



Relationships, Sexual Health and Parenthood – what young people are telling us

Carnegie Conference Centre,
Dunfermline

Saturday 27 October 2018



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Table 4: Comparing skills demand, 2018 vs. 2022, top ten

Today, 2018	Trending, 2022	Declining, 2022
Analytical thinking and innovation	Analytical thinking and innovation	Manual dexterity, endurance and precision
Complex problem-solving	Active learning and learning strategies	Memory, verbal, auditory and spatial abilities
Critical thinking and analysis	Creativity, originality and initiative	Management of financial, material resources
Active learning and learning strategies	Technology design and programming	Technology installation and maintenance
Creativity, originality and initiative	Critical thinking and analysis	Reading, writing, math and active listening
Attention to detail, trustworthiness	Complex problem-solving	Management of personnel
Emotional intelligence	Leadership and social influence	Quality control and safety awareness
Reasoning, problem-solving and ideation	Emotional intelligence	Coordination and time management
Leadership and social influence	Reasoning, problem-solving and ideation	Visual, auditory and speech abilities
Coordination and time management	Systems analysis and evaluation	Technology use, monitoring and control

Source: Future of Jobs Survey 2018, World Economic Forum.

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Future jobs and industry: responding to the speed of change.

Skills Development Scotland

With your shoulder partner....discuss

What are the implications for the children and young people in your school?

What are the implications for your role today, and in the future?

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Relationships, sexual health and parenthood

- what young people are telling us
- what should be covered in PSE/RSHP to meet the needs of children and young people today?



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Young People and the Use of Online Media: Implications for Sexuality Education

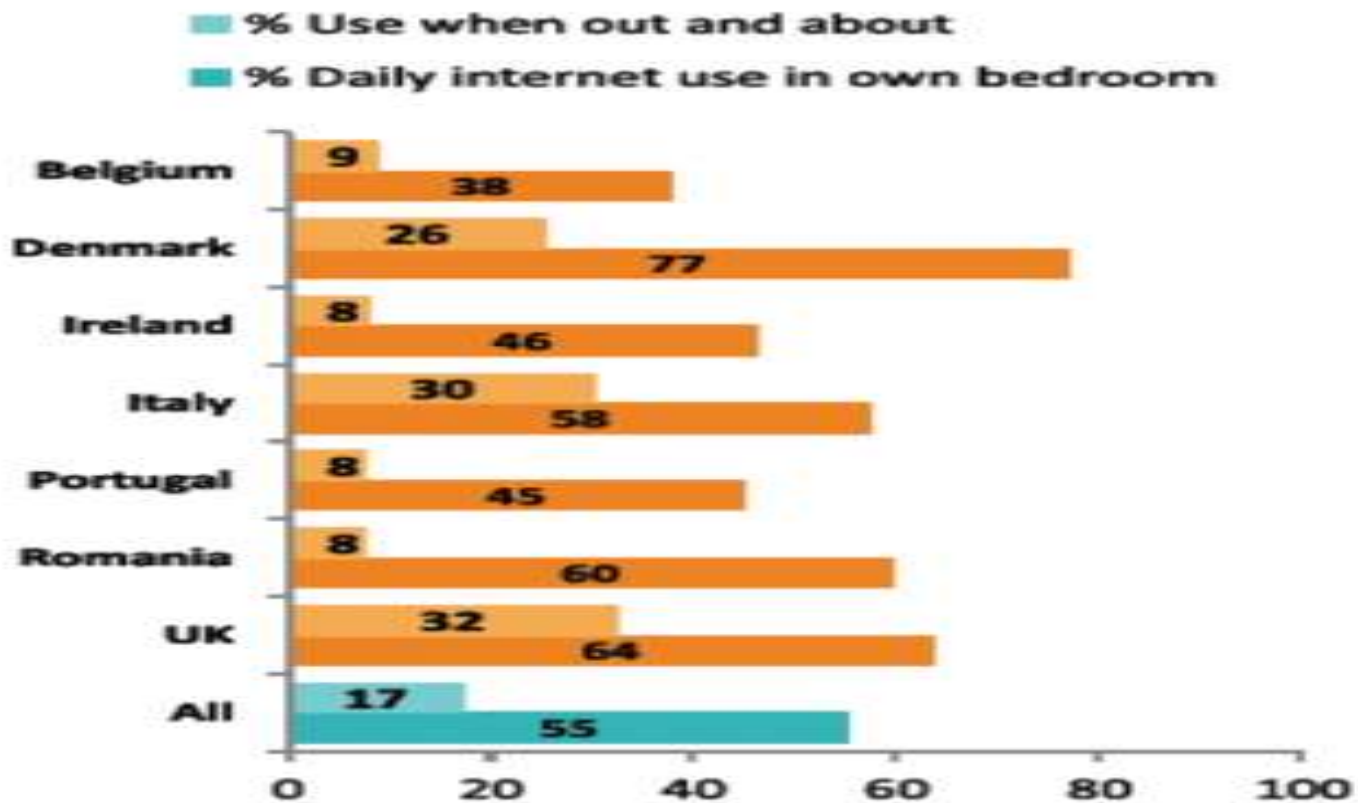
Prof. Dr. Nicola Döring

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Fig. 2: Daily internet use at different places per age, gender and country



Base: All children 9-16 years old who use the internet

Net Children Go Mobile, 2013/2014 , 9-16 years

German youtube videos on “how to finger your girlfriend”



Video Views:

• 14 000 000

• 14 000 000 Sex Educator



• 500 000

• 500 000 Porn Actor



• 80 000

• 80 000 Stripper



• 50 000

• 50 000 Public Service Broadcasting



• 30 000

• 30 000 Sex Shop

What young people are telling us

Young People and the Use of Online Media: Implications for Sexuality Education

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YOUNG PEOPLE'S VIEWS ON THEIR SCHOOL-BASED RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD (RSHPE) EDUCATION

Summary Report
For Healthy Respect

Report author
Dr Colin Morrison
TAGC (Scotland)
January 2016



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Relationships, Sexual Health and Parenthood Programmes (RSHP) in School

Young people want RSHP to focus less on the negative aspects and more on emotional safety and on different forms of sexual contact. They want more depth of coverage on social media and the impact of pornography. (1,9)

RSHP content and approach is not perceived to be inclusive of people who do not identify as heterosexual. (1)

When lessons are delivered by a consistent member of staff, who is confident, well prepared and who allows sufficient time to "get in to the detail", they are valued by young people as a source of learning.

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BOYS ARE EXPECTED:

to be knowledgeable

to be experienced

to boast about
sexual experience



GIRLS ARE EXPECTED:

to protect
their reputation

for their participation
in sex to be gradually
decreasing resistance
to male advances

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Young women feel pressure to conform to stereotypical imagery presented in the media and pornography. (1)

Young people consider the pervasiveness of pornography (commercial and self/peer generated) in their lives to be normal. (1,9)

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There is a strong correlation between deprivation and teenage pregnancy. In the under 20 age group, a teenage female living in the most deprived area is 4.8 times as likely to experience a pregnancy as someone living in the least deprived area and nearly 12 times as likely to deliver their baby.

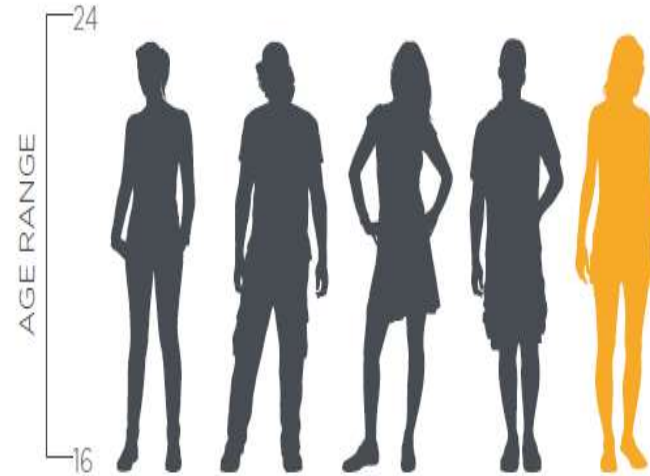
SIMD 5 AREA



SIMD 1 AREA

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Anal sex has emerged as behaviour that warrants focussed attention in relation to young people. Almost one in five young people within the age range 16 to 24 has had experience of heterosexual anal sex; there is emerging evidence that females feel pressured by partners to do this. (2)



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Young people report having very little information about consent and find it easier to just “go with it” in sexual situations than to discuss it. (1)

Almost all young people knew from their peers, examples of relationships that had a degree of vulnerability or exploitation, especially where there was an age gap with partners. This is particularly the case for young LGBT people, especially gay or bisexual men. (1)

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CONSENT

IT'S SIMPLE AS TEA

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New 3-18 RSHP National Resource and Benchmarks

<https://rshp.scot/>

<https://rshp.scot/get-involved/>

- Clear, precise statements
- Embed earlier guidance
- Support professional judgement

Relationships, sexual health and parenthood	Positive Relationships		
		I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 4-44a	• Justifies why commitment, trust and respect are central to being cared for and caring for others.
		I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 4-44c	• Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex.
		I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a	• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.

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Curriculum for Excellence: Investigating the impact of educational change on adolescent sexual health and relationships Ph D Research

Rebecah MacGilleEathain School of Health Nursing & Midwifery University of The West of Scotland

S2 and S3 Boys and girls
East Dunbartonshire
West Dunbartonshire
North Lanarkshire

Head Teachers' response:

“The survey questions were too explicit, that they would encourage young people to engage in risky sexual behaviour and that *“young people in our area don't do that.”*”

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Findings:

- the majority of young people (67%) also expressed the opinion that school was a good place to learn about relationships and sex
- dissatisfied with both the content and the lack of sex and relationships education in their school
- lessons that focused on the physiological changes of puberty and the negative consequences of unprotected sex. Boys articulated that this focus was not sufficient and was unrelated to their own personal ideas and experiences
- boys produced negative narratives in relation to sex and relationships, frequently used words were “*bad*” and “*dirty*” to describe sexual acts. Lack of any positive words or pleasure. The commonly used expression for a boy having sex was “*I got my hole*” or “*getting my hole.*”
- sex was understood to be “penis-in-vagina” heterosexual intercourse, separated from emotions and feelings. This reflected the focus on the negative consequences of sex from

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Sexting:

West Dunbartonshire

"I don't even think it's a word.."

We call it like, dick pics or fan pics probably."

North Lanarkshire

"Naw [no] it could be a scuddy"

Researcher: "A scuddy, what does that mean?"

"That's what we call them..scuddies.." "It's just a pure naked photo.." "We send them with snap chat."

East Dunbartonshire

"No we just say like dick pics and tit pics."

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Sexting:

- young people in this study perceived the risk involved in this practice as being the possibility that a 'screen shot' may be taken of this photo and then distributed to others,
leading to embarrassment and humiliation in front of peers and on social media
- for some boys in this study sexting was seen as a safer alternative to physical intimacy as
it provided sexual pleasure yet avoided the risk of sexual infection
- there was a lack of understanding about the legal implications of sending and receiving intimate photos in this age group

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Overall 32% of participants said that they had been asked to send an intimate (naked or semi-naked) photo of themselves to a boy or girlfriend

East Dunbartonshire

“Mostly girls...” “Because there’s more like...for girls... cos basically like for boys, girls have like two parts they can send pictures of if you know what I mean? Guys only have one part if you know what I mean?”

North Lanarkshire

“Girls do it more...” “Aye girls do it more...like their boobs...it’s maistly [mostly] all people that like...do their boobs, but it can be boys, depending.”

West Dunbartonshire S3

“Yeah I’d say girls do it more...” “Girls ask more?” “No girls send more photos...” “Girls do it more.”

Local authority area differences

- individual local authority areas evidenced different learning needs, some distinct sexual beliefs and attitudes were expressed within each area.
- the incidence of sexting varied between year group and gender
- stark contrast found in the increase in intimate photo sharing reported in both phases of the research by young people in North Lanarkshire

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Local authority area differences

- half of all young people in North Lanarkshire (50%) had been sent an intimate photo to their mobile phone compared to around a third of those in West Dunbartonshire (35%) and East Dunbartonshire (30%). More young people in North Lanarkshire (41%) had been asked to send an intimate photo of themselves than those in West Dunbartonshire (34%) and East Dunbartonshire (26%)
- young people in each individual local authority area used different words to describe the practice of sending naked or intimate photos
- the word “sexting” was not recognised as part of their language, it was viewed as a word used by adults or others with no relevance to their particular practices and the meanings attributed to this

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Activity – Best Lesson Ever

In your groups, discuss

- Aspects that are working really well in your school. How do you know?
- Aspects that need to improve. What is informing your judgement?

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Any questions?

