

healthwatch

Telford and Wrekin

Report from the Healthy Relationships YOUTH Survey 2016/17



Contents

1	Acknowledgements.....	3
2	Background	4
3	Executive Summary.....	5
4	Recommendations.....	6
5	Methodology	7
6	Sample make-up and analysis	8
7	Key findings	9
7.1	Lessons.....	9
7.2	Confidence	9
7.3	Healthy relationships	9
8	Results	11
9	Demographics	36
10	Limitations.....	38
11	Discussion.....	39
12	References.....	40
13	Appendix: Copy of the Healthy Relationships Survey.....	41

1 Acknowledgements

Healthwatch Telford and Wrekin would like to thank the following people and organisations, without whom this survey would not have been possible.

Firstly, the YOUTH group members were invaluable for their insight into the priorities of young people in Telford and Wrekin. They helped to co-produce the survey questions and played an important role in the design and dissemination of the surveys.

The Healthwatch Telford and Wrekin volunteers who dedicated hours of their time to entering surveys online.

Public health at Telford and Wrekin Council for their analysis of the data and guidance in identifying healthy relationships as an area of concern. We also appreciate their scrutiny of and contributions to the final survey questions.

To all the schools, particularly the staff and pupils, without whose cooperation this survey would have been impossible:

Abraham Darby Academy
Adam's Grammar School
Burton Borough School
Charlton Secondary School
Ercall Wood Technology College
Hadley Learning Community
Holy Trinity Academy
Southall School
Newport Girl's High School
New College
The Telford Langley School
The Telford Park School
Wrekin College
TCAT

The following: Telford Priory School, Queensway HLC, Madeley Academy, Thomas Telford did not take part in the survey, although social media links were used by some students to provide survey responses. We look forward to working with them in the future.

2 Background



In 2015/16 Healthwatch Telford & Wrekin (HWTW) co-produced a survey with the YOUTH (Your Own Unique Telford Healthwatch) group to explore what young people knew about Children and Adolescent Mental Health Services (CAMHS) (Healthwatch Telford & Wrekin, 2016) and their experiences of mental health and wellbeing.

This was initiated through a conversational event known as a World Café in which the priority of emotional and mental health for young people was made clear. This followed on from the previous year's Sexual Health Survey and encouraged HWTW to continue engaging with the YOUTH group to continue co-producing survey-based research.

A 2015 survey conducted by Telford & Wrekin Council sought to identify the main priorities of local secondary schools and colleges (Telford and Wrekin Council, 2015). Mental health and wellbeing was a key issue for the majority of schools whilst another highlighted as being of importance was that of relationships and sexual health, and in particular the inequity of Personal, Social, and Health Education (PSHE) teaching and pastoral support. This is pertinent as the Education Secretary's announcement on March 1st 2017 and subsequent amendments to the Children and Social Work Bill mean that from 2019 all secondary schools in England must teach 'relationships and sex education' (PSHE Association, 2017). At the moment it is only within the independent sector that the delivery of the subject is a core expectation. Once statutory, best practice will be for trained teachers to deliver PSHE regularly in all schools and to all pupils. Until then, gaining a better understanding of how it is currently delivered and its value is a priority of Public Health in Telford and Wrekin.

Healthy Relationship Education (HRE) is one module of the PSHE programme but it has implications in children and young people's health and wellbeing. Building healthy relationships with significant others in childhood and in teenage years is important for young people's health as positive relationships can increase their sense of wellbeing and self-esteem (Currie et al., 2009). Social networks and close relationships are a significant component of wellbeing, acting as a buffer against mental ill health (Aked, Marks, Cordon, & Thompson, 2009). Schools arguably play a very important role in supporting young people to build healthy relationships and are important environments in which they can establish valuable social connections (Mental Health Foundation, 2016). They are places of learning and, as such, an appropriate setting for children and young people to learn how to establish these strong social ties.

The aim of this study was to collect young people's responses to questions surrounding PSHE, and more specifically HRE, delivery in Telford & Wrekin and their understanding of related issues and concepts, as well as their confidence and experience of healthy relationships. This can help schools as they transition to statutory programmes as well as Telford & Wrekin Public Health in understanding areas that will need further support prior to implementation.

3 Executive Summary

The Healthy Relationships survey aimed to explore the young people of Telford and Wrekin's understanding of healthy relationships. A total of 4,776 young people responded, of which 49.0% identified themselves as female, 47.5% as male, 1.1% as transgender and 2.4% preferred not to say. Participants came from schools across the Telford and Wrekin catchment area and included students from Years 7-13 meaning that ages were from approximately 10.5 years to 18 years old.

Questions were asked surrounding the delivery and content of Personal, Social, and Health Education (PSHE) in the Telford & Wrekin area. Responses were also sought as to how young people defined healthy and abusive relationships, as well as their confidence in identifying and understanding related concepts.

This survey identified some interesting trends in healthy relationship education (HRE) and some possible concerns with regards to gender minority among young people in Telford and Wrekin. This survey attempted to capture the breadth of issues related to healthy and abusive relationships, including sexual consent, as well as identifying levels of education and awareness in areas of concern such as Female Genital Mutilation (FGM). It demonstrated an inconsistency in teaching, where older year groups reported lower levels of education, and a link between HRE and an improved confidence in recognising both healthy and abusive relationships. Parents and carers were identified as important sources of support, and respondents reported their relationships as healthy with them as well as their friends and partners. However, those who identified as transgender did not indicate particularly healthy relationships with any of these significant others, a concern when they designated friends as the most likely place for them to look for help if they thought they were in an unhealthy relationship.

It is recommended that improving delivery of HRE to students who identify as gender minorities may help to support them in developing healthy relationships. It is also recommended that parents are provided with advice and information about healthy relationships as they are an important source of information for young people and can help supplement delivery of PSHE in schools. Finally, in this survey HRE has a direct impact on the understanding of issues such as sexual consent demonstrating its value within schools.

4 Recommendations

The importance of HRE, as delivered through PSHE, is of profound importance to the ongoing health and wellbeing of young people. Clarity around what constitutes healthy relationships will impact positively, enabling young people to remain safe and make the right life choices.

It is recommended that the inclusion of HRE in PSHE is viewed more holistically. Relationships are complex and involve understanding human connections made on multiple levels, as evidenced by the questions exploring relationships with significant others. PSHE and HRE must be viewed as practical lessons that can help support people in their real life interactions with others. Identification of unhealthy relationships appears to be subjective and so the tools to make choices are imperative to children and young people's ongoing health and wellbeing.

It is proposed that when reviewing the Joint Strategic Needs Assessment that HRE is considered, particularly with regards the services available that provide support to children and young people as well as their families. There is a need for health and social care services to be better joined up in this regard.

This survey has demonstrated the links between HRE (Healthy Relationships Education) and improving the confidence of young people in identifying healthy and unhealthy relationships and understanding important issues such as sexual consent and Female Genital Mutilation (FGM). This supports the statutory provision of PSHE in schools and the need to ensure that when it is provided that it is supported throughout Telford & Wrekin schools, across all age ranges and in recognition of the individual needs of students as the progress.

A lack of consistency in the teaching of HRE in Telford & Wrekin schools was suggested within this survey, unsurprising considering it is not yet statutory. Whilst schools appear to recognise the importance of HRE there is a lack of embedding throughout the year groups, leading to lower levels of education being reported by those in higher year groups. It is recommended that provision is maintained across the entire school and throughout all year groups.

The importance of parents and carers as a source of relationship advice and support for students in Telford & Wrekin is clearly evidenced in this survey. The delivery model that is developed for the ongoing provision of PSHE, particularly once it becomes statutory, must recognise the importance of parents and carers in this respect. The Early Help Partnership, Health and Wellbeing Board, and Council Scrutiny should receive assurance that local PSHE programmes are inclusive of the role of parents and carers. It would be advisable to involve local organisations such as Parents Opening Doors (PODS).

Respondents who identified as transgender reported significantly lower than that of other respondents. This suggests that they do not feel that they have healthy relationships with their partners. It is recommended that HRE programmes are effectively geared towards a broad range of student needs, and specifically able to provide information and support for all students.

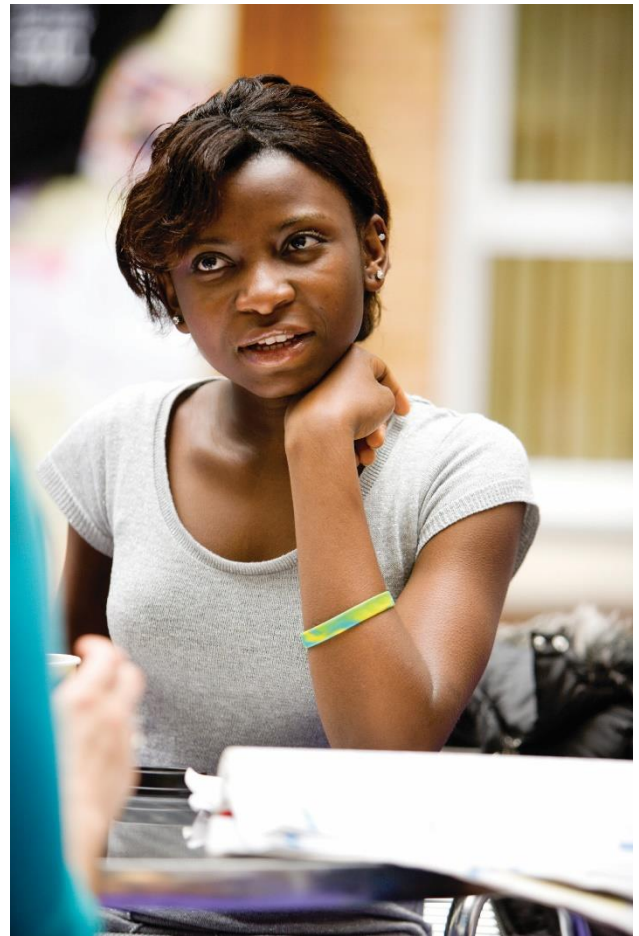
5 Methodology

The closed question survey questions were designed and developed by the Healthwatch Telford and Wrekin (HWTW) staff in conjunction with attendees of YOUTH meetings.

Questions were based on areas relevant to the PSHE (Personal, Social, and Health Education) curriculum as identified by young people in the YOUTH meetings. The aim was to explore whether current PSHE lessons provided sufficient information to the young people of Telford & Wrekin to understand concepts of healthy relationships such as consent. Questions were also asked to explore differences across a range of demographic characteristics.

Surveys were disseminated through schools in the Telford and Wrekin catchment areas. Schools were provided with approval of surveys and one school chose to remove Question 13 and alter the text on Question 9 to remove 'sexual pleasure'.

The majority of schools chose to disseminate the surveys in paper format. These were then entered into Survey Monkey by trained volunteers of HWTW. One school chose to use a web link and a further 36 surveys were collected via links shared through social media.



6 Sample make-up and analysis

There were a total of 4,776 responses received. A greater proportion of respondents were female (49.0%). Males accounted for 47.5% of respondents with 1.1% of respondents indicating that they were transgender and 2.4% preferring not to say.

The majority of respondents described their ethnicity as white (78.3%) with 19.6% indicating that they were from a BME or other background and 2.1% preferring not to say.

Respondents that participated reported being in Years 7 to 13 with the highest proportion (19.4%) in Year 10 and the lowest (6.9%) in Year 13.

Chapter 9 provides a more complete breakdown of the demographic characteristics of the participants.

Where applicable the survey responses have been broken down into the following categories for analysis:

- All respondents
- Female respondents
- Male respondents
- Transgendered respondents
- Respondents who had received “Healthy Relationship”
- School/college year groups



7 Key findings

7.1 Lessons

- 40.7% of all respondents indicated that they had received lessons about “Healthy Relationships” whilst at school or college.
- 49.2% of respondents said that they had not discussed FGM (Female Genital Mutilation) in PSHE (Personal, Social and Health Education) with 19.5% indicating that they had.
- 59.2% of all respondents indicated that their PSHE lesson was delivered by their form teacher compared with 32.8% who said subject teacher and 7.9% who said it was delivered in assembly.

7.2 Confidence

- 77.9% of all respondents indicated that they were somewhat or very confident that they would recognise a healthy relationship.
- 83.1% of all respondents indicated that they were somewhat or very confident that they would recognise an abusive relationship.
- 79.0% of all respondents indicated that they were somewhat or very confident about their understanding of sexual consent, with 46.2% very confident.
- There was a greater level of confidence amongst respondents who had received “Healthy Relationship” lessons compared to all survey respondents. The lowest levels of confidence were amongst transgendered respondents.
- Year 7 had the lowest levels of confidence for recognising healthy or abusive relationships of all school/college year groups.
- Responses indicate that the level of confidence in understanding sexual consent increases as respondent age increases.
- 67.8% of all respondents indicated that if they thought they were in an abusive relationship they would look for help from parents/carers. 37.9% said that they would look for help from friends and 16.1% from school or college.
- Trust (58.8%), honesty (52.7%) and respect (52.0%) were the top three behaviours that all respondents indicated that they would expect to see in a healthy relationship.
- Physical (68.0%), controlling (57.7%) and abusive words and/or language (48.3%) were the top three behaviours that all respondents indicated that they might see in an abusive relationship.

7.3 Healthy relationships

- 89.5% of all respondents considered their relationship with their parents/carers to be somewhat or very healthy, with 64.0% saying that the relationship was very healthy.
- 90.2% of all respondents indicated that they considered their relationships with their friends to be somewhat or very healthy.

- Where applicable, 81.4% of all respondents described their relationship with their partner as somewhat or very healthy, with 60% indicating that they considered the relationship to be very healthy.
- Transgendered respondents were the least likely to describe their relationships with parents/carers, friends or partners as somewhat or very healthy.

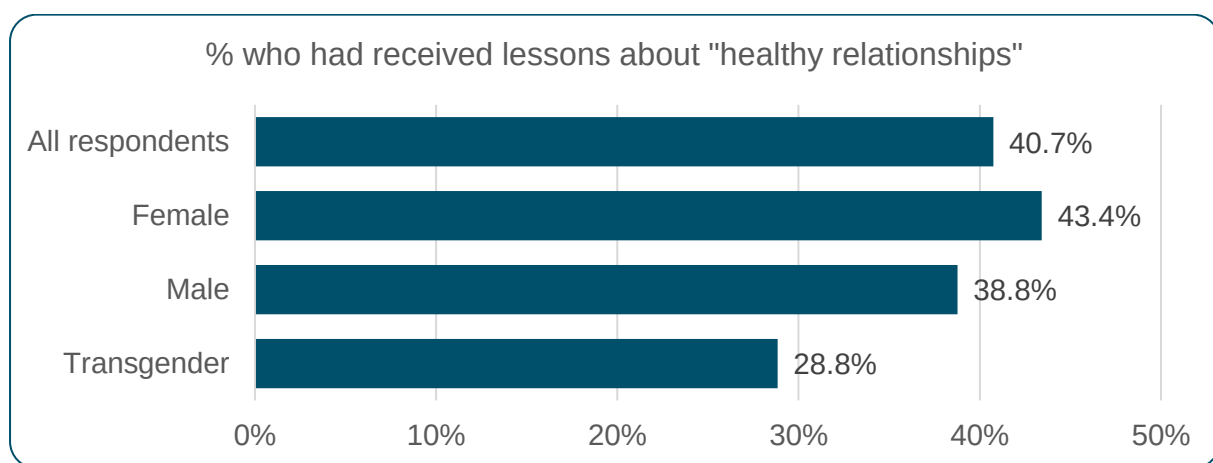
8 Results

Q1. Have you received any lessons about “Healthy Relationships” at school/college?

40.7% of all respondents indicated that they had received lessons about “Healthy Relationships” whilst at school or college.

Female respondents (43.4%) were the most likely to say that they had received these lessons compared with 38.8% of male respondents and 28.8% of transgendered respondents.

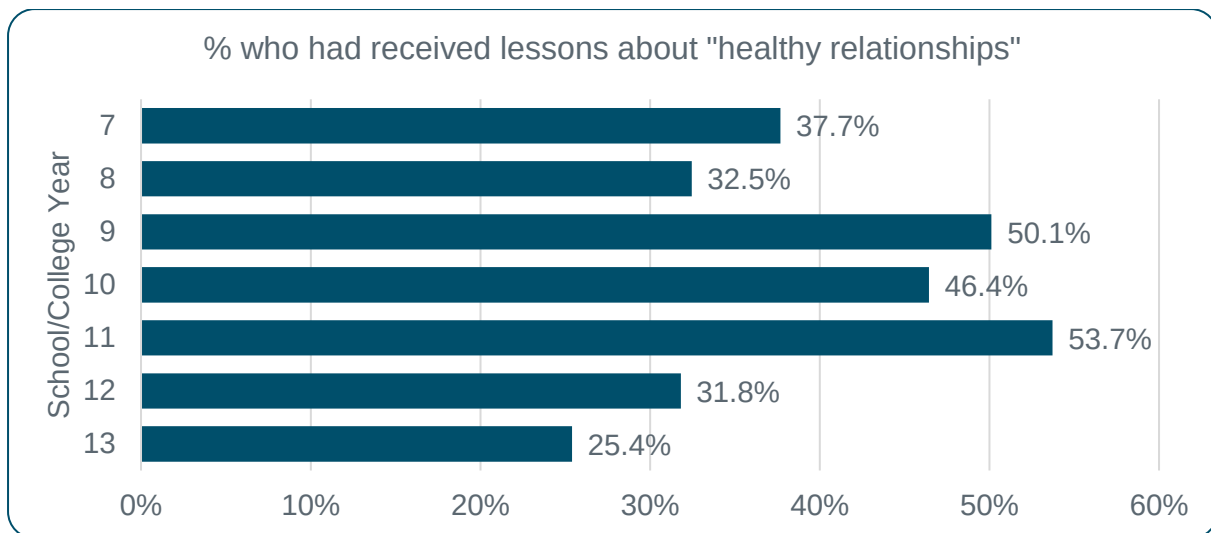
22.0% of respondents said that they did not know whether they had received a “Healthy Relationships” lesson and 37.3% indicated that they had not received these lessons.



Response	All respondents	Female	Male	Transgender
Yes	40.7%	43.4%	38.8%	28.8%
No	37.3%	35.0%	38.9%	53.8%
Don't know	22.0%	21.6%	22.3%	17.3%
Total respondents	4,742	2,278	2,210	52

The proportion of respondents who indicated that they had received a “Healthy Relationships” lesson was highest amongst those from Year 11 where greater than half (53.7%) said that they had received these lessons.

The proportion was fewest amongst year groups 12 (31.8%) and 13 (25.4%).



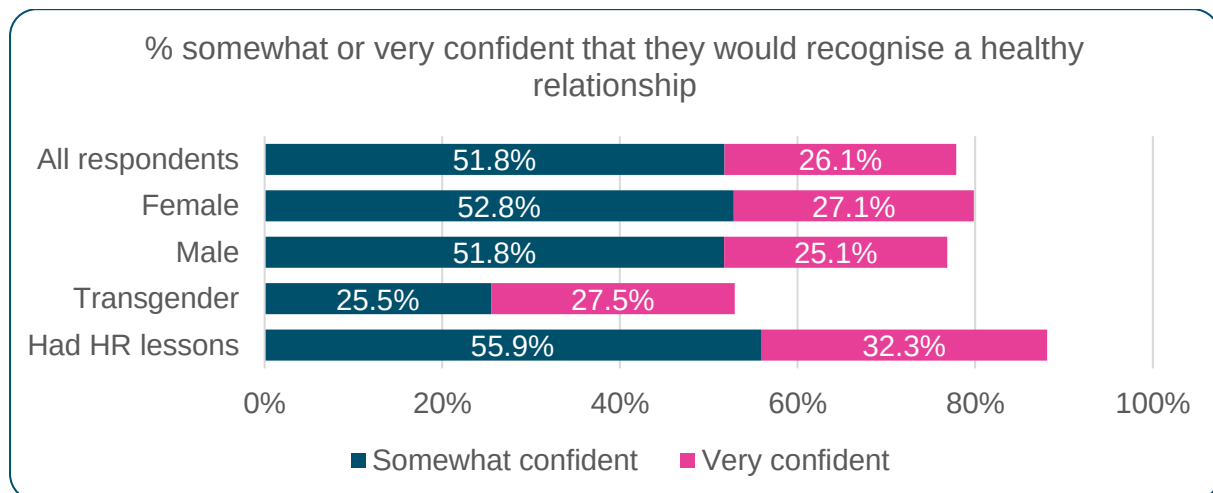
Almost one third of respondents from Year 7 (32.8%) did not know whether they had received a "Healthy Relationships" lesson at school.

Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Yes	37.7%	32.5%	50.1%	46.4%	53.7%	31.8%	25.4%
No	29.6%	40.1%	29.3%	33.1%	29.6%	55.8%	60.3%
Don't know	32.8%	27.4%	20.6%	20.5%	16.7%	12.4%	14.3%
Total respondents	751	758	816	883	510	525	315

Q2. How confident are you that you would recognise a healthy relationship?

In total 77.9% of all respondents indicated that they were somewhat or very confident that they would recognise a healthy relationship.

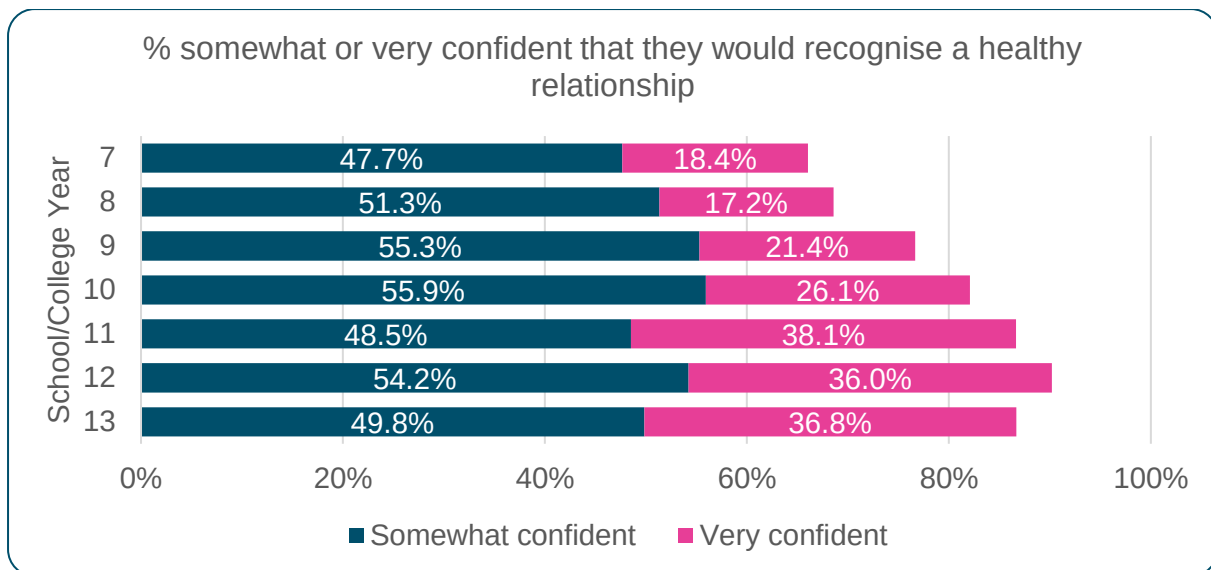
The proportion was greatest amongst those respondents who had received healthy relationship lessons (88.1%) and smallest amongst transgendered respondents (52.9%)



Transgendered respondents were the most likely to indicate that they were unsure (23.5%), not very confident (7.8%) or not at all confident (15.7%) in recognising a healthy relationship.

Response	All respondents	Female	Male	Transgender	Had HR lessons
Very confident	26.1%	27.1%	25.1%	27.5%	32.3%
Somewhat confident	51.8%	52.8%	51.8%	25.5%	55.9%
Not very confident	3.4%	3.5%	3.2%	7.8%	1.7%
Not at all confident	1.4%	0.7%	1.3%	15.7%	0.6%
Unsure	17.3%	15.9%	18.6%	23.5%	9.6%
Total respondents	4,716	2,269	2,199	51	1,910

The proportion of respondents who said that they were somewhat or very confident that they would recognise a healthy relationship increases across the school/college year groups from 66.0% in Year 7 to peak at 90.2% in Year 12 before falling to 86.7% in Year 13.



Year 7 had the greatest proportion of respondents who were not very confident (5.4%), not at all confident (2.0%) or unsure (26.6%).

Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Very confident	18.4%	17.2%	21.4%	26.1%	38.1%	36.0%	36.8%
Somewhat confident	47.7%	51.3%	55.3%	55.9%	48.5%	54.2%	49.8%
Not very confident	5.4%	5.0%	3.8%	2.5%	1.2%	1.3%	2.2%
Not at all confident	2.0%	1.3%	1.2%	1.1%	1.0%	0.8%	1.3%
Unsure	26.6%	25.1%	18.3%	14.3%	11.2%	7.7%	9.8%
Total respondents	745	754	814	876	509	520	315

Q3. Please select the 3 top behaviours that you would expect to see in a healthy relationship:

Trust (58.8%), honesty (52.7%) and respect (52.0%) were the top three behaviours that all respondents indicated that they would expect to see in a healthy relationship.

This was the same for female, male and transgendered respondents and those respondents who had received healthy relationship lessons.

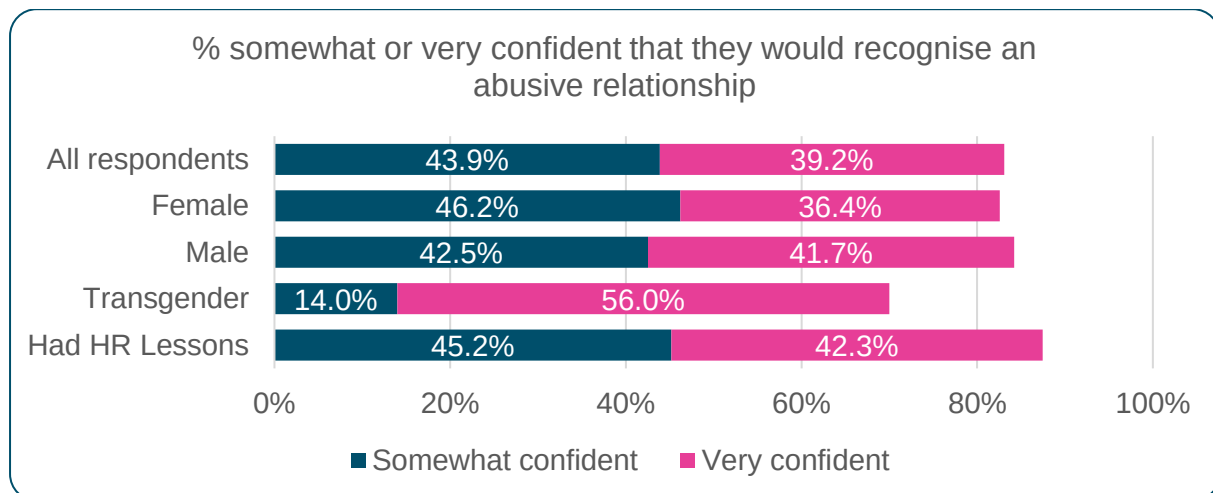


Response	All respondents	Female	Male	Transgender	Had HR lessons
Trust	58.8%	60.2%	58.1%	51.8%	57.3%
Honesty	52.7%	51.7%	54.3%	50.0%	51.3%
Respect	52.0%	59.3%	44.9%	47.3%	54.1%
Loyalty	41.2%	43.0%	39.6%	39.1%	40.7%
Caring	38.9%	34.5%	43.7%	36.4%	39.2%
Good communication	30.7%	33.8%	27.5%	30.0%	30.8%
Choice	7.2%	7.7%	6.1%	12.7%	7.5%
Confidence	7.1%	6.3%	7.6%	10.0%	6.8%
Security	7.1%	6.8%	7.0%	10.9%	6.6%
Devotion	5.4%	4.3%	6.0%	10.0%	5.6%
Sharing	5.0%	3.4%	6.5%	5.5%	4.7%
Empathy	4.4%	2.5%	5.9%	9.1%	3.6%
Sympathy	2.7%	1.7%	3.4%	6.3%	2.5%
Total respondents	4,744	2,290	2,209	48	1,929

Q4. How confident are you that you would recognise an abusive relationship?

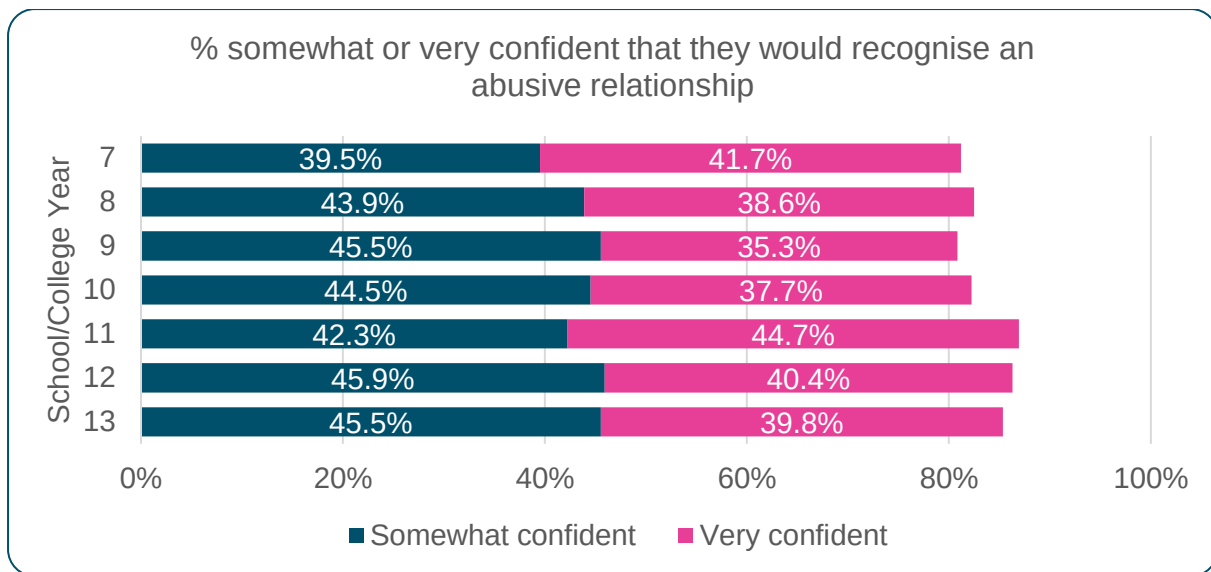
83.1% of all respondents indicated that they were somewhat or very confident that they would recognise an abusive relationship.

The proportion was greatest amongst respondents who had received healthy relationship lessons (87.5%) and smallest amongst transgendered respondents (70.0%).



Transgendered respondents were the most likely to indicate that they were not very confident (8.0%) or not at all confident (16.0%). Female respondents had the greatest proportion of respondents who were unsure (13.6%).

Response	All respondents	Female	Male	Transgender	Had HR lessons
Very confident	39.2%	36.4%	41.7%	56.0%	42.3%
Somewhat confident	43.9%	46.2%	42.5%	14.0%	45.2%
Not very confident	2.8%	2.6%	2.7%	8.0%	1.8%
Not at all confident	1.3%	1.1%	1.1%	16.0%	0.7%
Unsure	12.8%	13.6%	12.0%	6.0%	10.1%
Total respondents	4,697	2,268	2,184	50	1,897



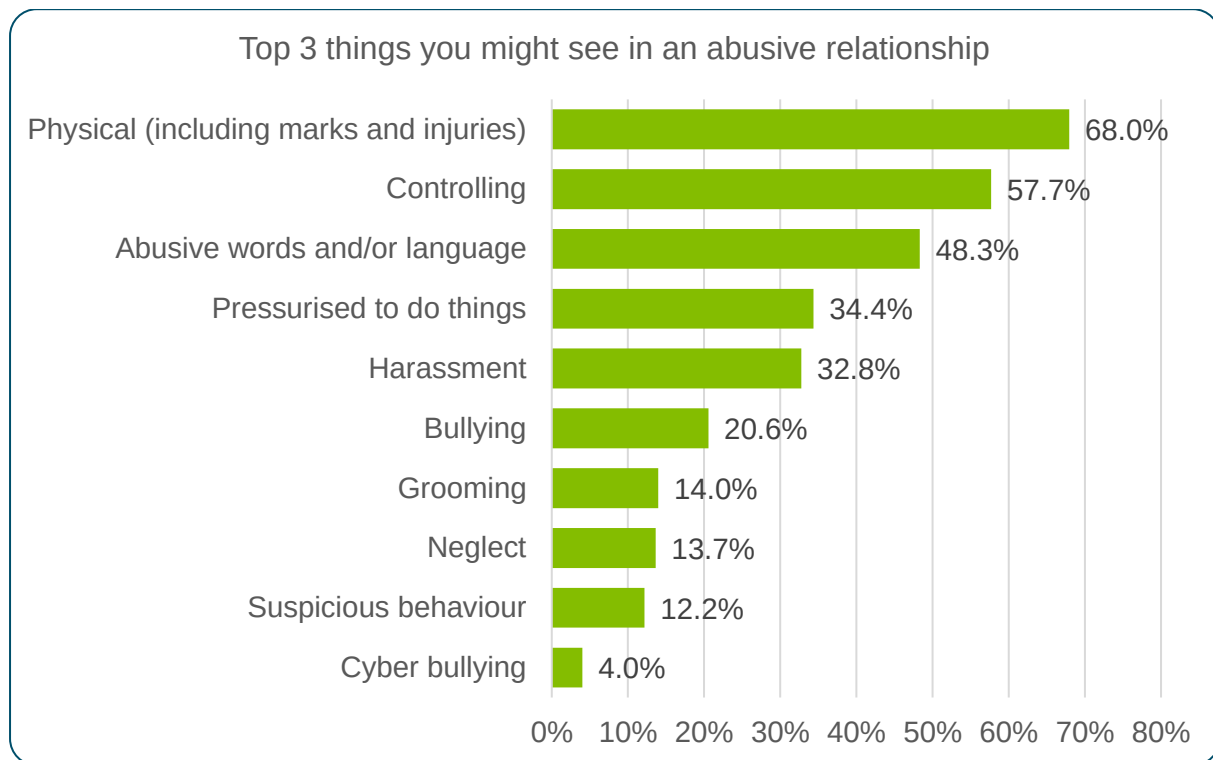
In all school or college year groups the proportion who were somewhat or very confident that they would recognise an abusive relationship was greater than 80%.

Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Very confident	41.7%	38.6%	35.3%	37.7%	44.7%	40.4%	39.8%
Somewhat confident	39.5%	43.9%	45.5%	44.5%	42.3%	45.9%	45.5%
Not very confident	3.2%	3.3%	3.9%	1.8%	1.2%	2.5%	3.5%
Not at all confident	1.7%	1.5%	0.9%	1.4%	1.4%	1.0%	0.6%
Unsure	13.8%	12.7%	14.4%	14.6%	10.5%	10.3%	10.5%
Total respondents	744	754	804	878	497	525	314

Q5. Please tick the top 3 behaviours you might see in an abusive relationship:

Physical (68.0%), controlling (57.7%) and abusive words and/or language (48.3%) were the top three behaviours that all respondents indicated that they might see in an abusive relationship.

This was the same for female, male and transgendered respondents and also those who had received healthy relationships lessons.



Response	All respondents	Female	Male	Transgender	Had HR Lessons
Physical (including marks and injuries)	68.0%	70.0%	66.2%	62.4%	66.9%
Controlling	57.7%	65.0%	50.3%	56.0%	56.9%
Abusive words and/or language	48.3%	47.9%	48.2%	45.9%	49.2%
Pressurised to do things	34.4%	39.7%	28.6%	31.2%	37.4%
Harassment	32.8%	27.5%	38.1%	25.7%	32.1%
Bullying	20.6%	15.1%	26.2%	17.4%	19.5%
Grooming	14.0%	14.8%	12.5%	19.3%	13.5%
Neglect	13.7%	10.4%	16.5%	15.6%	14.6%
Suspicious behaviour	12.2%	12.6%	11.3%	13.8%	11.5%
Cyber bullying	4.0%	3.3%	4.1%	11.5%	4.0%
Total respondents	4,710	2,277	2,204	52	1,909

Physical, controlling and abusive words and/or language were also the top three behaviours highlighted by year groups 8 to 13. However from Year 9 upwards controlling was the behaviour selected by the greatest proportion of respondents in each year group.

Amongst respondents from Year 7 the top three behaviours were physical, abusive words and/or language and harassment.

Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Physical (including marks and injuries)	67.0%	70.4%	67.5%	63.4%	64.1%	73.0%	75.0%
Controlling	32.9%	44.5%	54.7%	65.0%	71.4%	78.1%	78.5%
Abusive words and/or language	59.1%	52.9%	46.4%	42.2%	44.2%	42.2%	44.9%
Pressurised to do things	23.1%	27.7%	34.7%	39.6%	41.5%	40.3%	35.4%
Harassment	42.8%	41.7%	36.3%	28.4%	28.6%	17.7%	22.5%
Bullying	29.4%	19.9%	19.0%	19.1%	17.3%	17.3%	18.4%
Grooming	12.6%	15.3%	15.1%	15.4%	12.5%	10.1%	13.6%
Neglect	17.6%	14.4%	13.2%	11.8%	10.3%	12.9%	12.7%
Suspicious behaviour	10.6%	10.6%	11.9%	12.5%	8.5%	14.3%	15.2%
Cyber bullying	5.6%	2.0%	3.9%	3.3%	3.8%	3.6%	4.4%
Total respondents	748	758	812	883	504	526	316

The free text responses listed under “other” for this question are summarised in the word cloud below.



The free text response allowed a number of participants to expand on their answers:

*“You can never be 100% sure so this makes no sense. For example, if someone had a bruise on them and they was with their partner you can’t just instantly assume it’s an abusive relationship. Same goes for half of these to be honest, **you can almost never tell unless it’s something blatantly obvious**”*

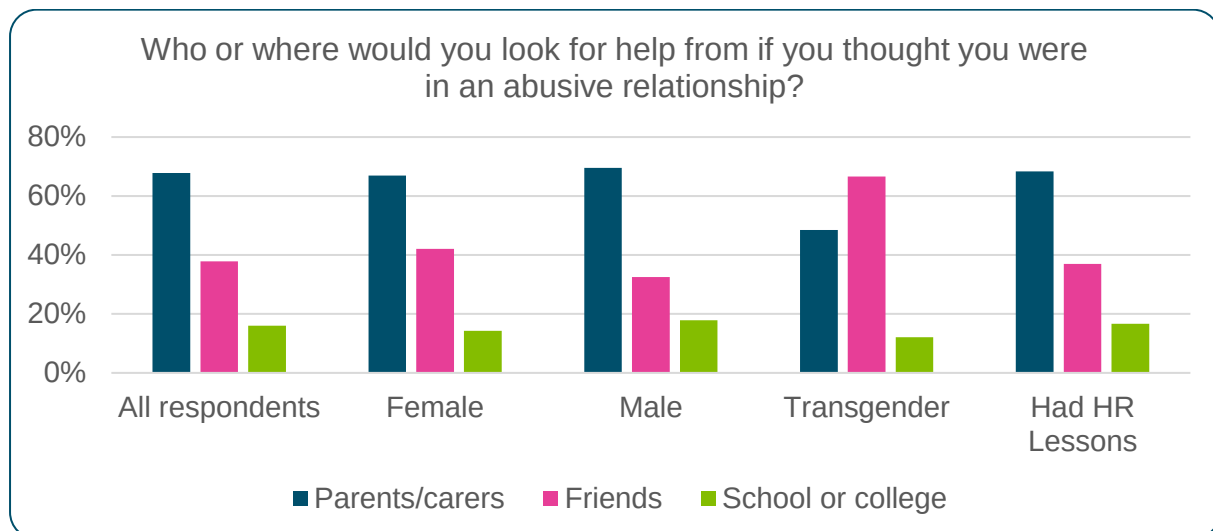
*“**Abuse comes in different forms**, it can either be physical or mental so practically all of these again are things that you can spot to make an unhealthy relationship/abusive relationship”*

*“I’ve personally experienced this and **any sign is a sign to get out**”*

These demonstrate the complexity of defining an abusive relationship. All three have described important lessons in understanding the behaviours present in an abusive relationship, from the way that it can remain hidden to the different forms of abuse to the conclusion that the presence of a sign “is a sign to get out”.

Q6. Who or where would you look for help from if you thought you were in an abusive relationship?

67.8% of all respondents indicated that if they thought they were in an abusive relationship they would look for help from parents/carers. 37.9% said that they would look for help from friends and 16.1% from school or college.



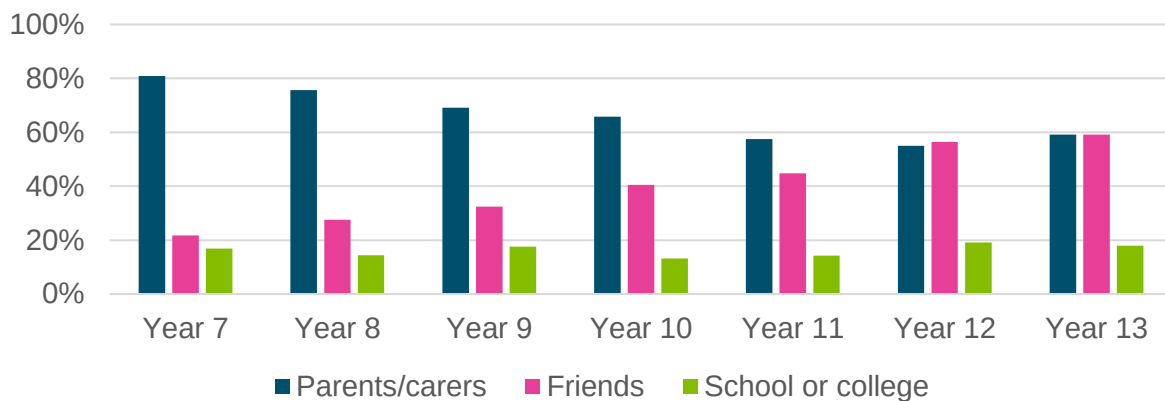
Parents/carers were the principal source of help selected by all respondent types with the exception of transgendered respondents where 66.7% indicated that they would look for help from friends compared with 48.5% who said parents/carers.

Response	All respondents	Female	Male	Transgender	Had HR Lessons
Parents/carers	67.8%	66.9%	69.5%	48.5%	68.3%
Friends	37.9%	42.0%	32.6%	66.7%	37.0%
School or college	16.1%	14.3%	17.9%	12.1%	16.6%
Total respondents	4,354	2,160	2,000	33	1,788

For year groups 7 to 11 parents/carers were the principal source of help selected.

The proportion indicating that they would look for help from friends increased from each year group to the next so that in year groups 12 and 13, friends were selected as the source of help by a greater number than in lower year groups.

Who or where would you look for help from if you thought you were in an abusive relationship?



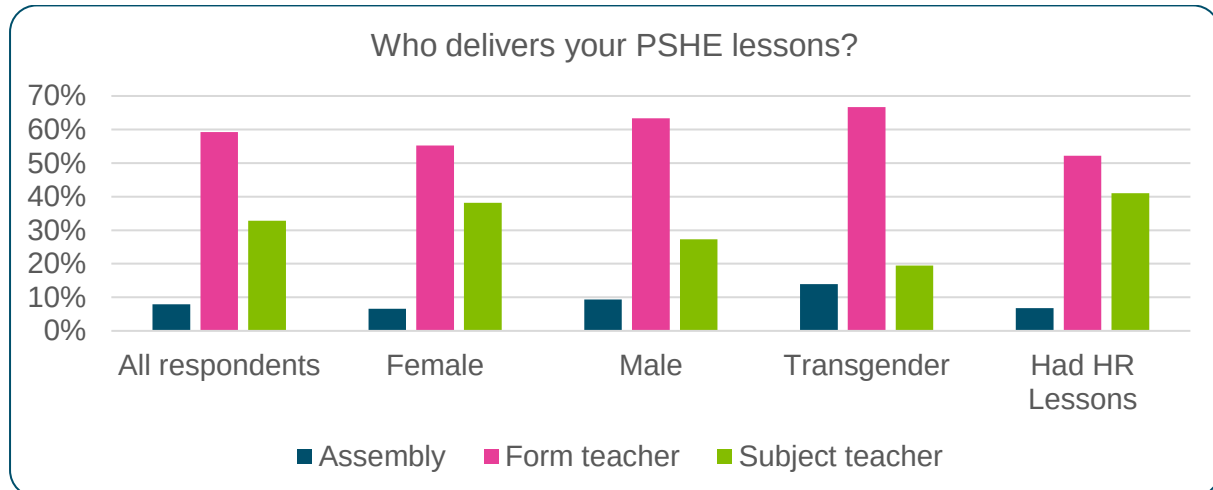
Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Parents/carers	80.9%	75.6%	69.1%	65.8%	57.5%	55.0%	59.1%
Friends	21.7%	27.6%	32.4%	40.5%	44.8%	56.4%	59.1%
School or college	16.9%	14.4%	17.6%	13.2%	14.2%	19.1%	17.9%
Total respondents	700	689	729	808	478	493	301

Police and Childline were the most frequently listed source of help listed in the “other” responses to this question.

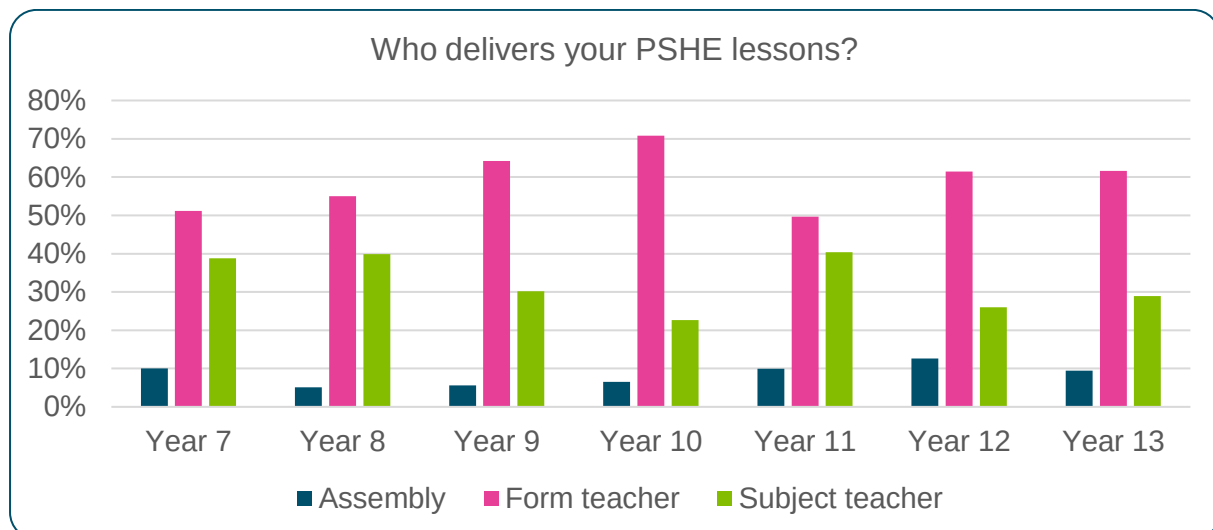
Q7. Who delivers your PSHE lessons?

59.2% of all respondents indicated that their PSHE lesson was delivered by their form teacher compared with 32.8% who said subject teacher and 7.9% who said it was delivered in assembly.

This ordering was the same across all respondent types and year groups.



Response	All respondents	Female	Male	Transgender	Had HR Lessons
Assembly	7.9%	6.6%	9.3%	13.9%	6.8%
Form teacher	59.2%	55.3%	63.4%	66.7%	52.2%
Subject teacher	32.8%	38.2%	27.3%	19.4%	41.0%
Total respondents	3736	1798	1761	36	1,675



Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	10.0%	5.1%	5.6%	6.5%	10.0%	12.6%	9.5%
Form teacher	51.2%	55.0%	64.2%	70.8%	49.7%	61.4%	61.6%
Subject teacher	38.8%	39.8%	30.2%	22.7%	40.4%	26.0%	28.9%
Total respondents	608	625	640	705	441	381	211

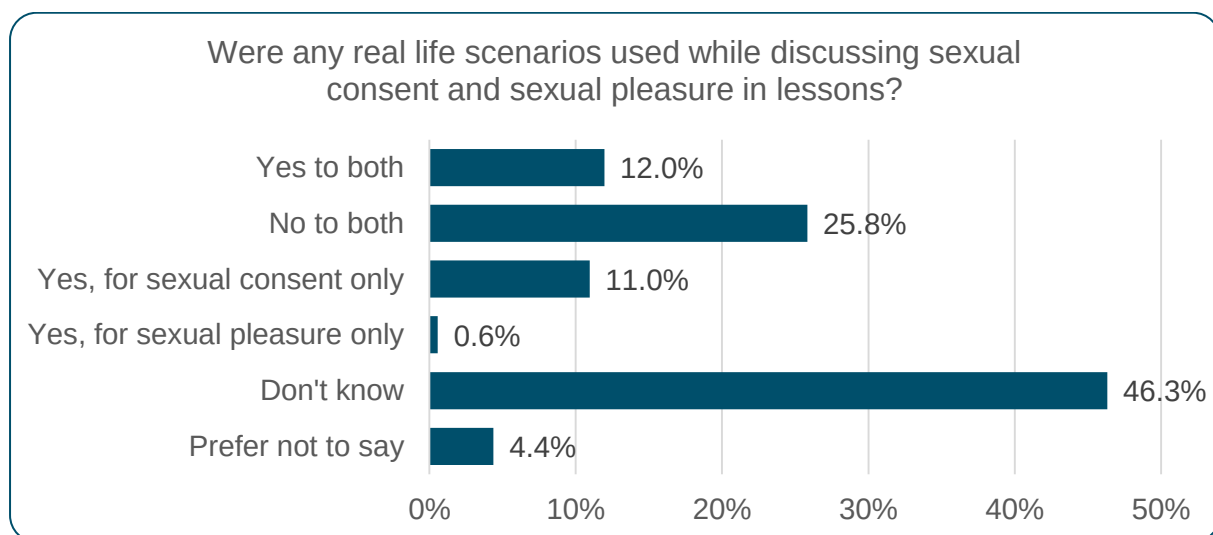
Q8. Were any real life scenarios used while discussing sexual consent and sexual pleasure in lessons?

The greatest proportion of respondents (46.3%) indicated that they did not know if any real life scenarios were used while discussing sexual consent and sexual pleasure in lessons.

25.8% indicated that no scenarios were used while discussing either subject whilst 12.0% said that they were used in both.

11.0% said that real life scenarios were used when discussing sexual consent only, with fewer than 1% saying that they were used when discussing sexual pleasure.

Respondents who had received healthy relationship lessons were the most likely to indicate that real life scenarios had been used while discussing both in lessons (19.1%).



Response	All respondents	Female	Male	Transgender	Had HR lessons
Yes to both	12.0%	10.8%	13.0%	9.8%	19.1%
No to both	25.8%	25.7%	26.5%	23.5%	18.7%
Yes, sexual consent only	11.0%	11.0%	11.2%	13.7%	19.1%
Yes, sexual pleasure only	0.6%	0.3%	0.5%	11.8%	0.5%
Don't know	46.3%	48.9%	43.7%	33.3%	41.2%
Prefer not to say	4.4%	3.4%	5.1%	7.8%	3.9%
Total respondents	4,600	2216	2155	51	1,879

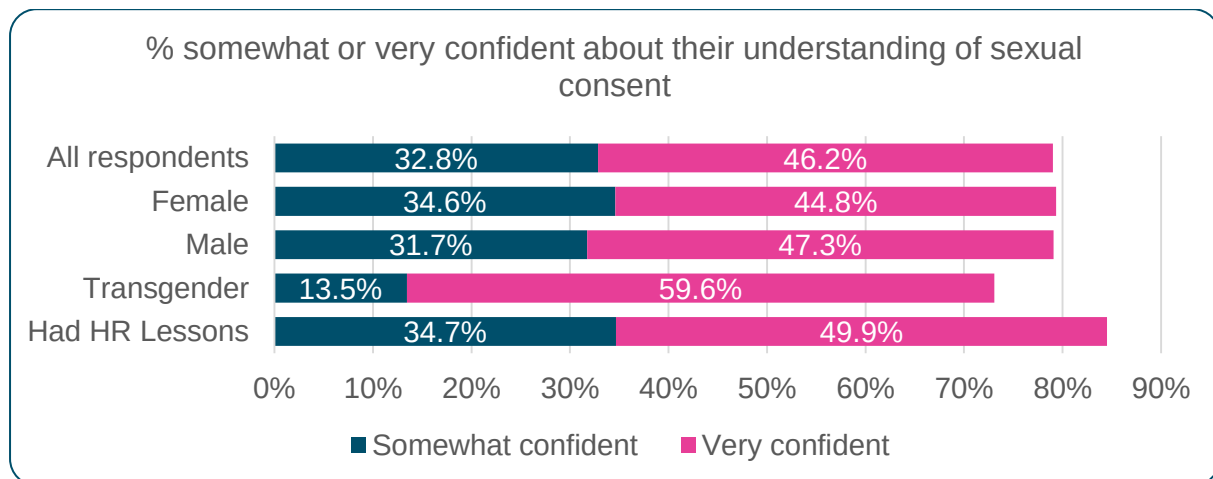
Year 11 had the greatest proportion of respondents who said that real life scenarios had been used when discussing both sexual consent and pleasure (16.9%) and sexual consent only (24.5%).

Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Yes to both	9.0%	8.6%	11.7%	13.9%	16.9%	11.0%	13.9%
No to both	24.6%	25.7%	29.3%	25.7%	18.9%	29.3%	25.5%
Yes, sexual consent only	4.9%	4.8%	10.5%	13.8%	24.5%	13.9%	7.7%
Yes, sexual pleasure only	0.4%	0.5%	0.6%	0.5%	0.4%	0.2%	1.3%
Don't know	55.0%	54.5%	44.5%	42.1%	38.2%	41.5%	46.8%
Prefer not to say	6.1%	5.9%	3.4%	4.1%	1.2%	4.1%	4.8%
Total respondents	736	729	793	863	503	509	310

Q9. How confident do you feel about your understanding of sexual consent?

79.0% of all respondents indicated that they were somewhat or very confident about their understanding of sexual consent, with 46.2% very confident.

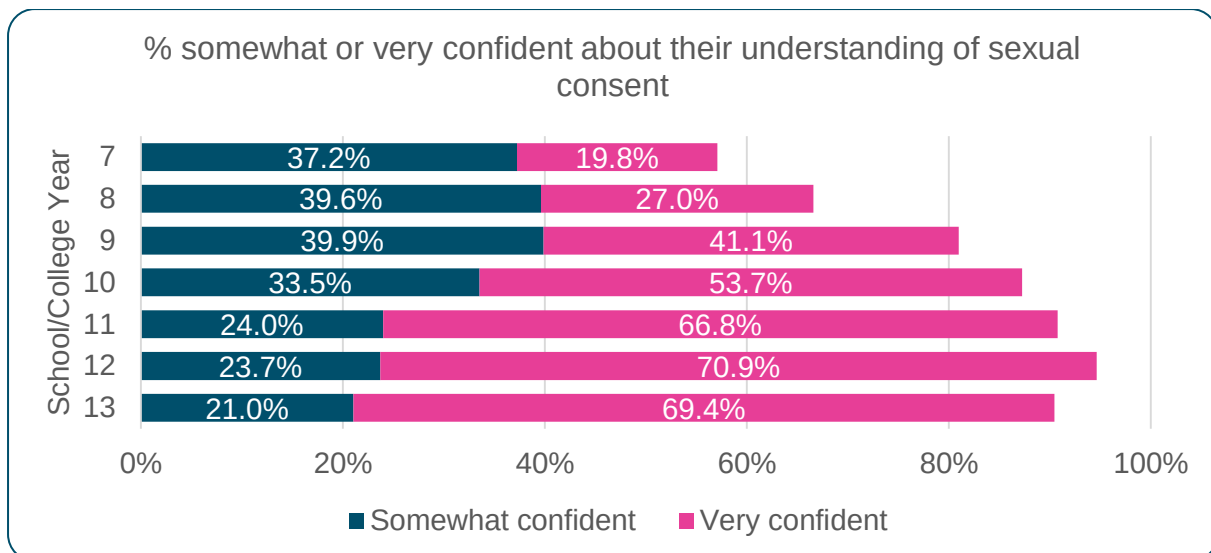
Respondents who had received healthy relationships lessons had the greatest proportion who were somewhat or very confident (84.5%).



Transgendered respondents had the greatest proportion who were very confident (59.6%) and also the greatest proportion who were not at all confident (13.5%).

Response	All respondents	Female	Male	Transgender	Had HR lessons
Very confident	46.2%	44.8%	47.3%	59.6%	49.9%
Somewhat confident	32.8%	34.6%	31.7%	13.5%	34.7%
Not very confident	3.1%	3.4%	2.9%	3.8%	2.7%
Not at all confident	2.6%	2.3%	2.6%	13.5%	1.2%
Unsure	15.2%	14.9%	15.4%	9.6%	11.6%
Total respondents	4,708	2,272	2,199	52	1,907

Responses indicate that the level of confidence in understanding sexual consent increases as respondent age increases.



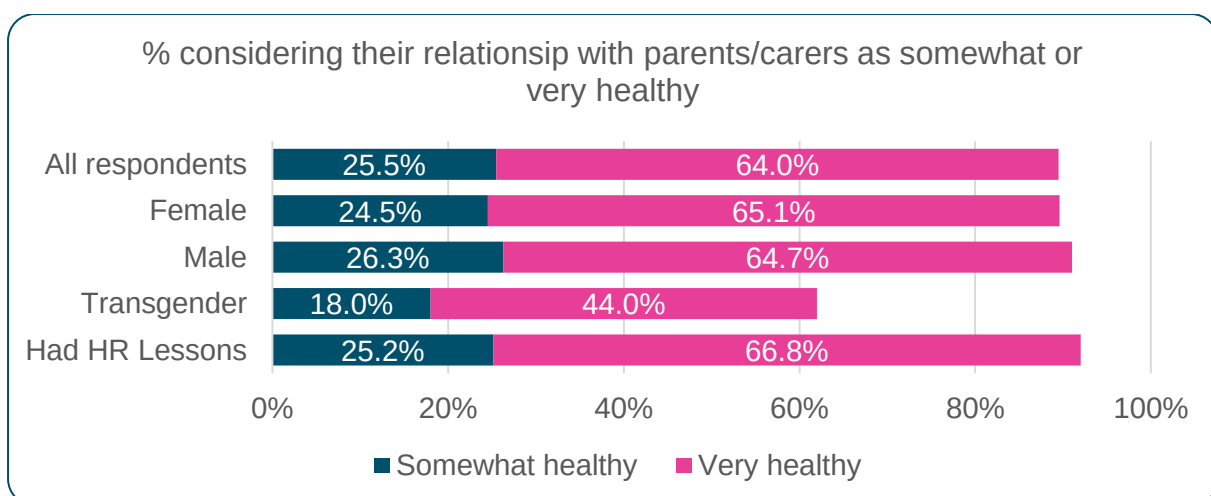
The proportion of respondents who were somewhat or very confident about their understanding of sexual consent increased from 57.1% in Year 7 to 94.6% in Year 12.

Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Very confident	19.8%	27.0%	41.1%	53.7%	66.8%	70.9%	69.4%
Somewhat confident	37.2%	39.6%	39.9%	33.5%	24.0%	23.7%	21.0%
Not very confident	7.7%	4.6%	3.0%	1.4%	1.8%	1.3%	0.3%
Not at all confident	6.7%	4.2%	1.0%	1.1%	1.6%	0.6%	1.3%
Unsure	28.5%	24.6%	15.1%	10.3%	5.9%	3.4%	8.0%
Total respondents	736	760	810	886	509	523	314

Q10. How healthy do you consider your relationship with your parents/carers?

89.5% of all respondents considered their relationship with their parents/carers to be somewhat or very healthy, with 64.0% saying that the relationship was very healthy.

Transgendered respondents were the least likely to describe their relationship with parents/carers as somewhat or very healthy (62.0%).

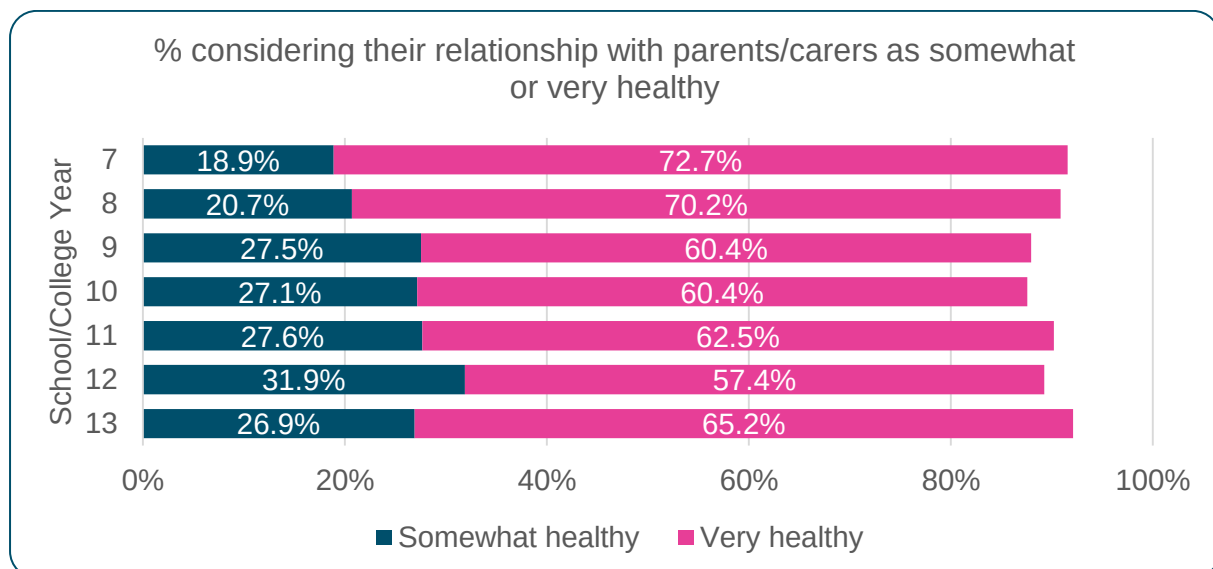


Response	All respondents	Female	Male	Transgender	Had HR lessons
Very healthy	64.0%	65.1%	64.7%	44.0%	66.8%
Somewhat healthy	25.5%	24.5%	26.3%	18.0%	25.2%
Not very healthy	2.6%	2.9%	2.0%	14.0%	1.9%
Not at all healthy	1.2%	1.0%	0.9%	8.0%	0.5%
Unsure	6.7%	6.5%	6.1%	16.0%	5.6%
Total respondents	4,709	2,278	2,203	50	1,912

The proportion of respondents considering their relationship with their parents/carers to be somewhat or very healthy was similar across all school/college year groups, ranging from 88.0% in Year 9 to 92.1% in Year 13.

Respondents in Year 7 (72.7%) and Year 8 (70.2%) were the most likely to describe their relationship with parents/carers as very healthy.

Respondents in Year 12 were the most likely to describe the relationship as not very healthy or not at all healthy (6.1%).

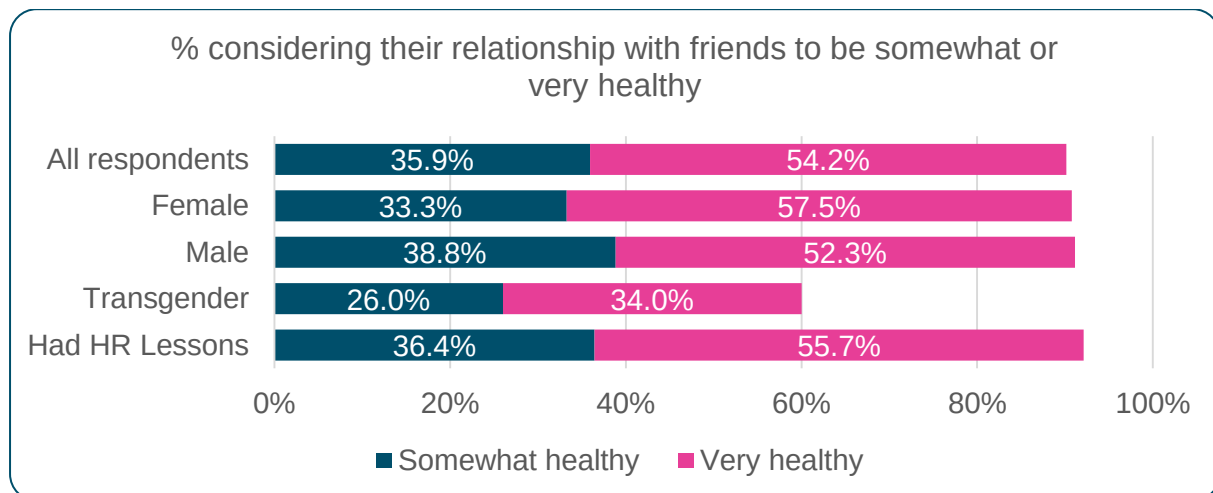


Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Very healthy	72.7%	70.2%	60.4%	60.4%	62.5%	57.4%	65.2%
Somewhat healthy	18.9%	20.7%	27.5%	27.1%	27.6%	31.9%	26.9%
Not very healthy	1.2%	2.4%	2.8%	2.9%	2.9%	4.0%	1.6%
Not at all healthy	1.2%	0.9%	1.1%	0.9%	1.0%	2.1%	0.3%
Unsure	6.0%	5.8%	8.1%	8.6%	5.9%	4.6%	6.0%
Total respondents	747	754	814	884	510	521	316

Q11. How healthy do you consider your relationship with your friends?

90.2% of all respondents indicated that they considered their relationships with their friends to be somewhat or very healthy.

Transgendered respondents were the least likely to describe the relationship as somewhat or very healthy (60.0%).



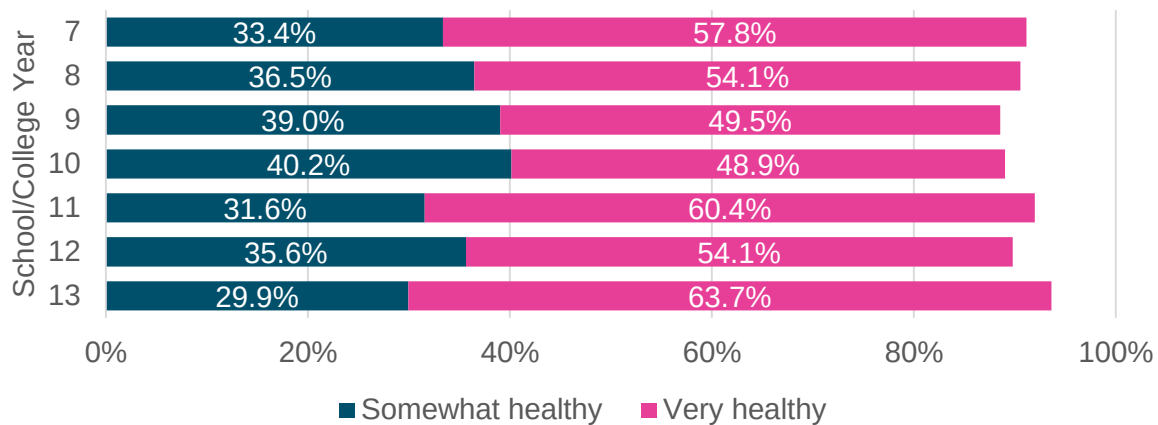
Response	All respondents	Female	Male	Transgender	Had HR lessons
Very healthy	54.2%	57.5%	52.3%	34.0%	55.7%
Somewhat healthy	35.9%	33.3%	38.8%	26.0%	36.4%
Not very healthy	1.5%	1.5%	1.3%	8.0%	1.2%
Not at all healthy	1.2%	0.6%	1.0%	20.0%	0.8%
Unsure	7.2%	7.1%	6.6%	12.0%	5.8%
Total respondents	4,678	2,273	2,196	50	1,894

The proportion of respondents considering their relationship with their friends to be somewhat or very healthy was similar across all school/college year groups, ranging from 88.5% in Year 9 to 93.6% in Year 13.

Respondents in Year 13 were the most likely to describe their relationship with friends as very healthy (63.7%).

Respondents in Year 10 were the most likely to describe the relationship as not very healthy or not at all healthy (3.8%).

% considering their relationship with friends to be somewhat or very healthy



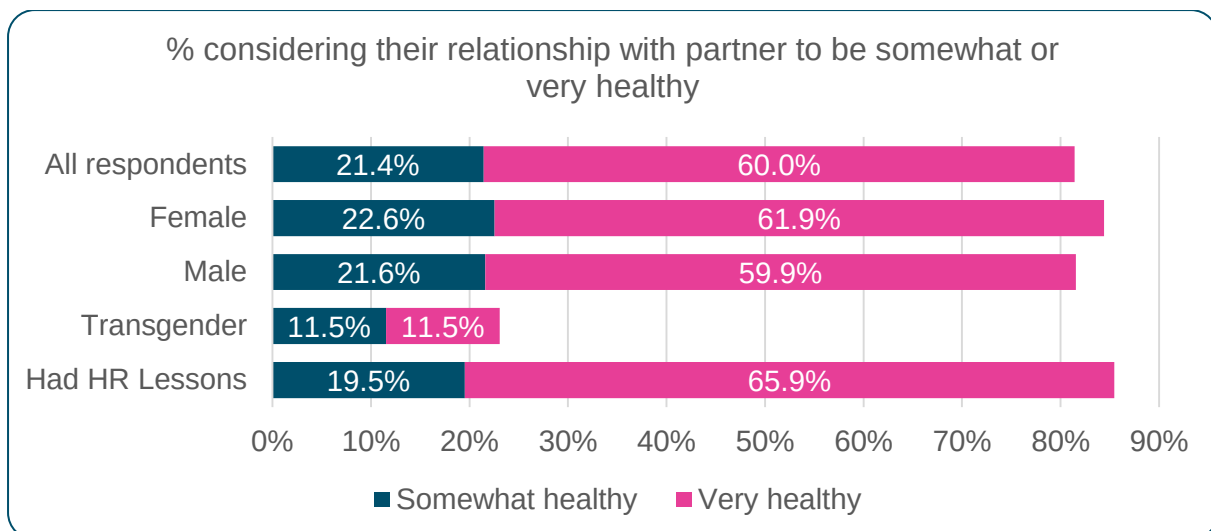
Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Very healthy	57.8%	54.1%	49.5%	48.9%	60.4%	54.1%	63.7%
Somewhat healthy	33.4%	36.5%	39.0%	40.2%	31.6%	35.6%	29.9%
Not very healthy	1.1%	0.9%	2.2%	2.3%	0.8%	1.0%	1.6%
Not at all healthy	1.5%	0.9%	0.7%	1.6%	1.6%	0.8%	0.3%
Unsure	6.3%	7.6%	8.5%	7.1%	5.7%	8.5%	4.5%
Total respondents	746	751	812	884	510	519	314

Q12. How healthy do you consider your relationship with your partner?

81.4% of all respondents described their relationship with their partner as somewhat or very healthy, with 60% indicating that they considered the relationship to be very healthy.

Respondents who had received healthy relationships lessons were the most likely to describe the relationship as somewhat or very healthy (85.5%).

At 23.1%, transgendered respondents were the least likely to say that the relationship was somewhat or very healthy.

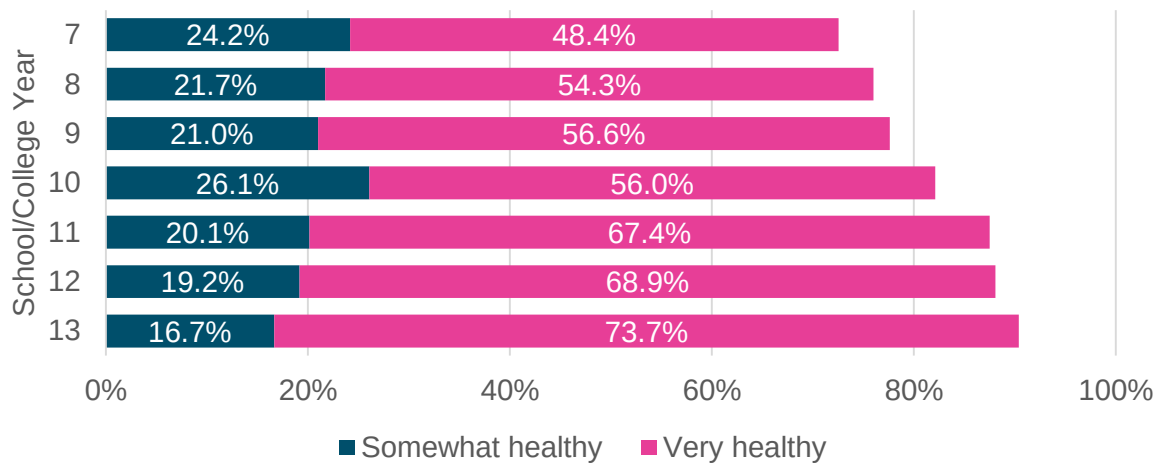


Transgendered respondents had the greatest proportion indicating that their relationship was not at all healthy (42.3%).

Response	All respondents	Female	Male	Transgender	Had HR lessons
Very healthy	60.0%	61.9%	59.9%	11.5%	65.9%
Somewhat healthy	21.4%	22.6%	21.6%	11.5%	19.5%
Not very healthy	1.9%	2.1%	1.7%	3.8%	1.8%
Not at all healthy	4.5%	3.7%	3.3%	42.3%	4.0%
Unsure	12.2%	9.8%	13.4%	30.8%	8.8%
Total respondents	1,390	674	634	26	502

The proportion of respondents considering their relationship with their partner to be somewhat or very healthy increased with the age of the respondent. By Year 13, 90.4% of respondents in a relationship considered the relationship to be somewhat or very healthy with almost three quarters describing the relationship to be very healthy (73.7%).

% considering their relationship with partner to be somewhat or very healthy

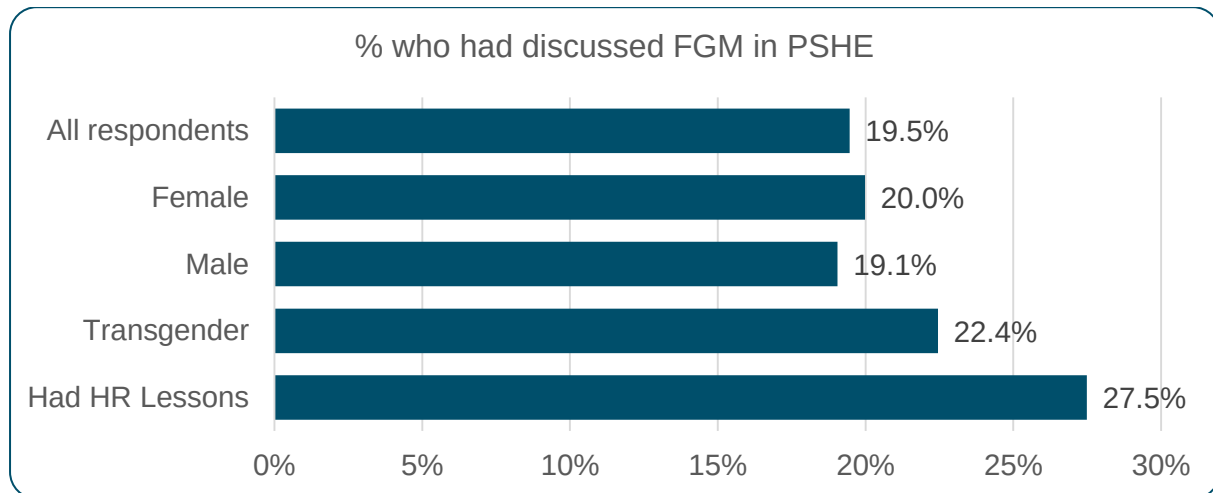


Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Very healthy	48.4%	54.3%	56.6%	56.0%	67.4%	68.9%	73.7%
Somewhat healthy	24.2%	21.7%	21.0%	26.1%	20.1%	19.2%	16.7%
Not very healthy	2.2%	1.1%	4.6%	2.3%	0.7%	1.0%	1.3%
Not at all healthy	8.2%	3.4%	4.6%	3.5%	3.5%	3.6%	2.6%
Unsure	17.0%	19.4%	13.2%	12.1%	8.3%	7.3%	5.8%
Total respondents	182	175	219	257	144	193	156

Q13. Have you discussed Female Genital Mutilation (FGM) in PSHE?

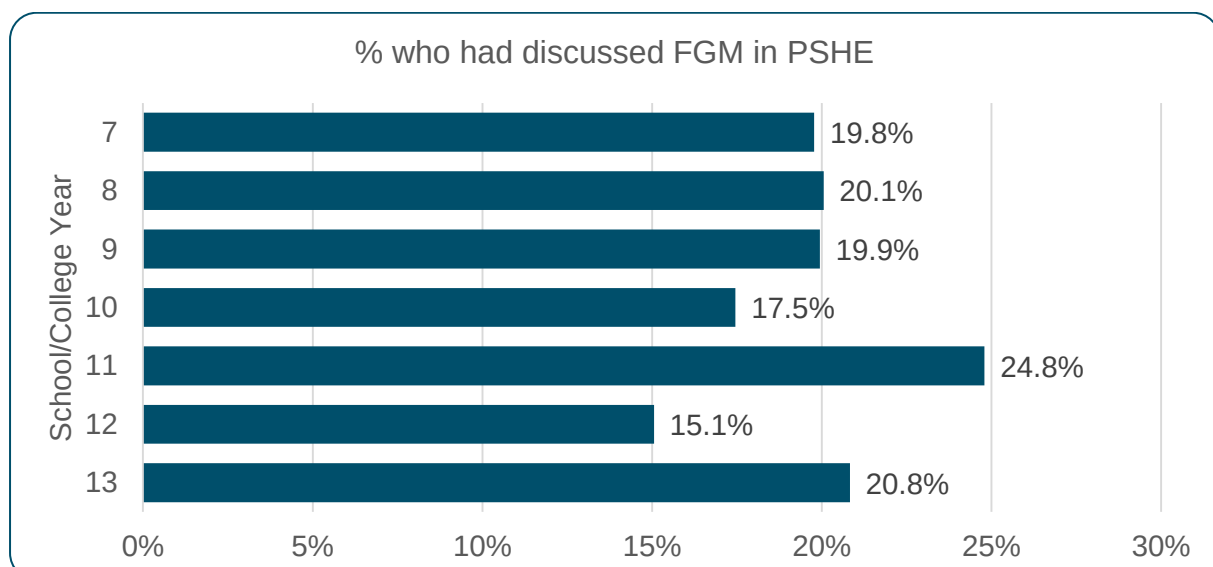
49.2% of respondents said that they had not discussed FGM in PSHE with 19.5% indicating that they had.

Respondents who had received healthy relationship lessons were the most likely to say that they had discussed FGM in PSHE (27.5%).



Response	All respondents	Female	Male	Transgender	Had HR lessons
Yes	19.5%	20.0%	19.1%	22.4%	27.5%
No	49.2%	50.4%	48.4%	42.9%	44.0%
Don't know	27.2%	26.5%	28.1%	18.4%	24.3%
Prefer not to say	4.2%	3.1%	4.4%	16.3%	4.2%
Total respondents	4,383	2,122	2,073	49	1,855

Respondents from Year 11 had the greatest proportion who had discussed FGM in PSHE (24.8%) whilst respondents from Year 12 had the greatest proportion who said that they had not (61.8%).

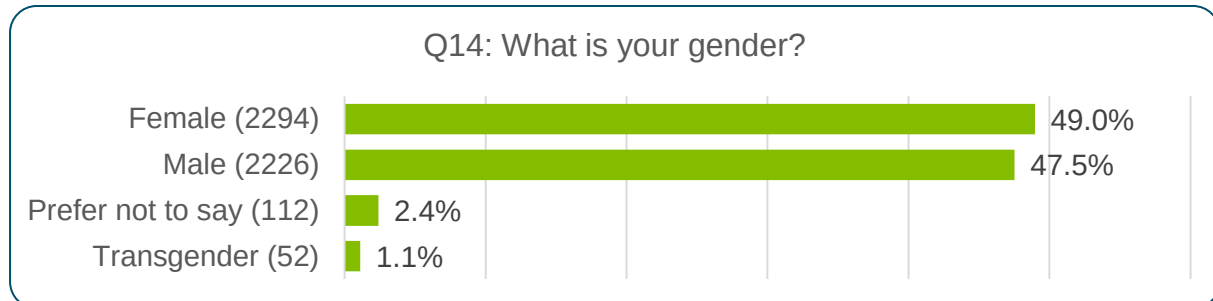


Response	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Yes	19.8%	20.1%	19.9%	17.5%	24.8%	15.1%	20.8%
No	43.0%	41.0%	50.2%	51.7%	48.8%	61.8%	55.1%
Don't know	31.6%	33.1%	25.4%	28.6%	24.2%	20.5%	19.6%
Prefer not to say	5.5%	5.8%	4.4%	2.3%	2.2%	2.7%	4.5%
Total respondents	632	703	747	842	500	518	312

9 Demographics

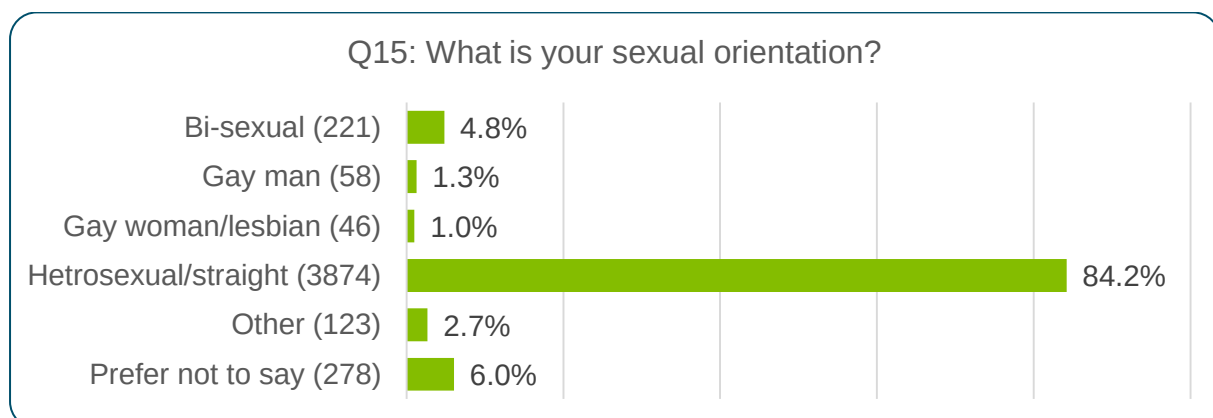
Gender

Participants who identified as female (49.0%) made up the greatest proportion of respondents whilst 47.5% were male, 2.4% preferred not to say and 1.1% identified as transgender.



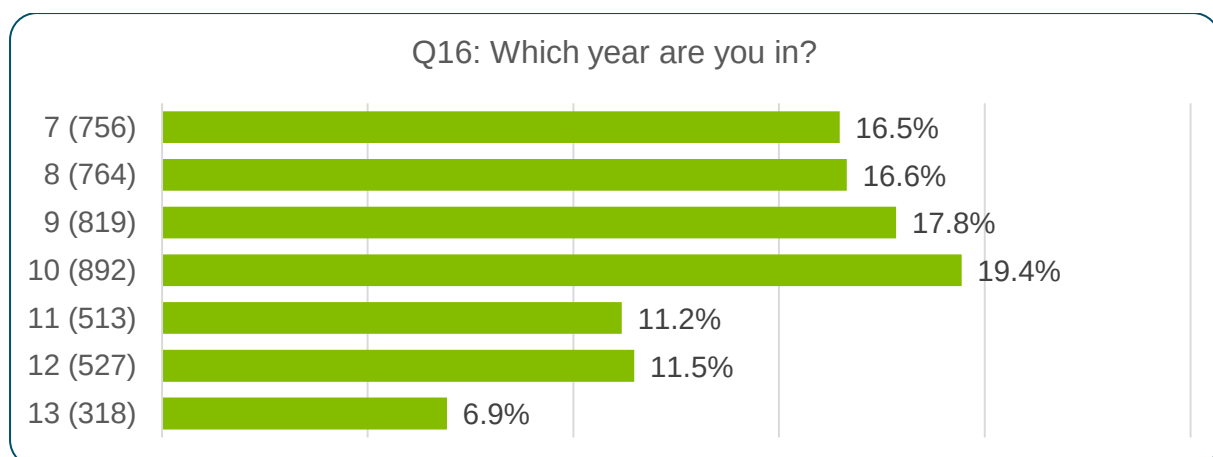
Sexual Orientation

The majority of respondents (84.2%) identified as heterosexual/straight. 6.0% preferred not to say whilst 4.8% identified as bi-sexual, 2.7% as other, 1.3% as gay man and 1.0% as gay woman/lesbian.



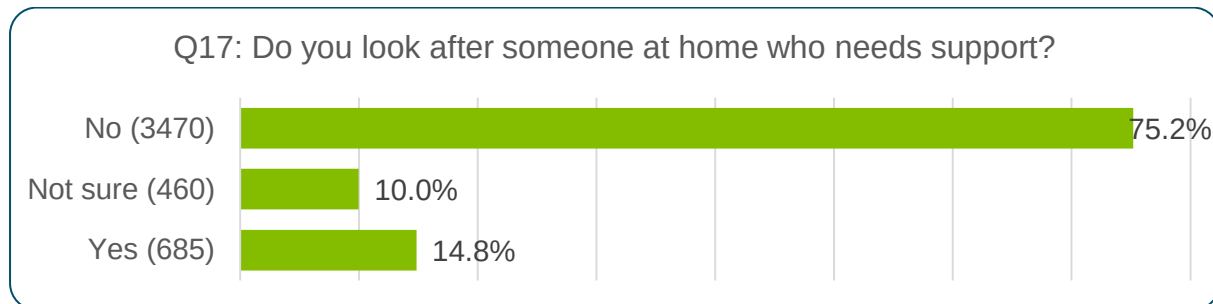
Year Groups

The greatest proportion of respondents were in Year 10 (19.4%) followed by Year 9 (17.8%), Year 8 (16.6%), Year 7 (16.5%), Year 12 (11.5%), Year 11 (11.2%) and Year 13 (6.9%).



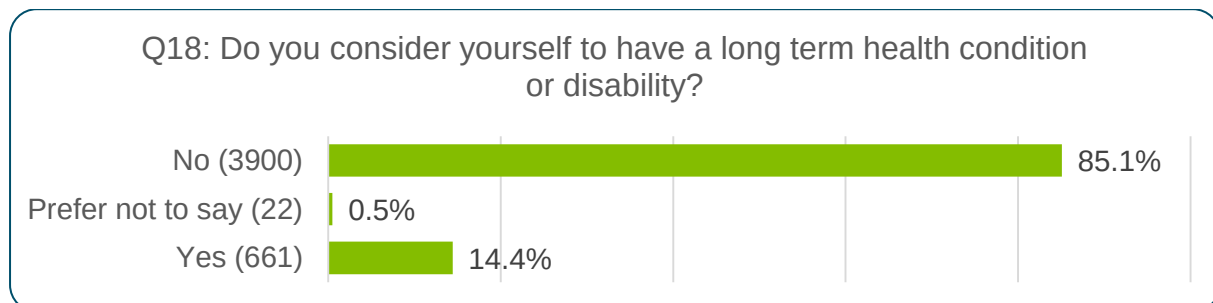
Caring Responsibilities

Only 14.8% reported that they looked after someone at home who needed support, although 10.0% indicated that they were not sure.



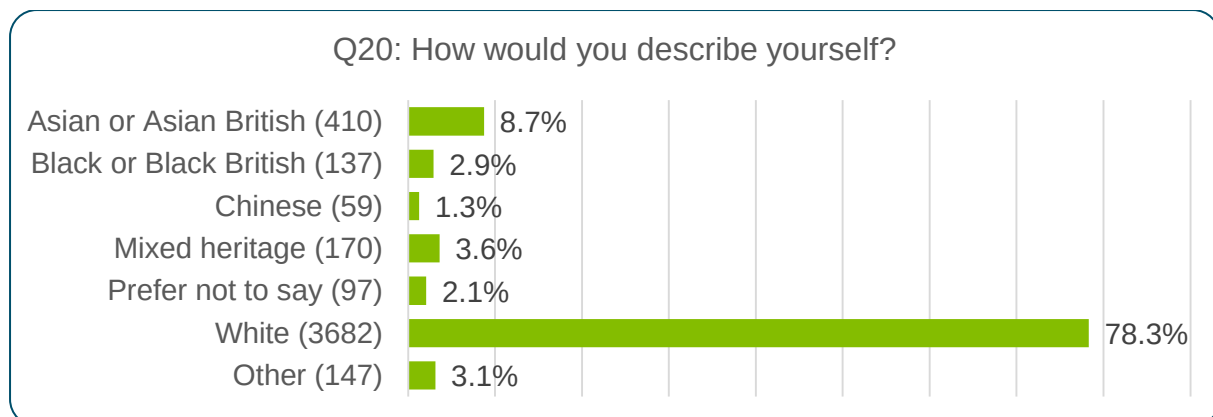
Long Term Health Conditions or Disabilities

A total of 85.1% did not identify themselves as having a long-term health condition or disability. 14.4% identified that they did.



Ethnicity

The majority of respondents identified as white (78.3%) followed by Asian or Asian British (8.7%).



10 Limitations

This report has a number of limitations. Although the number of participants is high not all questions were answered by all respondents and not all schools in Telford and Wrekin participated. The use of 'respect', 'trust' and 'honesty' in the definition of healthy relationships on the survey itself may have compromised the answers given in Question 3. However, it was necessary to provide a definition of a healthy relationship. In future it may be advisable to instead ask an open-ended question for behaviours associated with the subject under study.

One school also chose to exclude Question 13 and change Question 5 by removing mention of 'sexual pleasure'. In future it may be advisable to seek to provide questions that are approved by all schools so as to ensure consistency of answers within the survey.

The exclusion of those who preferred not to include their gender, a total of 112 participants, and the separating out of those who identified as transgender when there were only 52 may also have limited the analysis of the data based on gender. Considering such important issues appeared to be identified it requires deeper consideration in future as to how to sensitively include gender minorities within the analysis.

11 Discussion

A similar report was conducted by the Sex Education Forum in 2015, suggesting how the results from the young people in Telford and Wrekin might compare nationally. However, it is important to note that the *Heads or Tails?* report was conducted exclusively online, with 2,326 respondents across a broader age range of 11-25 years old. The HWTW survey included responses from 4,776 participants - considerably more and with more equality across male and female respondents (Sex Education Forum, 2015). As with similar reports it demonstrated that young people are not receiving lessons in healthy relationships at schools or colleges, with 46% reporting not having learned how to tell when a relationship is healthy (Sex Education Forum, 2015). However, it is interesting to note that 19.5% of respondents in this survey reported discussing FGM in PSHE whilst 24% in the national survey reported learning about it. This suggests that some areas of healthy relationship education in Telford and Wrekin may not be matching what is taught nationally.

As demonstrated within the current study and that named above (Sex Education Forum, 2015), educating young people about healthy relationships can improve their confidence in recognising both healthy relationships (88.1% in those taught HRE and 77.9% amongst all) and abusive relationships (87.5% in those taught HRE and 83.1% amongst all). For those without healthy relationship training their understanding may not be as well-rounded or complete as those who have been educated. For instance, those who had lessons in healthy relationships were more likely to be confident in their understanding of sexual consent (84.5% in those taught HRE and 79.0% amongst all) and to have discussed FGM (27.5% in those taught HRE and 19.5% amongst all). Confidence in identifying healthy and abusive relationships also increased amongst older students even though they are less likely to be taught HRE, suggesting that experience may also play a role in the understanding of these subjects.

However, HRE should translate to healthier relationships for young people with the people around them. Whilst there were increases across parents/carers, friends and partners these were not large (2.2%, 2%, and 4.1% respectively).

Participants identifying as transgender only accounted for 1.1% of the survey respondents but are noteworthy in that their confidence recognising healthy relationships (53%) was particularly low and that they considered their relationship with their partner considerably less healthy than other respondents (23% v 81.4%). It is also important to recognise that although they are more likely to look for help from friends over parents/carers (66.7% v 48.5%) their relationships with friends were only considered healthy by 60% of participants.

Lessons in healthy relationships were not consistent across age groups. Instead there appeared to be a peak in Years 9, 10 and 11 which then dropped for Years 12 and 13. This may suggest that healthy relationship education has become more common in recent years, leading to those in higher years missing out. This peak also suggests that it is more likely to be taught to students from Year 9 onwards despite it being a core theme of the PSHE Education Programme of Study.

There are links to previous research conducted by Healthwatch Telford & Wrekin. Within the CAMHS study parents/carers were chosen as the most likely place to look for help for mental health - 66.7% - but was less likely among the small number of transgender students surveyed (Healthwatch Telford & Wrekin, 2016). It is significant that for young people in Telford & Wrekin parents/carers appear to be important sources of information. This contrasts with the findings of the Sexual Health report which found that young people were most likely to seek information online (78%).

12 References

- Aked, J., Marks, N., Cordon, C., & Thompson, S. (2009). *Five Ways to Wellbeing*. London.
Retrieved from http://b.3cdn.net/nefoundation/8984c5089d5c2285ee_t4m6bhqq5.pdf
- Currie, C., Zanotti, C., Morgan, A., Currie, D., De Looze, M., Roberts, C., ... Barnekow, V. (2009). Social determinants of health and well-being among young people. Retrieved from <http://www.hbsc.unito.it/it/images/pdf/hbsc/prelims-part1.pdf>
- Healthwatch Telford & Wrekin. (2016). *Report from Child and Adolescent Mental Health Services YOUTH Survey 2015 / 16*. Retrieved from <http://www.healthwatchtelfordandwrekin.co.uk/wp-content/uploads/2015/09/CAMHS-report-v1.4.pdf>
- Mental Health Foundation. (2016). *Relationships in the 21st Century*. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf
- PSHE Association. (2017). A Curriculum for Life. Retrieved from [https://www.pshe-association.org.uk/sites/default/files/Curriculum for life May 2017.pdf](https://www.pshe-association.org.uk/sites/default/files/Curriculum%20for%20life%20May%202017.pdf)
- Sex Education Forum. (2015). Heads or tails? What young people are telling us about SRE.
- Telford and Wrekin Council. (2015). Health Improvement in Schools Survey Findings.

13 Appendix: Copy of the Healthy Relationships Survey

School: [NAME HERE]

YOUTH Healthy Relationships Survey 2017

All information in this survey will be treated in the strictest confidence and you will not be identified from your responses.

A healthy relationship can be defined as a relationship between two or more people, who develop a connection, which is based on mutual respect, trust and honesty. Healthwatch Telford and Wrekin are looking at young people's understanding of healthy relationships

1. Have you received any lessons about "Healthy Relationships" at school/college?

Yes		No		Don't know	
-----	--	----	--	------------	--

2. How confident are you that you would recognise a healthy relationship?

Not at all confident		Not very confident		Unsure		Somewhat confident		Very confident	
----------------------	--	--------------------	--	--------	--	--------------------	--	----------------	--

3. Please tick the top 3 behaviours that you would expect to see in a healthy relationship:

Caring		Choice		Communication		Confidence	
Devotion		Empathy		Honesty		Loyalty	
Respect		Security		Sharing		Sympathy	
Trust		Other:					

4. How confident are you that you would recognise an abusive relationship?

Not at all confident		Not very confident		Unsure		Somewhat confident		Very confident	
----------------------	--	--------------------	--	--------	--	--------------------	--	----------------	--

5. Please tick the top 3 behaviours you might see in an abusive relationship:

Abusive language		Bullying		Controlling		Cyber bullying	
Grooming		Harrassment		Neglect		Physical abuse	
Pressure		Suspicious behaviour		Other			

6. Who or where would you look for help from if you thought you were in an abusive relationship?

Parents/Carers		Friends		School/College		Other	
----------------	--	---------	--	----------------	--	-------	--

7. Who delivers your PSHE lessons?

Form teacher		Subject teacher		Assembly		Other	
--------------	--	-----------------	--	----------	--	-------	--

8. Were any real-life scenarios used while discussing **sexual consent** and **sexual pleasure** in lessons?

Yes to both		Yes for sexual consent only		Don't know	
No to both		Yes, for sexual pleasure only		Prefer not to say	

9. How confident do you feel about your understanding of sexual consent?

Not at all confident		Not very confident		Unsure		Somewhat confident		Very confident	
----------------------	--	--------------------	--	--------	--	--------------------	--	----------------	--

10. How healthy do you consider your relationship with your parents/carers?

Not at all healthy		Not very healthy		Unsure		Somewhat healthy		Very healthy	
--------------------	--	------------------	--	--------	--	------------------	--	--------------	--

11. How healthy do you consider your relationship with your friends?

Not at all healthy		Not very healthy		Unsure		Somewhat healthy		Very healthy	
--------------------	--	------------------	--	--------	--	------------------	--	--------------	--

12. How healthy do you consider your relationship with your partner?

Not at all healthy		Not very healthy		Unsure		Somewhat healthy		Very healthy		N/A	
--------------------	--	------------------	--	--------	--	------------------	--	--------------	--	-----	--

13. Have you discussed Female Genital Mutilation (FGM) in PSHE? This can also be known as "female circumcision" or "cutting", sunna, gudniin, halalays, tahur, megrez and khitan.

Yes		No		Don't know		Prefer not to say	
-----	--	----	--	------------	--	-------------------	--

About You

14. What is your gender?

Mal+e		Female		Transgender		Prefer not to say	
-------	--	--------	--	-------------	--	-------------------	--

15. What is your sexual orientation?

Bi sexual		Gay woman/Lesbian		Gay man	
Heterosexual/Straight		Other		Prefer not to say	

16. Which year are you in?

7		8		9		10		11	
12		13		Other					

17. Do you look after someone at home who needs support?

Yes		No		Not sure	
-----	--	----	--	----------	--

18. Do you consider yourself to have a long term health condition or disability?

Yes		No	
-----	--	----	--

19. Do you identify with a sub-culture eg. Goth, Emo, Roadman?

Yes, please specify		No	
---------------------	--	----	--

20. How would you describe yourself?

White		Asian or Asian British		Black or Black British		Chinese		Mixed Heritage	
Other(please specify)						I prefer not to say			

21. What is your postcode?

TF1		TF2		TF3	
TF4		TF5		TF6	
TF7		TF8		TF10	
Other					

If this survey has raised anything that you would like to discuss further, please contact Kath Jones, Senior Counsellor.

Thank you for participating in this survey, your help is very much appreciated. The survey report will be published on www.healthwatchtelfordandwrekin.co.uk in the autumn.