



**Education
Scotland**
Foghlam Alba

Health and wellbeing: responsibility of all, but not the sex bits

Taking Pride in Teaching LGBT+ Young People
EIS event

Saturday, 25 January 2020



For Scotland's learners, with Scotland's educators

**interdisciplinary
learning**

**ethos and life of
the school**

**planning for choices
and changes**

**mental, emotional,
social and physical
wellbeing**

**physical education,
physical activity and
sport**



food and health

**relationships,
sexual health and
parenthood**

substance misuse

**opportunities for
personal
achievement**

**curriculum areas
and subjects**

Across Europe – The Standards

- WHO Regional Office for Europe and BZgA released the document *Standards for sexuality education in Europe* (2010)
- Standards include **topics/knowledge** to be covered, **skills** that need to be learned, and **attitudes** to be promoted
- Education sector is the most appropriate way of reaching the majority of children – as a personal development issue – in a systematic manner

Myth-busting

The UNESCO review of the impact of sexuality education on young people's sexual behaviour relieves almost all concerns (UNESCO, 2010a:13; 30-33). Studies showed:

- A delay in initiation
- Less frequent sexual contacts
- In half the studies, it reduces the number of sexual partners young people have
- 40% of the studies showed condom use increased
- In half the studies sexual risk-taking was reduced

Advocacy – you are our visionaries!!!!

The UNESCO Review is valuable for advocacy purposes, as it clearly demonstrates that most programmes do have beneficial results, and that they do not produce the adverse effects that are widely feared.



Changing hearts and minds.....a sex-positive approach

The primary focus is on sexuality as a **positive** element of human potential and a source of satisfaction and pleasure.

Positive sexual health and wellbeing, inclusive of same sex relationships

The need for the knowledge and skills required to prevent sexual ill-health, although clearly recognised, comes second to this overall positive approach

The 'rights' of our children and young people....

- RSHP is based on internationally ratified human rights, in particular, the right to access appropriate health-related information (UNCRC, 2003, para 26)

Four rationales:

- Sexuality is a central part of being human; you have a right to be a sexual being
- Informal RSHP is inadequate for the twenty-first century
- Young people are exposed to information from a variety of sources, some of which are incorrect
- The need for the promotion of sexual health

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:

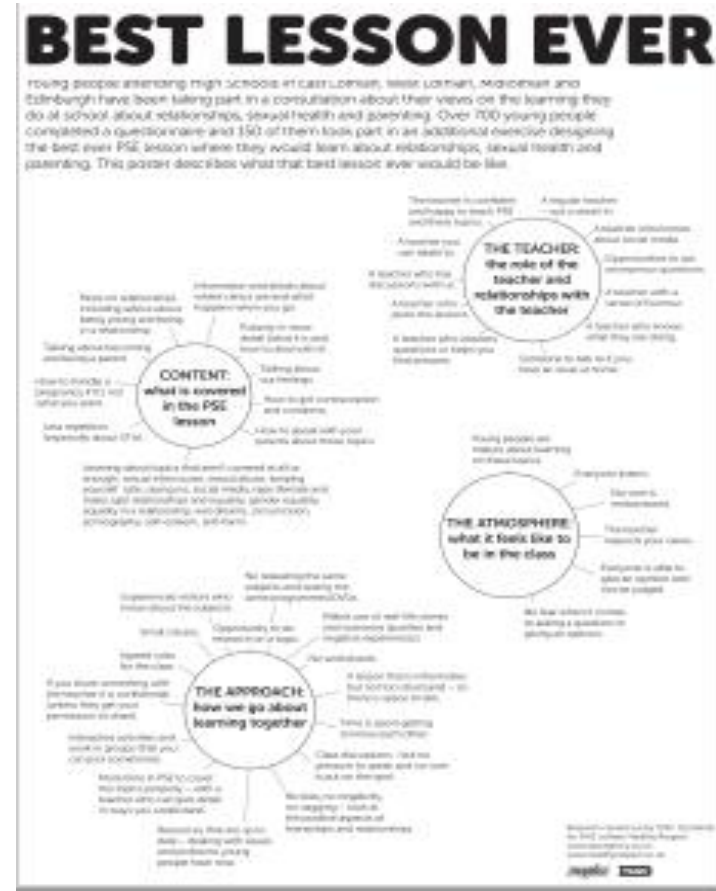
“The survey questions were too explicit, that they would encourage young people to engage in risky sexual behaviour and that *“young people in our area don't do that.”*”

What young people are telling us

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

Summary Report
For Healthy Respect

Report author
Dr Colin Morrison
TASC (Scotland)
January 2016



Young people are interested in learning more about LGBT identities and sexuality, most remember learning about same-sex relationships but want more opportunity to talk and explore and build acceptance.

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)

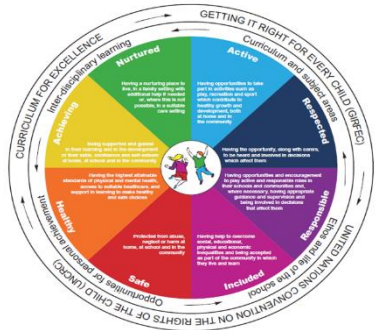
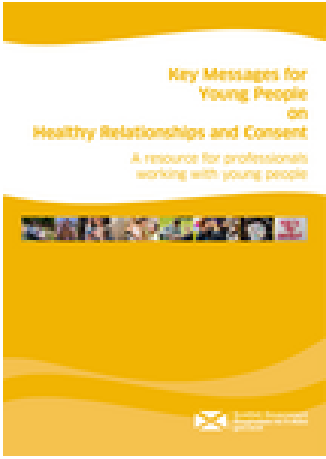
RSHP content and approach is not perceived to be inclusive of people who do not identify as heterosexual. (1)

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.

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)

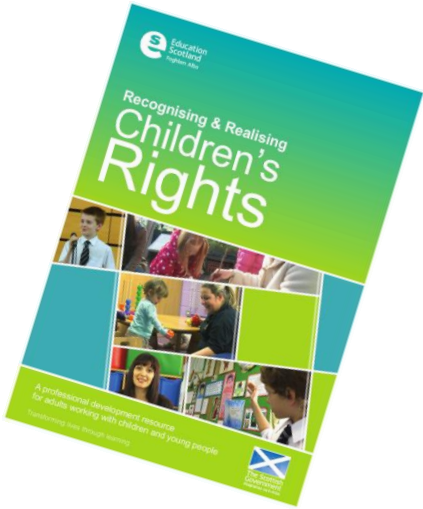
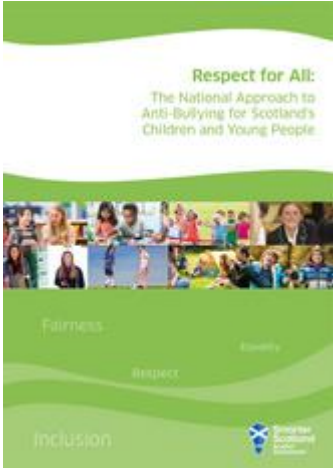
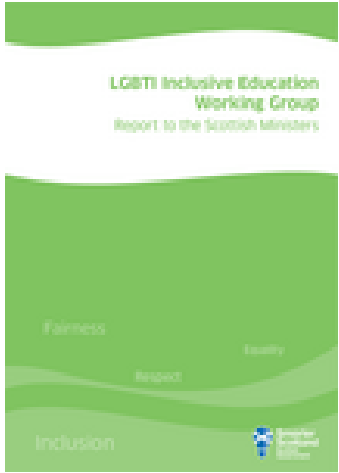
Current state of play in Scotland



Child Sexual Exploitation
A Guide for Health Practitioners



Child Sexual Exploitation
A Guide for Health Practitioners



getting it right for every child

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. HMIE 4-44a	<ul style="list-style-type: none"> 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. HMIE 4-44c	<ul style="list-style-type: none"> 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. HMIE 4-45a	<ul style="list-style-type: none"> Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.

Relationships, Sexual Health and Parenthood – a deliberate order

is a **curriculum-based process**. It requires a logical order and sequence of issues, before teaching controversial issues of sex. Starting with less controversial issues gets learners interested and helps to establish a good rapport between practitioners and learners. Even more, this approach will reduce the anxiety related to the controversy which is often ascribed to RSHP

RELATIONSHIPS MATTER: THE CURRENCY
FOR SYSTEMIC CHANGE WAS TRUST, AND
TRUST COMES THROUGH FORMING
HEALTHY WORKING RELATIONSHIPS.
PEOPLE, NOT PROGRAMS, CHANGE PEOPLE.

- BRUCE D. PERRY -

LIBQUOTES.COM

Key changes and challenges in the past 10 years

Changes

- Greater focus on health and wellbeing, of which RSHP is a crucial part.
- Increased awareness of child sexual abuse and exploitation emphasising need to work with children and young people to understand what constitutes a 'healthy relationship'.
- Understanding of the changing needs of children and young people, particularly with technological advances (children and young people increasingly conducting friendships and relationships online)
- Research published in the last five years indicates that homophobia, biphobia, and transphobia remain an issue within education settings, and LGBTI young people themselves note feeling excluded from or underrepresented in their learning experience.
LGBT Youth Scotland – Life in Scotland for LGBT Young People (2018); Time for Inclusive Education (TIE) – Attitudes Towards LGBT in Scottish Education (2016); and, Stonewall Scotland – School Report (2017).
- Many young people expressing their need to know more about consent
- All leading to increased acknowledgment of the need for high quality, consistent RSHP

Key changes and challenges in the past 10 years

Challenges

- Delivery in different settings (progression/coherence) and the consistency in delivery .
- Confidence of teaching staff.
- Lack of comprehensive and up to date teaching materials.
- Aspects of popular culture, including pornography, promote unrealistic body image standards and sexual expectations as well as perpetuating gender stereotypes
- Impact of pornography. Who are the educators of our young people today?

LGBT – Working group for National Improvement Hub Resources



A collaborative working group bringing together a range of quality assured curriculum resources linked to Curriculum for Excellence and the Benchmarks accessible from a LGBT landing page within the National Improvement Hub



Support for Relationships, Sexual Health and Parenthood

- **3 – 18 Relationships, Sexual Health and Parenthood National Resource - Launch SLF 2019**

<https://rshp.scot/>

<https://vimeo.com/user100739316>

Use the resource – tell us what you think

- **Pregnancy and Parenthood in Young People Strategy – Key messages on Healthy Relationships and Consent (Secondary Sector)**
- **Abortion Animation – National Improvement Hub**

Progress in the next 5 years

- Alongside the RSHP online resource, complementary career long professional learning to support and raise teacher confidence.
- Ongoing monitoring and updating of the Online Resource
- Revised statutory teaching guidance, to be consulted on over the Winter.
- LGBTI Inclusive Education Working group enacting recommendations
- PSE Lead Officer Network/PSE Thematic Review recommendations

Your role.....take pride in teaching LGBTI+ young people

- be an advocate in your establishment to include representations of LGBTI people across the curriculum and help ensure all pupils are learning in a fully inclusive environment
- support all learners to celebrate their differences, promote understanding and encourage inclusion
- understand LGBTI terminology and identities
- recognise, understand and tackle homophobia, biphobia, and transphobia within your establishment
- understand prejudice in relation to the LGBTI community and develop an awareness of the history of LGBTI equalities movements
- find a community of practice to explore, share and enact the values of respect, privacy and consent to deliver understanding and equality