activities and their purpose and encourages parents and carers to participate.

B. Accompanying Booklets

Booklets entitled ‘The Wee Book of Life, Love and Living’ have been developed for P6 to S4 students in line with class-room learning. They re-cap on the main lesson points and sign-post children to age-appropriate other information and resources. Students, parents and carers and professionals were consulted in their development.

Schools will be provided with a copy for each pupil and are asked to distribute these at the end of the first session in each academic year. Students should be asked to take the booklet home and show it to their parents and carers or carers. The Evaluation Report indicated that at primary level the booklets acted as a prompt to parents and carers and were a useful starting point for discussions around SHRE.

Appendix A

Dear Parent/Carer

In response to an external review of Sexual Health & Relationships Education (SHRE) carried out by Create Consultancy in 2009, Inverclyde Council in partnership with Inverclyde Community Health and Care Partnership and NHS Greater Glasgow and Clyde have been working together to produce a comprehensive Sexual Health & Relationships Education Programme for primary and secondary schools in Inverclyde.

These materials are adapted from a programme that was developed, implemented and positively evaluated in Glasgow City Council. (The external evaluation report is available at www.sandyford.org for further information.)

This approach will be implemented in our school this coming year. The purpose of this letter and the additional information is to let you know what this involves and how you can find out more.

The new approach is not just about what is delivered in the classroom. An important part is to involve parents and carers more in their children's SHRE learning. Research tells us that parents and carers are a key protective factor in relation to their children's sexual health and well-being. It is also known that if discussions take place as the child is growing up, in an age appropriate way, then it is easier for both parents and carers and children to deal with issues during the teenage years. This new approach attempts to ensure that parents and carers and schools work better together on these matters to improve the outcomes for all children.

On the information sheet of Frequently Asked Questions attached to this letter, you will find details of what is planned and how you can support your child's learning. May I draw particular attention to two new aspects where your input is vital. These are:

1. Home activity exercises that are linked to some of the lessons from P6-S4 to be undertaken by you and your child
2. The existence of an accompanying booklet which your child will be given in the first lesson, (from P6 to S4). This booklet called *'The Wee Book of Life, Love & Living'* can be a good way of getting conversation started at home.

An information session has been arranged for (insert date, time and venue) to let you view the materials and to ask questions you may have. If you cannot make it along to this meeting, please do not hesitate to contact me with any questions or comments.

I look forward to seeing you on (insert date).

Yours sincerely

Head Teacher

Appendix B

The New Approach to Sexual Health & Relationships Education in Inverclyde Schools

Frequently Asked Questions

Where has the idea for this new approach come from?

This new approach to sexual health and relationships education (SHRE) was the result of a comprehensive piece of work carried out in Glasgow City Council, in partnership with NHS Greater Glasgow & Clyde. After a very positive evaluation of the programme was carried out the Sexual Health Strategy Group for Inverclyde agreed that this would be a very useful programme to use in schools across Inverclyde.

Why was there a need for a new approach?

Research suggests a range of concerns about young people's behaviours and attitudes, the risks that they are exposed to and the supports available to them. Inverclyde Council is committed to contributing to improving the sexual health and wellbeing of the young people in Inverclyde. The delivery of sexual health and relationships education in schools is clearly an area of importance.

It is clear that school based practice is not consistent across Inverclyde i.e. what is being taught, when topics are being taught and how well parents and carers were informed about matters. The new approach to SHRE:

- Includes a wider range of subjects e.g. dealing with relationships, safety, developing skills etc.
- Will be delivered by trained and confident teaching staff.
- Aims to encourage parents and carers to become more involved in their children's SHRE learning.
- Will provide additional age appropriate information to accompany lessons
- Will provide, for older pupils, information about services.

How was this new approach developed?

This new approach to SHRE has been developed over a number of years and is based on national 'good practice' and research evidence. This programme was initially tested out in two Learning Communities in Glasgow City in 2007/8. The views of parents and carers, pupils and teachers were independently evaluated by an external company. The subsequent report (which can be access at www.sandyford.org) was very positive and gave suggestions for future improvements. Amendments have subsequently been made in light of the evaluation and the comprehensive programme is ready to be used across both the primary and secondary sectors.

What is so 'new' about this approach?

The new approach to SHRE in schools is a more comprehensive approach than that which previously existed. Also, it is much more than what is taught in the classroom. It has three key themes:

- Improving what is delivered in the classroom.
- Raising the level of involvement of parents and carers in their children's learning.
- Ensuring that young people have access to age-appropriate wider information and services.

Still delivered as part of Personal & Social Education (PSE) the new approach includes:

- A more open approach to SHRE learning.
- New 5-18 curriculum materials.
- Improved ways of involving parents and carers to become active in their children's learning.
- The development of accompanying booklets for P6-S4 pupils called 'The Wee Book of Life, Love and Living'.
- Improved links with community-based resources for older pupils.

Appendix B

What types of messages are given in this new approach?

Some of the elements of this new approach aren't really new at all but are based on existing national policy and local good practice. However there are some aspects that are either new or which receive a greater emphasis. Some of these include:

- Promoting the idea of 'delay' i.e. that young people should be encouraged to delay engaging in sexual activity until they are physically and emotionally equipped to deal with it and its consequences.
- A deliberate use of the term sexual health and relationships to emphasise that this is much more than teaching about 'sex and contraception'. Considerable space is given to looking at emotions, friendships, relationships and values etc.
- Issues of personal safety run throughout the curriculum and vary depending on the pupils' stage of development. They include privacy, use of technologies, assertiveness, seeking help etc.
- Gender differences are another recurring theme in which the different experiences of boys and girls and negative stereotypes are addressed.
- Materials celebrate diversity and acknowledge that children come from and experience different backgrounds and circumstances.
- Children are encouraged to know and use the correct names for body parts so that they learn to use them in a factual way, devoid of embarrassment or shame.

Will there be a difference in what is taught at primary and secondary level?

The short answer to this is 'yes'. The curriculum material has been written in a way that each year is a building block for future years. A great deal of effort has been made to ensure that the material is age and stage appropriate. It closely follows national guidance in respect of what should be taught and when.

Although the overall programme is called 'sexual health & relationships education', at early primary level the emphasis is very much on 'relationships', focusing on family, friendships, caring for people and things etc. At P5 the names for sexual organs and reproduction are introduced and in P6 and P7 issues about puberty and its emotional consequences are dealt with.

At secondary level, there are again strong 'relationships' and 'emotions' themes throughout. There is also an emphasis on encouraging young people to 'delay' engaging in sexual activity until they are ready to deal with its physical and emotional consequences. It is in S3 when issues about sexual activity and protection are introduced.

What will this new approach mean for my child?

The evidence from the pilot year clearly highlights how much the children enjoyed the new class-room materials and it is hoped that children will begin to discuss age-appropriate issues at home. As students get older and begin to develop a level of maturity, it is hoped that the new approach will help them think about who they want to be, what they want from relationships and to appreciate that they have choices and control over what happens in their lives.

What will this new approach mean for me as a parent/carer?

The new approach to SHRE has been designed to both improve communication between schools and parents and carers and to improve the involvement of parents and carers in their children's learning.

In relation to improved communication between schools and parents and carers you should, along with the information, receive an invitation to attend an information session at the school where you can view the material your child will be taught. The school will also be happy to answer any questions you might have.

Appendix B

You will also be able to get a preview of the two new elements that have been introduced to help parents and carers discuss SHRE issues with their children. The first of these are home activity exercises attached to lessons for pupils in P6-S4. They do not require specialist knowledge or involve loads of writing. Hopefully they will assist you and your child to share views and opinions in a natural and comfortable way. Once these activities have been completed a tear-off slip needs to be signed by you and your child to say that the exercise has been completed. This slip then needs to be returned to school.

Secondly, your child will be given a booklet to accompany the learning they have received in the classroom. The Evaluation Report from the pilot year indicated that, not only were the booklets appreciated by pupils, but they were also a useful tool to kick-start discussions at home.

Appendix C

PowerPoint Presentation

Sexual Health & Relationships Education in Inverclyde Schools

Outline of Presentation

- Why is there a need for a new approach?
- What is the new approach?
- Getting feedback from pupils, parents & teachers.
- What we are asking of you.

Appendix C

PowerPoint Presentation

Why is there a need for a new approach?

Two main reasons

- 1) Concerns about young people's sexual health & wellbeing.
- 2) A need to change what we are doing.

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1. Concerns about Young People's Sexual Health & Wellbeing

Concerns about Young People's Sexual Health & Wellbeing

- a) The wider social culture.
- b) Sexual behaviour of young people.
- c) Sexual health indicators on the rise.
- d) Sexual wellbeing.

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b) Sexual Behaviour of Young People

	15 year olds (SALSUS 2002)	15 year olds (HBSC 2010 Scotland Wide)
Sexual Intercourse	34% Boys* 29% Girls*	35% Boys 27% Girls

*Salsus: Scottish Schools Adolescent Lifestyle & Substance Use Survey

*HBSC: Health Behaviours in School aged Children

b) Sexual Behaviour of Young People

By age 15 years:

- 5% had experience of heavy petting or sexual touching
- 40% had experience of oral sex
- 31% had experience of sexual intercourse

(Glasgow Consultation findings – 2006)

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b) Sexual Behaviour of Young People

Average age at 1st event:

- Heavy petting 13.8 years
- Oral sex 14.3 years
- Sexual intercourse 14.4 years
- 51% of all those under 16 years reported they had some form of sexual experience

(Glasgow Consultation findings 2006)

b) Sexual Behaviour of Young People

Sexually Transmitted Infections (STIs)

- Majority of diagnosed STIs occur in under 25's
- Over 70% of all Chlamydia diagnoses are under 25
- Estimated 1 in 10 under 25's may have Chlamydia
- Under 25's account for 2/3's of genital warts cases in women and 1/2 of those in men.

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c) Sexual Health Indicators

(i) Teenage Pregnancy Rates - European

- UK rate of 55.7 per 1000 of 15 to 19 year olds
- UK is very different from our European neighbours:
 - Netherlands at 4 births per 1000
 - Italy at 7 per 1000
 - France at 11 per 1000
 - Germany at 10 per 1000

(Source: Unicef 2000-2008)

c) Sexual Health Indicators

(ii) Teenage Pregnancy Local

Rate per 1000	Inverclyde	NHSGG&C	Scotland
13 – 15	5.2 (2008/10)	4.6 (2008/10)	7.9 (2008)
15 - 19	52.3 (2008)	54.7 (2008)	55.7 (2008)

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d) Sexual Wellbeing

Childline Report (2007)

- Sexual health second highest reason for calls.
 - Lack of information.
 - Relationships with adults.
 - Relationships with friends.
 - Sexual bullying.
 - Sexual abuse.
 - Unhappy with appearance.
 - Sexual identity.

2. A need to change what we are doing

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The need for change

Create Consultancy SHRE Review (2009) and a consultation with Inverclyde Parents/Carers (2010) all highlight:

- Inconsistent approaches to content and delivery.
- Some teachers don't feel confident to deliver.
- Need to update what was taught to reflect relationships/emotions as well as sexual health.
- Key part of the Health Promoting School model.
- Importance of SHRE for some children.

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What is the new approach?

The new approach to Sexual Health & Relationships Education (SHRE)

- 3 main strands:
 - Improving what is delivered in the classroom.
 - Working in partnership with parents.
 - Wider supports and access to local services.
- Tested out in 2007-8. Very positive independent evaluation.

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The new SHRE approach?

- Spiral Progressive Curriculum 5–18 years – builds year on year.
- Material is age and stage appropriate.
- Information is comprehensive & accurate.
- Wide range of issues.
- Local and national guidelines are followed.
- Delivered by teachers as part of the broader Health & Wellbeing Curriculum

Key Messages

- Emphasises the idea of ‘delay’.
- Focus is on ‘sexual health’ and ‘relationships’.
- Acknowledges children’s rights and responsibilities.
- Emphasises personal safety throughout.
- Looks at gender differences and challenges negative stereotypes.
- Encourages the use of the correct names for body parts.

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Getting feedback from pupils, parents & teachers

Evaluation Report – Pupil Feedback

- The most positive response of all the groups, especially at upper primary level.
- Loved the material and how it was delivered – great improvement.
- Liked the fact it was delivered by their teachers who were confident.
- Felt comfortable with subject & language.

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Evaluation Report – Parent/Carer Feedback

- Overwhelmingly positive response from most parents.
- The more parents know about the new approach, the more positive they are.
- Liked the fact that it dealt with such a wide range of issues.
- Some struggled with the idea of talking with their children and/or using proper names but recognised this was something they had to deal with.

Evaluation Report – Feedback From Teachers

- Beginning, noticeable difference in enthusiasm between secondary & primary teachers.
- Turning point was the training then seeing the response from pupils.
- End, majority were very enthusiastic.
- Delivered by teams of volunteers.

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Evaluation Quotes – Pupils

“Then you won’t get worried if your body’s changing... you’ll know what’s happening.” (P7 girl)

“So you can use the right words... so you know what all the bits are.” (P5 girl)

“... ‘cos you might not get it at home.” (S4 girl)

“There’s not as much pressure now on people to have sex ‘cos we do talk about it at school. Now you know it’s your choice.” (S3 girl)

Evaluation Quotes – Parents and Carers

“I found it really hard to speak to my parents about anything when I was their age but I don’t want it to be like that for my kids.” (Primary mother)

“You don’t know where to start but this helps you.” (Primary mother)

“When you saw what P1 and P2 were actually getting, it was okay... I was not concerned.” (Primary mother)

“It’s about pregnancy... but it’s also about feelings. At least if it’s being dealt with at school they might be more likely to come and talk to their parents about it.” (Primary mother)

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Evaluation Quotes – Teachers

“They came up with some great questions... very mature.” (P6/7 teacher)

“It’s more honest about language and reality... there’s more on emotional impact. It’s good that it’s taking into account mental health.” (Secondary teacher)

“When all teachers were asked which lessons they found most difficult to deliver, many said in the end none of them were particularly hard.”

What we are asking of you

Appendix C

PowerPoint Presentation

Importance of Parent/Carer Input on SHRE

- Important role parents and carers play in their children's sexual health & wellbeing.
- Importance of school and home working in partnership.
- Parents and carers have told us they want to know in advance when SHRE will take place.
- Importance of talking about values/morals.

What we are asking of you

- Get involved in your children's SHRE learning – no specialist knowledge is needed.
- Complete the Home Activity exercises that are built into the programme.
- Ask your children about the accompanying booklet *'The Wee Book of Life, Love & Living'* good prompt to get things going.

Appendix D (i) Primary

Dear Parent/Carer

At the beginning of the school year I wrote to you to let you know that Inverclyde Council is undertaking a new approach to sexual health and relationships education (SHRE) in schools.

Parents and carers have told us that they would find it helpful if they knew when SHRE lessons were going to be taught in school. This way they could ask their children about the topics covered and/or be prepared for any questions that may come up at home as a result. Therefore, this letter is to let you know that SHRE teaching will begin for (insert year group) in the next few weeks.

This year in (insert year group) the topics covered will be:

- Insert
- Insert Please refer to Appendix F (Primary) or Appendix G (Secondary)
- Insert for a list of topics for each year group
- Insert
- Insert

If you have any questions about any aspect of your child's involvement in this please do not hesitate to contact me to discuss this further.

Yours sincerely

Head Teacher

Appendix D (ii) Secondary

Dear Parent/Carer

At the beginning of the school year I wrote to you to let you know that Inverclyde Council is undertaking a new approach to sexual health and relationships education (SHRE) in schools.

Parents and carers have told us that they would find it helpful if they knew when SHRE lessons were going to be taught in school. This way they could ask their children about the topics covered and/or be prepared for any questions that may come up at home as a result. Therefore, this letter is to let you know that SHRE teaching will begin for (insert year group) in the next few weeks.

This year in (insert year group) the topics covered will be:

- Insert
- Insert Please refer to Appendix F (Primary) or Appendix G (Secondary)
- Insert for a list of topics for each year group
- Insert
- Insert

If you have any questions about any aspect of your child's involvement in this please do not hesitate to contact me to discuss this further.

As was mentioned in my earlier letter, two new features of the SHRE approach are the introduction of the home activity exercises and an accompanying booklet called *The Wee Book of Life, Love & Living*. These have been specifically designed to encourage you and your child to discuss SHRE issues in a comfortable and non-threatening way. Remember you do not need 'specialist' knowledge to complete these activities with your child.

One important thing I would ask you to do is to please remember that once you have completed the exercise with your child, could you sign the tear off slip and have your child return it to their class teacher. I would stress that it should only be the tear off slip though, the completed exercise should be kept for your own information.

Yours sincerely

Head teacher

Appendix E

Useful Contacts & Web-links

www.talk2glasgow.com

TALK2 Project provides a range of resources and supports for Glasgow City parents and carers to help them talk to their children about growing up, puberty, relationships and sexual health etc. *Although the project is specific to Glasgow City, the website provides very useful information for all parents/carers.*

www.sandyford.org

This comprehensive website has a section for parents/carers that provides information on how to talk to your children in an age appropriate way.

www.parentzonescotland.gov.uk

Developing partnerships between parents and carers and schools has section on what the curriculum covers.

www.parentingacrossscotland.org

Funded by the Scottish Government to provide a focus for issues affecting parents and carers in Scotland today. They are a partnership of voluntary organisations and use their experience of working with thousands of parents and carers to find ways of supporting parents and carers.

Helpline: Ok to Ask 0808 800 222

www.parentplus.org.uk

Parentline Plus are a charity offering parent-to-parent support using specifically trained staff to provide help and support on topics such as bullying, tantrums, teenagers. It has a good section on sexual health and relationships with questions other parents and carers have asked about and handy hints for talking to your children.

www.raisingkids.co.uk

This site offers support, information, professional advice and online chat about everything to do with raising children.

www.fathersdirect.com

Fathers Direct is a national information centre on fatherhood. The site contains news, training information, policy updates, research summaries and guides. It has sections for African - Caribbean and Muslim Fathers.

www.parentsenquiryscotland.org

Parents and carers Enquiry is a support organisation run by parents and carers for parents and carers whose children are lesbian, gay, bisexual or transgender.

Appendix F

List of Topics for Each Year Stage at Primary

Primary 1 Lessons

P1 Lesson 1 - Me, I am unique.

Aim - Children will be able to name body parts and recognise their individuality.

P1 Lesson 2 - Feelings, this is how I feel.

Aim - Children will be able to name feelings and discuss ways in which they can express feelings around people in their lives.

P1 Lesson 3 - Stranger danger, keep safe.

Aim - Children will be able to recognise dangers relating to strangers approaching and speaking to them and consider strategies to deal with the situation.

P1 Lesson 4 - My life, my special people.

Aim - Children will be able to recognise the special relationships that they have in their lives and name the people who are special to them.

Primary 2 Lessons

P2 Lesson 1 - Living Things, where they're from.

Aim - Children will know and understand where living things come from in relation to animals and pets.

P2 Lesson 2 - Pets, our special friends.

Aim - Children will recognise the special relationships they have with pets and how they have a responsibility to care for them and treat them as a friend.

P2 Lesson 3 - I am me, I am like you.

Aim - Children will be able to recognise the way they can use their senses to identify things they like or dislike. Children will also think about the similarities between boys and girls at this stage.

P2 Lesson 4 - Family Life, ups and downs.

Aim - Children will understand the various dynamics in family life and recognise situations where they are made to feel uncomfortable or unhappy.

Primary 3 Lessons

P3 Lesson 1 - Living Things, where they're from.

Aim - Children will know and understand where humans come from.

P3 Lesson 2 - Bullying, let's deal with it!

Aim - Children will understand and be aware of issues surrounding bullying and how to deal with it. The children will also consider their responsibilities towards others focussing on bullying situations.

P3 Lesson 3 - Girls and Boys, all friends together.

Aim - Children can identify positive attributes within relationships. Children will also consider perceptions relating to gender.

Appendix F

List of Topics for Each Year Stage at Primary

P3 Lesson 4 - Life Changes, express yourself.

Aim - Children develop a vocabulary that helps them to understand and express their feelings. They will understand how to manage feelings and reactions of themselves and others.

Primary 4 Lessons

P4 Lesson 1 - Who cares, we care!

Aim - Children will be able to consider the various ways that feelings can be conveyed and consider others feelings especially when dealing with differences.

P4 Lesson 2 - Feeling good, you choose!

Aim - Children should develop their awareness of expressing feelings through touch and closeness to others in an appropriate fashion. They should consider the roles other people have in making choices for them.

P4 Lesson 3 - Problems, we can fix them!

Aim - Children will be able to consider problems from a variety of different perspectives and consider the best ways to solve problems and resolve issues in a variety of settings

P4 Lesson 4 - Our life, who cares for us?

Aim - Children will be able to consider various roles people take in caring for them with an emphasis on the importance of looking after yourself and seeking medical health if need be. The children will understand the life cycle of the baby in the uterus.

Primary 5 Lessons

P5 Lesson 1 - You're alright, I'm alright.

Aim - Children will appreciate the importance of respecting and caring for others within their class community.

P5 Lesson 2 - I am me, you are you.

Aim - Children should understand the importance of their individual talents and abilities and acknowledge the support they have from friends and family in realising their talents. They also should be able to identify negative influences.

P5 Lesson 3 - My body, my rights!

Aim - Children will be more aware of managing feelings and emotions. They will understand their ability to exercise their rights to respond to issues concerning their bodies and appropriate behaviour from others in relation to their bodies.

P5 Lesson 4 - Growing up, what's changing?

Aim - Children will know about early puberty changes to their body and confidently use terminology relating to body parts. Children will also know about issues surrounding infection and control.

Appendix F

List of Topics for Each Year Stage at Primary

Primary 6 Lessons

P6 Lesson 1 - Friendships, what makes them work?

Aim - Children should be able discuss the components that make up healthy friendships and consider what makes friendships work and what elements can alter the effectiveness of this.

P6 Lesson 2 - Online, are you on guard?

Aim - Children should be aware of and understand the issues and dangers in relation to using the internet and mobile phones and have a clear understanding of how to protect themselves and prevent dangerous situations arising.

P6 Lesson 3 - Boy stuff, girl stuff, what's it all about?

Aim - To develop children's understanding of the issues surrounding gender inequality and how the media and society contribute to and affect these issues.

P6 Lesson 4 - Growing up, what's happening to me?

Aim - Children will be able to have a clear understanding of the physical and emotional changes that they will go through during puberty and discuss any issues or concerns that they may have relating to puberty.

Primary 7 Lessons

P7 Lesson 1 - Going out, keeping safe.

Aim - Children should understand the importance of keeping safe when out with friends.

P7 Lesson 2 - Changing times, changing feelings.

Aim - Children should be able to identify and discuss feelings relating to changing relationships in their lives and be able to articulate why they feel that way.

P7 Lesson 3 - Growing up, how do I feel?

Aim - Children should be aware of the emotional changes that puberty may bring to themselves and their peers.

P7 Lesson 4 - Growing up - body parts.

Aim - Children should have an understanding of the process of reproduction

P7 Lesson 5 - Families - What are they like?

Aim - Children will have a greater tolerance, respect and understanding of the variety of different families that can and do exist in our society.

Appendix G

List of Topics for Each Year Stage at Secondary

S1 Lessons

S1 Lesson 1 Still growing, still changing

Aim - Young people should be aware of the changes which take place during puberty and be familiar with the sexual body parts of both male and female.

S1 Lesson 2 Friends to the end - a survival guide

Aim - Young people should be aware of the different types of relationships. To give young people an opportunity to explore strong friendships and allow them to develop their skills within relationships.

S1 Lesson 3 Boy/Girl - What makes us tick?

Aim - To highlight the impact of gender conditioning, recognising the physical differences between men and women and raising awareness of self-esteem and the implications these have on relationships.

S1 Lesson 4 It's my right

Aim - Young People should be aware of their rights and given the opportunity to consider the consequences of their actions and, when appropriate, where to access help and support.

S1 Lesson 5 What Is Assertiveness?

Aim - Children will explore ways of communicating that are appropriate for standing up for their rights in caring relationships.

S2 Lessons

S2 Lesson 1 How do we value our relationships?

Aim - To give young people opportunities to discuss and debate the morals and values they have relating to sexual health and relationships. To allow young people to make decisions on appropriate boundaries and know where to access help and support with regard to relationships.

S2 Lesson 2 Healthy/Unhealthy relationships

Aim - To give young people opportunities to discuss and debate issues relating to healthy and unhealthy relationships. To encourage young people to consider issues around internet/cyber safety.

S2 Lesson 3 The Media Effect

Aim - To raise awareness amongst young people of the influence that popular media culture can have on their decision making and perceptions of teenage behaviour.

S2 Lesson 4 Harm - Who's At Risk?

Aim - To give young people opportunities to discuss and debate issues relating to sexual harm and to re-introduce the unacceptability of domestic violence in relationships and know where to access sources of support.

S2 Lesson 5 Gender Perceptions

Aim - To give young people opportunities to discuss and debate issues relating to gender perceptions.

S2 Lesson 6 Consent in Relationships

Aim - Young people will be able to think through and consider issues relating to consent within relationships including sexual relationships.

Appendix G

S3 Lessons

S3 Lesson 1 Boundaries and needs

Aim - To give young people opportunities to discuss and debate issues relating to relationships, in particular the emotional side of relationships.

S3 Lesson 2 Saying No Assertively

Aim - To address some of the feelings and factors that young people can have in saying “no” and increase their confidence in saying no by providing opportunities to practice it.

S3 Lesson 3 Rights and responsibilities

Aim - To explore the pressures on young people to have sex and understand the legal rights framework surrounding sexual health and relationships.

S3 Lesson 4 Sexually transmitted infections (STIs)

Aim - To give young people opportunities to learn about the issues associated with STIs and where to access help and support.

S3 Lesson 5 Contraception and safer sex

Aim - To give young people an opportunity to learn about the current methods available to prevent pregnancy and protect against sexually transmitted infections.

S3 Lesson 6 Discrimination and conflict

Aim - To give young people opportunities to discuss and debate issues relating to discrimination and sexual orientation. To support young people to identify practical strategies to help manage conflict and look at the pressures on relationships.

S3 Lesson 7 Risks and consequences

Aim - To encourage young people to identify the myths they have heard about pregnancy and understand the issues relating to unplanned pregnancies. To provide an opportunity for young people to recognise the potential risks within relationships.

S4 Lessons

S4 Lesson 1 Morals and Values

Aim - To give young people opportunities to discuss and debate the morals and values they have relating to sexual health and relationships.

S4 Lesson 2 Relationships

Aim - To give young people opportunities to discuss positive relationships and appropriate intimate behaviour within relationships. To allow young people to understand the legal rights regarding stable relationships and to know where to access support agencies dealing with relationship counselling.

S4 Lesson 3 Sexual Exploitation

Aim - To give young people opportunities to discuss and debate issues relating to domestic abuse and sexual harm.

S4 Lesson 4 Sexual Exploitation Part Two

Aim - To give young people opportunities to discuss and debate issues relating to domestic abuse and sexual harm.

S4 Lesson 5 Your Body Matters - female/male

Aim - to give young people opportunities to discuss issues of self-examination and recognise the importance of regular health screening and where to access these services.

S4 Lesson 6 Parenting

Aim - To give young people opportunities to discuss issues associated with parenthood.

Appendix G

S5 Lessons

S5 Lesson 1 Self Esteem

Aim - To give young people opportunities to understand the factors affecting self-esteem and develop practical strategies for improving and maintaining high self esteem.

S5 Lesson 2 Managing relationships

Aim - To give young people opportunities to negotiate safer sex and to define and set boundaries in relationships.

S5 Lesson 3 Sexual Health Services

Aim - To give young people opportunities to access sexual health and reproductive health services.

S5 Lesson 4 Media influences

Aim - To give young people opportunities to critique media images of sexuality and stereotyped attractiveness.

S5 Lesson 5 Sexually Transmitted Infections & Contraception

Aim - To give young people opportunities to learn about the issues associated with STIs and Contraception and where to access help and support

S6 Lessons

The Final Frontier

S6 Lesson 1 Sexual Health and Relationships - Parents/Carers & Young People

Aim - To give young people opportunities to discuss sexual health and relationships education and the role of the parent/carer.

S6 Lesson 2 Sexual Humour?

Aim - To give young people opportunities to review the effect of sexual humour.

S6 Lesson 3 More Freedom, More Risk?

Aim - To give young people opportunities to discuss sexual health and possible risks when on holiday and responsible lifestyles.

S6 Lesson 4 HIV/AIDS - Taking Action

Aim - To give young people an opportunity to learn about the global issues associated with sexually transmitted infections, especially HIV & AIDS.

Appendix H

Proforma for Home Activity Exercises (Primary)

Name of the School:

Name of class teacher:

Year Group:

Class:

Lesson (NB Titles may be changed)	No. of pupils who took the class	No. of signed returns for home activity
No. of signed returns for home activity.		
How did you learn?		
New life.		
Making your mind up.		
Do you agree?		

Appendix I

Proforma for Home Activity Exercises (Secondary)

Name of the School:

Name of class teacher:

Year Group:

Class:

Lesson (NB Titles may be changed)	No. of pupils who took the class	No. of signed returns for home activity
Poll your parents and carers.		
Coping with change.		
In our family.		
Talking about safer sex.		
Media messages.		
Times have changed.		
Handling unplanned pregnancy.		
Condom values.		