

‘I feel like I’m bearing the burden to change the whole planet.’ Secondary school teachers’ perspectives on implementing the new statutory ‘Relationships and Sex Education’ guidance. What are the challenges that remain, and how might they be overcome?

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Abstract

‘Relationships and Sex Education’ (RSE) is the first statutory guidance on Sexuality Education in England; making it compulsory. This follows many blaming the lack of statutory status for the poor quality of Sexuality Education. Despite this, a recent Ofsted review (2021) suggested it is still not consistently delivered effectively. Furthermore, some suggest RSE is not doing enough to tackle prevalent societal issues such as sexual harassment and violence, and the impact of misogynistic social influencers. While it is too early to look at the effects of the new RSE, it is not too early to look at its delivery, a precursor to achieving outcomes. As there is limited research on this, the research examines the delivery of RSE from the perspectives of those required to deliver it, teachers.

The research utilised a mixed methods methodology to address the question ‘What do secondary school teachers perceive the challenges to be when implementing the new RSE guidance and how can they overcome these?’. In phase 1 a survey collected data from 82 secondary school RSE teachers and in phase 2 interviews were conducted with 6 of these participants. Statistical analysis of the quantitative data was used to begin to address the question and reflexive thematic analysis of the interview data further enhanced this understanding.

The results of the research suggest that barriers such as a lack of training and resources persist. However, they also suggest there are more complex challenges such as wider societal discourse about RSE and a culture of anxiety. In terms of overcoming these issues the results suggest a whole school approach with senior management support, that incorporates pupil voice and acknowledges the unique pedagogical requirements of RSE. The author concludes that teachers will find it incredibly difficult to implement RSE effectively in the current context, meaning more support is required.

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1 Introduction and Context

1.1 Key definitions

Sexuality Education (SE) – one of many terms used to describe school-based education that teaches around the topics of sexual health and relationships. It is said to be an internationally recognised term, used by the World Health Organisation (WHO) and United Nations Educational, Scientific and Cultural Organisation (UNESCO) that therefore covers a range of different approaches (European Commission, 2020).

Sex Education – A term often used interchangeably with SE but that will only be used in relation to the first official form of SE in England.

Relationships and Sex Education (RSE) – The current statutory government guidance for SE in England.

Sex and Relationships Education (SRE) - The non-statutory government guidance that was in place on SE in England prior to RSE.

Sexuality – ‘A central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors.’ (WHO, 2010, p.17).

Sex – ‘Refers to biological characteristics that define humans generally as female or male, although in ordinary language the word is often interpreted as referring to sexual activity’ (WHO, 2010, p.17)

Personal Development (PD) – A section in the updated Ofsted inspection framework which includes reference to effective RSE.

Considering these definitions SE will be used throughout this thesis to refer to SE programmes generally and the specific names of programmes in England will be used when they are being referred to.

1.2 Introduction

SE has been used to tackle several societal concerns globally. Initially these concerns were driven by a public health agenda, for example the reduction of STI transmission and teen pregnancies. However, in many countries the concerns SE is now tasked with addressing are significantly more complex such as sexual violence and harassment, and the exposure to and impact of pornography. In England, recent statistics suggest that sexual offences are at a record high (Office for National Statistics, 2021) sexual violence and harassment is happening in at least 3000 of our schools (Setty, 2022) and 79% of young people (YP) are exposed to violent pornography before the age of 18 (Children’s Commissioner, 2023). There are also significant concerns about the impact of misogyny and toxic masculinity on children in our schools, highlighted by the impact of Andrew Tate, a social media influencer promoting these views (BBC, 2022).

Research suggests that SE can contribute to tackling these complex issues (Sex Education Forum (SEF), (2022) however there is a lack of agreement on how this should be done, and a recent Ofsted review (2021) suggests it is not being done well in many schools in England. This research therefore attempts to shed light on why it isn't being implemented successfully and how it can be done better, in the hope that this will inform SE that contributes more effectively to tackling some of these complex societal issues.

The rest of this section will provide a brief global context, a detailed history of the development of SE in England and discussion about the current issues with RSE. This is to provide a more detailed understanding of the need for the current research. The section then closes with justification for the focus on delivery rather than outcomes and thoughts about the role of Educational Psychologists (EPs) in the development of SE in England.

1.3 The global picture

The WHO justify SE using the following arguments:

- Sexuality is a fundamental part of being human
- The United Nations Convention on the Rights of the Child gives children the right to information and the right to be educated
- Informal sex education is said to be insufficient
- Modern day technology means children are exposed to a huge range of inaccurate information
- A lack of understanding about sexual health is a threat to the health of a nation

This comprehensive justification generally encompasses many of the drivers for the development of SE cited in the literature. For example, it acknowledges the role of a public

health agenda in addressing things like STIs (Leung et al. 2019; WHO, BzGA, UNFPA 2016), and the risks associated with technological advances (Pound et al. 2017). It also acknowledges the impact of the morals and values of a nation (Leung et al. 2019; Cavendar 2015), in terms of the perceived rights of children. However, because SE is influenced by societies' morals and values, it is a sensitive and highly debated topic (Fiennes 2019). This means there is huge variation in what and how it is delivered globally (UNESCO, 2021), across the European Union (European Commission, 2020) and across the U.K (Renold & McGeeney, 2017). This topic is so sensitive that even disagreement *within* some countries can make it a politicised topic, which can get in the way of best practice (Hirst, 2013) and is said to have hindered the development of SE in England (BigTalk Education, 2020).

Despite this variation in delivery, there is some broad agreement across many countries that some form of SE should be delivered. This is evident in the fact that in a global report 85% of 155 countries reported having related national policies, 85% of 130 countries reported having covered SE in their national curriculum (UNESCO, 2021) and SE is mandatory in most EU member states (European Commission, 2020). The WHO (2010) has identified 3 types of programmes globally.

1.3.1 Type 1 – Abstinence only programmes

Abstinence only programmes, referred to by WHO (2010) as type 1, promote the idea that YP should abstain from sex outside of marriage to avoid negative outcomes such as unwanted pregnancy and STIs. These programmes do not teach about contraception as it is believed this would 'put ideas into YP's heads', encouraging them to have sex and therefore increasing STIs and teen pregnancies (Cavender, 2015). These programmes still appear to have popularity in America, reportedly the only provision permitted in 23% of school districts in a national head teacher survey (Dodge et al. 2008) and funded by federal

government when other programmes are not (Ott & Santelli, 2007) This is despite endless papers citing the ineffectiveness of this type of SE in reducing STIs and teenage pregnancies (Kohler et al. 2007; Perrin & Dejoy, 2003; Santelli et al. 2017; Stranger-Hall & Hall, 2011). Ireland's mandatory SE (2018), although not described abstinence only approach, is also said to promote abstinence (European Commission, 2020).

1.3.2 Type 2 – Comprehensive programmes

Comprehensive SE, type 2, may also acknowledge abstinence, but focuses more on contraception and safe sex (WHO, 2010). This is further described as providing accurate, age-appropriate, evidence informed information that is not limited to the biological aspects of SE and that equips YP with the skills to have health and well-being in relation to a range of relevant topics. There is also suggestion that comprehensive SE is so on account of a breadth and depth of content that is embedded across the curriculum rather than delivered in a one-off session (UNESCO, 2018). Generally comprehensive education is positioned as the alternative to abstinence only programmes and numerous studies demonstrate its comparative effectiveness (Kohler et al. 2008; McCave, 2007).

1.3.3 Type 3 – Holistic programmes

Holistic SE is the third type the WHO identify, and Austria's SE is cited as a good example of this type (European Commission, 2020). These programmes teach many of the same topics as comprehensive approaches, but through a lens of personal and sexual growth. This third approach has been associated with a move towards integrating pleasure into SE (Hirst, 2013), amid concerns that the focus on risk is overly negative and results in teaching that does not reflect YP's experiences therefore lacks relevance to them (WHO, 2010).

Limmer's research (2010) demonstrates how this lack of relevance can result in SE not achieving its aims. The young men in this study consider the risk of appearing less masculine by turning down a sexual opportunity because they do not have a condom, or losing an erection because of a condom, as more of a risk than contracting an STI. Meaning that in this case, teaching about the health risks of not using a condom would lack relevance and be ineffective.

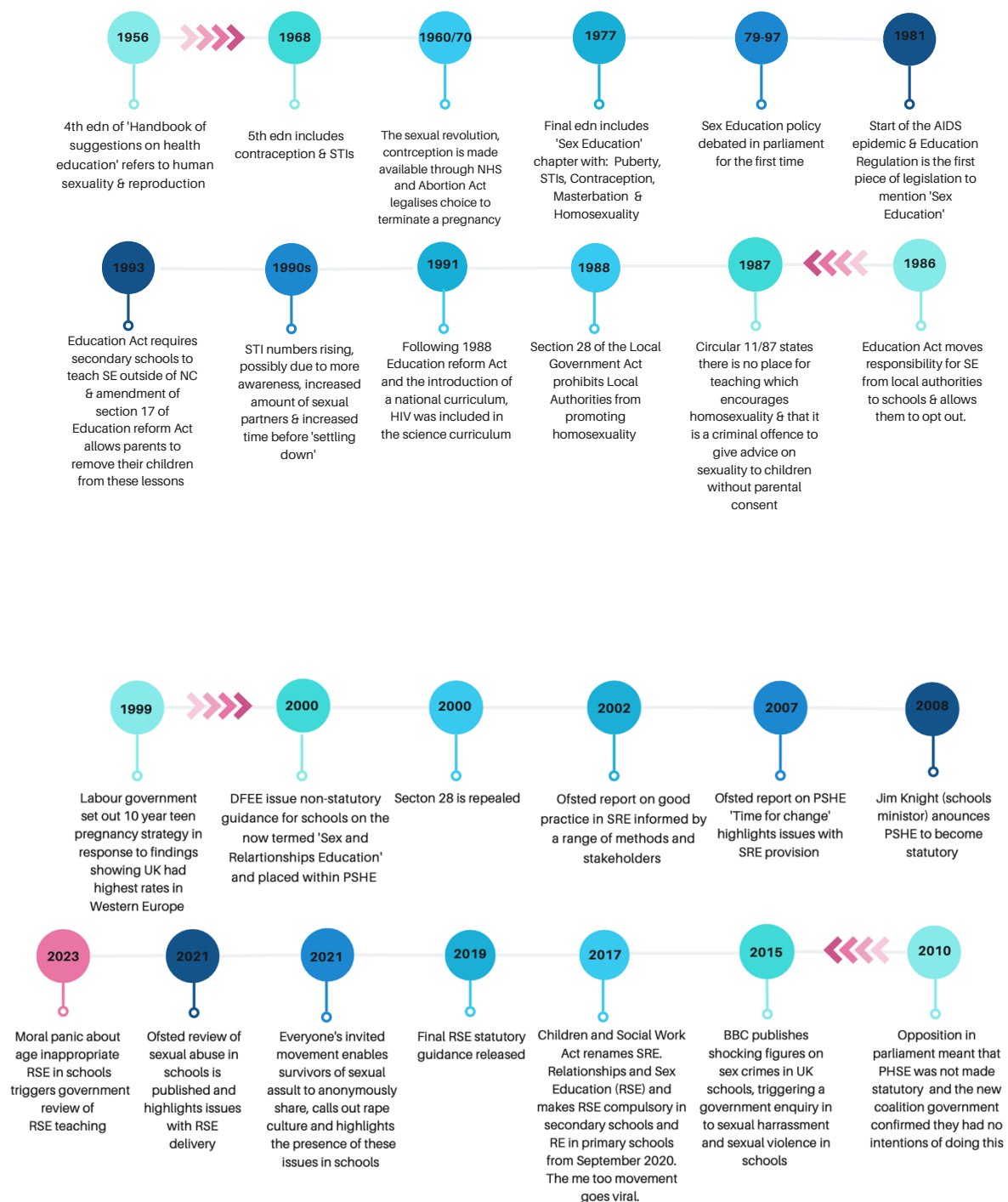
1.4 Relationships and Sex Education (RSE) in England

The current RSE guidance in England describes itself as a 'comprehensive programme' (Department for Education (DfE), 2019, p.5) and its aims, and content are in line with this. The guidance aims to 'give YP the information they need to develop healthy, nurturing relationships' (DfE, 2019 p. 25). It further suggests that effective RSE 'supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships at the appropriate time' (DfE, 2019 p. 25). Its content is extensive and is expected to be embedded into a whole school approach, not taught as a standalone session. However, as it does not describe the approach as holistic, it could be argued that it is not in line with WHO gold standard for SE. The following section will examine the development of this comprehensive SE programme in England in more detail.

1.4.1 The history of SE in England

Figure 1

A visual depiction of some of the key moments in the development of RSE in England, informed predominantly by Cavender (2015) but also by Bigtalkeducation (2020), World Health Organisation (2010) and Hughes and Field (2015).



As depicted in the visual above, SE first officially emerged in England in 1956, when it was discussed in the 'Handbook of suggestions on Health Education', a document used by teachers at the time (Cavender, 2015). Prior to this SE was not entirely absent though, 4 years in to the second world war the Board of Education published, 'Sex Education in Schools and Youth Organisations', an advisory pamphlet sharing how schools were already delivering this. However, the contents of this pamphlet were not incorporated in to the 1947 edition of the 'Handbook of Suggestions on Health Education' and by the 1950's it was out of print (Pilcher, 2005).

The re-emergence of SE in the 'Handbook of suggestions on Health Education' is considered a significant shift in government guidance (Pilcher, 2005). The chapter, 'School and the Future Parent', starts by acknowledging the divide in opinions on SE. On the one hand, the need from YP to have information and the ineffectiveness of relying on the family to provide this, and on the other, the view that this is unnecessary and not a good idea. The chapter then goes on to give explicit guidance on how to 'teach' this, as opposed to the Board of Education pamphlet which intended to avoid prescribing an approach by simply detailing what schools were doing (Pilcher, 2005). It explains that rather than 'teaching', beyond teaching facts about the reproduction of living creatures in biology, staff should merely ensure they answer questions in a factual and non-emotional way (Ministry of Education, 1956).

Over the next 25 years the guidance in the handbook developed, alongside related societal changes such as the sexual revolution, the legalisation of the contraceptive pill and abortion, and the decriminalisation of homosexuality (Fiennes 2019). By 1977 the chapter 'School and the future parent' was renamed 'Sex Education' (SE). By 1981, after being debated in Parliament for the first time, SE was included in 'The Education Regulations'

(Cavender, 2015) which obliged local authorities and schools to publish details of their SE provision.

This increased surveillance may have reflected and invited opposition from those who felt SE would corrupt YP. Hirst (2013) describes the two sides of the debate as either believing that SE is the solution to public health problems, such as STIs, or believing that SE is the problem. She goes on to argue that this dispute is ongoing and has hindered the development of effective SE in the U.K.

The discomfort and disagreement around SE can be seen across the next 7 years (1981-1988), as laws and government documentation increased the pressure on schools and local authorities to, essentially, make sure they don't get this wrong. For example, Circular 11/87 explains that it may be a criminal offence to give advice to children on sexuality without parental consent. Thereafter, the Education Act (1986) also allows schools to opt out of it all together, perhaps suggesting the government did not want to come down hard on one or the other side of the debate, further reflecting the societal divide. The laws and guidance around teaching or promoting homosexuality also added to this pressure. For example, Section 28 of the Local Government Act (1988) prohibited Local Authorities from promoting homosexuality and circular 11/87 stated that there was no place for teaching that encouraged homosexuality.

The focus of SE at this time was predominantly on the biological facts and this was solidified by the inclusion of HIV in the biology section of the National Curriculum (1989), making this minor part of SE statutory (Cavender, 2015). This focus on disease prevention was driven by public health concerns resulting from the AIDs epidemic.

The societal divide and sensitivity of SE can be seen to continue to impact government policy in the amendment of section 17 of the Education Reform Act (1988) in 1993. This enabled parents to withdraw their children from all parts of SE other than the

content included in the National Curriculum. The topic of parental rights to remove their children from SE is one that continues to be debated (Big Talk Education, 2018), as parents can still request to withdraw their child from the Sex Education aspect of RSE up to 3 terms before their 16th birthday.

Also in the 90s, a new public health concern emerged around teenage pregnancies. A report by the Social Exclusion Unit (1999) found that the U.K. had the highest rates in Western Europe. In response to this, the then Labour government set out a 10-year strategy, of which SE played a part. Shortly after this, the then, Department for Education and Employment, issued the non-statutory guidance for schools on what they now termed, Sex and Relationships Education (SRE) (2000), acknowledging the importance of relationships in this. It was also positioned within the PSHE curriculum acknowledging its links to this. Alongside this, section 28 was repealed, no longer prohibiting teaching that promoted homosexuality.

Over the subsequent 10 years there was a drive to make PSHE and thus SRE statutory. This was alongside publications such as Ofsted's (2007) 'Time for Change', highlighting issues with SRE provision, and many arguing that statutory status was part of the solution (External Steering Group; 2008; Formby et al. 2010; Limmer, 2010; Macdonald, 2009; Strange et al. 2006; Teen Pregnancy Independent Advisory Group, 2010; World Health Organisation, 2010). However, opposition in parliament and an eventual change in government meant that in 2010 this was explicitly ruled out. This was until 2015, when shocking BBC figures on sex crimes in schools triggered a government enquiry into sexual harassment and sexual violence in schools (BigTalk Education, 2020), resulting in a push, yet again, to grant SRE statutory status (Women and Equalities Committee, 2016).

In 2017 The Children and Social Care Act finally made it so, renaming SRE, 'Relationships and Sex Education' (RSE), placing relationships first and making this aspect

of it compulsory in primary schools and the full RSE, compulsory in secondary schools. The final draft of the associated government guidance, ‘Relationships Education, Relationships and Sex Education and Health Education’ was published in 2019, which details a list of topics to be covered and was to be implemented by September 2020. However, this was shortly followed by the COVID-19 pandemic which undoubtedly hindered implementation, along with YP’s education and welfare generally. Furthermore, the issue of sexual harassment and violence in schools was brought to the forefront again by the Everyone’s Invited movement, which triggered an emergency Ofsted review into sexual abuse in schools (2021). This review, unsurprisingly given the disruption caused by the pandemic, highlighted issues with RSE delivery. The following section will discuss some of these issues in more depth.

Amid the most recent moral panic about YP being taught age-inappropriate content in schools, the current government are due to conduct a review into the delivery of RSE (DfE, 2023). Related inflammatory comments made in parliament such as, ‘Graphic lessons on oral sex, how to choke your partner safely, and 72 genders. This is what passes for RSE in British Schools’, (Adu & Adams, 2023), demonstrate that the discomfort and disagreement about SE is still rife. Unfortunately, as this report is yet to happen the findings of this will not be able to inform this thesis.

1.4.2 The current issues with RSE in England

Despite titling the section on RSE, ‘How are schools successfully delivering the new RSHE curriculum and how they can be supported further?’, the Ofsted review (2021) paints a bleak picture of RSE delivery. Issues raised include lack of; training, prioritising the subject, confidence in delivery, quality assurance from management, preparation, resources, organisation, and age-appropriate delivery. Statements such as, ‘In around half of the schools,

teachers, who were often expected to deliver content through tutorial time, had not received any formal training on RSHE' and, 'The CYP we spoke to were seldom positive about their RSHE lessons', demonstrate how significant these issues are. Furthermore, a recent Safelives report (2022) concurs with many of these issues, for example, finding that no topic area in SE was perceived to be taught well by more than 50% of students surveyed, and that only 58% of teachers agreed with the statement 'I have had sufficient training to teach RSE effectively.' In addition, they highlight specific issues regarding: masculinity and the gendered experiences of RSE, LGBTQ+ inclusion, the taboo of SE in particular pleasure, a lack of relevance for YP, the impact of other sources of information and inappropriate pedagogy. Both reports find that because of these challenges the delivery of RSE varies greatly between provisions.

In the opinion of the author, the inclusion of an assessment of RSE in the Ofsted review implies it is either part of the problem of sexual harassment and violence in schools or at the least a not yet effective part of the solution. Sexual harassment and violence against women became a dominant part of public discourse globally in 2017 when the #metoo movement, founded by Tarana Burke went viral (Burke, 2023). This led to a community of survivors calling it out and supporting each other, whilst also raising awareness of this systemic issue. In similar vein to #metoo, Everyone's Invited created space for survivors to share their stories, but this movement was born out of Soma Sara sharing her experiences of rape culture. Everyone's Invited became specifically linked to schools because over 50,000 testimonials were made about sexual violence and harassment in U.K. schools and over 3000 schools were named (Setty, 2022). In 2022 complete lists of schools named were published, including a 108-page list of schools in England (Everyone's Invited), intended to highlight the fact that this is a systemic issue in our education system. The findings of the Ofsted

review (2021) concur with this finding that sexual harassment and online sexual abuse are commonplace in schools and therefore need tackling to ensure the safety of all young people.

Soma Sara defines rape culture as being, ‘when attitudes, behaviours and beliefs in society have the effect of normalising and trivialising sexual violence’, further emphasising the fact that this is a systemic issue (Oxford Union, 2021). She is also clear that we are all complicit in rape culture regardless of gender or sexuality. Thereafter, a symptom of this issue and current threat to our schools is social media influencers like Andrew Tate, said to have been radicalising boys with views aligned with rape culture and toxic masculinity (BBC, 2022). Toxic masculinity is characterised by rigid ascription to traditional gender roles and a view that men own women (Nicholls, 2021). It is an ideology that can be held by women and men. Tate demonstrates this view when he explicitly refers to women as men’s property. He has also engaged in victim blaming, part of rape culture, claiming that women should ‘bear some responsibility’ (Sky News, 2022).

While schools and RSE are not the cause of toxic masculinity and rape culture, poor RSE may make YP vulnerable to manipulation by influencers like Tate and generally more likely to ascribe to, rather than challenge, these views. Michael Conroy, founder of Men at Work, argues that boys are more vulnerable to these messages if pornography has been their main source of sex education (BBC Newsnight 2023), which research suggests is the case when SE is poorly received by boys (Limmer, 2010). What’s more, SE does tend to be more poorly received by boys (Brown & McQueen, 2020; Hilton, 2003) and the recent Safelives report (2022) calls for boys to have a more comprehensive approach to SE that acknowledges the unique gendered pressures they face. In addition, these societal views can also impact boys beyond their engagement with RSE, as traditional constructions of masculinity that view men as tough and not requiring help impact their health and wellbeing negatively (Safelives, 2022).

It is important to acknowledge that males are not always the perpetrators of sexual harassment and violence, and it is not only males who contribute to rape culture and toxic masculinity. There is still a huge amount of stigma around males as victims, making it incredibly challenging for them to come forwards (Oxford Union, 2021). This is something RSE could address, as the negative impact of gender stereotypes is listed content in the new guidance (DfE, 2019) and yet only 52% of students responding to the Safelives survey reported having been taught it and only 31% felt it had been taught well.

Minority groups are more significantly impacted by sexual harassment and violence, in particular the LGBTQ+ community, who are more likely to experience sexual violence and are at greater risk of contracting STI's (Formby & Donovan, 2020). In addition, in our schools, LGBTQ+ YP are likely to have experienced schooling 'characterised by homophobic, biphobic or transphobic bullying' (p. 1158), which may have been accompanied by similar staff attitudes, a curriculum that does not acknowledge them and inappropriate responses to dealing with discrimination against them.

SE likely contributes to this as sources argue it has historically, and continues to, provide a heteronormative approach, which is one that promotes heterosexuality as the norm and thus does not cater for the LGBTQ+ community (BPS, 2018; Formby & Donovan, 2020; Hirst, 2013). The British Psychological Society (BPS) (2018) strongly critiqued the draft RSE guidance for its heteronormativity and its lack of sufficient guidance on how to teach about sex, sexuality and gender identity in an inclusive way. It further argues that the sub-section 'LGBT' was offensive, indicating a 'less than' status made worse by the inclusion of the phrase 'schools are free to determine how they address LGBT specific content', which permits schools to completely ignore the lived experiences of these YP. In addition, Safelives (2022) argue that the guidance suggesting LGBTQ+ content is taught 'at the point at which schools consider it appropriate', contributes to a homophobic discourse by implying these

relationships are ‘inappropriate’ for younger pupils. Furthermore, they suggest that the governments vague guidance on it may serve the purpose of mollifying anti LGBTQ+ groups. Much like sexual violence, the heteronormativity of SE and subsequent exclusion of the LGBTQ+ community is likely a symptom of wider societal issues, however in this case it is argued that SE is also more clearly part of the problem.

The BPS have also been sceptical about the likelihood that schools can meet the needs of pupils with SEND with the new RSE. They express concern that if staff are not trained and equipped to teach RSE this will make it difficult for them to adapt this appropriately (2018). This is another minority group who are disproportionately affected by sexual violence (Amborski et al. 2022; Helton et al. 2017; Voice, Respond & Mencap, 2001) and thus may benefit significantly from appropriate and inclusive RSE.

1.5 Measuring the effectiveness of RSE

Evidence suggests that SE, and specific interventions in this area have positive effects. For example, the SEF (2022) cite evidence that suggests it can: reduce sexual violence, increase help seeking or speaking out, increase the practice of safe sex, increase the likelihood that first sex is consensual, improve gender equality and mental health. Thereafter, in line with the original aims of SE in England, research suggests that the rates of teenage pregnancy have reduced (Wellings et al. 2016) and the European Commission (2020) cites random control trial (RCT) evidence that shows SE can increase safe sex practices, decrease number of sexual partners, risky sexual behaviour and delay the initiation of sexual intercourse.

The above evidence suggests that SE is effective in meeting at least some of its aims. However, establishing and having confidence in cause and effect when studying such

complex variables is incredibly difficult. For example, SRE was only one part of a 10-factor strategy to reduce teen pregnancies, making it very difficult to know how much SRE contributed to this outcome. This argument is not to undermine the widely held consensus that SE is effective in achieving many of its aims, as the evidence clearly suggests otherwise, but it is to say that measuring its ability to achieve complex societal level changes in a particular context is not straight forward. Furthermore, as the new RSE has only been in place for less than 3 years and a significant period of that was spent in national lock downs, to try and measure the effect of this on its aims would likely prove difficult as changes may not have come in to affect yet. Therefore, it is suggested that an evaluation of the implementation of this RSE be more appropriate at this stage. The Ofsted and Safelives reports also focussed on implementation.

Some of the basic assumptions of implementation science (Kelly and Perkins, 2012) further support this focus on delivery, as it acknowledges the relative importance of knowing ‘what’ is effective and knowing ‘how’ it is effective. While the research referenced above provides evidence that comprehensive SE is ‘what’ is effective at achieving several related outcomes, without a focus on implementation it tells us less about ‘how’ (Blase et al. 2012). What is it about the SE programmes in these studies that has resulted in the change seen, or in implementation science terms, what are the core components of these programmes that are required for success? If we do not know what these are, then an evidence-based intervention can end up being ineffective because it is implemented without these.

One of the goals of implementation science is to understand what the impeding and facilitating factors to implementation are (Forman, 2013) and it is said that an understanding of the conditions under which an intervention fails and those under which it succeeds leads to an understanding of the core components for success. Although the Ofsted review (2021) has begun to shed light on what these factors might be, with a large sample size made up of a

range of stakeholders, this was carried out less than a year after the statutory implementation of RSE and may therefore have been at least partially reflective of practice before the change. Furthermore, an understanding of these factors now that statutory status has been granted is of particular interest as the lack of statutory status has historically been cited as contributing to difficulties delivering SE (Strange et al. 2006). Therefore, this research will start with a review of the literature that will seek to further address the question ‘What are the factors that either impede or facilitate the delivery of the new statutory RSE guidance?’. Although the Safelives report (2022) does shed some light on this more recently than the Ofsted report (2021), this had unfortunately not been published at the time that the literature review was carried out.

1.6 The role of Educational Psychology

EPs as practitioners with skills and knowledge in both research and education, can contribute to this area by carrying out research, as is done here. However, their contribution in informing best practice and supporting schools to deliver this goes beyond a contribution to the evidence base. EPs are said to ‘exist to support change and improvement in a range of educational and related areas’ (Kelly et al. 2016 p.54) and it has been suggested that schools should access professionals such as psychologists to develop their RSE (BPS, 2018), making them well placed to support with this.

EPs have specialist knowledge related to SE such as an understanding of: the psychological aspects of sexual relationships such as power, the systemic influences on people’s perception of themselves in relationships, psychological defences, and theories of attitude and behaviour change. The complex societal issues that SE in England is tasked with addressing require attitude and behavioural changes that psychologists are trained to bring about, whereas teachers are not. The government guidance on implementing RSE suggests

that standard best practice for teaching children other curriculum subjects should be used, this involves clearly explaining facts and allowing opportunities to recall these facts. Teachers are expert at this but recalling facts will not suffice to create attitude and behavioural changes. Therefore, a partnership between EPs and schools in this area is one that has the potential to enable more effective SE, bringing together expertise in both teaching and curriculum, as well as attitude and behavioural change, and other relevant psychology. Thus, the researcher hopes that this research will highlight the potential for this partnership, strengthen it where it already exists and lay the foundations for the beginnings of a partnership where it has not yet begun.

1.7 The researcher's position and reflexivity

The researcher takes a critical realist world view when conducting this research, which is discussed in more detail in section 3.4 but will be briefly referred to here in relation to reflexivity. This stance assumes there is a reality outside of the human mind but that this can never be truly known, as our knowledge of it will always be context dependent (Pilgrim, 2020). Subsequently, the researcher acknowledges that this research and the write up that follows will be context dependent, thus influenced by factors such as those associated with the researcher.

The use of reflexivity, which involves explicitly naming and acknowledging the impact of factors that may bias the researcher's perspective, is thought to be in line with this world view because it acknowledges known aspects of the context that the research is dependent on. Subsequently these known aspects of context were reflected on throughout the research process, evident in the reflexive section of the qualitative analysis and references to a reflexive journal kept.

The researcher starts this process by disclosing that as an ex-teacher who has planned and delivered RSE, they may have opinions that could influence data collection and analysis. This may provide them with additional insight into the challenges of implementing RSE within the complex system of a school, aiding their ability to make sense of data collected. However, it may also result in an over identification with participants or a biased interpretation of the data towards their own views on the topic.

The researcher also acknowledges the possible impact of being a woman, more likely to be a victim of sexual harassment and violence, associated with insufficient RSE. While the researcher has attempted to provide balance where sexual harassment is discussed they also acknowledge that in line with a critical realist stance the researcher's view of reality is dependent on their context. Therefore, this should be read with the researcher's gender in mind.

2 Literature review

2.1 Introduction

Informed by the arguments above, the question asked of the literature focusses on delivery rather than outcomes. It also aims to obtain an understanding of the delivery post statutory status on the basis that the lack thereof has been associated with many of the challenges with delivery. Therefore, the question asked of the literature is

‘What are the factors that either impede or facilitate the delivery of the new statutory RSE guidance?’

2.2 Search strategy

On 15/08/2022 a search was conducted in the following relevant data bases, available to the researcher: APA PsycInfo, APA PsycArticles, Education source, ERIC and SocIndex with Full Text. The search terms that can be seen in Table 1, were initially searched for in ‘All text’ and the searches combined with ‘AND’.

Table 1

Search Terms

Search 1	Search 2	Search 3	Search 4
‘Barriers’	‘Implement*’	‘RSE’	‘School’
‘Challenges’	‘Deliver*’	‘Relationships and Sex Education’	‘Secondary School’
‘Imped*’		‘Sex Education’	
‘Facilitat*’		‘Sex Education’	

Results from the ‘All text’ search were too vast and did not bear enough relevance. The search produced 340,610 results which reduced to 290,602 when limited to peer reviewed, 288,070 when limited to full text, 261,791 when limited to after 2000 and still 2,345 when limited to the United Kingdom. It is beyond the scope of this review to scan the abstracts of thousands of papers when the studies ordered as most relevant were still bearing little relevance, so the search was rerun in abstracts, obtaining 44 papers and then repeated on 02/11/2022 but including a search in titles, obtaining 47 papers. In this second search all 4 searches were run in abstract OR title and then these searches were combined with AND. Therefore, the resulting 47 papers had one of each of the search terms in either the title or

abstract. The same inclusion exclusion criteria were applied to both searches (See Table 2). A PRISMA diagram of these searches can be seen in Figure 2.

2.2.1 Inclusion criteria

Table 2

Inclusion and exclusion criteria

Inclusion	Exclusion
<ul style="list-style-type: none"> - The findings of the research or discussion refers to factors that affect the delivery or implementation of SE. 	<ul style="list-style-type: none"> - The research is carried out outside of the U.K. - Participants are not secondary school age.
<ul style="list-style-type: none"> - The research is carried out within the U.K. 	<ul style="list-style-type: none"> - Findings are focussed on outcomes rather than delivery.
<ul style="list-style-type: none"> - The research is focussed on either a specific SE intervention or RSE as a whole. 	
<ul style="list-style-type: none"> - The paper was carried out whilst the previous ‘SRE’ or the new ‘RSE’ was in place. 	
<ul style="list-style-type: none"> - Empirical research. 	
<ul style="list-style-type: none"> - Syntheses where this offers something additional or different to the original paper or where the original paper cannot be accessed. 	

Only findings relevant to the question asked of the literature to be included.

- The participants used in the study are of secondary school age or the focus of the study is secondary school aged YP.
-

2.2.2 Development of the inclusion criteria

The initial inclusion and exclusion criteria limited the papers to only those carried out whilst the RSE statutory guidance has been in place. However, only one paper met this criterion which did not look at the implementation of RSE as whole, but of a specific SE intervention. Therefore, the criterion was widened to include research carried out in the context of the previous SRE curriculum, as it thought that this would shed some light on the question because it existed within the same education system. In addition, it is believed that factors influencing the implementation of specific SE interventions are likely to also influence the implementation of the wider curriculum thus leading to the inclusion of these papers.

A significant amount of the literature found was carried out in either the U.S.A. or in Africa. This research was not included because of differing societal views on SE which influence policy and practice. For example, in the U.S, abstinence programmes are still commonly taught (Johnson, 2020). The decision to exclude these studies is supported by the National Institute for Health Research (2017), who cautioned that conclusions from their review would have limited applicability to the U.K. due to the amount of U.S. studies.

Studies from the following countries also came up in the search; Netherlands, Arabia, Iran, Canada, Chile, Pakistan and Saudi Arabia. However, after considering if there might be a way to determine if an education system or SE provision were similar enough to England's, to exclude or include, the researcher decided there would not be an objective enough way to do this. Therefore, the decision was made to only include research carried out within the U.K. Other U.K. countries were included on the basis that they share a centralised government and have some shared culture.

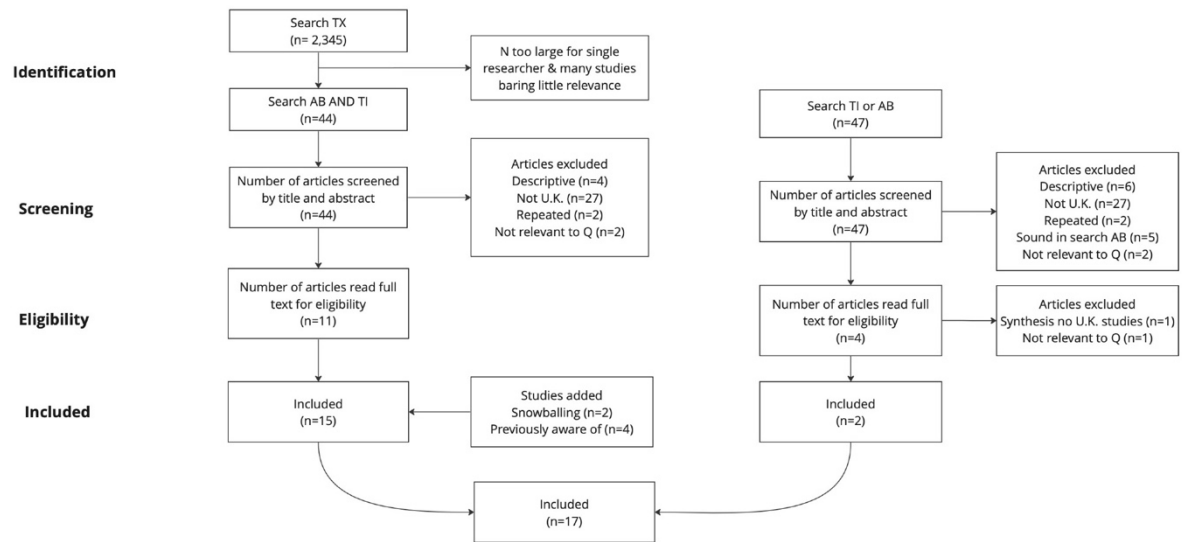
The decision to focus on secondary schooling is not without consideration of the argument that good SE is that which starts in primary school (Goldfarb & Lieberman et al. 2021; Pound et al. 2017; World Health Organisation, 2010). However, in accordance with current legislation, the SE element of RSE is only statutory in secondary schools, and it is the SE aspect of this particularly that is accompanied by fierce political and emotional debate (Fiennes, 2019) arguably making it more challenging to deliver.

2.2.3 Resulting papers

After applying the inclusion and exclusion criteria 9 papers from search 1, and 2 papers from search 2, resulted in 11 papers. An additional 2 papers were accessed using the snowballing technique, whereby relevant references from the 11 papers found were sourced (Garrard, 2017). An initial 4 papers that the researcher was aware of because of preliminary work were also included as they met the criteria but did not come up in the search. This resulted in 17 papers total. The researcher tried to establish why the 4 additional papers did not come up in the search so that they could adapt the search to capture more relevant studies if appropriate however they were unable to do this. This means that it is possible the researcher has missed other relevant studies.

Figure 2

A PRISMA diagram to show the literature search process



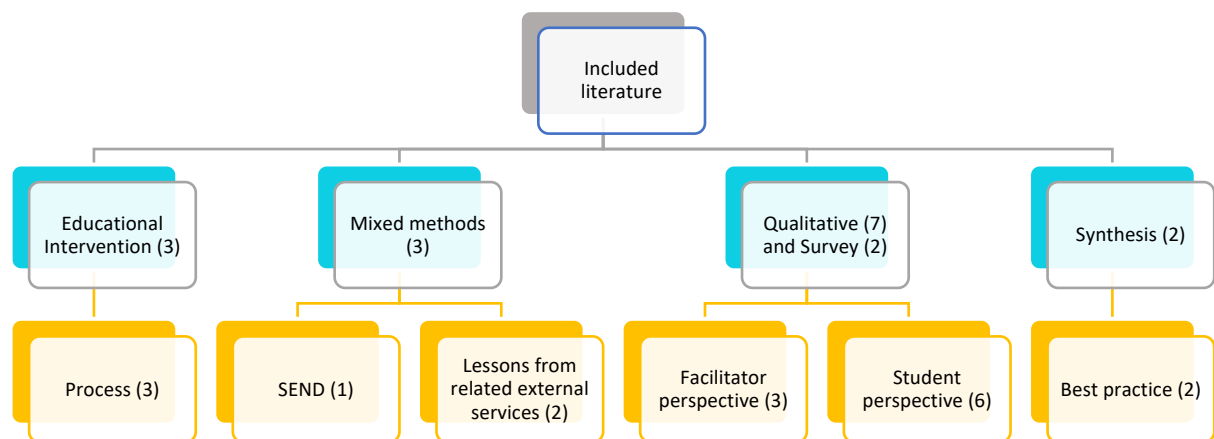
miro

These 17 papers were reviewed for quality using critical appraisal tools that were appropriate for each methodology (See Appendix A for a list of these tools & Appendix B for example completed appraisals).

2.3 Literature review

2.3.1 Organisation of the literature

Articles were sorted into 4 groups based on methodology and these were then further grouped into themes as can be seen in Figure 3. The sections that follow will summarise and critically appraise the included literature under these theme headings.

Figure 3*Organisation of the literature*

2.3.2 Process evaluations of Specific Interventions

The 3 studies that evaluated specific SE interventions carried out process evaluations of these. Process evaluations focus on how an intervention is delivered in relation to how it was intended to be, on the basis that measuring implementation is just as important as measuring effectiveness (Steckler & Linnan, 2002). This means that outcome measures were not used to determine the effectiveness of these interventions. In this case, as the literature review is intended to better understand the factors that impede and facilitate implementation a focus on process is perhaps of more value than a focus on outcomes.

Meiskin et al. (2020) studied, ‘Project Respect’, a dating and relationship violence focussed ‘whole school intervention’, meaning that as well as prescribed curriculum content it also involves aspects beyond what is taught. For example, the intervention involves training for leading staff from an NSPCC trainer, SMT review of relevant rules and policies, students and staff to map ‘hotspots’ where this type of violence occurs, SMT to plan a staff rota to

patrol these areas, dissemination of the ‘circle of 6’ app to students to support them to ask for help and information for parents on how to prevent and attend to instances of violence.

A pilot cluster randomised control comparison was carried out using 4 intervention schools and 2 controls in Southeast and Southwest England. The intervention group implemented ‘Project Respect’ and the control group continued with their existing provision, assumed to be through SE. Initially a volunteer sample was obtained then purposive sampling was used to increase representativeness in relation to neighbourhood disadvantage and academic attainment.

A mixed methods process evaluation was used in the 6 schools to determine if a full-scale trial should be conducted to measure effectiveness. Quantitative and qualitative data were collected through audio recordings of the training, activity logbooks, structured observations, interviews with staff and the trainer. This data was then analysed through descriptive statistics and thematic analysis accordingly.

The factors found to impact how feasible the intervention was to implement were as follows: lack of lead in time, staff engagement with and interest in the topic, teacher’s skills and confidence, staff turnover, budget cuts, staff restructuring, SMT priorities, focus on D.V. too narrow for the required time commitment and ability to align the programme with existing procedures. However, as this study used a volunteer sample and required a significant commitment, the findings may not reflect the challenges faced by other schools. This is as these schools may have been more invested in SE than those who did not volunteer. Furthermore, the fact that the focus of this intervention was too narrow for the time requirements, means that some of the issues with time may not apply to SE more generally.

Despite these possible limits to generalisability, this study sheds some light on what the challenges with implementing RSE might be in some secondary schools in England. Furthermore, although there may be issues with the validity of some of the data collected

because of missing logbook data and inherent issues with self-report measures, this thorough process evaluation made use of data from a range of sources, meaning triangulation may have enabled validity to be improved.

Ponsford et al. (2021) also carried out a pilot process evaluation of a specific SE intervention to determine if a phase III RCT was feasible. This extensive study addressed a range of further aims: to optimise the social marketing sexual health promotion intervention 'Positive Choices' with the SEF, to conduct an initial feasibility assessment with one case study school and to address 11 related research questions. Therefore, the three phases of the design were as follows. Firstly, a systematic participatory optimisation of 'positive choices', using focus groups and meetings with a range of stakeholders, ranging from students in the case study school, to government policy makers. This enabled refinement of the intervention materials by the SEF ready for the second phase, which was a feasibility assessment with one secondary school. This focussed on implementation with year 9 students from 2017-2018. Feasibility was assessed through recordings of staff training, surveys about the training, logbooks kept by staff facilitating the school health promotion council, relevant staff meetings, observations of meetings and teaching of the curriculum, interviews with teaching staff, SEF training staff and 8, year 9s. Fidelity and acceptability levels derived from these measures led to further refinement of materials and the final phase, a pilot RCT. This involved 6 schools in Southeast England, 2 as controls. To inform the process evaluation, data was collected in the final phase through the same sources that it was in phase 2.

The results of this study suggest several factors that may either impede or facilitate the delivery of RSE. In the optimisation phase, teachers raise some concerns or suggestions that are not directly referred to as barriers but could be perceived to be. For example, they express concern about the weighting given to student input when they may not know what they need to know because of a lack of current experience or knowledge. Some staff also felt

ill equipped to teach certain topics, felt single sex lessons may be appropriate and expressed a need for concise prescriptive materials due to time constraints. The lack of confidence in delivery and time restraints were also identified in Meiksin et al.'s (2020) study as challenges. Thereafter, debates around the inclusion of YP's views and single sex SE are not uncommon.

Policy makers also raised concerns about time but with particular reference to SE's position on the hierarchy of priorities, also referred to by Meiksin et al.'s (2020). Time restraints and priorities were also found to impact fidelity of the intervention in the case study phase, which was particularly stark as a poor Ofsted rating led to changes in SMT and the subsequent shifting of priorities and resources away from RSE. Policy makers suggested facilitating factors to address this, some of which are considered to be applicable to RSE. These are: whole school awareness, buy in from governors and parents, relationships with local partners in public health, flexibility and fitting in with current provision. Thereafter, it is particularly interesting that the policy makers also suggested Positive Choices, the intervention, could in itself be a barrier to RSE teaching as it could give the impression that the work was done. This is an interesting point and raises the question of whether a combination of general RSE teaching and specific RSE interventions for more challenging topics is possible or if it needs to be either or.

In the RCT, fidelity of implementation, although good in 3 out of 4 schools, was particularly poor in school 2. This highlighted several challenges with implementation that are likely to also impact RSE in some schools. These were: time, staff turnover, change in headship and leadership, staff being reluctant to deliver and teachers personal belief systems. Some issues with the intervention itself which may apply are: it needing to be more LGBTQ+ inclusive, cited in the literature regarding SE in England (Safelives, 2022) and it not being inclusive for students with SEND.

Factors that were found to facilitate implementation in the RCT were: comprehensive but flexible resources, strong and supporting leadership, prioritisation, staff buy-in/views, relationships with students, good working relationships between staff, opportunities for dialogue between students and teachers, the current statutory status of RSE and the multi-component/whole-school approach. In relation to staff views, one staff member referred personal experiences as a barrier. Given that 75.8% of teachers are female (Department for Education, 2021) and 1 in 3 women have been sexually assaulted, consideration of teachers' personal experience when teaching RSE is surely imperative.

Ponsford et al.'s (2021) research is extensive and the RCT was carried out within a context of statutory RSE, making it the most up to date piece of research in this review. Therefore, it is likely to shed some light on the challenges that will impact the implementation of RSE. In addition, as the intervention was found to be 100% acceptable to both students and staff and it met fidelity requirements to progress to a phase III RCT, there may be much to learn in terms of facilitating factors for RSE.

However, although the study used a range of schools and thus is likely to have some applicability for a variety of school contexts, they did exclude all boys' schools from the sample, meaning the study cannot shed light on the unique challenges these schools face. The schools were excluded on the basis that the primary outcome measure piloted was unintended pregnancies. In terms of ethics, it could be argued that this rationale for their exclusion is socially sensitive, as excluding boys from being able to answer a question about pregnancies could collude with the view that pregnancies are predominantly a women's responsibility. This is as it ignores the possibility that boys would know if they had made someone pregnant.

Buston et al. (2002) also carried out a process evaluation using a RCT design. 13-15-year-olds in 13 schools in Scotland received theory and evidence-based SE intervention SHARE for 2 years, whilst those in 12 control schools continued with their current provision.

The study aimed to better understand the factors that impeded and facilitated delivery through collecting both qualitative and quantitative data through a range of methods. However only the teacher interviews and the self-report lesson fidelity monitoring forms are drawn on.

The factors found to impact implementation were as follows: staff absence, staff turnover, time, pedagogic or moral objections from the teacher, timetabling and priorities, planning and organisation and a lack of experience with role play. All these factors were found to impede delivery in the previous two studies except role play, but this could be associated with teacher confidence as it is suggested this goes beyond standard pedagogy and thus is often challenging to teachers (Seig, 2003).

These findings suggest several impeding factors that are likely to also impact the delivery of RSE. However, this study may have less generalisability to SE in England than those previously discussed. This is as firstly, although both Scotland and England are part of the U.K. and thus have the same centralised government, education is devolved and schools in Scotland still have no statutory requirement to deliver SE. Secondly, this piece of research was conducted in 2002 which is a long time ago in the development of SE, given that section 28 preventing the 'promoting homosexuality' (Local Government Act, 1988), was only revoked in 2000 in Scotland and 2003 in England. Therefore, findings from this research may be less likely to apply to the delivery of RSE in England in 2023 than those from more recent research conducted in England. Having said this, as most of the factors identified align with those found in the 2 previously discussed studies, carried out since 2020, it does still appear to have relevance, perhaps further justifying its inclusion.

It could be argued that the exclusion of the data collected from other methods limits validity. Observations of lessons were conducted, which could have been used to triangulate findings about fidelity from the teacher self-report forms, likely to have been impacted by social desirability bias. Thereafter, discussions and interviews were conducted with YP

receiving the SHARE intervention, which would have offered an additional and valuable perspective. The reasons for not including this data, clarity, and brevity, are understandable, but the exclusion of this data may reduce the validity of the findings all the same.

The 3 studies discussed have highlighted several factors likely to impact the delivery of RSE. However, there is a common difference between the process of delivery in the interventions used in these studies and the delivery of the new RSE in schools which may limit its application. Schools implementing the interventions in all 3 studies were offered free training, support and or resources by experts in the field to do so. Schools are not being made such an offer to implement the new statutory RSE and may in fact have had to pay for the interventions evaluated here had this not been for research purposes, meaning that these studies may lack applicability.

2.3.3 Facilitator perspective

The qualitative and survey research found fits in to the categories of facilitator or student perspective. 3 of the qualitative studies collected data from the perspective of those delivering SE, which may arguably be the most useful perspective for understanding the factors that impact delivery.

Seig (2003) conducted focus groups with professionals who currently delivered SRE in Norfolk. These professionals were not teachers but discussed their experience of issues with SE delivery in schools on the basis that this distance would allow them greater objectivity. A process said to be consistent with critical discourse analysis methods was used to analyse this transcribed qualitative data in a way that acknowledges the social, cultural, and historical influences.

The findings from this analysis suggest several barriers to the delivery of SRE, the first of which is a lack of consistently applied evidence informed practice. Participants

suggest that professionals *are* aware of what best practice looks like, yet this is not consistently implemented. One explanation for this could be the second barrier highlighted, which is a lack of resources. This is said to result in a lack of sufficiently trained staff to deliver SRE. The third barrier discussed is the existing relationship between teachers and pupils. The focus group reference a need to form an 'equal relationship', which they argue is more difficult because of the pre-existing power differential. They also refer to the need for the classroom to be a safe space for students, whilst recognising that it may not feel like a safe space for teachers, said to be worried about getting it wrong.

Seig (2003) concludes that for SRE to make long lasting change it needs to acknowledge social and cultural lenses. They also argue that more support with implementation is required through local co-ordinators to oversee practice and clear guidelines on how to translate recommended practice into real life.

This research sheds light on some of the factors that influence the implementation of SE however this may have limited generalisability as the research only included 6 participants, all of whom worked in Norfolk and had similar professional backgrounds. Furthermore, this is not acknowledged by the author when making recommendations based on their findings. In addition, there is no other information provided about the participant group or the schools, making it difficult to establish transferability.

The use of professionals that are not working full time in schools could limit the validity of these findings. Although this may provide more objective data, as intended, it may also provide less accurate data. Schools are complex systems that are difficult to fully understand, meaning that they may have missed or misunderstood important aspects of the system that present as barriers to implementation. For example, their thoughts about teacher's worries may be better understood by speaking to teachers themselves. Furthermore, given

that there is very little detail on the process of data analysis and participant recruitment it is possible that this study is biased towards the agenda of the writer; again, impacting validity

Strange et al. (2006) conducted research in 12 secondary schools looking at teachers' perspectives on factors impacting the delivery of SRE to 13–16-year-olds. 29 schools were invited to take part in an experiment measuring the effectiveness of a peer led SRE programme. From 1997-2000 school staff in the 12 schools allocated to the control condition (SE as usual), who either delivered or coordinated SRE, were interviewed. These were all teachers except 1 school nurse.

Semi-structured interviews obtained information about several areas of interest in relation to SRE, one of which was, the most significant challenges in delivering and organising SRE. Related to this, teachers also rated how satisfied they were with several factors research suggested impact the delivery of RSE. Data was also collected from YP, but this is not relevant to this literature review.

The challenges with delivery and organisation reported on are as follows: teacher confidence and enthusiasm, support from SMT, time available for delivery and training. These findings concur with those of the literature discussed thus far. Strange et al. (2006) suggest that schools need clear guidance on *what* to deliver alongside *how* to deliver this in practice, with consideration of the challenges referred to. They also emphasise the importance of training teachers, giving SRE statutory status and propose the idea of a team of SRE specialists in schools to deliver this.

Part of the method of data collection, as referred to above, required school staff to state how satisfied they were with factors that had been previously shown to impact SRE delivery and organisation. The use of a previously established measure, to inform the measure used in this study, improves validity. In addition, the standardised nature of this aspect of the interview reduces the impact of researcher bias.

However, this research is relatively old in the context of how quickly things change in relation to SRE. Therefore, it would not be unreasonable to suggest that the barriers to implementation may have changed since this research was conducted. Especially given that the writer suggests statutory status could reduce barriers and RSE now has this. Having said this, Strange et al. (2006) intended for this research to be used by future researchers to compare SE and thus see the impact of policy changes, so it was not intended to apply to a later date and may be useful for the comparative purpose it outlines.

Allred et al. (2003) carried out a piece of action research commissioned by their LA to identify factors that facilitated or impeded raising SRE's status. They were particularly interested in if the governments then 'achievement agenda' hindered this. They collected data from several stakeholders, but they only refer to interviews with SRE leads in this paper to shed light on their experiences implementing this. These SRE leads were interviewed twice over two years and represented 17 secondary schools in deprived areas in England.

They grouped the barriers schools faced under three interrelated themes, resources, status and pressure. Barriers that came up under these themes were: Ofsted's priorities, the achievement agenda, teacher willingness, SMT priorities, lack of time to plan, small budgets, lack of acknowledgement of the unique pedagogy required, a culture of anxiety, clashes with the demands of their 'main subject', existing relationships with students. Lack of time, resources and status are highlighted in other studies, but Allred et al. (2003) adds to this understanding, showing how status and resources act in a bidirectional relationship whereby the lack of status results in a lack of resourcing and this lack of resourcing reinforces the low status. This lack of status and resources is said to be linked to the competing pressures of the achievement agenda and teachers 'main subject'. They also argue that because of the complexity of RSE delivery it requires a unique pedagogy, perhaps in line with Buston et al.'s (2002) finding that a lack of skills in role play was a barrier. This unique pedagogy

makes the lack of time and resourcing even more problematic, contributing to the ‘culture of anxiety’ which is unhelpful for teachers and is also fuelled by societal and political divides on SE.

In terms of facilitating factors, Alldred et al. (2003) finds the timetable collapse to be the most effective means of delivery as it increased status and enabled more time to plan. Participants also aspired to have a team of specialist SRE teachers for the same reasons. They also of course advocated for increased status from SMT and appropriate training and resourcing.

This paper sheds light on the barriers and facilitators to delivering RSE as it supports much of what previous research has found, and adds to this understanding with in-depth data, which is why it was considered to be of value. However, there is a lack of clarity around the methodology and analysis that impacts the credibility of these findings. There is no information about how data was analysed and beyond saying that interviews were carried out there is no information about data collection either. This means that the findings of this research should be interpreted with caution.

These three studies have shed some light on what some of the factors that impede and facilitate the delivery of RSE might be, by producing results that at least in part concur with each other despite their differing participant groups and contexts. Many of the factors found to impact delivery in the two studies that looked at SE generally also concur with those found to impact the delivery of the specific interventions. This suggests that the findings of these pieces of research are applicable to SE delivery generally. Although there are methodological issues with the research, some of which have been noted, the agreement across the research suggests at least some validity in the findings.

2.3.4 Student perspective

6 of the studies found, 2 surveys and 4 qualitative, obtained student perspectives on SE. Although these may be less explicitly linked to the factors impacting delivery, they do shed some light on this from a student perspective which the writer believes is important to include in this review.

Suter et al. (2012) and Coleman (2008) both conducted surveys. Coleman with 3007 15-18 year old religiously diverse YP and Suter with 81 YP including 27 deaf YP, who were the focus of this research. Both pieces of research suggest that individual differences such as disability or religion in these cases, result in differences in experience of SE and preferences on how this should be delivered. This implies that individual differences in the classroom is a factor likely to impact delivery, highlighted by Coleman's (2008) conclusion that the challenge is to work out how to deliver SE in a way that is sensitive to these differences.

As well as finding differences across religious groups in terms of SE preference Coleman et al. (2008) also found some similarities. For example, particular interest was expressed towards learning more about STI's and how to make sex more satisfying. This awareness of these shared preferences could be a facilitative factor, demonstrating the value of obtaining student voice, something that is recommended as a first step by experts in the field SEF (2021) and advocated for in the RSE guidance (2019).

Coleman et al.'s (2008) research obtained an impressive sample size with a 99% response rate, suggesting the findings from this research are likely to be representative of the target population. In addition, because the survey was piloted with a group of students that reflected the sample, this measure is more likely to have yielded valid results.

Suter et al. (2012) found some specific barriers to SE delivery for those who are deaf. These tended to be around the overuse of language or verbal input. They also found that embarrassment, both student and teacher is recognised as a barrier for both deaf and hearing

students. This could demonstrate the impact of the taboo about SE that the Safelives (2022) report suggests is a barrier.

Suter et al.'s (2012) makes partial use of a questionnaire developed by experts in the field, SEF, suggesting that the measure used has some validity. However, the sample obtained could be too small to make meaningful generalisations. Furthermore, any comparisons between the experiences of deaf and hearing participants may be impacted by the confounding variable of provision, as 52% of the deaf participants attended a school for the deaf whereas 0% of the comparison group attended these specialist provisions. Should these differences be due to the confound of specialist provision, this would suggest that the factors impacting SE delivery in these provisions may be unique and require separate investigation.

Limmer (2010) conducted focus groups with 45 young men with a view to better understand the barriers to effective SRE for them. The researchers were particularly interested in the role of masculinity, social exclusion and engagement. Thus, the sample is obtained purposively to ensure YP who reflected different levels of exclusion and engagement were included. To capture data relevant to masculinity, the focus group discussed a dilemma portrayed by an actor who embodied sexualised masculinities.

The researcher concluded that these young men find SRE to be poor and that the relationship between masculinity, sources of information and risk presents as a significant barrier to better SRE. The findings are interpreted as suggesting that those who are excluded from or are less engaged with their schooling are more likely to construct masculinity through opposition to school. This makes them less likely to see teachers as a credible source of information, thereby impacting their SRE learning in school. In addition, if these young men also didn't have good relationships with their parents, they were found to be more likely to

see porn or their peers as the most credible sources of information, likely to result in misconceptions, a barrier to SRE delivery.

This group may also have limited role models to approve masculinity, which Limmer (2010) argues leads to an over reliance on sex as a means to demonstrate this to peers. This makes the risk focus in SRE a potential barrier to young men benefiting from SRE. This is because the risk of appearing less masculine, by say, turning down a sexual opportunity because of not having a condom, is perceived to be more immediate than the risk of contracting an STI.

Limmer's (2010) research presents a unique perspective that not only highlights some of the factors that may impact delivery to young men but also leads to some suggestions to improving SRE. For example, participants felt pornography was a safer way to learn without exposing naivety, meaning that the use of online learning could benefit this group. In addition, it is suggested that risks relevant to young men such as erection loss are incorporated as well as acknowledgement of pleasure alongside risk. These findings support the argument to include YPs' perspectives on SRE delivery.

However, some of the suggestions may not be particularly practical in the context of a school. For example, the idea that a school would identify peer groups that share problematic group norms and deliver SRE to these groups with a view to challenge these norms. This may be challenging to arrange practically within a context of limited resources described throughout. In addition, it wouldn't be unreasonable to suggest that identifying and challenging group norms might be beyond the skill set expected of teachers.

Hilton (2003) also focussed their research on the perspectives of young men and used a focus group to obtain these. However, their aim, was to better understand what characteristics a teacher needed to hold to be able to engage them in SE. Therefore, following

a general discussion about SE delivery and content, participants were specifically asked to discuss the type of person that they thought needed to deliver this.

24 boys aged 16-17 who volunteered from 3 different schools contributed to the discussions. The schools represented 3 different types of provision, private, grammar and comprehensive increasing the population validity of this research. Although it is acknowledged that qualitative research is typically less concerned with generalisability in this way, the fact that this is stated in the write up suggests this was the intention. This is also further enhanced as they included the relevant responses of 307 boys on a previously conducted questionnaire in the analysis.

The findings suggested that boys valued the following characteristics in an SE teacher; trust, approachability, empathy, good behaviour management, lack of embarrassment and interactive delivery. Interestingly, in relation to approachability, this superseded whether a person was external to the school or not. However, they did express a view that SMT staff were not appropriate for this role. In addition, age and sex were superseded by empathy. These findings could be taken to mean that it is less about the characteristics of the person and more about how they deliver this. This is as aside from the exclusion of SMT, most dominant factors highlighted are about how the person interacts, not who they are.

This research provides a useful insight into boys' views on how SE needs to be delivered with a reasonably sized and varied sample, therefore shedding light on possible facilitating factors with increased population validity. However, there is a lack of clarity around how the data was analysed and no reference to a specific methodology that would dictate this. Therefore, bias could have impacted this process, thus lowering the internal validity of the findings. In addition, as there was no reference to the consideration of power dynamics between the researcher and participants in the focus group, this may also have biased results.

Brown and McQueen, (2020) also carried out focus groups, but with students taking part in a charity workshop in a school in Edinburgh. The aim of this research was to understand young men's views on SRE delivery following having taken part in the charity workshop. 20 participants were included in groups of 4-6 and the data was analysed using a thematic analysis approach.

The data from this research highlighted several factors that are likely to currently impede RSE but that could also facilitate this. Firstly, the YP preferred the relaxed format that the workshop was carried out in and expressed a dislike for the typical classroom set up and didactic delivery of SRE. They liked being in a smaller group where they were free to talk, rather than using hands up. This gives an idea of the kind of delivery that could facilitate effective implementation of RSE for boys.

Secondly, reference was made to the facilitators in terms of who should deliver SRE. The authoritative role that the teacher holds and that Seig (2003) discussed, is referred to by the participants in this study as a barrier to participation. For example, the facilitator of the group is said to take them seriously and talk to them 'not like they were lower than him'. (p. 194). As was the case with Limmer's (2010) participants, the credibility of the facilitators is discussed, in this case the facilitators of the workshop were said to be credible because of their gender, male, and because of their experience in what they were talking about, being a dad. This contradicts Hilton's (2003) finding that gender was not an important factor.

Finally, although the participants did not refer to this, Brown and McQueen (2020) suggest that another factor that facilitated delivery, was the use of trained performers, experienced in role play. This is supported by Buston et al. (2002)'s finding that a lack of confidence using role play was a barrier to implementing the SHARE intervention. Taken together these findings suggest that RSE delivery may require something beyond standard pedagogy, agreeing with Alldred et al. (2003).

These findings lack applicability to RSE due to the lack of mundane realism of the workshop compared to general SE teaching. The participants often refer to aspects of the workshop as being more desirable than aspects of SE teaching, however many aspects of this may be impractical to implement in school. For example, small groups may not be feasible due to staffing, particularly when you consider that the availability of staff has been cited several times in this review as an issue with implementing SE at a whole class level let alone small group.

It is also questionable whether you can simply lift techniques that work in one context to another and expect them to have the same effect. For example, if a teacher was to use the just call out method in a small group, the conversation may go differently, perhaps due to other factors not having been changed such as the facilitator. This means careful consideration will need to be given to how to apply these findings to RSE teaching.

In a seemingly appropriate way to end a section on YP's views, O'Higgins and Nic Gabhainn's (2010) research aimed to explore how YP's views could be used to inform curriculum development in this area. They used a participatory methodology, appropriate for this aim, to obtain views on effective SE. This included 394 participants aged 15-18 creating 'webs', which were visual representations of their views on the issues and associated outcomes and methods required to address these.

Many of the findings from this research concern the content of SE, which is not the focus of this literature review and so these will not be discussed. In relation to delivery, the following factors were considered by participants to be facilitating factors. Similarly, to Hilton's (2003) findings, the importance of the facilitator not getting embarrassed was referred to, but they did align this with external providers on the basis they do not know them and they are experts. Thereafter, as they valued real life stories, this would also be more feasible for an external professional.

In terms of methods of delivery, they suggested less didactic approaches such as role play and project work, which is in line with Brown and McQueen's suggestion that role play is facilitative and Hilton's (2003) finding that an interactive delivery is desirable. In addition, the paper suggests that they rejected scare tactics, which goes some way to support Limmer's (2010) claim that a risk focus in SE delivery is not helpful. Finally, the researchers also find that YP appreciated increased media and technology use.

Clearly the results of this research have some validity as they align with the findings of other research, however there is much that is unclear in this paper. For example, the exact method used for data collection and analysis is difficult to ascertain for a reader. It appears the analysis was conducted by the participants, in line with the methodology, through the creation of 'webs' which involved synthesising ideas into themes. However, a content analysis seems to then take place afterwards as themes are presented in order of frequency, but this process is not explained. Furthermore, the first and most frequent 'theme', is condoms, but several of the webs appear to have been led to be about condoms. This means that the high frequency of this may tell us nothing about YP's views leading the reader to question the relevance of the frequency count. Especially, given that this could be misleading if interpreted as meaning participants biggest concern was condom use.

2.3.5 Best Practice

2 of the studies found conducted syntheses of other research. The term 'best practice' is used to group these because both studies focus on what this looks like however the researcher acknowledges the limitations with this concept. In relation to RSE, for example, the researcher believes that 'best practice' will look different depending on the needs of the learners and the context of the learning environment. Therefore, it is not viewed as absolute

truth but an indication of the factors or underlying mechanisms that may be more likely to result in good practice, in line with the researcher's critical realist world view.

Firstly, Pound et al. (2017)'s synthesis of 5 previous studies, mostly carried out in England. The synthesis is reviewed rather than each individual study because the aim of the synthesis aligns with the question asked of the literature and the aims of some of the individual studies do not. It is also thought that this study is particularly useful because it brings together the perspectives of different stakeholders, using different methods of data collection. The 5 studies synthesised were as follows:

1. Telephone interviews with professionals across England to find out about the challenges to best practice.
2. A synthesis of findings from qualitative studies on YP's views on SRE
3. A case study into the views of YP, parents and practitioners on what factors influence how acceptable they find SRE.
4. An examination of the data from the third National Survey of Sexual Attitudes and Lifestyles (Natsal-3)
5. A review of reviews on school sexual health and alcohol interventions.

Following the synthesis of the findings from these studies they consulted with a range of stakeholders to fill gaps and check validity where the data did not concur. They carried out 4 consultations, 3 with YP aged 11-18 in Newcastle, Bristol and Cardiff, and one with SRE practitioners in London.

The study aimed to 'identify what makes SRE programmes effective, acceptable, sustainable and capable of faithful implementation' (p. 2) therefore this write-up will only report on what makes RSE programmes capable of faithful implementation. The factors identified as impacting implementation are as follows: lack of consistency or accuracy in teachers' interpretations, limited funding, curriculum demands, staff capacity, academic

pressure, and relevant government policies. In relation to government policies, the non-statutory status of SRE is referenced, which is no longer the case. However, given the educational context of budget cuts, league tables, high stakes testing and Ofsted inspections (Meiksin et al. 2020), it is likely that the rest of these barriers still exist.

This study reports on secondary data that was not collected for the exact purpose of this synthesis, which may impact the validity of the findings. However, it does benefit from having been able to triangulate findings from different sources and methods, arguably improving the validity.

Bragg et al. (2022) synthesised two pieces of research reviewed in section 2.2.2 by Meiksin et al. (2020) and Ponsford et al. (2021) in order to examine how context effects whole school aspects of SE interventions. This research is focussed specifically on the whole-school components of the interventions and thus has a narrower focus than the individual studies.

As the researchers were interested in context, they group their findings under 4 headings, informed by Ball et al.'s (2012) aspects of context. These are: situated, professional, material and external. Therefore, this is how they will be summarised in this review. See Figure 4 for an explanation of these.

Figure 4

Ball et al.'s (2012) aspects of context (Bragg et al. 2022 p. 669)

Aspect	Delineation
External	Pressure from policy contexts, such as school inspection procedures and judgements, examinations, changes to curriculum and assessment, accountability, league tables, legal requirements, extent and quality of local authority or academy trust support.
Professional	School self-understandings, broader teacher cultures, commitments and experiences, values, how change is managed in schools, and continuities or discontinuities between departments, year groups and overall institutional contexts in addressing policies.
Situated	Locales or settings, school histories, intakes/students (and perceptions of these by staff), including in relation to other schools nearby, proportions of students living in poverty, with special educational needs or English as an additional language.
Material	Staffing, budget, buildings, technologies, capacities and infrastructure, how decisions about managing any one of these impact on other decisions.
Psycho-social	Refers to affective dimensions: emotional ties and allegiances to colleagues, students and places.

In terms of external factors, the impact of Ofsted reviews in these studies is discussed. It is argued this can result in changes in leadership and priorities that reduce the amount of time and resources put in to RSE. However, there is also a suggestion that where the RSE intervention was perceived as an area of interest for Ofsted this may have the opposite effect. This is interesting as the statutory status of RSE appears to have effected Ofsted's interest in it.

In relation to professional factors the lack of support, organisation and training are discussed. Personal values are also touched on. However, the focus is on one school, positioned almost as a case study for what works. In this school RSE was prioritised, staff supported and given adequate time such that they saw delivering it as a privilege. The staff in this school were loyal to the school, the head of the RSHE department for example had worked at the school for 18 years. The portrayed importance of these 'beyond curriculum' factors, supports the idea of a whole school approach to RSE.

In relation to situated factors, the impact of the demographics of the student population in schools are discussed. For example, it is suggested that in one school a high intake of pupils on free school meals resulted in a prioritisation of pastoral services, including SE. Factors to do with external bodies are also referred to, such as the cost of housing and the quantity and quality of relevant services available to YP. In addition, it is argued that a historic sense of belonging from students and good relationships between them is a facilitative factor. However, the importance of a means to communicate to staff is referenced, as a lack of confidential spaces is found to prevent this.

Finally, in relation to material factors, the school that was considered the most successful in implementation was the least impacted by government budget cuts and had a sufficiently resourced and dedicated department. This demonstrates the importance of resources and prioritisation, factors that have consistently been highlighted in the literature thus far.

Although this study uses secondary data, the usual limitations regarding a lack of information about the validity and reliability of the original studies are less problematic as these studies have also been reviewed here. This does mean, however, that Bragg et al.'s (2022) research suffers from the limitations discussed for these studies previously. In addition, based on the critical appraisal this is quite likely to be a biased interpretation of this data as there is very little information about how bias was reduced in terms of the process of synthesising the studies and the paper clearly sets out to promote whole school approaches. Findings from this paper should therefore be interpreted with caution.

2.3.6 SEN

Hatton and Tector (2010) carried out a mixed methods study into the experiences of YP with ASC to inform the development of SE resources. Their data was derived from a literature search of relevant resources, questionnaires and in depth semi-structured interviews with YP with ASC diagnoses. The findings from this data are presented in the form of social competency building blocks, that Hatton & Tector (2010) argue are essential in enabling students with ASC to access SRE. The building blocks are as follows; masturbation, menstration, relationships, sexual relationships, clean and dirty, public and private, health issues, a sense of self and touch and personal safety.

Although this paper is not explicitly about the factors that impede or facilitate the delivery of RSE more widely, it does highlight that there may be some gaps in the knowledge and understanding of those with ASC, that are likely to impede delivery to this specific group. This concurs with Suter et al.'s (2012) finding that there were specific barriers when delivering SE to deaf students. Taken together these findings clearly point towards effective adaption as being a factor that could either impede or facilitate the delivery of RSE both in a mainstream classroom with YP with SEND or in a specialist provision.

Although possibly a result of a publication word count, this paper gives very little detail regarding the methodology used. For example, there is no explanation of how the questions for the interview were determined or what questions were used in the questionnaire. This is problematic as it makes it difficult to establish the validity and reliability of the specific findings. However, the overall finding that differentiation is required when delivering SE to YP with SEND is supported by Suter et al.'s (2012) research and makes sense given that those with ASC have unique difficulties with relationships (Autism Education Trust, no date).

2.3.7 Lessons from related external services

Fromby et al. (2010) and Fromby and Donovan (2020) both carried out research into services for YP rather than SE directly, however both collect data regarding SE. Fromby et al. (2010) reported on data collected about sexual health services in schools. This data was collected via questionnaires completed by 205 school nurses and telephone interviews with 51 service managers. Four themes were derived from a thematic analysis of this research, one of which was school factors that impacted the delivery of services. Some of these factors were thought to also impact SRE.

The factors that this paper suggests impact SRE are as follows; training, the availability of staff, SMT support including governors who at the time had a more significant say on SRE, teacher confidence, social norms, the statutory status of SRE and parental rights to remove pupils from this. All the above have been raised in previously discussed studies, aside from parental rights to remove pupils which is interesting given how heavily this is debated. Despite the new statutory status, parents still retain the right to request to remove their child from RSE up to 3 terms before the young person's 16th birthday. This could therefore still present as a significant barrier when delivering RSE.

In relation to social norms, this paper refers to these as contrasting with the openness and confidence that delivery and reception of SRE requires and that policy suggests. A discord between practice and social norms is likely to be a barrier to the delivery of RSE, however as 12 years have passed since this research was conducted social norms are likely to have changed. In addition, although this study obtained relatively large sample sizes, the response rate on the survey was only 15%, therefore it is possible that nonresponse bias has influenced these results.

Fromby and Donovan's (2020) research is arguably more current, but perhaps more removed from schools as it predominantly investigates the views of participants in a youth

work project outside of schools. In addition, as this research includes participants who are older than secondary age their views on SRE are likely to be somewhat outdated in the same way that Fromby et al's (2010) findings might be.

Fromby and Donovan (2020) used a range of methods to collect data from participants who were taking part in an LGBTQ+ domestic violence project and who attended a Pride event. This involved two surveys of participants (N = 21; N = 6), a survey of attendees of the Pride event (N=91), a focus group of participants (N= 7), interviews conducted with participants (N= 4) and staff members (N= 6). Data was collected to inform several questions, one of which was LGBTQ+ YP's experiences of SRE. Only these findings will be reported on.

In relation to SRE, schools were perceived as being homophobic as all participants felt not at all included in SRE. Although there have been changes in the new RSE guidance, it is still highly criticised as the LGBTQ+ community are only referred to in 3 of 126 points made. Furthermore, in the two paragraphs relating to LGBTQ+, the guidance makes no provision for how this is delivered by stating 'schools are free to determine how they do this' (DfE, 2019 p. 15). Given that several papers have suggested confidence is a barrier to delivery, this lack of guidance is surely likely to impeded confidence in this area and subsequently present as a barrier to delivering LGBTQ+ inclusive RSE.

Similarly, to Limmer's (2010) research, this study found that YP turned to the internet as an alternative source to SRE, as they perceived this to be poor. This group of YP also feel excluded and are likely to subsequently use porn to educate themselves instead. As is argued previously this presents a barrier in terms of misinformation.

Despite this, marginally more of the participants in Fromby and Donovan's (2020) study chose school or college (17 LGBT1+ organisation, 15 School or College, 14 online, 12 youth club) as the place they would most like to learn about SRE which could be a

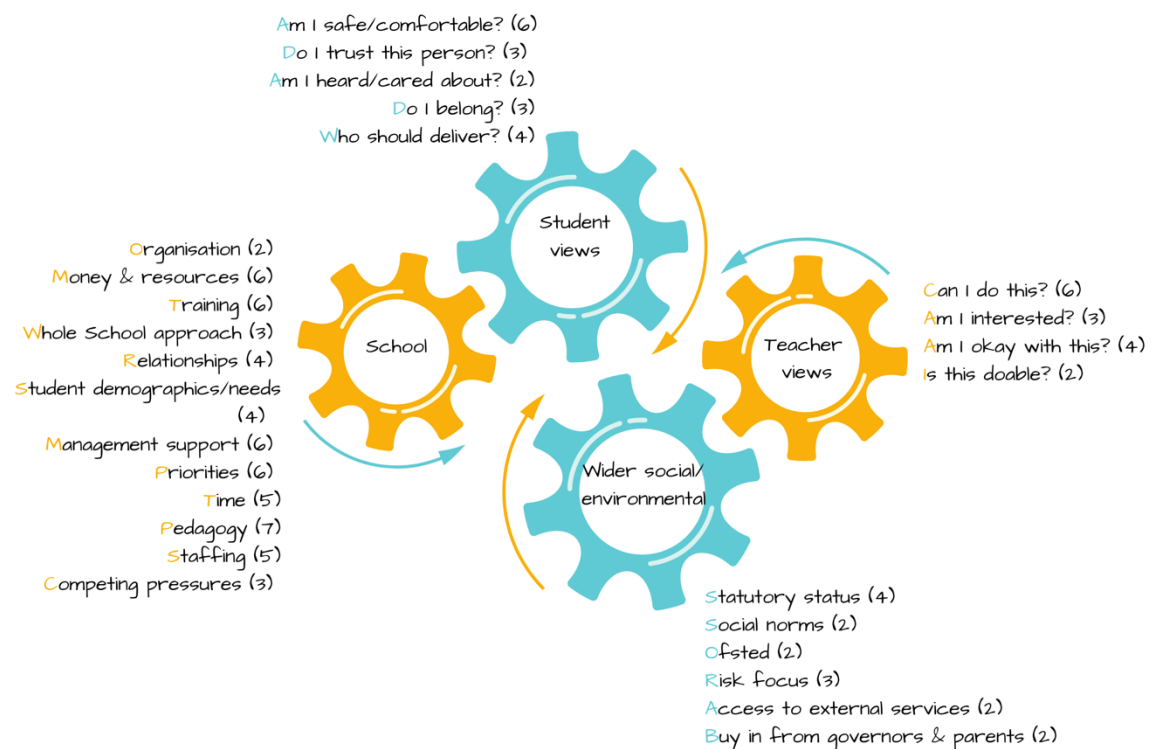
facilitating factor. In terms of who should deliver this, the most common responses were an LGBTQ+ peer or a youth worker which could support the argument for using external providers or speakers in SRE or at least considering who should deliver what.

2.4 Summary of literature

The literature paints a somewhat complex picture. This is perhaps unsurprising given how complicated the subject matter is and how complex school systems are. In an attempt to simplify this somewhat, a visual synthesis of the factors that the literature suggests impede and facilitate delivery has been created. This can be seen in figure 5.

Figure 5

A synthesis of the factors shown to impede and/or facilitate the delivery of SE in the literature



The synthesis is depicted as cogs that impact each other as they change due to the inter-related way that these factors are discussed in the literature. The number next to each factor indicates how many times it was referred to in the reviewed literature above. A content analysis (Kracauer, 1952) type approach was used to obtain these numbers whereby each factor was noted and then tallied under themes that enabled grouping of the facilitating and/or impeding factor being described. Factors were only tallied more than once under a theme from the same study if they represented a different sub-factor within that theme or a different stakeholders view. This was not a systematic process, merely a quick and fast way to give a rough summary of a complex picture.

The quantification indicates that there are some factors that are perhaps more stable in their impact on SE. For example, money and resources is one of the most cited factors, meaning that regardless of type of intervention, sample, perspective, or time, that changed across these studies, this remained important. Pedagogy was also referred to more than other factors, this included any reference to the type of delivery that should be used such as role play. With regards to how applicable these factors are to RSE, perhaps their more consistent presence in the literature suggests these factors are more likely to remain important.

However, if you total some of the largest the factors that could be argued to be related to prioritising RSE, staffing (5), time (5), training (6), management support (6), money and resources (6), teacher confidence (6) and prioritising itself (6) this far outweighs anything else. Furthermore, it has been argued that statutory status, alongside clear guidance on what to deliver, would alleviate some of the challenges to implementation because it would result in it being prioritised more highly (Strange et al. 2006). This argument is supported by the fact that Ponsford et al. (2021), the only paper to have been carried out in the context of the new RSE guidance, found the statutory status to be a facilitating factor in the implementation of positive choices.

Alternatively, a clash between policy and social norms has been cited as an issue previously, with the suggestion that if the two don't marry up then this creates a barrier to facilitation (Fromby et al. 2010). This could mean that even though policy enforces statutory delivery, this will not immediately result in it being more highly prioritised and better resourced. Either way, we do not know without an exploration of the factors that impede and facilitate the delivery of this new RSE guidance. Previous findings on factors may be outdated due to the lack of statutory status and the one piece of research that was carried out in this context researched a specific intervention rather than RSE more generally. Therefore, this research will need to explore the factors that impede and facilitate the delivery of the new RSE curriculum, addressing this gap in the literature.

Subsequently, the following research question will be used to address this gap:

What do secondary school teachers perceive the challenges to be when implementing the new RSE curriculum and how can they overcome these?

This question addresses the identified need to focus on the new RSE curriculum and still focuses on implementation rather than outcomes, for the same reasons identified in the introduction with regards to the literature review question. It seeks the perspectives of those implementing RSE, school staff, as the researcher felt that they were best placed to identify the challenges with implementation. In addition, to ensure that the research also captures the facilitating factors in a way that is helpful to schools, the question directly asks how these challenges can be overcome.

3 Methodology

3.1 Chapter overview

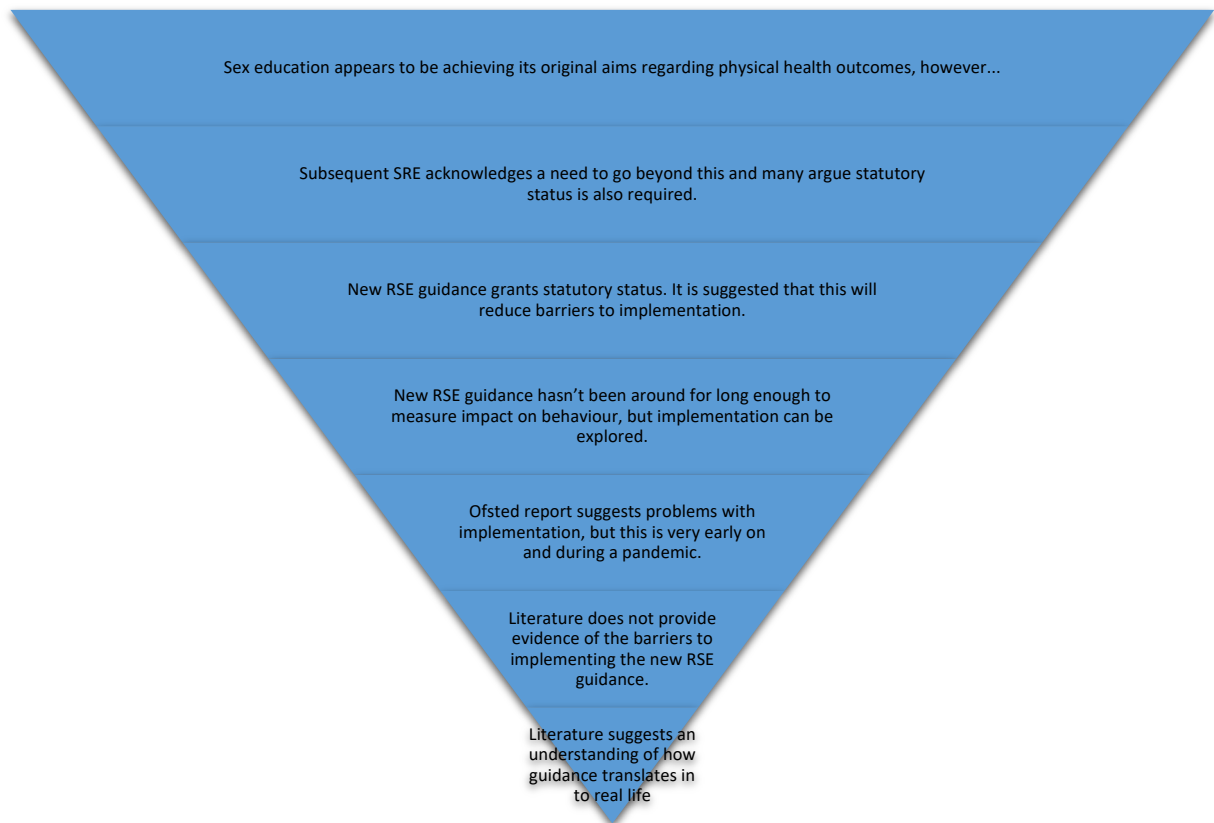
This section details how the research was carried out and the relevant considerations. It commences with a description of the aims, research question, purpose, and world view. This is followed by details about the design, including information about participants and recruitment, data collection methods and data analysis. Finally, measures of quality for both quantitative, qualitative, and mixed methods research are applied, and ethical considerations are outlined.

3.2 Research aims and questions

The following diagram is a visualisation of the development of the research question. The aims of the research are also explained below this.

Figure 6

A diagram to show the funnelling process used to develop the research question



The previous chapters identified gaps in the literature that led the researcher to explore two things. Firstly, the current literature was not able to sufficiently address the question asked of it, therefore the researcher aimed to provide information about current barriers and facilitators to the new RSE. Secondly, guidance on *how* to implement this is limited and research suggests that an understanding of how to apply this uniquely to a specific school context, in other words how to overcome the barriers, is important for implementation. Therefore, the researcher aimed to provide this. The following research question is believed to address both aims.

Research question: What do secondary school teachers perceive the challenges to be when implementing the new RSE curriculum and how can they overcome these?

3.3 Purpose

The purpose of the research was predominantly explanatory as it utilises an explanatory sequential mixed methods design. However, the initial quantitative data collection has a descriptive element as the nature of the tool will result in a description of current provision. Following this, the qualitative data was used to explain why this current provision was as described. In the context of the research question, this means that the quantitative data collection described provision in terms of what was and wasn't being implemented, which enabled identification of possible challenges with implementation. It also enabled some testing of existing hypotheses about how these challenges could be overcome. Thereafter, the qualitative data explained why these areas of implementation were a challenge and what could be done to overcome them. Overall, the research contributes to an explanation of why RSE does not appear to be being implemented successfully in England and how schools might overcome the challenges they face, making the overarching purpose explanatory.

Robson & McCarten (2016) argue that a descriptive purpose enables 'a clear description of a poorly understood area' (p.39) which this could be argued to be, as many schools still don't appear to be able to implement this effectively (Ofsted, 2021). Therefore, the inherent descriptive nature of this tool is also appropriate.

3.4 Ontology and Epistemology

A critical realist (Bhaskar, 1978) stance informed this research. This position initially emerged as an alternative to the polarised views of positivism and constructivism. Unlike both views, it does not reduce ontology down to epistemology (Fletcher, 2017) meaning that it does not assume that what we know about reality is an accurate reflection of it. Instead, it takes a realist ontology, whereby there is a reality that is independent of the human mind and a relativist epistemology, whereby our knowledge of reality is context dependent (Pilgrim, 2020). Through a critical realist lens, linear cause and effect relationships cannot be identified, instead a better understanding of the underlying mechanisms or factors that produce a phenomenon are sought (Houston, 2001; Shannon-Baker, 2016). It was therefore accepted that there are aspects of the reality of RSE delivery that exist beyond individuals' perceptions of them, and that this reality and its underlying mechanisms will look different depending on the context. Therefore, it is not possible to fully know this reality and the researcher instead sought to better understand the factors that tend to be associated with this reality, by the staff who experience it.

3.5 Design

A mixed methods methodology was used, as from a critical realist perspective this is thought to combine qualitative and quantitative methodologies in a way that addresses the limitations of both (Shannon-Baker, 2016). In addition, the situation under investigation is complex, therefore it is thought that both approaches are required to address the research question (Robson & McCarten, 2016). This is in line with Creswell and Creswell's (2023) description of mixed methods research, as research that assumes quantitative and qualitative data can be integrated to benefit from the strengths of both and to provide better insight into the research question than one or the other alone.

To address the research question, a broad picture of practice in a range of schools was needed to help identify common barriers. This is because the RSE guidance applies nationally and will be implemented differently according to the setting. However, in line with a critical realist perspective, it was thought there would be tendencies that shed some light on the reality of the challenges that the new curriculum presents. This was best achieved using a wide scale survey accessing a range of settings. The survey also enabled appropriate participants to be purposely selected to explain the quantitative results further.

This quantitative data collection alone would not provide an understanding of why practice was as described or how this data translates into the real-life context of an individual school. It was identified in the literature that there was not enough of an understanding of how RSE guidance translates into practice, so as not to replicate this lack of applicability, in depth explanations of the data from individual practitioners' perspectives were required. The best way to achieve this was through individual interviews, and to ensure that the research question was answered in full participants were chosen who would be likely to be able to shed light on how to overcome the challenges.

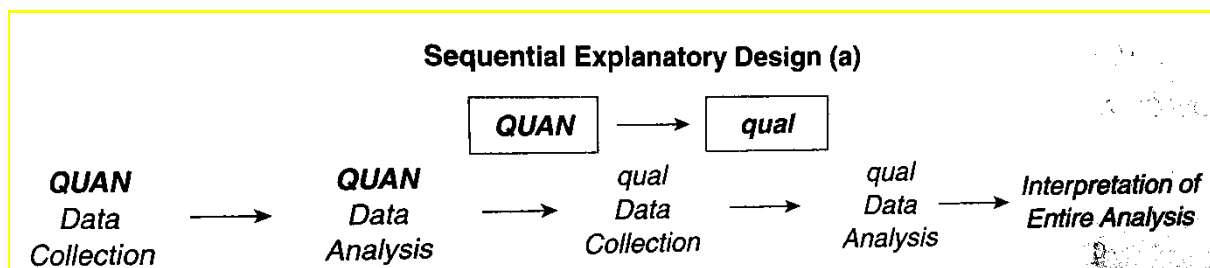
Informed by a typological approach, a sequential explanatory design was the best fit for this research (See Figure 7), whereby quantitative data was collected via a survey to identify what the challenges might be initially and the qualitative data from individual interviews was used to further explain this data (Creswell, 2009). This type of design is also said to typically involve obtaining a purposive sample for the qualitative phase, informed by the quantitative data collection (Creswell & Creswell, 2023), this research utilised this approach.

As is denoted in the visual representation below, the emphasis was on the quantitative element of this research. This is as the literature demonstrated that contextual factors can change implementation of SE, meaning that quantitative data from a range of settings is

thought to be a more accurate way of understanding the challenges faced by schools generally. Furthermore, when the researcher has an existing quantitative instrument that enables them to measure the factors of interest, which was the case, this also justifies a quantitative emphasis (Creswell, 2018).

Figure 7

A visual depiction of a sequential explanatory design (Creswell, 2009)



3.6 Research strategy

3.6.1 Participants

Onwuegbuzie and Collins (2007) use a two-dimensional model to identify 8 sampling designs for mixed methods research. This research utilised what they term a sequential nested design as the participants for the qualitative phase were a smaller group of the quantitative participant group.

To obtain a truly representative sample of the target population, staff who are implementing RSE in secondary schools, a probability sample would be required. This would improve the representativeness of the sample and thus enable generalisation (Creswell, 2009). However, resources are also something that must be considered when carrying out

surveys (Cohen et al. 2018) and this would require obtaining a sampling frame of all secondary schools, suggested to be 3473 in England (National Statistics 2022) and conducting a probability sample. This was unfortunately not feasible with the time and resources available.

Therefore, the researcher felt that there were two alternative ways to collect this sample that would still have some representativeness. Option 1 was to place the survey on social media and have it shared by relevant pages, collecting a volunteer sample, or option 2 was to make use of a convenience sample. The decision was made to initially go for option 2 and try to obtain a convenience sample for the following reasons.

Firstly, this would enable better control over who completed the survey. It was felt that participants who met the criteria below were essential to address the question and the researcher had access to direct email addresses for all secondary schools within a local authority, meaning they could better ensure those who had access to the survey met the participant criteria below.

- You have been involved in the planning and or teaching of RSE since the implementation of the new curriculum in 2020
- You are employed at a secondary school.

Secondly, the potential benefit of conducting the volunteer sample would be sample size and although this could improve representativeness, this is not a given. Haslam & McGarty (2003) make the argument that sample size without representativeness only makes you surer about inaccurate information. However, with regards to sample size, the researcher still wanted to keep sampling error low to increase the representativeness of the sample. Cohen et al. (2018) suggests that beyond 80 the impact of sample size on standard error, a

typical measure of sampling error, is minimal. Therefore, a sample of 80 was aimed for. The researcher had direct access to 202 schools through the local authority meaning that if all these schools were contacted, only a response rate of 39% was required. This was not too ambitious given that response rates globally are around 30% (Breakwell et al. 2012).

Responses to the survey locally were however so poor, 15 responses in 2 months, that the researcher went with option 1 and extended the survey to a national participant group on social media to meet Cohen et al. (2018)'s recommendation of 80 participants. They also decided to use a data base of secondary school admin emails to increase the reach of the survey (Whatdotheyknow, 2017). The final participant group consisted of 82 teachers who either planned or taught RSE in a secondary school in England. See Table 3 for a description of the sample group.

Table 3*Descriptive information about quantitative participant group*

Sample descriptor	Number of participants
Provision	
Specialist	12
State or Academy	56
Private	14
Role (participants could choose more than one)	
SMT	18
Class teacher	36
Head of department	26
Head of year	9
Pastoral lead	7
Safeguarding lead	5
Head teacher	2
RSE or PHSE lead	36
Time in role	
Less than a year	7
1-2 years	24
2-5 years	22
5-10 years	11
10+	18
Used the audit tool before	
Yes	19
Seems familiar but can't be sure	30
No	33

For the qualitative phase, interviews were conducted with 6 volunteers who had ticked a box on the survey to volunteer. Braun and Clarke (2013) suggest between 6 and 10 participants for a 'small' qualitative project on the basis that this is enough data to observe patterns but is not unmanageable. As one phase of a mixed methods design this constitutes small. Purposive sampling was used to ensure they represent those who are likely to be able to shed light on how to overcome challenges. This was determined by the quantitative findings as is detailed in the recruitment section below. Details of the final participant group can be seen in Table 4.

Table 4*Descriptive information about qualitative sample*

Sample descriptor	Number of participants
Provision	
Specialist	2 (1 ASC, 1 SEMH)
State	1
Academy	2
Private	1
Role (participants could choose more than one)	
Head teacher	1
Pastoral lead	1
RSE or PHSE lead	5
Time in role	
0-2 years	2
2-5 years	1
5-10 years	3
Used the audit tool before	
Yes	4
No	2

3.6.2 Recruitment

Phase 1: The participants for the quantitative phase were recruited via a multi-staged approach. Email communication with local schools was made first as email addresses for the school's reception and head teachers were accessible through the LA EPS. The email advertisement requested that the email be forwarded on to the person/people in the school

that fit the criteria detailed in the following section. Participants followed a link or a QR code to the survey where they were asked to read through the participant information and consent forms and give consent before completing the survey. Two reminder emails were sent out, 2 weeks after the initial survey email and then 1 week before the survey was due to close. The survey link and QR code were also posted in the head teacher's bulletin and shared by individual EPs with their linked schools. Following only obtaining 15 responses in two months the survey was taken nationally via adverts on Twitter and LinkedIn. The researcher linked with professionals in Education and encouraged people to share the posts. Experts in the field who were active on these social media sites were also directly contacted and asked to share the survey on their pages to reach a wider audience, some of whom did, for example SexEdMatters. Email advertisements were also sent out to the public admin email addresses of all secondary schools in England. These addresses were obtained via a public freedom of access request from the Department for Education (Whatdotheyknow, 2017).

Phase 2: The participants for the qualitative phase volunteered for this by providing their email address in response to a question on the survey. These participants were then contacted individually, and interviews were arranged at mutually convenient times. Participants who volunteered were ranked based on their responses to the items identified as barriers as it was felt those with more yeses on these items would be best placed to shed light on how to overcome these. Only 6 participants were invited at any one time. The top 6 were contacted and given a deadline to respond by and then when this deadline has passed or participants declined the next person or people on the list were invited until 6 participants had been interviewed.

3.7 Quantitative phase

3.7.1 Data collection

This research made use of an existing RSE audit tool developed by experts in the field (SEF, 2018) (See Appendix C) to inform the items in the survey. This has 24 items that the user rates as either red, amber or green depending on how they feel their school is implementing this aspect of RSE. These factors overlap with the factors that the literature review highlighted. This tool was not developed for research purposes therefore there are associated limitations, which are discussed in section 3.7.3.

The purpose of the survey was for schools to conduct a snapshot audit of their RSE provision to identify which areas they may need to focus improvement plans on. Therefore, although this did not directly address the question, it was designed to flag problem areas in provision, likely to be the challenges, which would start to address the research question. This then informed the qualitative data collection which further explored the challenges alongside what could be done to overcome them.

The researcher adapted this measure very slightly by describing the three options rather than presenting these as red, amber and green. This is as descriptive labels improve both the validity and reliability of the data produced from rating scales because they reduce the ambiguity (Hade & Lemeshow, 2011; Vannette & Krosnick, 2017). These labels can be seen below and were provided as options in response to the extent to which participants felt their school was doing each of the items, for example, ‘The head and senior leaders give RSE high status in school’.

Yes To some extent No

The number of items in a rating scale question, like that used, is debated in the literature (Friedman & Amoo, 1999; Friedman & Feidman, 1986; Krosnick & Presser, 2009). Some research suggests 3 is enough (Jacoby & Mattel, 1971), some 5-11 (Friedman & Feidman, 1986), some 7 (Hade & Lemeshow, 2011; Krosnick & Presser, 2009), but several authors acknowledge that there is no set amount suitable for every research question (Friedman & Amoo, 1999; Friedman & Feidman, 1986). Thereafter, Friedman & Amoo (1999) suggest that a rating scale should only include the number of options necessary to answer the research question. Therefore, as the original measure was designed to have 3 options and the researcher felt as though a 3-point scale sufficed for addressing the research question, no additional points were added.

Prior to commencing with rating the items on the audit tool, participants were asked to provide some demographic information in order to enable the researcher to describe the participant groups. Firstly, participants were asked to select what type of school they work in as the literature suggests this can make a difference, for example Hatton & Tector (2010) highlighted very specific challenges for CYP with ASC, indicating specialist provisions may face different challenges to mainstream provisions. This question offered fixed choice options based on the Government's classifications of school types. Secondly, participants were also asked to state their role in the school. Given that support from SMT is referenced a lot in the literature it was thought that knowing what role participants held was important. Thirdly, they were asked to quantify the amount of time they had spent in this role, as teacher confidence was a commonly cited challenge in the literature review, and it was thought that time in the role would impact this. Fixed options from a study into the average time teachers stay in role was used to inform fixed choice options (Centre for Market and Public Organisation Research in Public Policy, 2010) for this. Finally, participants were asked at the end of the questionnaire about their familiarity with the audit tool to enable analysis of whether this

could be a confounding variable in any significant differences seen (See appendix D for full survey).

3.7.2 Data analysis

Issues regarding human error with inputting data were circumnavigated by using Qualtrics to collect the data, which inputs the data itself. The data was however still scanned to look for obvious errors. Participants who had got as far as criteria and then realised they did not meet these so had not completed the survey were deleted for example. It is suggested with survey methods, that data on response rate and response bias should be calculated first (Creswell, 2009). However, this was not possible as it was impossible to establish the size of the entire sampling frame to calculate response rate and subsequent estimates of response bias were not appropriate for the data collected.

Descriptive statistics were used to summarise the data collected. To address the question, frequency counts of schools selecting each rating for each factor was most informative. The researcher acknowledges that as an ordinal level of measurement is used, the options selected cannot be treated as absolutes. This is as these proportions would likely be different if a different scale had been used (Fowler 2013), for example someone who put yes, may instead have selected an option between to some extent and yes if this were available. Therefore, the researcher has clearly stated in the results that, for example, 70% of schools selected yes, rather than to some extent or no when asked...’ rather than saying 70% of schools are doing this, which implies an absolute. This acknowledgement that the data is unable to capture the whole truth is also in line with the critical realist stance. Criteria, detailed in the results section, were applied to these descriptive statistics to identify potential challenges.

Inferential statistics were used for three purposes. Firstly, to inform the selection of participants for the qualitative phase it was felt that it was important to know if any of the demographic factors impacted peoples' answers on the items identified as barriers. Therefore, between groups tests of difference were run with demographic variables measured (time in role, role & type of school) as the independent variables (I.V.) and identified barriers from the quantitative analysis as the outcome variables. Prior to this tests of normality were conducted on the outcome variables to check if the data required met the assumptions for parametric testing or required non-parametric testing. The demographic variable of 'role' was also dichotomised to, 'SMT or not' and 'RSE lead or not' as these it was these management roles that the literature suggested may make a difference and it was felt that they may have a macro view of RSE delivery that differed from those not in management roles.

Secondly, inferential statistics were used to address the second part of the research question about how the challenges could be overcome. 3 hypotheses were identified from the information in the context and literature review sections, and these were tested using between groups tests of difference. The hypotheses were as follows along with justification for them. The tests of normality referred to above were used to determine if parametric or non-parametric tests were appropriate.

Hypothesis 1: Participants who answered yes to 'The head and senior leaders give RSE high status within the school' will be more likely to answer yes to the identified barriers.

Justification: Many of those in the field of RSE have been campaigning for years for RSE to be made statutory on the basis that this would result in SMT prioritising it more highly, which would have a knock-on effect on barriers such as resourcing (Strange et al. 2006).

Hypothesis 2: Participants who answered yes to ‘The school ensures that RSE is embedded in the school’s values and moral framework’ will be more likely to answer yes to the identified barriers.

Justification: An emerging body of research suggests that a ‘whole-school’ approach to RSE may be a way to overcome some of the barriers with delivering it (Bragg et al. 2022, Ponsford et al. 2022; Meiksin, 2020).

Hypothesis 3: Participants who answered yes to ‘RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.’, or ‘RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget’, will be more likely to answer yes to, ‘The diverse experiences of pupils, such as looked after children and those with SEND, are acknowledged and their RSE needs are met’.

Justification: The BPS suggested that if teachers are not adequately trained and resourced, they will be unlikely to be able to make the appropriate adjustments for students with SEND. The outcome variable used here is not one that was identified by the descriptive statistics as a barrier, however it was still considered important to test this hypothesis because of its relevance for the EP profession. In addition, as the descriptive statistics can of course only identify *potential* barriers, if this is in fact a barrier for sampled schools, or other schools, it would be helpful to test the validity of the BPS claim with regards to how to overcome this.

Between groups tests of difference were also run with the I.V's above and variables not identified as barriers to check that it wasn't the case that participants who answered more positively on those items were just more positive in their responses more generally. Finally, between groups tests of difference were run with participants responses about their familiarity with the audit tool as the outcome variable and the intended I.V.s for all other inferential statistics as the I.V. to identify if this variable was likely to confound results. Tests of normality on this outcome variable were also run to determine the type of test. A significance level of 0.05 was used for all inferential tests.

3.7.3 Validity and reliability

Validity is concerned with how accurately the research measures what it intended to measure (Fowler, 2013). It is not an absolute, but an extent, such that researchers should strive to increase validity rather than to 'achieve' validity (Cohen et al. 2018). Ruel et al. (2015) describes validity as being about systematic error, whereby there is underlying bias in the data collection measure somehow. For example, an inherent issue with self-report measures is social desirability, which could create less valid data (Krosnick & Presser, 2009). However, anonymity was ensured on the survey if participants do not choose to volunteer for phase 2, which will reduce the effect of this somewhat (Fowler 2013).

Another issue with the measure is that there were some double-barrelled questions, such as, 'Resources are carefully selected for suitability and reviewed for effectiveness when in use'. These can impact validity as they can result in answers that do not truly reflect the participants answer to the question. They can also reduce reliability as participants can interpret the question differently, by attending to different parts of the question. In the example given, someone answering yes may only attend to the second half of the question about reviewing the use of resources and thus may answer differently if they read it again

with a different focus, impacting reliability. Thereafter, they may have given an answer that lacks validity if the answer to the first part of the question is not also yes. The researcher acknowledges that there are both positives and negatives to altering an existing measure and subsequently decided not to alter the measure despite it having double-barrelled questions for the following reasons (Breakwell et al. 2012).

Firstly, the researcher considered different types of validity and how altering the measure may impact these. Howitt and Crammer (2005) outline 3 main types; face, content and criterion. Face validity concerns a subjective judgement on whether the measure looks like it measures what it says it does. In this case the measure clearly measures RSE provision. Content validity is established by ensuring that the measure includes a wide range of items encompassing an array of the component parts of the concept under study. This is said to be achieved in several ways, including checking it aligns with a systematic literature review, relevant theory and expert views. The audit tool aligns with both theory and the factors found in the literature review and was developed by experts in the field. The final type of validity is criterion validity, which can be checked by calculating the concurrent validity between a new measure and a pre-established measure. In this case as the researcher is unaware of any other measures, they would be checking concurrent validity against the audit tool which defeats the purpose of altering it. Furthermore, criterion validity can also be checked through triangulation of methods, which was somewhat possible in this research due to the nature of mixed methods research.

Aside from the measure, research designs can also reduce validity. External validity, or the extent to which the results can be generalised to the target population (Cohen et al. 2018) generally applies to the research design. The main threat to external validity in this design was the use of a volunteer sample rather than a probabilistic sample, which has been

somewhat justified. As a result of this sampling technique, generalisability will be limited, however the sample size does somewhat increase this.

Reliability is a measure of consistency (Teddie & Tashakkori, 2009) and is generally thought about in terms of internal reliability, within the measure, and reliability over time. Internal reliability can be checked using split-half reliability, odd-even reliability, or Cronbach's coefficient alpha, which all measure how consistently the items measure the target concept (Howitt & Crammer, 2005). This was not appropriate for the current measure because the target concept, RSE provision, is so complex that each of the items captures a separate concept and thus you would expect a difference in items and therefore a lack of consistency. However, reliability within the measure was increased by adding a 'don't know' option (Ruel et al. 2015). This prevents participants from inconsistently selecting a random answer because they do not know if, for example, 'There is a named governor for RSE'.

Reliability over time was not able to be checked for ethical reasons. This would have required asking participants who volunteered to take part in the interviews, to first complete the survey again to establish test-re-test reliability. It was felt that this would be a waste of teacher's valuable time, especially given that they had already volunteered to spend 30 minutes to an hour in an interview, time that would mostly likely be being taken out of lesson planning time. It was also felt that the consistency of participants interview responses to their survey responses would give at least some indication of reliability.

3.8 Qualitative phase

3.8.1 Data collection

The interview method was used to follow up on the quantitative phase. It is said to lend itself well to mixed methods designs (Robson & McCartan, 2016). In depth interviews

with one person, about overcoming the challenges in their context, is also thought to be most appropriate for addressing calls from the literature to better understand implementation in line with schools' individual procedures. The interviews were semi-structured, whereby the researcher had questions to be discussed but had the freedom to decide how to use these and what to follow up on (Coolican, 2014).

The questions were largely informed by the findings from the quantitative data, however solution focussed practice also informed the questioning (See Appendix E for interview schedule). Solution focussed practice originates from Solution Focussed Brief Therapy which was developed in the 1980's as a therapeutic approach. However, this is now used by non-therapists in a range of settings and so is more generally termed solution focussed approaches or practice (Ratner et al. 2012). A solution focussed conversation focusses on 'change and what works' (Kelly et al. 2016, p.112) which helped the researcher to explore the second part of the question, how can these challenges be overcome.

The researcher acknowledges that as this approach is mostly associated with a social constructionist world view, it could be argued that it is not appropriate for use within critical realist research. However, it was not used because of the constructionist assumption that it creates a more positive reality through conversation, it was simply used to guide the conversation towards solutions. 80 percent problem talk is said to result in 20 percent solution talk and vice versa (Harker, 2001), meaning more of a focus on solutions, as this approach ensures, is more likely to answer the whole research question. Furthermore, as large amounts of what is written in the public domain about the delivery of SE in schools in England is problem saturated, this research intended to ensure that it was also able to shed light on practice that overcomes these problems.

The interviews were conducted on zoom as participants were located across the country meaning it would not have been possible to conduct face to face interviews.

3.8.2 *Data analysis*

Reflexive Thematic Analysis (RTA) (Braun & Clark, 2022) was used to analyse the data collected from the individual interviews. As this approach is not confined to one world view, like other qualitative analysis method such as IPA and discourse analysis, it has the theoretical freedom to align with the critical realist stance. Braun & Clark (2022) further support the suitability of this approach when they explain the critical realism and refer to it as the ‘most popular big theory position for reflexive TA’ (p. 169). Critical realism acknowledges that knowledge can only be accessed via subjective contextual accounts of this, just as RTA emphasises the researcher’s subjectivity as part of the process of meaning making, rather than something that can and should be eliminated in search for an objective truth.

The researcher recognises that in Braun and Clark’s more recent publications (2019; 2021; 2022) regarding RTA, they predominantly refer to pure qualitative research. While mixed methods research may not appear therefore to align with this, Braun (2022) in personal communications, has stated that this approach can be used in a mixed methods design where it aligns with the ontology and epistemology. In this case, as detailed above, it does align with a critical realist stance. Furthermore, alternative qualitative methods for the qualitative phase of a mixed methods study such as qualitative content analysis, said to be commonly used in mixed methods like thematic analysis (Clarke, 2022), did not align with the researcher’s position. Content analysis is generally associated with small q qualitative research, often within a positivist or atheoretical stance (Braun & Clarke, 2021), and involves a very deductive process whereby codes are pre-determined and applied to qualitative data (Breakwell et al. 2012). In this instance, the researcher was not looking to prove a hypothesis from the literature but to explore organically what the qualitative data tells us about which

factors are challenging, why, and how they can be overcome. In addition, RTA is said to be particularly applicable to educational research, which this is (SAGE publishing, 2021).

In line with guidance on how to conduct RTA the researcher followed roughly the 6 steps identified in Braun and Clarke's (2021) most recent guidance. These were utilised as follows.

- Step 1 involved familiarisation with the data set, both through immersion in the data and critical engagement with this. The researcher immersed themselves by firstly correcting and editing the transcriptions (See appendix F for example transcript extracts) with audio recordings, secondly by relistening to all the interviews twice more and thirdly by reading through the interviews twice more. The researcher reached a point with the data where they were able to describe the broad content of each interview, which is said to demonstrate effective immersion in the data. In order to engage critically with the data the researcher considered questions such as 'How does the person make sense of whatever it is they are discussing?', and, 'Why might they be making sense of things in this way?' as guided by Braun and Clarke (2021). During the process of familiarisation notes were made on thoughts and feelings about each interview and the data set as a whole (See Appendix G).
- Step 2 involved coding the data set, codes are described as 'an analytically interesting idea, concept of meaning associated with particular segments of data' (Braun & Clarke, 2021 p.53) and were developed and applied to the data through multiple read throughs. Coding was both semantic, at the level of explicit meaning, and latent, at the level of a more implicit meaning. MAXQDA was used to code due to the quantity of data collected (See Appendix H for example coded extracts and Appendix I for final coding system).

- Step 3 involves generating initial or candidate themes that capture shared meaning across the dataset. MAXQDA was used for this initial generation of themes, as codes were organised under themes that were initially thought to capture shared meaning (See appendix J for example candidate theme maps).
- Step 4 involves the development and reviewing of themes which involved an iterative process of zooming in and out of the data to check the validity of the candidate themes. Initially the coded extracts associated with codes under a theme were read over to check the fit of the theme. Candidate theme maps from MAXQDA were used to do this along with hand drawn maps used to reconfigure codes and themes in response to this process (See Appendix K for example hand drawn maps). At this point the researcher became quite bogged down in the codes and data extracts and decided to move to a more basic visual mapping of the developed themes in isolation and this aided with seeing the wood for the trees. Miro was used to map developed themes, considering possible relationships between themes (See appendix L for final Miro map) and then this was taken back down to coding and eventually coded extract level to check the validity of the developed themes and to ensure their names captured the meaning conveyed.

The researcher was not concerned with reliability checks regarding the process of thematic analysis as this is not in line with RTA and the critical realist stance taken. Neither propose that it is possible to ‘uncover’ an objective truth, therefore, to engage in a process designed to increase the chances of doing so would be meaningless. Rather, the subjective views of the researcher are considered very much a useful part of the meaning making of the data.

3.8.3 *Quality in qualitative research*

It is generally agreed amongst qualitative researchers that validity and reliability are not appropriate constructs for measuring the quality of qualitative research (Korstijens & Moser, 2018). Although this research is not purely qualitative, the research question and researchers position align with RTA for the qualitative phase, which is generally associated with pure qualitative research and openly distances itself from positivist quality measures such as validity and reliability. Therefore, for the qualitative phase of this research qualitative quality measures were used.

Yardley, (2000) argues that there cannot be a one size fits all approach to assessing the quality of qualitative research. This is as research of this nature tends to take an epistemological position that what can be known will always reflect a subjective judgement on reality rather than an external objective reality. Therefore, to apply a consistent set of criteria across this research is likely to result in cultural bias, whereby the culture of the person/people who set the quality criteria will be judged more favourably by the criteria.

Although Korstijens & Moser (2018) argue that the same quality criteria can be applied, the strategies that you use to ensure these will vary depending on their suitability for the research. Subsequently the researcher has chosen quality concepts and associated strategies that felt the most relevant to this phase of the research and discussed below.

3.8.3.1 Credibility

This is concerned with truthfulness in terms of whether the relationship between the analysis and the data appears feasible (Korstijens & Moser, 2018). One way that Korstijens & Moser (2018) suggest this can be improved is with a member check, which is where participants look over the themes from the TA to confirm if they represent an accurate interpretation of their views. Clark takes issue with this method for RTA as they feel it is

closely linked to positivism (SAGE publications, 2021). The researcher agrees and finds even the language used by Korstijens & Moser in relation to credibility to be in line with positivism. For example, they use phrases such as ‘truth’ and ‘correct’. Clark further argues that what the researcher is presenting is a story about the data which includes the researchers’ subjectivity and has combined data from across the participant group (SAGE publications, 2021). It may therefore not reflect an individual participants’ views but this does not mean that it is not a useful story to tell. Subsequently, member check will not be used to enhance credibility.

Alternatively, a technique also suggested by Korstijens & Moser (2018) in relation to credibility, is prolonged engagement. This is described in relation to engagement with the participants, the research context, and the data. Braun & Clarke (2022) also refer to this idea of allowing sufficient time for analysis to ensure RTA is of high quality. Therefore, the researcher allowed double the time they had originally intended to for the process of data analysis, as suggested by Braun & Clarke, and did not rush the analytic process. For example, as is suggested the researcher took breaks from the data when they found themselves stuck with the analysis. They also changed the environment they were working in such as coming into the library rather than working from home as this helped to reinvigorate thinking. In addition, the researcher did not settle for underdeveloped themes, when there was a sense that the analysis did not quite fit they reflected with another TEP and moved away from the data using a different visual analysis tool to do so, as detailed in step 4 of the analysis process.

Triangulation was also referred to in relation to credibility (Korstijens & Moser, 2018), however it is the researchers understanding that an application of this to qualitative research is not used in the positivist sense of checking the accuracy of each set of findings. It is instead used to provide multiple layers to our understanding of the phenomenon under investigation and to enable recognition and exploration of discrepancies in these data sets. As

the researcher has made use of a mixed methods design triangulation is possible across data sets and was utilised as is described, for example discrepancies are examined in the discussion section and data is combined to create layers of understanding.

3.8.3.2 Transferability and contextualisation

Transferability refers to the extent to which findings can be applied to contexts or populations other than the participant group (Korstijens & Moser, 2018) and contextualisation is said to enable this (Levitt et al., 2018). This involves giving a thick description of the phenomenon itself and the context of this, as has been provided in the context section. It also involves providing descriptive information about the participant group that enables a reader to establish if these findings can be transferred to their context (Levitt et al., 2018). This description can be seen in the participants' section. The decision was made to not identify which descriptive variables apply to which interviewee as the results of an RTA are a narrative of the group rather than any individual, so it was felt that it was both truer to RTA and more ethical in terms of ensuring anonymity.

3.8.3.3 Transparency and Reflexivity

Transparency is said to be concerned with providing adequate detail about all aspects of the data collection and analysis process (Yardley, 2000). The researcher has therefore provided extensive detail around both processes in the appropriate sections. This included excerpts of raw data as it suggested by Yardley (2000).

Reflexivity refers to the researcher's transparent recognition of their own biases in role and is expected of good quality mixed methods research on account of its inclusion of a qualitative phase (Levitt et al., 2018). As an ex-teacher who has planned and delivered the new RSE curriculum, the researcher may have opinions that could influence data collection

and analysis. Therefore, they kept a journal to reflect on their assumptions and values throughout data collection and analysis (See Appendix M). They also engaged in ongoing discussion about their own feelings and assumptions regarding the data in supervision with an experienced research tutor and supervisor. This was not to prevent these assumptions from influencing interpretation, but to explicitly notice and record how they may have done so. Levitt et al. (2018) argues that this kind of transparency increases the trustworthiness of the research, which is a concept that qualitative researchers typically refer to when discussing quality. It is simply concerned with whether the research findings can be trusted (Korstijens & Moser, 2018).

3.9 Mixed methods analysis and quality

As well as considering how the quantitative and qualitative elements of this mixed methods research could be quality assessed, consideration was given to how the overarching mixed methods nature of the research could be assessed. In doing so the researcher decided to adhere as closely as possible to O’Cathain’s (2015) framework for assessing the quality of mixed methods research. For example, in undertaking the research, data quality was ensured by collecting adequate sample sizes for the design, describing each method in sufficient detail, and choosing appropriate data analysis techniques to address the research question. The justification for these decisions has been clearly discussed and evidenced in the relevant sections above.

3.10 Ethics

Ethical approval was sought and granted by the university (See Appendix N) and the local authority. The below steps were taken to ensure the research was ethical. This was

informed by the BPS code of human research ethics (2021) and its associated principles which are as follows.

- Respect for the autonomy, privacy and dignity of individuals, groups and communities.
- Scientific integrity
- Social responsibility
- Maximising benefit and minimising harm.

3.10.1 Risk

There was very little risk associated with the research as the participant group used are not considered to be a vulnerable group. However, the researcher does recognise that the time cost to a group of professionals who are likely stretched is significant. Therefore, the researcher used an existing audit tool for the survey component which is designed to support schools to identify areas of strength and weakness in their practice. This meant that the process of completing the survey would have use beyond the research and could therefore be a good use of time for participants.

It is also important to acknowledge that although on the face of it the participant group does not appear to be vulnerable, the topic of SE is sensitive and therefore some people may be at risk of emotional distress. This was managed firstly by using a volunteer sample for both phases of the research, whereby those who may have found the topic distressing could avoid participating. Secondly, the researcher ensured that effective participant information forms prepared participants sufficiently for the content to be discussed. As a trainee psychologist the researcher was well positioned to recognise when a person is uncomfortable and to ensure that if this was the case the interview was terminated, and the care of the participant prioritised. This was however not required.

Consideration was also given to the time cost of taking part in the qualitative interviews, significantly higher than that of the survey. This aspect of the research was made voluntary to increase the likelihood that staff who took part felt they could spare the time. In addition, the use of positive psychology questioning techniques, as detailed in the qualitative data collection section, ensured that the interviews helped participants to recognise what is going well in their practice. This is likely to have empowered and motivated them possibly benefiting their practice.

3.10.2 Confidentiality

Participants were only asked to provide their name or contact details if they decide to take part in the qualitative phase of the research. This means that most of the participant group were anonymous. Where this data was provided it was stored, in line with the Data Protection Act (2018), on a password protected laptop and de-identified. Throughout the write up participants have been pseudo-anonymised whereby pseudonyms have been used and only data that would not allow easy identification of the participants has been provided to enable transferability. Video recordings of interviews were transcribed, pseudo-anonymised and deleted following completion of the analysis process to ensure no identifiable data was kept longer than necessary.

3.10.3 Valid consent

Consent was obtained using consent forms (See Appendix O) checked and approved by both the university independent ethics board and the LA that the author was placed in. To ensure this consent was informed, approved information sheets (See Appendix P) were also provided. Participants were asked to read both documents once clicking on the link to the

survey and ticked a box on the survey giving their consent. Those who took part in the interviews were shown the information sheet again at the start of the interview and asked to verbally consent again. Participants were reminded of their right to withdraw themselves or their data up to the point where this data is processed. This withdrawal of data was not possible for participants completing the survey as they are anonymous, therefore withdrawal of data was not offered in the consent form for this phase of the research.

4 Results

4.1 Chapter overview

The first sub-section of this chapter explains the results of the descriptive and inferential statistics carried out. The second sub-section explains the findings from the RTA carried out in the qualitative phase. An overview of the qualitative results section has been provided at the start of the relevant section.

4.2 Quantitative results

4.2.1 Descriptive Statistics

Frequency counts were used to calculate what percentage of responses to each item were 'yes', 'to some extent', and 'no'. Data were then screened, and criteria applied to identify items that might represent barriers to the delivery of RSE. Firstly, based on the percentage of 'yes' and 'no' responses, if the 'yes' responses made up less than 50% of the responses for that item, it was identified as a potential barrier. These items can be seen in Table 5 in red.

A second criterion was then applied as it was acknowledged that while a low number of 'yes' responses may indicate a barrier, a high number of 'no' responses might also indicate a barrier. In addition, some items that had not met the first criterion had a higher percentage of 'no' responses than items that had met this criterion. Therefore, the second criterion included all items that had a higher percentage of 'no' responses than the barriers identified by the first criteria, and whose 'yes' percentage was 55% or lower when rounded to one significant figure. Items that met this second criterion can be seen in Table 5 in orange.

The criteria were not able to be applied to item 3 ‘There is a named governor for RSE’, due to the high levels of ‘don’t know’ responses, therefore this item was not included as a potential barrier or used in any further analysis. This can be seen in blue in Table 5.

Table 5

Responses to each survey item by percentage

Item	Yes	To some extent	No	Don't know
Leadership, management and managing change				
Head and senior leaders give RSE high status	57.8%	34.9%	7.2%	0%
There is clear SMT support for RSE or PHSE lead	61.4%	34.9%	1.2%	2.4%
There is a named governor for RSE	36.1%	8.4%	21.7%	33.7%
Policy development				
The school has a RSE policy agreed by governors and staff that has involved consultation with pupils ad parents, and which is regularly reviewed	73.5%	13.3%	7.2%	6%
The policy links to and is consistent with other policies in the school	83.1%	8.4%	3.6%	4.8%
Curriculum planning and resource, including working with external agencies				
RSE is an identifiable part of the PSHE education curriculum, which has planned, timetabled lessons across all Key Stages	79.5%	14.5%	4.8%	1.2%
Visitors are used to support and enhance RSE not to excuse staff from teaching it	73.5%	14.5%	12%	0%
Resources are carefully selected for their suitability and reviewed for effectiveness once in use	77.1%	19.3%	3.6%	0%
Teaching and learning				

A variety of teaching and learning strategies are used, which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills	79.5%	18.1%	2.4%	0%
Pupils feel safe in RSE lessons, for example through use of group agreements	73.5%	24.1%	2.4%	0%
RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident	26.5%	55.4%	18.1%	0%
School culture and environment				
The school ensures that RSE is embedded in the school's values and moral framework	65.1%	25.3%	9.6%	0%
Giving pupils a voice				
All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness	37.3%	43.4%	14.5%	4.8%
The diverse experiences of pupils, such as looked after children and those with SEND, are acknowledged and their RSE needs are met	55.4%	41%	2.4%	1.2%
Provision of pupil's support services				
The school keeps up to date with local health and advice services and provides clear access to information about them for pupils	65.1%	28.9%	1.2%	4.8%
Where appropriate the school offers school-based drop-ins and other support services for pupils	57.8%	30.1%	10.8%	1.2%
Staff professional development need, health and welfare				
The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support	47%	39.8%	13.3%	0%
RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget	53%	32.5%	14.5%	0%
Partnership with parents, carers, and local communities				

The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice	47%	38.6%	8.4%	6%
Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home	37.3%	41%	18.1%	3.6%
Assessing, recording and reporting pupil's achievement				
Assessment opportunities are built into the RSE lessons and programme	55.4%	27.7%	16.9%	0%
RSE is assessed on skills and attributes as well as knowledge	53%	28.9%	18.1%	0%
Part of the assessment involves pupils being asked to reflect on their work and learning	65.1%	26.5%	8.4%	0%
Parents receive information about pupil's learning in RSE	51.8%	33.7%	10.8%	0%

4.2.2 Inferential statistics

4.2.2.1 Tests of normality

To test if the data was suitable for parametric testing, histograms were generated, and the Shapiro-Wilk test of normality conducted. These tests were run on variables that the researcher intended to use as outcome variables for tests of difference (See Appendix Q for SPSS output). All p values were < 0.05 meaning the hypothesis of normality was rejected and the data differed significantly from a normal distribution. Therefore, non-parametric tests were used throughout.

4.2.2.2 Checking the confound of familiarity with the audit tool

To check if familiarity with the audit tool was likely to confound results, tests of difference were run with the proposed I.V.'s for all other inferential tests detailed below and familiarity with the tool as the outcome variable. This was to check if familiarity varied across the conditions of the proposed I.V.s, indicating it could confound results. Kruskal-Wallis tests were used, as is appropriate for independent groups and an ordinal outcome variable. Only one significant difference was found, between those who selected RSE lead as their role and those who did not, with RSE leads unsurprisingly being more familiar with the tool ($p=0.001$). All other tests were not significant ($p>0.05$) suggesting that familiarity with the audit tool was not a confounding variable for tests using these I.Vs (See Appendix R).

4.2.2.3 Informing Qualitative sampling

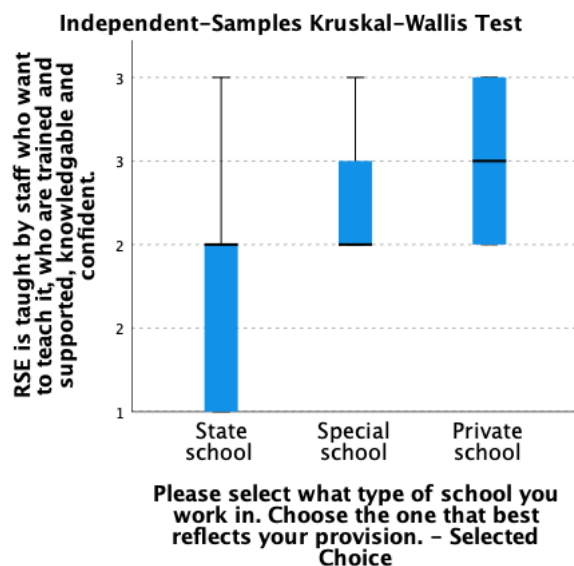
To inform the selection of participants for the qualitative phase Kruskal-Wallis non-parametric tests of difference, suitable for independent groups and an ordinal outcome measure, were used to test if any of the demographic variables made a significant difference to how people answered on the items identified as potential barriers. The demographic variables used as I.V.s were 'time in role', 'role' dichotomised to 'SMT or not' and 'RSE lead or not', and 'type of school.' The rationale for 'SMT or not' and 'RSE or not' was that participants in these roles may have a different, macro view, resulting in different perceptions of RSE delivery. In addition, the literature suggested these management roles may make a difference. The rationale for 'time in role' was based on references in the literature to the impact of teacher's confidence regarding RSE delivery, which would likely be higher with more time in role.

It became apparent from checking some of the types of schools for those who had provided school email addresses, that type of school was not necessarily valid as participants had selected state school rather than academy when their school was an academy. This is likely to be because state school was the first option and academies are technically state schools. As a result, this data had to be collapsed to combine academies and state schools, leaving 3 categories, state school, specialist provision and private school.

The only outcome variable that showed a significant difference depending on type of school was 'RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident' ($p=0.016$). Pairwise comparisons with Bonferroni corrected significance levels show that the significant difference was between state and private schools ($p=0.018$) with private schools showing a higher distribution of scores ranging from 2 to 3 (to some extent to yes) with a median score of 3 (yes) and state schools showing a distribution running from 1 to 2 (no to, to some extent) with a median score of 2 (to some extent) as can be seen in Figure 8.

Figure 8

A box plot to show the distribution of scores for 'RSE is taught by....' depending on type of school



Note: For all box plots 3 = yes, 2 = to some extent and 1 = no

There were no other significant differences in responses to potential barriers based on type of school (See Appendix S for SPSS outputs) therefore it was concluded that although including a range of schools in the qualitative sample may be beneficial, this is not a particularly important defining variable and certainly not as important as choosing those who selected yes for the items identified as barriers.

No significant differences were found depending on 'RSE lead or not' ($p > 0.05$), suggesting this may not be an important defining factor when selecting participants for phase 2 (See Appendix T for SPSS output). This lack of significance meant the researcher was not concerned with the possible confound of familiarity with the audit tool. The researcher considered that it was possible some of those who were RSE leads had instead selected 'head of department' because they may have for example been head of PHSE, but without knowing

why they selected head of department it was not possible to collapse these categories and be confident of the validity of this, so the data was not transformed. This does bring into question the validity of the non-significant differences if it is possible that some of the non RSE leads were in fact RSE leads, therefore these findings were treated with caution and the possibility that someone being an RSE lead or not made a difference to their responses was not ruled out.

With 'time in role' as the I.V., no significant differences were found ($p > 0.05$) suggesting this may also not be an important defining factor for the phase 2 sample. This was still the case when the categories were collapsed in to 3 rather than 5. Collapsed categories combined the two lower categories into '0-2 years' and the two higher categories into '5+ years' (See Appendix U for SPSS output).

With 'SMT or not' as the I.V. there were significant differences in two of the items identified as potential barriers. There were, 'RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident' ($p = 0.008$) and 'The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support' ($p = 0.037$). SMT answered more positively for both questions as can be seen in Figures 9 and 10 (See Appendix V for SPSS). There were no other significant differences, therefore as with type of school where one significant difference was found, this does not suggest that SMT or not is a particularly important factor when defining the sample for phase 2. However, the researcher decided it would be helpful to speak to at least one person who was in SMT because of the two significant differences.

Figure 9

A box plot to show the distribution of scores for ‘RSE is taught by....’ depending on ‘SMT or not’

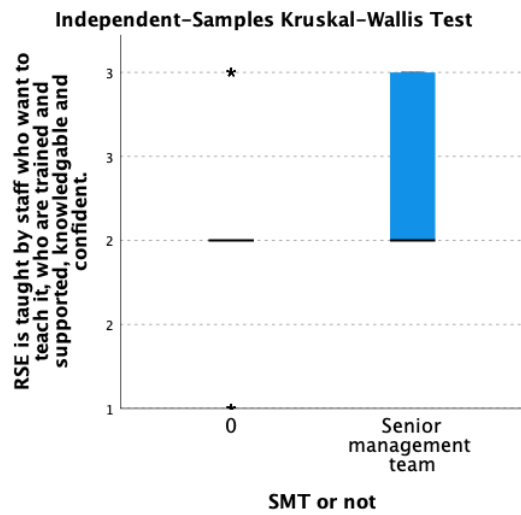
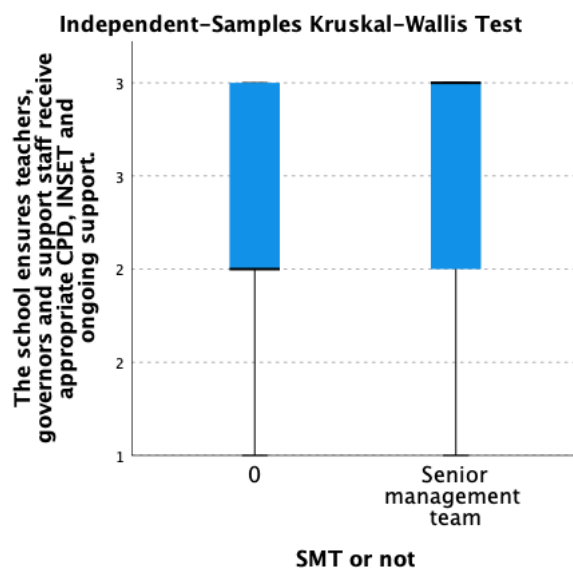


Figure 10

A box plot to show the distribution of scores for ‘The school ensures....’ depending on ‘SMT or not’



It was concluded from these results that the demographic variables measured were not important enough to shape the purposive sample for the qualitative phase over their responses to the potential barriers. Therefore, responses to potential barriers were used to determine this group as was detailed in the participant and recruitment sections and the final participant group varied on these demographic variables regardless, meaning at least one member of SMT was included in line with the conclusions drawn from these tests.

4.2.2.4 Identifying ways to overcome barriers

To see if the quantitative data could shed any light on overcoming barriers as well as identifying them, hypotheses were generated based on previous research as to which items may be facilitative in overcoming barriers. 3 hypotheses were proposed, and they are as follows. Justification for these was provided in the methodology chapter.

Hypothesis 1: Participants who answered yes to ‘The head and senior leaders give RSE high status within the school’(I.V.) will be more likely to answer yes to the identified barriers.

Hypothesis 2: Participants who answered yes to ‘The school ensures that RSE is embedded in the school’s values and moral framework’ (I.V.) will be more likely to answer yes to the identified barriers.

Hypothesis 3: Participants who answered yes to ‘RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.’, (I.V.) or ‘RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget’ (I.V.), will be more likely to answer yes to, ‘The diverse

experiences of pupils, such as looked after children and those with SEND, are acknowledged and their RSE needs are met’.

These hypotheses were tested using Kruskal-Wallis tests of difference with the I.V.s and outcome variables identified in the hypotheses.

4.2.2.5 Hypothesis 1 results

Table 6

Kruskal-Wallis results with ‘Head and senior leaders give RSE high status’ as the I.V. and identified barriers as outcome variables

Factor	Outcome variable	P value
Head and senior leaders give RSE high status	RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident	0.025*
Head and senior leaders give RSE high status	All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness	0.168
Head and senior leaders give RSE high status	The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.	<0.001*
Head and senior leaders give RSE high status	RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	0.018*
Head and senior leaders give RSE high status	The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.	0.002*

Head and senior leaders give RSE high status	Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	0.039*
Head and senior leaders give RSE high status	Assessment opportunities are built into the RSE lessons and programme.	0.011*
Head and senior leaders give RSE high status	RSE is assessed on skills and attributes as well as knowledge.	0.009*
Head and senior leaders give RSE high status	Parents receive information about pupil's learning in RSE.	0.212

*Note: On all tables * indicates significance*

The results in Table 6 show that the way participants answered ‘Head and senior leaders give RSE high status’ made a significant difference to how participants responded to 7 out of 9 items identified as potential barriers. You can see from the box plots (See Appendix W) that there is a general trend on all tests whereby ‘yes’ responses on the I.V. were more likely to result in a ‘yes’ to the barrier and likewise with the ‘to some extent’ and ‘no’ responses. This suggests that those who feel as though the head and senior leaders give RSE high status were less likely to report experiencing the barriers than those who answered, ‘to some extent’, who were less likely to report experiencing the barriers than those who answered ‘yes’.

The only non-significant items outcome variables were, ‘Parents receive information about pupil’s learning in RSE’ and ‘All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and

evaluation of effectiveness’, suggesting that SMT prioritisation may not be facilitative in overcoming these barriers.

4.2.2.6 Hypothesis 2 results

Table 7

Kruskal-Wallis results with ‘The school ensures that RSE is embedded...’ as the I.V. and identified barriers as the outcome variables

Factor	Outcome variable	P value
The school ensures that RSE is embedded in the school’s values and moral framework	RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident	0.001
The school ensures that RSE is embedded in the school’s values and moral framework	All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness	0.01
The school ensures that RSE is embedded in the school’s values and moral framework	The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.	0.02
The school ensures that RSE is embedded in the school’s values and moral framework	RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	0.003
The school ensures that RSE is embedded in the school’s values and moral framework	The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is	0.015

	provided and accessible opportunities to comment on policy and practice.	
The school ensures that RSE is embedded in the school's values and moral framework	Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	0.025
The school ensures that RSE is embedded in the school's values and moral framework	Assessment opportunities are built into the RSE lessons and programme.	0.059
The school ensures that RSE is embedded in the school's values and moral framework	RSE is assessed on skills and attributes as well as knowledge.	0.112
The school ensures that RSE is embedded in the school's values and moral framework	Parents receive information about pupil's learning in RSE.	0.121

The results in Table 7 show that the way participants answered, 'The school ensures that RSE is embedded in the school's values and moral framework', made a significant difference to how participants responded to 6 out of 9 items identified as potential barriers. You can see from the box plots (See Appendix X) that there is a general trend on all tests whereby 'yes' responses on the I.V. were more likely to result in a 'yes' to the barrier and likewise with the 'to some extent' and 'no' responses. This suggests that those who do feel that the school embeds RSE into its values and moral framework were less likely to report experiencing these barriers than those who answered, 'to some extent', who were less likely to report experiencing the barriers than those who answered 'yes'.

Participants responses to 'The school ensures that RSE is embedded in the school's values and moral framework' did not make a significant difference to how they responded to

the last 3 items on the table about assessment and providing information to parents suggesting that a whole school approach may not be facilitative in overcoming these barriers.

4.2.2.7 Hypothesis 3 results

There was a significant difference in how participants responded to ‘The diverse experiences of pupils, such as looked after children and those with SEND, are acknowledged and their RSE needs are met’, depending on their responses to, ‘RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.’ ($p=0.001$), and depending on their responses to ‘RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget’ ($p=0.014$). A clear pattern can be seen in both boxplots (See Appendix Y) whereby those who answered ‘yes’ to the I.V’s were more likely to answer ‘yes’ to the outcome, and likewise for ‘no’. This suggests that schools who report that ‘RSE is taught by staff who want to teach it...’ and those who report that ‘RSE and PSHE are resourced in line with other subjects....’ are more likely to report that, ‘The diverse experiences of pupils, such as looked after children and those with SEND, are acknowledged and their RSE needs are met’.

The researcher considered that the results above in relation to hypothesis 1, 2 and 3 could be the result of a positive response bias in that those who responded positively to the I.V’s just responded more positively to everything. Therefore in order to check this was not the case, tests of difference were run with the above I.V’s and items not identified as barriers which were randomly selected using a random number generator. These differences were predominantly not significant suggesting that a positive response bias would be unlikely to explain the above results (See appendix Z for SPSS output).

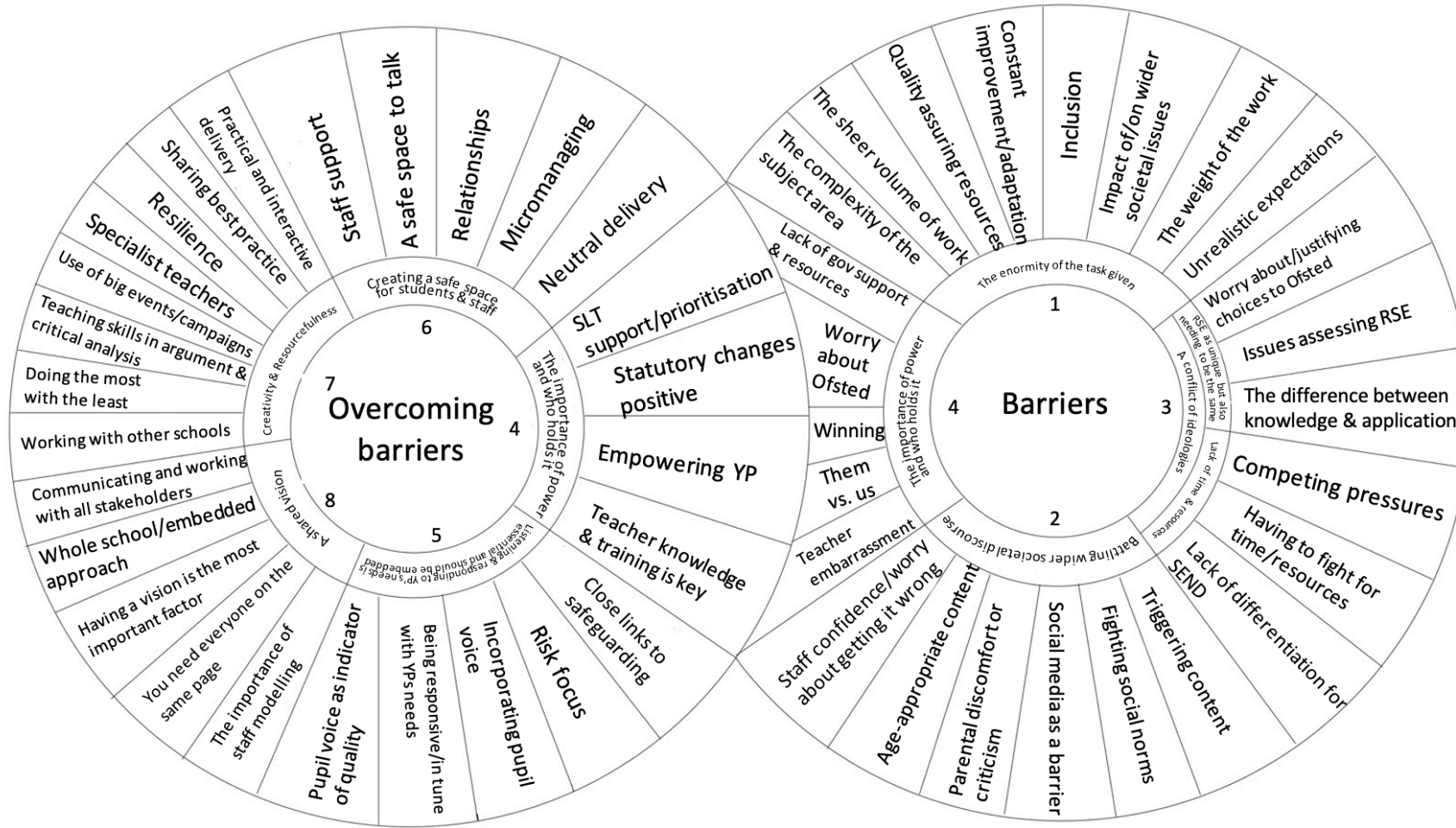
4.3 Phase 2: Interview findings

4.3.1 Overview

Following initial identification of potential barriers and ways to overcome these from the quantitative analysis, this qualitative analysis sought to add depth to this understanding. 6 participants were interviewed, and using RTA 8 themes were generated, 1 with 2 subthemes. These themes were developed from 191 codes. The visual in figure 11 depicts these themes and subthemes, and the labels for the main codes that fed into them. The ‘overcoming barriers’ wheel overlaps with the ‘barriers’ wheel on the theme, ‘The importance of power and who holds it’, as this theme was made up of both barriers and ways to overcome barriers. Each theme will be described in turn with reference to extracts that best demonstrate them. All direct quotes from transcripts will be in italics. People’s natural speech can be unclear and can be repetitive at times, so a ‘...’ is used to indicate a removal of something from the direct quote to enable easier reading. The section will talk through the barriers first, then the overlap and then overcoming barriers. At the end of the section the reflexive element of this process is discussed.

Figure 11

A visual representation of the themes and associated codes developed through the RTA



4.3.2 Barriers

4.3.2.1 Theme 1 – ‘The enormity of the task given’

Participants appear to reflect on the enormity of the task of delivering RSE in different ways. Firstly, they reflect on the sheer volume of the work, given things like the complexity of the subject area, and the associated constant need to update and quality assure resources. Participants paint a picture of a constantly changing subject area that they don't seem to be able to pin down with phrases like, *‘it's keeping up with everything’*, *‘constantly reviewing your curriculum’* and *‘it's new information coming through and having to think on your feet’*. Terms like *‘keeping up’*, *‘think on your feet’*, and *‘constantly’*, somewhat speak to the enormity of this task, as something they are constantly having to do and seem to struggle to stay ahead of.

Participants also make direct reference to this need to constantly adapt and its associated workload as being one of the biggest challenges, demonstrated in the following extracts.

‘I would say that for us is the biggest challenge is sort of the, the, changing landscape of it all and trying to keep up to date with, with it.’ (Hayley)

‘These are probably the two key areas that the most challenging for us to keep staff, you know, up to date and feeling comfortable and confident.’ (Chelsea)

‘You have to be really careful.... You just have to quality assure everything because you just never know.’ (Carmen)

In the final extract Carmen is referring to quality assuring resources; a much bigger job than for other subjects because of the sensitivity of the topics covered. Carmen also appears to be acknowledging the severity of the potential consequences of getting this wrong, with phrases like, *'you have to be really careful'*. This exemplifies again the enormity of the task they have been given, but perhaps touches on the emotional weight of this task as well as the practical volume of work.

With regards to the need to adapt resources, participants also refer to having to alter resources to meet the needs of their students or to fit the context of their school. While it is not unusual to cater resources to your context, this appears to be a much bigger job for those working in specialist settings, as participants refer to a lack of resources for SEND. One participant explained that this also goes beyond physical resources because a lot of external speakers, do not have the training or expertise to differentiate a session appropriately for a specialist setting. In the following quote Chelsea directly refers to this lack of SEND appropriate resources as a barrier.

'Some of the barriers and the challenges involved, lack of resources that were specifically designed, or could be more tailored for direct teaching or personalised teaching for CYP with SEND. So it's a real struggle to purchase high quality resources that could be used for umm exploring these different topics.' (Chelsea)

Just as Carmen touched on the emotional aspect of the enormity of the task, this is also seen in the acknowledgment of the impact of RSE on wider societal issues such as discrimination against the LGBTQIA+ community, consent, teenage pregnancy, and toxic masculinities. In doing so they recognise the potential RSE has to make a difference but also

the weight of their subsequent responsibility to deliver this effectively. Examples of reference to these issues can be seen in the following extracts.

'Talking about the statistics around violence against women. There's been a little bit of backlash from some of the boys challenging the data, making real misogynistic comments, umm and we are now then having to think on our feet, what we're going to do to address that.' (Jane)

'You know, when you hear that oh god, there's is a year eleven girl who's got pregnant, I know that's not solely down to our RSE curriculum, because I know, she has been taught the content. But you kind of feel a little kind of, arhhhh' (Carmen)

While participants are referring to societal wide issues, you get the sense from the way they talk that they feel a sense of responsibility for these problems. For example, Carmen says, *'I know that's not solely down to our RSE curriculum.... But you kind of feel a little kind of, arhhh'*. Although it is of course right that these issues are dealt with in schools and in RSE, it is perhaps unfair for teachers to be accepting responsibility for not 'solving' issues in their school that have not been 'solved' in society, the weight of which may be reflected in the use of phrases across the interview data such as *'it is relentless'*, *'it's tiring'* and *'I was overwhelmed'*. Therefore, while participants appear to be driven to solve these issues, the enormity of the task also appears to weigh heavy on them. To conclude, perhaps the best exemplification of the enormity of the task can be seen in this final direct reference to it.

'We're expecting societal level change. And teachers are being told right, you have to change the entirety of society and you've got one year to do it.' (Saul)

4.3.2.2 Theme 2 – 'Battling wider societal discourse'

Arguably linked to the fact that participants feel they have been tasked with solving societal wide issues, is the second theme, 'battling wider societal discourse'. This theme acknowledges that part of what makes that task so difficult, is fighting against these wider societal messages such as those obtained through societal norms, family norms, and depictions of sex and relationships in pornography, on television and on social media. These messages shape the way people view the world without them necessarily being conscious of this, making them difficult to change. The following extracts demonstrate the participant's awareness of the impact these messages have on teaching RSE.

'And if they have an hour with me, where I convinced them over new truth, it's worked.....And then they go back out into the general school populace. They're back with their mates who were who were still voicing certain problematic things. And all the good that has just been done is immediately undone by the societal attitude around them.' (Saul)

'I've got one boy that we talk about, we talked to quite a bit about consent and touch, umm you know, he thinks it's okay to basically grope a female because that's what they want. He says, well, if you watch Tik Tok that's what happens.' (Suzie)

'Stop trying to live up to pornography..... so we're fighting industries, with billions behind them, giving exactly the opposite message, and a government that is not doing anything to

rein in any of that side of stuff. They're just telling us we have to teach differently. In the face of a society that has the rest.' (Saul)

Teachers are also not immune from internalising messages they receive from society, and this is perhaps evident in their worry about getting it wrong or offending people. Participants directly refer to these concerns in phrases such as *'we need to get it right'* and *'make sure that everything we do is completely inclusive...and hasn't offended anyone'*. They also directly refer to one of the pressures that may contribute to this worry, parental criticism or disagreement.

'We've had quite an issue with some parents in particular, umm when we were discussing things like umm same sex relationships, and sexuality, and gender..... I mean, I had parents that were asking to see every single lesson plan of every single PD class we would be delivering' (Jane)

'They don't so much withdrawal.... about the sex ed elements of it, but it's normally to do with more the LGBTQ diversities, and I think that's becoming a real big issue, like... kind of the quality, and the need to teach it as, like, you know, equality kind of subjects, I'm not explaining myself very well, I don't think. But, umm that seems to become quite a big issue within some communities with their parental prejudices coming through.' (Carmen)

As well as explicit references to worrying about getting it wrong there are also more implicit signs of this in the interviews. For example, there are hesitations in the use of language around LGBTQIA+ topics, evident in Carmen's quote above where she appears to struggle to find the right language to make her point. This is also evident in Chelsea's

interview when she says, *'it's not just about that subject'*, Saul's interview when he says *'our trans and ummm, so our LGBTQ community is now bigger than ever... we have a specifically... er err society for people who are part of that as well'* and in Suzie's interview where she says *'we do have a lot of children in our school that are, ummm you know, they might not be straight necessarily'*. There is clearly some hesitation around what the correct terminology is to use in this area and thus a worry about getting it wrong, as there is in society more generally. Implicit reference to this worry about getting it wrong may also be seen in participants mentioning that RSE should be age appropriate at various points, which may reflect a worry that they would be accused of delivering RSE that is not age appropriate in the context of both political and media accusations about this.

4.3.2.3 Theme 3: 'A conflict of ideologies'- Sub Themes: 'RSE as unique but also needing to be the same', and 'lack of time and resources'

The third theme is broken down in to two sub-themes, linked together by the idea that differing ideologies about education cause conflict that impedes effective RSE delivery. The first of these subthemes, 'RSE as unique but also needing to be the same', is characterised by an acknowledgement that participant's ideology about RSE teaching does not seem to align with what they believe Ofsted's ideology to be. Participants refer to several ways they are treating RSE differently to other curriculum subjects such as not getting them to write anything down, not having books, not reporting on attitude towards learning and not formally assessing. It is in relation to assessment, in fact, that participants speak the most about the uniqueness of RSE, as shown in the following extracts.

'I could give the kids a question there that I'd say, do you know the factual or rather, do you know the right answers that I wanted to hear on this subject?'

And they'll all tick yes. And then they'll go out later that day. And they'll ask some girl for some nudes, because they can hear the messages but then incorporating them into their lives and living up to them is an entirely different question' (Saul).

'I've taught someone how to put a condom on a model. Err, they've shown how to do it properly. It doesn't mean they're gonna go home and use it though, does it?' (Suzie)

'All the other subjects teach you the stuff you're supposed to know. RSE is supposed to teach you how to be. And that's a very different thing. It does not stand up to the same assessment method, that remembering stuff does.' (Saul).

The issue participants appear to be touching on is the difference between knowledge and application, with an acknowledgment that a knowledge test would not measure students' ability to put in to practice the skills they are hoping they have equipped them with. The fact that RSE may not be able to be assessed using knowledge tests or may be less aligned with traditional teaching methods such as writing, appears to conflict with what participants think Ofsted will expect. This conflict is best demonstrated in the following extract.

The danger is you do end up doing things just to satisfy an external body, which you...kind of got to do, but actually does that benefit them? And so it's getting that balance, it's tricky.'
(Hayley)

In some cases this conflict has appeared to result in some conformity, as some participants refer to incorporating evidence based qualifications, creating pre and post lesson

mind maps and having the subject reported on in some way to make it more comparable with other curriculum subjects or to be able to demonstrate progress to Ofsted. This is despite voicing not necessarily thinking this is beneficial for the student's learning.

The second sub-theme under, 'A conflict of ideologies', is, 'Lack of time and resources'. Participants talk about competing pressures whereby those subjects that could be argued to fit with Ofsted's perceived ideology seem to be prioritised, resulting in them having to fight for time and resources. This is seen in the following extracts.

'Year 11 I think the focus is so much on their GCSEs that they wouldn't give up an hour of curriculum time for it. (Jane)

'But the problem is, they're kind of you are constantly fighting between, they've got these exams'. (Carmen)

'We need to value teaching them how to live well, but we have, this flows into the issue about the tyranny of subjects as I call it with English, Maths and Science at the top. And all the creative subjects being somewhere down the bottom or possibly not needed at all.' (Saul)

Unfortunately, in a system where resources are limited, as they are in our education system, a prioritisation process takes place which in some cases, it seems, results in RSE not being prioritised. In addition, mainstream provisions seemed to have given less thought to appropriate adaptations for YP with SEND, perhaps a reflection of further prioritisation within RSE whereby the needs of the majority are prioritised over the needs of the minority.

'I think that's an area that we need to look at is SEND definitely.' (Jane)

'You've got more and more SEND kids with extreme need in mainstream schools, and you're not necessarily getting the same, because it's PSHE hasn't quite caught up, but yeah, they they actually really, really need support in their lessons.' (Carmen)

'Interesting about those with SEN. We do have, that is really interesting, and not something that I think we've really thought about much before.' (Hayley)

Where some appeared to be thinking about SEND differentiation this also took more of an exclusionary approach rather inclusion, suggesting things like hubs for separate teaching for example, which could speak to how impossible it can feel to meet such a range of needs in this area with a lack of resources. Although overall the following extract advocates for an inclusive approach, it also demonstrates how this can become exclusionary if resources are limited and the majority is perceived as standing to lose out.

'As long as the teaching is of good quality, we should be able to take all the SEND students along with us.... unless there is a level, once wehit that floor, below that.... there's nothing a single class teacher or single classroom teacher can do.... the level of which you try and drum it is going to lose all of them. So at that point that drift is too far yes, there is a SEND floor below which you need specialist separate teaching. But I will always expect teachers to have done their part first' (Saul)

This is also not the only way that the prioritisation of other subjects over RSE impacts YP with SEND, as in one school they were more likely to be removed from RSE to engage in

interventions for core subject areas such as reading. This is interesting given that RSE was highlighted by the Autism specialist provision as the golden thread in teaching Autistic YP. It demonstrates a higher status being given to core curriculum subjects, and a lack of consideration given to the unique needs of SEND students.

4.3.3 Barriers and overcoming them

4.3.3.1 Theme 4: ‘The importance of power and who holds it’

It is clear from the discussion above that Ofsted holds a significant amount of power when it comes to the delivery of RSE, and while this can be a barrier as described, it can also be facilitative. For example, in the following quote Jane reflects on how Ofsted’s interest in RSE has resulted in increased prioritisation of the subject.

‘The head teacher has a vested interest because it's so high profile now. When Ofsted come in, that's the first thing they look at. And so suddenly, it's become this big focus point for all schools, which quite quite rightly, it should be. But traditionally, it has never been like that.’ (Jane)

However, the power of Ofsted is not the only level of power that is present in the interviews. The importance of power comes up in several ways. Firstly, and related to the power of Ofsted, the power of the government is referenced in relation to RSE’s statutory status. Participants did seem to feel as though this had a positive impact, evident in the first two extracts below, however they also reflected on the barrier that a lack of government support and recourse alongside this presents, evident in the last extract.

'So then I think the statutory guidance has made us kind of go, right, look, come on, actually, let's up our game, let's do this properly.' (Hayley)

'I've seen an improvement in the willingness and the happiness to teach it in my school since, since the statutory' (Carmen)

But it's a statutory requirement, and you look at the resources that are given and they're not very good. And so I'm looking at a book and I'm going on Facebook and trying to put that all together. I don't think it should be.... I think we need to help it's such an important subject, we need to get it right. (Jane)

Secondly, the power of SMT in relation to them either prioritising or not prioritising RSE is referenced in the following extracts.

When I feel like I'm bearing the burden to change the whole planet. And that's the job they've given me, which I obviously can't do. I mean, the most reassuring thing, she said....it's not your job. It's our job as a school. It's not just you. (Saul)

'At least half of the people that deliver it are all part of the SMT, you know, and it is seen as kind of worthwhile and important.' (Hayley)

'I'm quite lucky as in obviously, I deliver, I oversee RSE, but I'm also the head of secondary, so I am part of SMT, I mean, it makes it very easy for me. I think if you had to keep going to someone to get things approved and stuff like that it would probably make it difficult.' (Suzie)

In the first extract Saul refers to a conversation he has with his head teacher, in which she seems to have the power to speak on behalf of the whole school, reassuring him that he is not on his own. Thereafter, in the second two extracts you can see how the involvement or interest of SMT seems to give more power to RSE, making it seem more ‘important’ and giving those in charge more autonomy. Several participants also speak about regular timetabled slots for RSE as facilitative, a decision that will have been made by SMT.

Finally, power is referred to in relation to classroom practice in a range of ways. For example, participants refer to *‘equipping YP with.... the necessary information so they can make good decisions in your absence’*, and *‘getting this current clear information across to them, so they can make informed decisions’*. This gives a sense of empowering YP to enable them to make their own decisions. One participant does in fact refer to a need to *‘empower our girls’* and to *‘encourage children to take ownership of their own bodies’*. However, there does seem to also be a need for the teacher to retain some power in the classroom. For example, in this instance the teacher’s power may be undermined by the students, which appears to knock her confidence in teaching RSE.

‘I have some female teachers teaching the year eight curriculum.....one of the questions was, what's a blow job miss? And the this Teacher is then going... actually I'm really uncomfortable talking to these children about that particular question. And I it really did upset her.’ (Saul)

There are also several references to how important it is that teachers are not embarrassed, presumably so that a scenario like the above does not happen. For example, in the following extract you get a sense from Hayley that this, skill is essential when teaching certain topics.

So, ummm our head of sixth form is very, no holes barred, she's got no embarrassment at all, so she'll teach kind of quite a lot of the.... kind of dealing with STIs and pornography and those kinds of things. (Hayley)

There are also somewhat more direct references to the importance of maintaining your power or status as the most knowledgeable person in the room as seen in the extracts below. Saul references directly addresses the balance of power between teacher and student, and Chelsea says that the subject is one you've got to feel you own. Such ownership over something indicates power. Chelsea also refers to feeling as though you know the subject and you get the sense that knowledge is power in this instance, or at least, that teachers feel more confident if they have it. This is as they also frequently refer to a desire to have more knowledge and training that time and resources do not permit.

'So they can't be allowed to win as it were in certain arguments. Because if they do, the whole class goes, well, I don't need to listen to you anymore, because he's proved you wrong.' (Saul)

'It is a subject that you've got to feel that you, you know, you can own as a teacher, and that you can really deliver well. (Chelsea)'

What is particularly interesting in relation to the power in the classroom is that this was a more dominant theme in Saul's interview, and he works in an all-boys school where power struggles may be more present. This is evident in the following extract.

'I deliberately introduced into our PSHE, the PSHE teaching. We look at thinking skills. And we look at cognitive biases, and we look at logical fallacies

And I can actually, when I've got a kid who's trying to be smart and they're applying logical fallacies, I point out which logical fallacy and the rest of the kids are ahh yeah, got you, yeah, because they quite like the kid, other people thinking they're clever, being brought down as well.' (Saul).

4.3.4 Overcoming barriers

4.3.4.1 Theme 5: 'Listening and responding to YPs needs is essential and should be embedded'

Participants refer to incorporating pupil voice in a wide range of ways from student surveys to student's running assemblies, but the recurring theme always seems to be how obvious it is to them that this must be included. This is viewed as an essential part of delivering RSE effectively, demonstrated by the following extracts.

'We're all about pupil voice. We talk to the children so much. So we have lots of, we have a curriculum group. So I take my PD plan to the curriculum group and I say, look, have I got this in the right year? So when we're doing pornography, is that the right year group I'm doing it to? Is it in the right depth?' (Jane)

'My entire philosophy of teaching for PSHE, which incorporates RSE, obviously, is teachers should be responding to the whims, voices and needs of the students.' (Saul)

'Pupil voice really needs to be promoted, especially for pupils with SEND.... it's not just about obtaining feedback from children, it's about hearing what they're saying and deciding on actions together.' (Carmen)

Carmen speaks to an important aspect of listening and responding to YPs needs; the collaborative nature of this. She appears to be acknowledging that gathering pupils' views can be done in a tokenistic way. However, it seems as though participants are not referring to this, but a culture of obtaining and incorporating YPs voices. Carmen also makes the link between obtaining pupil voice and SEND, arguing that this is particularly important when working with YP with SEND.

Further demonstrating the embedded nature of incorporating YPs views, participants speak about working closely with the safeguarding team whereby they respond to YP's needs that arise through safeguarding issues with RSE. This is often spoken about as though it is a means to respond to YPs views or in close proximity to references to obtaining pupil voice, suggesting that working closely with safeguarding may be considered to be part of embedding the incorporation of YPs views. This can be seen in the following extracts.

'So if you know as a designated safeguarding lead, we talk regularly at networks about learning from where things have gone wrong, to be able to make sure that we make good choices about next steps. And I really think that, you know, there needs to be a lot more work around developing, umm, resources, following the views of YP, to say, well, how was that tricky?' (Chelsea)

'It's constantly looking at what your kids need, and I suppose another key element is working with your key safeguarding leads. I think that's so important. Like, I'm meeting her tonight,

but yeah, we meet regularly and talk, and if there's any issues that come up, I'm like, yep, we'll address that. So you have got that, like direct feedback loop for like, what's actually going on for the YP? And then, you know, potentially, you can shape sessions around that?' (Carmen)

4.3.4.2 Theme 6: 'Creating a safe space for students and staff'

Participants seem to engage in several practices that are designed to create a safe space for students such as ensuring staff who deliver it have good relationships with pupils, trying to understand YPs reality, taking a non-punitive approach and trying to deliver content in as neutral a way as possible. For example, Jane reflects on the importance of delivering in a neutral way and Saul speaks to this directly in the following extracts.

'One of the challenges is when I first took over is making sure we're given a balanced viewpoint. So we did the lesson on domestic violence in the UK. And the stats speak for themselves, 96% of violence is males against females, but there is that 4% so we followed it up..... and we delivered that the following week to try to give that balance. It's not a witch hunt against men.' (Jane)

'So every time, the key to good education is more information, delivered in a neutral way as possible, because you don't really want to pick sides.' (Saul)

In the following extract Suzie talks about the importance of creating non-punitive spaces where YP can ask questions without fear of being told off.

'You're obviously trying to encourage them to use the correct terminology and things like that, but, you know, you wouldn't tell them off for using the wrong terminology' (Suzie)

These practices appear to be designed to create a safe space for pupils as they try to avoid a situation where they may feel attacked or at risk of getting in trouble. Finally, the fact that content could be personally triggering for students is recognised as something that teachers must attend to, to keep students safe in RSE. This is demonstrated in the following quote where Suzie reflects on the importance of this for her cohort.

'Obviously, we also have to consider that our individuals, unfortunately at a higher proportion, come from abusive backgrounds and have witnessed domestic violence. We also need to consider and this is a big issue when you try and teach sex education, we have a lot of sexually assaulted children.' (Suzie)

Not only do the participants speak about creating a safe space for students but they also reference creating a safe space for teachers. Content can be triggering for teachers if they have had difficult personal experiences that are related to the topic area and some participants directly refer to supporting staff because of this. They also refer to supporting staff in areas they feel less confident in with additional support such as team-teaching certain topics or distributing topics so that those who are more confident with challenging areas can lead. In the following extract Carmen refers to a number of these ways to support staff and emphasises the importance of this in the second to last sentence with the phrase,

'Straightaway I think staff need to feel that they're supported.'

'I have other staff that just are not confident, we train all our staff, and we offer extra support. So I'll always say to staff, you know, if you can't do that topic, ... come and have a conversation with me, my doors open, you know, obviously, you really have to be careful and I did a training session in September and made it clear to staff that I'm not going to ask them to teach something that ... they could have trauma on one of them issues. Straightaway I think staff need to feel that they're supported. So that particularly with certain groups, I'll double up staff, like I say I structure in the summer, umm so I can do that or I put a more confident member staff in' (Carmen)

Interestingly on a few occasions participants appear to be speaking about micromanaging their RSE teachers which seems to be another way they are trying to support staff/create a safe space for them. For example, Suzie talks in the following extract about providing staff with a programme of set resources that alleviate the worry about getting it wrong.

'SCARF is in line with the government RSE, so they are delivering it accurately. They just got to deliver what's there, so that they're not having to fake it or you know, wonder if that's right. It's done.' (Suzie)

4.3.4.3 Theme 7: Creativity and Resourcefulness

Participants' creativity and resourcefulness comes through in their interviews in many ways. It is quite striking how despite all the barriers they face they persist to find ways to overcome these and to stay passionate about delivering RSE. Participants refer to the following ways that they are delivering RSE creatively with minimal cost:

- Joining RSE networks/forums
- Sharing good practice between schools
- Training or joint working with other schools
- Making use of low-cost resources
- Running campaigns or events e.g. Pride Week
- Teaching argument/critical analysis skills
- Use of practical and interactive delivery
- Making use of existing expertise to create ‘specialist’ teachers

The following extract demonstrates the passion spoken about and the utilisation of several of the above ways of delivering RSE at low cost.

‘We had a Pride March, children made flags, we did a day where we dressed up in colourful clothes umm, and it was, it was lovely. And then we had lots of activities we had heroes where we made art models and canvases of people that were aspirational or role models and we had we identified some excellent stories, we made those into symbolised versions we had sessions that were run by particular staff who were really passionate about the subject as well. Umm and that really then developed our curriculum content. So we’ve now got a really nice collection of umm stories and books and umm resources.’

(Chelsea)

Chelsea talks about having staff run the event who are particularly passionate about it which links to the final point in the list above, making use of existing expertise to create ‘specialist teachers’. The barrier of having teachers without specialist knowledge is referred to several times, for example Jane talks about how secondary teachers usually have an a-level

or degree in their subject but, *'nobody has a degree in RSE'*. Several schools also refer to creating 'specialists' to overcome this, for example, they speak about having teams of specialists and/or staff who specialise in certain topic areas. While this appears to oppose the view that form tutors should deliver this because they know the pupils best, Jane's school utilise both approaches, potentially benefitting from having everyone involved but also having specialists to deliver more sensitive content, to support less specialist staff or to deliver to what they consider to be key year groups.

4.3.4.4 Theme 8: 'A shared vision'

Having a shared vision means that across all stakeholders there is agreement on why we have RSE and what this should look like. It also means that RSE is embedded in how the school functions, because everyone shares the vision, resulting in a whole school approach to RSE. Two schools explicitly refer to 'having a vision' as key in implementing RSE effectively and across participants there is reference to working with both parents and the wider community in a way that appears to be about sharing their vision for RSE and/or creating that shared vision. For example, Carmen is speaking in the following extract about how their school goes about overcoming the challenges with delivering RSE and she speaks about keeping stakeholders informed, thus sharing their vision. You can also see that she will try to create a shared vision by explaining the school's perspective on why students need RSE. Furthermore, she directly references *'making links with your community'* as *'the only way you can do it'*, demonstrating how important having this shared vision is in overcoming the challenges of delivering RSE.

'Umm, we do a parents consultation. So if we try to inform all stakeholders is one of the ways we try. So we showed all our parents a curriculum, of course, we publish it on a website, you

know, if parents do ring up and withdraw their children, I'll try where I can to persuade them umm and try and talk them into, you know, even just getting some elements of RSE and make our policies absolutely crystal clear, like even the, to the point where like, you know, obviously staff are well aware that even if a child's parents have unconsented, three times from their 16th birthday, they can re consent back in.

So it's just making sure staff are aware of these kind of key bits of the policy I think the only way you can do it that I've seen that works is make real clear links with your community.' (Carmen)

Carmen also touches on how important it is that staff share the vision. This can also be seen in the following extracts where both Jane and Saul reflect on a need for everyone to work together, even if there are specialist teachers who deliver RSE.

'Having everybody and they see everybody talking about it, they see the head teacher talking about it they see SMT talking about it and doing things together as a whole school.'
(Jane)

'There are 150 other members of staff here. If everyone is not always singing from that same hymn sheet in the same way. We won't get change. How do we get change in uniform? Every single teacher picks up a every single child whose uniform is not correct, uniform will change. When it's a few of us, I just sound like the ranting minority all over again and then I'm easy to dismiss.' (Saul)

In the following two extracts Suzie and Saul talk about staff modelling the values that RSE teaches. This is part of a whole school approach to RSE which is referred to in a range of ways throughout the interviews. Participants do not view RSE as something which is just taught in a timetabled lesson, but something which is woven through all aspects of the school, in line with the school ethos and their shared vision for RSE.

'Well I mean we're the role models so you know, if we're not, you know, treating people fairly and equally in school, or respecting each other's gender or sexuality, then how can you expect the children to. So we are the role models, it is embedded throughout our school'
(Suzie)

'And we have to start living the values that we're preaching, you can't possibly say, well, this is how relationships should be and this is how we should treat each other, and then not have everyone who's an example in those students lives, living that as truth from that point onwards' (Saul)

4.3.5 Reflexivity

A reflexive journal was kept throughout this process which helped to identify ways that my own experiences and biases could impact the analysis. I noticed through keeping this that I was overidentifying with the barriers faced, and not giving enough attention to the ways that participants were overcoming these. I believe this reflects the position I have taken in my previous role as a teacher and still take as an EP as the defender of teachers. Having noticed this I tried to consciously focus more on the ways participants were overcoming the barriers which completely shifted the visual in my head. Having had a battle ground where teachers were there ill equipped with very little chance of winning, I noticed in my mind green shoots

appearing and eventually the image shifted entirely to someone juggling. The final image still represents how challenging the task is but also recognises teacher's competency.

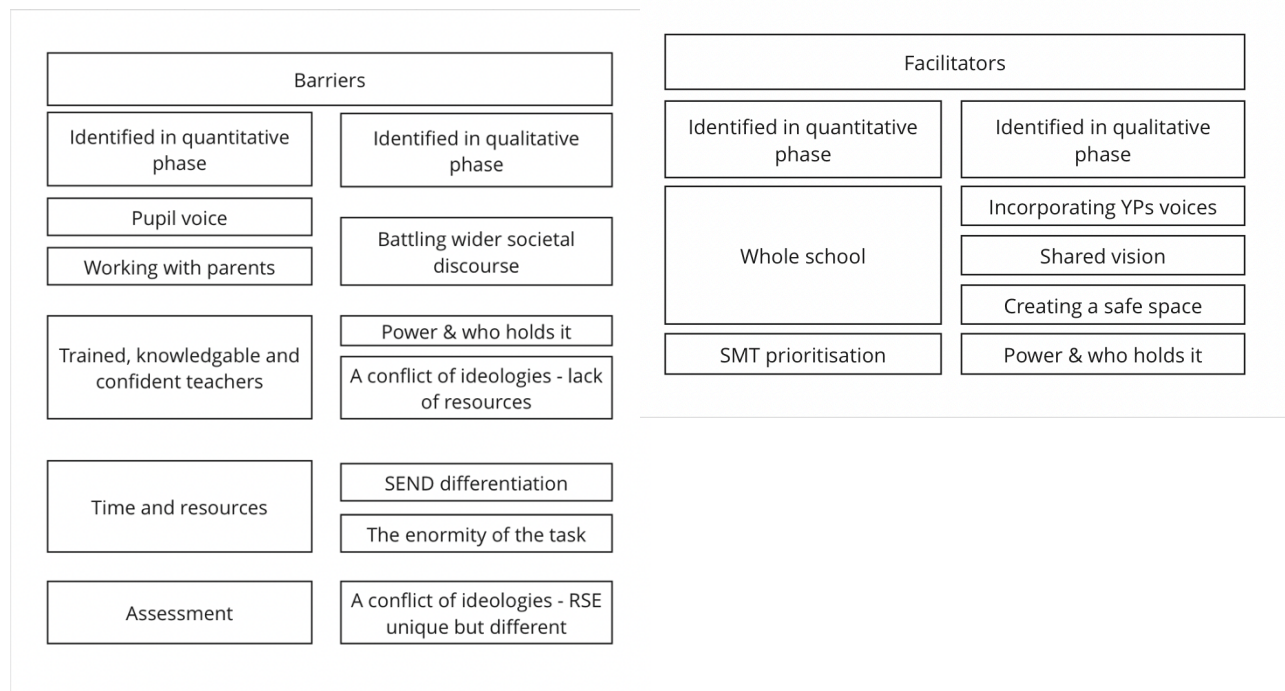
Another reflection during this process was the pull that I felt to create something that was helpful for teachers. Again, having been an ex-teacher myself and having perhaps internalised some of the messages about sharing best practice I felt pulled to present the data in a way that did this. However, upon reflecting on this I realised that the data had not provided this and that there are other ways that the data and the study will help teachers. This analysis hopefully voices the complexity of the task that is expected of teachers when delivering RSE, alongside also demonstrating their resilience, hard work and dedication despite this. With current media being highly critical of RSE in schools this feels like an important perspective to voice.

5 Discussion

This research has sought to answer the question, 'What do secondary school teachers perceive the challenges to be when implementing the new RSE curriculum and how can they overcome these?'. The focus on implementation rather than outcomes was driven by the assumptions of implementation science, thus meaning that the researcher intended to shed light on the conditions under which RSE implementation may fail and the conditions under which it succeeds. This was achieved through collecting quantitative data from a range of schools, highlighting potential challenges, and testing existing hypotheses about ways to overcome these. Followed by, obtaining the more in-depth views of participants who reported overcoming these potential challenges. Figure 12 summarises the barriers and facilitators identified through both the quantitative and qualitative analysis.

Figure 12

A summary of the barriers and facilitators identified in both phases



As a sequential mixed methods design was used, the qualitative factors identified were linked to or built upon the understanding of the factors identified in the quantitative analysis. This is shown in the visual by the positioning of the qualitative factors in line with the quantitative factor they were associated with. Pupil voice has no qualitative barrier alongside it as participants in the qualitative phase felt this facilitating, meaning this opposing view was how the qualitative data built on the quantitative findings. As well as links between the quantitative and qualitative data there were also links between the barriers and facilitators, making it difficult to discuss them independently. Furthermore, as with any complex system like a school, these barriers and facilitators could not be explained through linear cause and effect relationships where by one specific barrier was linked to one specific facilitator necessarily. Therefore, the discussion reflects the complexity of the system by grouping factors with those that seemed to be the best fit for discussing the findings regardless of

whether they were challenges or facilitators. This is also in line with the critical realist world view that linear cause and effect relationships cannot be identified.

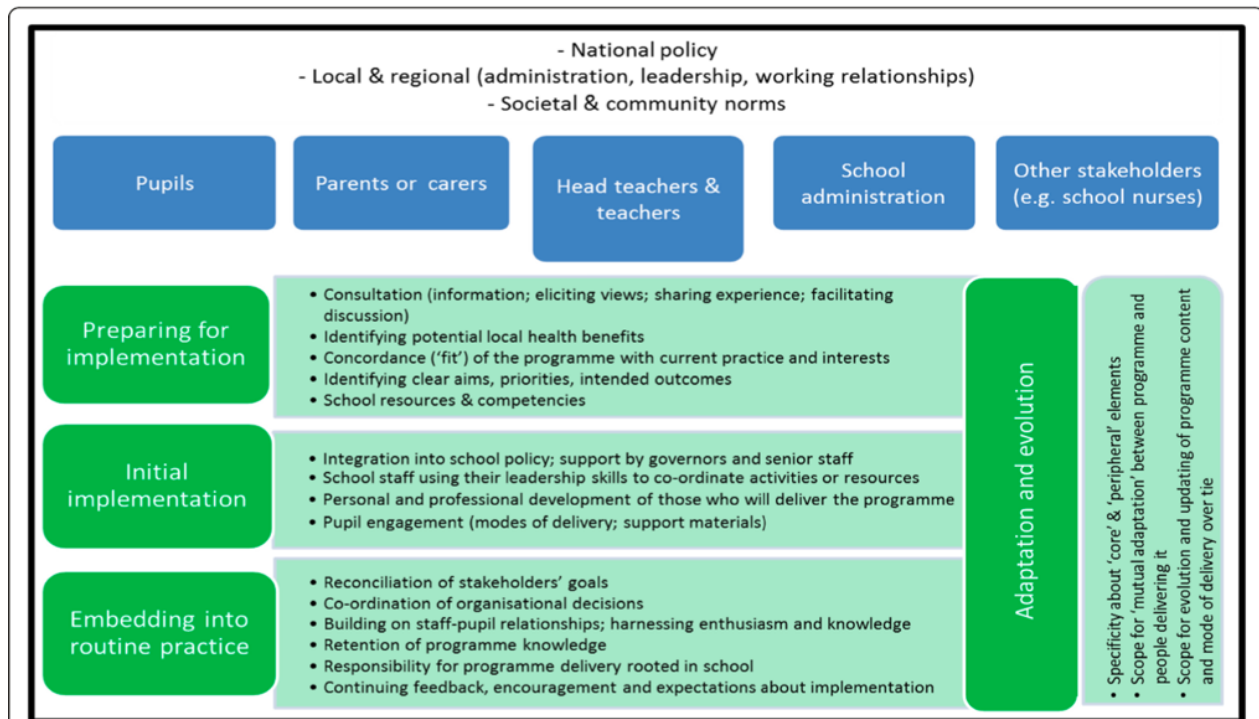
As this research was focussed on implementation, a conceptual framework (See Figure 13) developed to explain the implementation of complex health-based interventions in schools will be referred to throughout the discussion (Pearson et al. 2015). The writer argues that the implementation of RSE constitutes a ‘complex’ intervention, on the basis that it fits with the definition used in the paper that developed the framework. It is ‘multi-component, context-sensitive and highly dependent on the behaviours of participants and providers’, (p.2). RSE interventions are also referred to in the paper, suggesting that they also believe this to be a complex intervention. This framework is also highly relevant to the practice of EPs as we are often involved in implementing or evaluating the implementation of complex interventions.

The framework was developed through a realist review that involved two phases. Firstly, generating ideas about barriers and facilitators for implementing health interventions in schools using published and other sources. Secondly, testing these ‘theories’ against evaluative studies of the implementation of health interventions in schools in the U.K. Only ‘preparing for implementation’, and ‘initial implementation’ will be referred to on the basis that the evidence base for the embedding and adaption sections was limited.

Psychodynamic and systems psychodynamic lenses are applied throughout the discussion because of the anxiety provoking nature of RSE and the topics it covers. Such anxiety provoking subject matter results in unconscious defences both at individual and systems levels, meaning consideration of how these defences impact the delivery of RSE provides helpful insight into the challenges with delivering RSE and how to overcome these. In addition, as much of the research in this area comes from the fields of sociology or education, rather than psychology, this provides a more unique psychological perspective.

Figure 13

A conceptual framework to explain the implementation of complex health-based interventions in schools (Pearson et al. 2015)



5.1 Battling Societal Discourse v.s. Working together

5.1.1 Worry about getting it wrong

The findings of this research suggest that teacher confidence in RSE can be a barrier to successful implementation. This is as the quantitative analysis identified the item including teacher confidence as a potential barrier and worry about getting it wrong was a significant part of the theme 'battling societal discourse', in the qualitative analysis. This concurs with a recent survey conducted by the NSPCC and the National Education Union, that found nearly half of respondents reported a lack of confidence in delivering RSE and only 15% reported feeling 'very confident' (2019). This is also supported by many of the studies reviewed,

conducted across a span of nearly 10 years and beyond 2020, suggesting this is not only a long-standing problem, but one that remains despite the statutory status of RSE (Fromby 2010; Meiskin et al 2020; Ponsford et al. 2022; Strange et al. 2016; Seig, 2003). Thereafter, a study published just this year and thus not included in the review that obtained teachers views on the challenges and opportunities that the new RSE guidance presents, also found confidence to be a challenge (Cumper et al. 2023).

The qualitative analysis suggests that this fear of getting it wrong can be understood as a response to having to battle with societal discourse about RSE. For example, RSE requires a certain level of confidence talking about sexuality, which is argued to be at odds with a wider societal context in the U.K. of discomfort talking about this (Fromby, 2010). This discomfort has led to RSE being a highly contentious and politicised area (Hirst, 2013; Bigtalkeducation, 2020), as demonstrated by recent inflammatory and overgeneralised claims about age-inappropriate RSE in parliament (Adu & Adams, 2023), said to create a ‘culture of anxiety’, referred to as ‘incredibly unhelpful’ by RSE leads (Alldred et al. 2003). This argument is supported by the claim that in the Netherlands, a leading country in their SE delivery, SE has not been politicised in the same way (Alldred et al. 2003) meaning teachers do not experience this ‘culture of anxiety’. In relation to implementing complex health interventions in the U.K., Pearson et al. (2015) also appear to acknowledge the impact of this on implementation. They suggest that interventions in highly charged areas such as RSE, will require more extensive pre-implementation consultation with stakeholders to carefully balance the range of views.

This ‘culture of anxiety’ is said to impact parents and carers as well as teachers (Alldred et al. 2003), which could explain why both the quantitative and qualitative analysis suggested working with parents and carers was a barrier to delivering RSE. Both items regarding partnership with parents and carers and the community in the survey were

identified as barriers, as well as the item regarding providing information to parents about RSE, which comes under assessing recording and reporting pupil achievement. Participants in the qualitative phase also identified with this as a barrier, referencing scrutiny and criticism from parents, as well as parents promoting views that might oppose those that RSE teaches. The former, scrutiny and criticism from parents, implies parents blaming teachers and the latter, teachers referencing unhelpful views from parents as a barrier, implies teachers blaming parents.

Therefore, applying a systems-psychodynamic lens, it could be suggested that in a context of high levels of anxiety, both teachers and parents and carers split off and project these uncomfortable feelings on to each other. Eloquin (2016) defines systems-psychodynamics as referring to ‘the collective psychological behaviour within and between groups and organisations’ (p. 164) and goes on to explain that the psychodynamic concepts of splitting and projection are among those most developed in systems-psychodynamics. In this case, the groups, both teachers and parents and carers, are faced with the anxiety provoking task of teaching RSE and potentially getting it wrong, therefore split off this uncomfortable feeling and locate it within each other. The subsequent blame or attack on each other is likely to make it difficult for either party to fulfil their responsibilities in getting the task done, which might be why working with parents and carers was also reported to be facilitative. Cumper et al. (2023) refer to working with parents as bridge building and breaking down misconceptions through listening and being transparent. This is likely to reduce parents and carers’ anxiety, thus reducing their splitting on to teachers which should subsequently reduce teachers’ anxiety and their splitting on to parents and carers. In the RSE guidance (2019), schools are advised to work closely with parents and carers and these findings support the importance of that, however they also highlight how complex that can be. This is perhaps overlooked in the guidance as it suggests working with parents and carers to plan and deliver

RSE and suggests using existing mechanisms to engage parents without recognition that this is an unusual way to plan and deliver lesson content in most mainstream schools.

5.1.2 A shared vision

In accordance with the findings, working with parents and carers is only part of the shared vision that is required for RSE implementation to be successful. The qualitative data suggested that having all stakeholders on board with this vision as well as taking a whole school approach to implementing this was facilitative. This appears to concur with factors identified in Pearson et al.'s (2015) framework, namely, consultation and identifying clear aims and priorities from 'preparing for implementation' and integration into school policy and support by governors and senior staff from 'initial implementation'. It also concurs with the RSE guidance (2019) which advises taking a whole school approach.

There seem to be several reasons why a shared vision is important, firstly there is suggestion from the qualitative analysis that having everyone on the same page increases the status of RSE in a school. This concurs with the Safelives (2022) report finding that a whole school approach is perceived by teachers as key to improving the status of RSE. Ponsford et al.'s (2021) research also concurs with this, finding that policy makers believe whole school awareness and having buy in from all stakeholders would move RSE up the list of priorities in a school. However, certain stakeholders seem to have more power than others in effecting the prioritisation of RSE. The qualitative analysis suggested SMT, Ofsted and the government have the power to change RSE's position on the hierarchy. For example, Ofsted prioritising PD in inspections and the statutory status of RSE seem to have granted RSE higher status and given participants grounds to fight for it to have this, but this begs the question, if this there comes a time when it is not prioritised by these stakeholders, will its status be revoked? Bragg et al. (2022) for example argues that Ofsted's priorities can both

result in a prioritisation of RSE and thus increased resourcing, *and* a de-prioritisation of this, thus a reduction in resources. In addition, prioritisation from SMT was referred to several times in the literature as facilitative in increasing the status of RSE (Meiskin et al. 2020; Ponsford et al. 2021; Strange et al. 2006) and participants who answered yes to the item on SMT prioritisation in the survey, were more likely to answer yes to items on resources and training, associated with higher status. However, one might then question how much their priorities are driven by those of Ofsted and if therefore their current power to prioritise could be overridden by a move in a different direction from Ofsted.

A second reason why participants seem to feel that this shared vision is important is to have consistency to create behaviour change. Participants seem to be acknowledging that the outcomes of RSE go beyond acquiring knowledge and thus refer to the importance of techniques they would use to create behaviour change in the school. This is evident in one participant's reference to the classic example of this approach, improving students' uniforms. Anyone who has worked in a secondary school will have heard the bid from SMT that if we aren't all pulling students up for uniform, it isn't going to change. Dix's (2017) book 'when the adults change, everything changes' makes a convincing plea for this approach in his first chapter, stating that it's not about 'zero tolerance' but about visible consistency, which helps students to feel safe. This book is popular in schools and consistency in staff behaviour a well-known approach to behaviour change, so it is perhaps unsurprising that staff would be referring to consistency in relation to having a shared vision amongst staff.

However, the final reason participants seem to be advocating for a shared vision seems to go beyond the type of one-dimensional behaviour change that a consistent message from staff is often associated with, staff appear to be looking to create a culture in the school that aligns with the values of RSE. For example, they speak about modelling the values that RSE teaches, implying that as well as teaching these, staff need to live them. This seems akin

with what is described in various papers as a ‘whole school approach’ to RSE, which goes beyond just the content taught in lessons, including things like school wide campaigns, working with parent/carers and changes to school policies (Bragg et al. 2022; Meiskin et al. 2020; Ponsford et al. 2021; 2022). Ponsford et al. (2021; 2022) and Meiskin et al. (2020) both refer to ‘The WHO Health Promoting Schools Framework’ (Langford et al. 2014) as an evidence based whole school approach, and this approach directly refers to how important it is that the wider school community are seen to endorse the views promoted by a health intervention. Staff modelling the values taught in RSE would certainly constitute endorsement.

‘The WHO Health Promoting Schools Framework’ is based on the theory that there are 3 levels of influence that are important for health interventions in schools: individual, wider school environment and the wider community context. The concept of a shared vision in this research includes both reference to the wider school community, teachers, and the wider community context (parents or carers and other stakeholders) therefore it is in line with a ‘whole school approach’ and thus supportive of advocates for a ‘whole school approach’ to ‘RSE’ (Bragg et al. 2022; Meiskin et al. 2020; Ponsford et al. 2021; 2022). The quantitative analysis also showed that participants who answered yes to RSE is embedded in the schools’ values and morals framework were less likely to answer ‘no’ to the majority of the barriers identified by the survey, suggesting this may be means to overcoming the challenges that RSE presents. In addition, Bragg et al (2022) argues that whole school approaches prevent momentum being affected by competing priorities, because they put in place sustainable and enabling structures in place rather than relying on individual agency. This means a whole school approach could potentially be protective against the shifting priorities of those with power.

5.2 The juxtaposition of the enormity of the task and a lack of time and resources

5.2.1 The enormity of the task

The qualitative data analysis presented a theme of the enormity of the task which encompassed both the practicalities of the task and the emotional strain of it. In terms of practicalities staff are having to keep up with rapidly changing and complex content, they're having to meet the needs of children with a wide range of abilities and experiences, and they're having to quality assure and adapt resources to ensure they fit with their school context. Many resources for established curriculum subjects will be associated with and catered to an exam board, meaning they can be much more easily trusted. Whereas, RSE resources come from a wide range of sources, many of which are lesser known. In addition, lots of schools will utilise external speakers who are expert in certain topic areas, but it is very difficult to fully quality assure this beyond looking through material resources unless you can attend the talk at another school, which is unrealistic unfortunately. With regards to adapting materials to their context, participants clearly feel as though adapting resources to their setting is essential but also recognise that it is time consuming. The importance of this is supported by Pearson's model (2015) of implementing complex health interventions, which suggests that the fit of an intervention with current practice and interests is a preliminary requirement. In addition, Ponsford et al. (2021) emphasised the importance of fitting the school context in relation to their whole school sexual health promotion intervention, and Segrott & Roberts (2019) argue that this is essential to ensure the implementation of complex health interventions is sustained.

The results of the quantitative phase suggest that obtaining and incorporating pupil voice in to RSE planning and evaluation may be a barrier to RSE delivery, however this was

not something that the interviewees identified with. While this is perhaps unsurprising, because they were chosen for their 'yes' responses to the items identified as potential barriers, they did recognise the other areas identified by the survey as challenges, whereas pupil voice was not something they felt was a barrier. In fact, the incorporation of pupil voice was identified as a means to overcome barriers in the qualitative analysis, as participants referred to it as something that is embedded and essential in ensuring RSE is relevant to YP. This finding could further exemplify the importance of fitting with the current school context as participants may not have seen pupil voice as a barrier because it fit with their school context, where pupil voice was embedded. This argument is supported by the fact that Carmen, head of a specialist Autism provision, in the qualitative sample, appeared to be the biggest advocate for incorporating pupil voice. Pupil voice is an integral part of working with YP with SEND and in the field of research into Autism there is a move towards this being driven by the voices of Autistic people (Willingham, 2020), thus meaning that the incorporation of pupil voice in RSE was likely to fit their provision best.

The emotional weight of the task was also something that participants referred to, they felt as though they had been tasked with solving societal problems like toxic masculinity and LGBTQ+ discrimination and so when these issues prevailed, they interpreted this as a failure of their RSE. The aims of the new RSE guidance do not explicitly task participants with solving these complex systemic issues, however they appear to have taken on the responsibility of doing so, which is likely to create anxiety and possible burnout. They have not given themselves this responsibility out of nowhere though, historically RSE has been directly tasked with solving societal issues such as teenage pregnancy. For example, SRE was initially proposed as part of the government strategy to reduce teenage pregnancies in the 1990s and schools in areas with higher levels of teenage pregnancies were given additional resources and asked to carry out research to ensure the efficacy of their SRE in doing so

(Alldred, 2003). In addition, the responses of the media and the government to related societal issues is often blaming of RSE, implying responsibility. For example, the recent response to the everyone's invited movement involved an immediate Ofsted review into sexual abuse in schools that included a review of RSE.

While it is of course right that RSE is utilised to contribute to solving these societal problems and that it's efficacy in doing so is evaluated, the weight of the responsibility and pressure that this puts on those responsible for delivering it is significantly underestimated. This underestimation is surely evident in the fact that participants in this research are still reporting a lack of time and resources, despite statutory status and research spanning at least 11 years showing that this is a barrier to effective RSE delivery (Alldred et al., 2003; Bragg et al. 2022; Buston et al. 2002; Cumper et al. 2023; Meiksin et al. 2020; Ponsford et al. 2021; Strange et al. 2006).

5.2.2 The impact of a lack of time and resources

Contradicting the enormity of the responsibility both practically and emotionally, the data shows that those delivering RSE in this study still did not feel like they had access to adequate time and resources. The quantitative data suggested that resourcing RSE in line with other subjects was a potential barrier and lack of time and resources was one of the sub-themes developed from the qualitative analysis. This lack of resourcing is thought to impact RSE delivery in several ways. Firstly, Alldred et al. (2003) argues that a lack of time to plan creates anxiety, especially when teaching challenging topics, identified in this research as those associated with sexuality and gender. Secondly, participants spoke about how this lack of time impacted on their ability to access relevant training, also identified as a potential barrier in the quantitative analysis. The importance of training is shown in Pearson et al. (2015)'s model which suggests training is required for the initial implementation of complex

interventions. Furthermore, Cumper et al. (2023) argues insufficient training is clearly linked to levels of confidence, showing potential secondary (lack of training) and tertiary (lack of confidence) effects of a lack of time and resources. Finally, the overarching impact of a lack of time and resources is perhaps best demonstrated by Bragg et al. (2022)'s research, within which the school that most successfully implemented their SE had the least budget cuts and a sufficiently resourced department.

As well as adding validity to the quantitative finding that lack of time and resources was a barrier, the qualitative findings also shed light on why this subject is so under resourced, as it is suggested that the subject is not prioritised as highly as traditional national curriculum subjects that are exam assessed such as maths and English. This is understood as a conflict in ideologies of education, whereby subjects seem to be positioned in a hierarchy with those at the top best fitting the ideology of imparting and testing academic knowledge, and those that are furthest from this at the bottom. This conflict is perhaps seen in the language used by participants, who speak about having to 'fight' for resources and refer to justifying RSE prioritisation in a context of 'competing pressures'. It is also clear that there is a link between your position on the hierarchy and how well resourced your subject is.

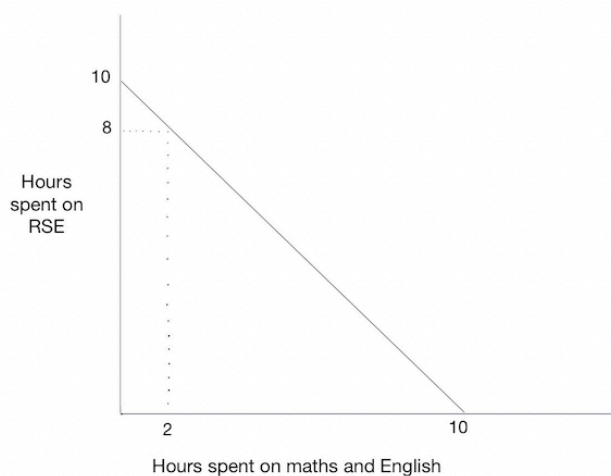
Allred et al. (2002) refers to this conflict of ideologies 11 years prior in relation to the then SRE, demonstrating that this an embedded issue. They describe a conflict between the achievement agenda and that of SRE, evidenced in the finding that the schools who were doing the best in the league tables prioritised SRE the least. They also found that status impacted resourcing.

In any situation where there are limited resources there is always going to be a trade-off between competing pressures, meaning that if time is given to one, this is at the cost of time available for the other. This is best demonstrated by a production possibility frontier, an economic model which demonstrates trade-offs faced in a context of scarce resourcing.

Figure 14 shows that as the time available for RSE increases, time available for maths and English interventions may be reduced, and vice versa.

Figure 14

A production possibility frontier to show the trade-off between RSE and other curriculum subjects demonstrated with a 10-hour time allocation



5.2.3 The impact of a lack of time, resources, and training on adaptations for YP with SEND

This lack of time, resources and training may also impact the efficacy of RSE adaptations for YP with SEND, highlighted as a concern with the new RSE guidance by the BPS (2018). The quantitative analysis showed that those who answered no to the item about resourcing in line with other subjects and the item about appropriately trained staff were more likely to answer no to the item about meeting the diverse needs of learners with SEND. This supports the BPS claim that a lack of time, resources and training would impact adaptations made for YP with SEND.

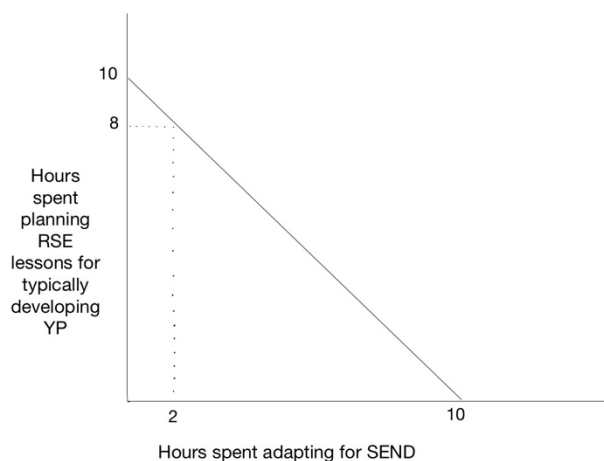
Interestingly the initial descriptive statistics did not suggest that meeting the diverse needs of YP with SEND was a barrier and in the interviews participants in mainstream provisions only recognised this as a barrier in response to direct questioning. However, all participants in mainstream provisions recognised this as an area to improve on, suggesting that it is indeed a barrier. Taken together these findings suggest that there could be unconscious denial of the lack of appropriate provision for YP with SEND in mainstream provisions, perhaps a response to a situation where a lack of time, resourcing and training significantly restrict their ability to do so effectively. Denial is a psychodynamic defence mechanism whereby a part of a person's reality is pushed out of conscious awareness due to the anxiety it creates. This was originally described on an individual level (Freud, 1936), meaning individual teachers may not be aware of their lack of appropriate SEND differentiation in RSE because of their own personal anxiety about their restricted ability to do this. However, it has also been applied at an organisational level (Halton, 2019), which would suggest the school as a whole unconsciously denies this reality to protect its staff from this discomfort.

If we assume that adapting resources for YP with SEND is seen as an additional task for those planning and teaching RSE, which is implied by the way it is spoken about in the interviews, then the production possibility frontier can be applied again here, showing how a lack of time and resources may impact adaptation for YP with SEND. In the diagram below you can see that time spent adapting resources will take from time spent creating baseline resources or lesson plans to meet the majority need. As the diagram shows, the opportunity cost of spending two hours adapting the resources and lesson plan may be two less hours to spend creating the baseline resources and lesson plans, time taken out of an allocation that may already have not been enough time to do this planning, as Alldred et al. (2003) found. Furthermore, teachers may perceive this opportunity cost to be greater given that planning the

lessons for the majority of learners will have a wider reaching impact than adapting the lessons for those with SEND, which may be incorrectly perceived as only benefitting the roughly 11.9% of students identified with SEND in mainstream schools (National Statistics, 2022). In addition, as participants report that there is a lack of appropriately adapted resources for SEND, adapting resources themselves or sourcing this small number of resources is likely to be at a significant time cost.

Figure 15

A production possibility frontier to show the trade-off between RSE and other curriculum subjects demonstrated with a 10-hour time allocation



This economic explanation is somewhat supported by the fact that those in the specialist provisions were of course thinking about adapting to the diverse needs of their learners, perhaps because the cost to them of not doing this would be the learning of all the CYP in their school or class, not a minority group. Adapting their lessons to the needs of learners with SEND is not an additional task that can be traded off against planning for or

teaching the majority, it is embedded in the task of educating as whole, as we aspire to also have in mainstream provisions.

Just as the impact of a lack of time on adaptations for YP with SEND can be understood using the above explanation, the impact of a lack of training on these adaptations can be understood by applying the Theory of Skill Acquisition. For example, Dreyfus's (2004) five stage model explains how adults learning a new skill move through various stages from novice to expertise. In novice level, when we are first learning a new skill we simply apply one size fits all rules regardless of context, because we do not yet have the competency to consider how context may change the outcome of our consistently applied rules. In stage 3, competence, we are now aware of the various contextual factors that affect outcomes, however we are still not able to attend to all of them and have to prioritise elements of the situation that are important and ignore others. It is only when we get to stage 4, proficiency, that we can enable the situation to guide our response (Lyon, 2015) and stage 5, expertise, when we can do this automatically. If we consider therefore that those teaching and planning RSE are likely to still be mastering the skills required to do this, as they have had a lack of training and they are implementing a new curriculum, they may not yet be proficient or expert enough to adapt this to the needs of those with SEND. Furthermore, unless they are at stage 5, this will be a conscious process taking additional planning time which will impact the balance of time and resources discussed above.

In juxtaposition to the context seemingly making it very difficult for those planning and delivering RSE to adapt this to the needs of YP with SEND, several participants mentioned how vulnerable YP with SEND are in relation to RSE related risks. It is therefore suggested that the cognitive dissonance of knowing this is a vulnerable group but not being equipped to meet their needs, could result in anxiety and thus an unconscious denial, either of their needs in RSE or of SEND adaptations in RSE an area of weakness. Therefore, it is

possible that a lack of time, resources and training creates a situation where pupils with SEND's needs are not only less likely to be met, but this deficit may also be invisible, meaning this is less likely to be highlighted as an area for improvement and thus improved. This is not the fault of the school, but an unconscious adaptive response to enable survival in a climate of scarce resources and inadequate training.

5.3 RSE as unique and requiring a different pedagogy

RSE as unique but also needing to be the same was a theme developed from the qualitative data. This was touched on briefly in relation to the impact that a conflict of ideologies has on time and resources, explaining its need to be the same to obtain these, however its uniqueness will be further explored in this section. The use of assessment in RSE was identified as a potential barrier in the survey as 3 out of the 4 items about this met the criteria. The qualitative analysis concurred with this, finding that many participants felt that knowledge tests would not sufficiently measure if RSE was achieving its outcomes. There was a sense from participants that the outcomes of RSE were not limited to knowledge recall but rather more focussed on attitude and behaviour change. This is echoed by Cumper et al. (2023) in their recent paper where they state that 'The main criterion for measuring the success of recent changes to RSE in England will quite rightly be the extent to which they transform the lives of children and YP' (p.14).

The author agrees with Cumper et al. (2023) and the participants of this research that the outcomes of RSE include attitude and behaviour change, and that these things cannot be assessed in the same way that other subjects are. However, this argument is extended to suggest that these outcomes are also unlikely to be achieved in the same way that the outcomes of exam assessed curriculum subjects are. Therefore, concurring with Alldred et al. (2003), who suggested RSE requires a different pedagogy. Acknowledgement of this is

perhaps partly demonstrated by the creativity and resourcefulness theme in the qualitative analysis, which highlights the range of ways participants were delivering RSE outside of what would be considered ‘typical pedagogy’ for most curriculum subjects. Furthermore, aspects of pedagogy that may not be considered typical for most core subjects, such as role play, were highlighted as facilitative in various studies in relation to a range of SE interventions (Arnab et al. 2013; Brown & McQueen, 2020; Buston et al. 2002; Hilton, 2003; O’Higgins & Gabhainn, 2010).

It could also be argued that this pedagogy needs to differ significantly to ensure RSE is a safe space (Cense et al. 2020). Creating a safe space for both pupils and teachers was a theme developed through the qualitative analysis, understood to be facilitative to RSE delivery and highlighted in several studies (Cense et al. 2020; Limmer, 2010; Seig, 2003). One of the ways the participants in this study felt RSE could be made a safe space for pupils was by taking a non-punitive approach to challenging that would in accordance with wider school rules result in punishment. Bragg et al. (2021) concurs with this arguing in relation to teaching about consent, that a punitive response may be a missed opportunity to understand or address why the comment is problematic and the potential wider school or societal norms that their comment may be symptomatic of. As this adaptation to ensure a safe space is likely to require changes to behaviour policies, we can perhaps see that the uniqueness of RSE requires but also goes beyond a different pedagogy. Furthermore, Seig (2003) argues that an equal relationship is required between staff and pupils to create this safe space, which they suggest is difficult with the existing power differential. This therefore implies changes beyond school policies, changes to the school culture more broadly which is in line with the argument for a whole school approach to RSE.

This argument for a whole school approach, taken with the conclusion that outcomes are predominantly about attitude and behaviour change, could suggest a need for an approach informed by theories of attitude and behaviour change, theories of the development of cognition and theories of organisational change. For example, the theory of human functioning and school organisation, discussed in relation to whole school interventions (Ponsford et al. 2022), is said to be the most comprehensive theory for understanding how schools can influence risky behaviours (Bonell et al. 2019). This theory explains how schools need to break down the boundaries within and between students and staff, academic learning and wider student development, and schools and local communities to ensure a sense of belonging which is protective against these behaviours. Theories into the neurological and cognitive development of adolescence have also been used to explain why preventative interventions intended to change behaviour are less effective for adolescents (Yeager et al. 2018). For example, Yaegar et al. (2018) explain how adolescents are more sensitive to support and status, so may find repeating information about risks they are already aware of disrespectful, meaning this is unlikely to be successful. In addition, Gibbons et al. (2012) explain that due to developments in the adolescent brain they tend to attend more to rewards than risks and that the reward centres in their brain are even more active when their around peers, perhaps suggesting again that a risk focus in RSE may be less effective.

It is not difficult to see how an understanding of theories such as those detailed above would aid RSE implementation both at a whole school level and informing pedagogy required in the classroom. For example, the safe space advocated for could be understood as breaking down boundaries between staff and students, and the shared vision could be understood as breaking down boundaries between the school and the wider community. In addition, participants reference to a conflict of ideologies could be understood as a rigid boundary between academic development and the student's wider development that needs to

be broken down. Alldred et al. (2003) speaks to this somewhat, arguing that SRE could in fact benefit student's academic development, but stating that the complementarity of these two agendas was not acknowledged.

Application of the theories of adolescent neurological and cognitive development can also be applied, for example both theories indicate that a focus on risk is unlikely to result in effective RSE delivery for adolescents. This is also supported by the literature, as Limmer (2010) and Hirst (2013) suggest that too much focus on risk in SE teaching can result in a lack of relevance for YP, leading them to turn to other sources for their RSE such as the internet, with potentially negative consequences.

In terms of classroom pedagogy more specifically, Ponsford et al. (2022) also explains that according to the Theory of Human Functioning and School Organisation, belonging can be increased by reducing didactic teaching methods and giving students autonomy in their learning. Cense et al. (2020) argues for exactly this, a move away from an ideology that positions the teacher as expert knowledge giver and towards one where the teacher empowers students to take an active role in their learning. While participants seemed to recognise a need for a different pedagogy and some did refer to empowering students, there was still a voiced insecurity about their knowledge, suggesting that they still feel positioned as the expert knowledge giver. Perhaps an understanding of the theory behind moving away from this would help them to do so. The writer of this thesis has hopefully demonstrated how a range of psychological theories and models can be applied to make sense and thus aid with the delivery of a whole school approach to RSE.

5.4 Strengths and limitations

The measure used to collect the quantitative data was not designed for research purposes so there were some methodological issues with this as is detailed in the

methodology chapter, which may have impacted the validity and reliability of the data obtained. However, the decision was made to use a measure that is a pre-existing audit tool so that completing the survey would also be beneficial to participants given the time pressures they are under. In addition, apart from participants answers to the item about adapting teaching to meet the needs of pupils with SEND, their qualitative responses concurred with those they provided in the survey, suggesting that the survey data does have some validity and reliability, as the findings triangulate.

In terms of sampling, although the researcher did obtain a reasonable sample in terms of representativeness and reducing standard error (Cohen et al. 2018), they do feel as though a larger sample may have been obtained if a national strategy had been taken for the entire data collection period. This was a result of underestimating how difficult this population is to reach, given that direct contacts for them could not be obtained and therefore there are likely to be gatekeepers. Unfortunately, therefore, due to the time restraints of this research and especially with the design requiring a second qualitative phase of data collection, the first phase of data collection may therefore have been closed prematurely. Future research would benefit from considering how difficult this population is to reach, as this hindered the data collection process which may have resulted in a smaller sample size and therefore possibly less generalisability.

The sample size and the difficulty accessing participants from a large sampling frame meant that the survey likely had a very low response rate, and it was not possible to estimate response bias. Response bias occurs when the non-responders did not respond for a reason associated with the survey. In this case it is possible that non-responders did not respond because their school prioritises RSE less, and so they were either never forwarded the email by their head or were not interested when they received the email or saw the social media post. This means that the sample may be biased towards those who prioritise RSE and may

therefore be delivering it more effectively. This is supported by the fact that when tested for normality all the data on the audit items was skewed towards yes. However, the researcher was still able to identify clear barriers from this research that were relatively consistent across the sample and both data sets, so perhaps the inclusion of the non-responders would have just made these more pronounced or highlighted some that may have been missed. It also meant that the sample provided the researcher with participants who could shed light on the latter half of the research question, how these challenges can be overcome.

As this research was mixed methods it benefits from both the strengths of quantitative and qualitative research (Johnson & Onwuegbuzie, 2004). This can be seen in the fact that the quantitative phase obtained a reasonable sample size that reflects a wider range of settings from across the country and the qualitative phase clearly provided rich information that added to the understanding obtained from the quantitative phase. The researcher also adhered closely to O’Cathain’s (2015) framework for assessing the quality of mixed methods research. For example, interpretive transparency is demonstrated in the results and discussion sections whereby it is made clear which findings were associated with which phase. In addition, the discussion clearly shows how the two sets of findings taken together provide a more credible narrative than one or the other in isolation by discussing these as one coherent narrative, demonstrating interpretive distinctiveness. In terms of design rigor, an explanatory sequential design is used whereby the qualitative data collection is informed by the quantitative results and the qualitative results explain further these findings. This is evident in the use of the quantitative results to inform the interview questions and in the visual depiction and discussion of how the qualitative results explain further those from the quantitative phase.

O’Cathain’s (2015) framework also highlights design fidelity regarding implementing chosen methods with rigor. The researcher therefore also adhered closely to

Braun and Clarke's (2022) most recent checklist for good quality RTA to ensure the qualitative analysis met these, particularly as it is argued that a lot of RTA does not adhere to these criteria. Therefore, the research has not only utilised a design that enables the capitalisation of both the strengths of a quantitative and qualitative approach, but it has also done this to a high-quality standard.

5.5 Implications

5.5.1 Schools

The first recommendation for schools is that Heads and SMTs ensure that RSE is resourced in line with other subjects. This includes making sure that staff who teach it are sufficiently trained and/or qualified to do so. It is beyond the scope of this paper to say what would constitute 'sufficient training and/or qualifications' and while the Safelives (2022) report gives more detail on this, it is something that should be clarified by the government with the advice of experts in the field. In addition, consideration should be given to the fact that most secondary teachers have a degree in their subject or a related degree. A recent survey showed that for nearly all other subjects, above 80% of teachers had a related degree, this was 100% or close to for all 3 traditional sciences. The only subjects with lower rates than this were media and film with 67% and RSE with only 25% of teachers reporting having a relevant degree (DfE, 2023). Given the complexity and the enormity of the task both physically and emotionally, sufficient training and/or qualifications that staff asking for would equip them better to be able to manage this and improve RSE delivery. The recent Safelives (2022) report also suggests treating RSE as a legitimate curriculum subject is essential and these statistics suggest that this involves expecting a certain level of qualification.

This will mean having teams of specialist staff, as you would for other national curriculum subjects, rather than having RSE delivered by all staff or in tutor time. Although the author recognises the importance of relationships and a safe space, they do not believe that having non-specialist staff will enable the creation of this regardless of how well tutors might know their students because of the complexity and enormity of the task. If specialist RSE teachers saw students regularly there is no reason why they would not form equally as good relationships with students, just as teachers who teach other national curriculum subjects do.

All the participants in this research referred to utilising some form of specialist RSE teachers and all these participants were chosen to participate because of their self-reported success in RSE delivery, which goes some way to support the argument for specialist RSE teachers. In addition, it is also felt that having a specialist team of RSE teachers would make it easier for school staff to acknowledge and act on any differences in pedagogy and or behaviour policy that are required to ensure this is a safe space, which is the authors second recommendation. This is as RSE teachers would not have the complexity of holding a dual role as say, English teacher, where one set of rules applies and then RSE teacher, where another set may apply. Alldred et al. (2003) explains how some teachers found that trying to uphold both roles was damaging to their existing relationship with students. This could be as the consistency with which they may apply rules in their main subject classroom could be undermined by a need to deviate from this in an RSE classroom.

The third recommendation for schools is that they take a whole school approach to implementing RSE that includes obtaining the views of and working with all stakeholders. This means ensuring that the wider school culture also promotes the values that RSE teaches. This is briefly touched on in the current RSE guidance but without guidance and support on how to do so. Therefore, seeking support from professionals like EPs who have knowledge of

relevant psychological theory and are experienced in guiding schools with organisational change would be beneficial in planning and implementing this whole school approach. EPs will also be able to support with embedding key facilitators for RSE such as incorporating pupil voice and working with parents or carers and the community, as these are core aspects of the EP role.

The final recommendation for schools is that they pay particular attention to how their RSE delivery is adapted to meet the needs of students with SEND. Specialist settings are expert in this and so working with local specialist provisions is a great way to develop this area of provision.

5.5.2 Government

The government should ensure that schools are provided with enough support and guidance to reduce the enormity of the task that RSE teachers face and ensure they are able to therefore deliver it effectively. For example, sufficient funding should be made available to train existing RSE teachers and a board of specialists in the area should establish a list of certified training packages, courses or qualifications that would give a teacher the required knowledge and skills to teach RSE safely. A board of specialists including teachers who are currently planning and teaching RSE should also be tasked with quality assuring resources and creating a centralised resource bank that teachers can confidently draw on. This would need to address the lack of resources that are appropriately adapted for SEND therefore experts in SEND teaching such as those leading and teaching in specialist provisions should be included to ensure all resources can be appropriately adapted and guidance is provided on how to do so. This *must* be a bottom-up process that is driven by experts in RSE, experts in teaching, and experts in teaching YP with SEND. If the government is truly concerned with

‘protecting children’, as they state in relation to their RSE review (DfE, 2023) then they will provide this necessary support.

The government should also acknowledge that RSE is likely to require a very different pedagogy to most national curriculum approaches and will not stand up to the same measures. The author is not party to how Ofsted measure the effectiveness of RSE and so cannot rule out the fact that they already acknowledge this, however if this is the case, this needs to be made clearer to schools and teachers to alleviate the pressure to make it fit with the expectations of other subjects. It is also unlikely that a one size fits all measure will be suitable for measuring the quality of RSE delivery or the effectiveness of this, as it is and should be determined by the needs and experiences of the individual pupils and the wider context that the school is positioned in. If a one size fits all measure is currently applied this should be reconsidered.

Finally, the government should recognise the impact that a culture of fear and anxiety has on teachers’ ability to deliver RSE effectively. It is unhelpful for MPs to make provocative and sweeping generalisations such as those made by Miriam Cates during Prime Ministers questions about age inappropriate RSE. Consideration must be given to the impact that this politicisation of SE has on teacher’s ability to deliver this effectively.

5.5.3 Educational Psychologists

EPs are well positioned to support teachers with RSE delivery in several ways. Firstly, they have experience of facilitating organisational change at a whole school level which the author suggests is required for successful RSE implementation. Secondly, they have expertise in obtaining and incorporating the views of YP, families and a range of stakeholders in the community, meaning they are well positioned to work with school staff on embedding this. They could also use young people’s voices from across schools in an area to

develop local policies that meet local need and therefore compliment RSE delivery. Thirdly, they have knowledge of a range of psychological theories that would aid with the creation of and implementation of a whole school RSE approach that would be more likely to result in the attitude and behavioural outcomes RSE seeks to achieve. Fourthly, they could provide training and supervision to enable staff to feel better equipped and more confident planning and delivering RSE. Supervision could be a particularly important tool to contain teachers' anxiety about teaching RSE within the culture of fear identified in this and previous research. Finally, they have knowledge of SEND and adapting learning environments to meet the needs of those with SEND, so are well placed to support with this. In addition, because of their knowledge of and relationships with school staff in the local area they are well positioned to put mainstream provisions in touch with specialist provisions to this same aim.

5.5.4 Future research

Participants in this research were keen to share best practice therefore it is suggested that research that does this would be beneficial to the workforce. For example, in depth case studies of schools where RSE is being implemented well, looking at the core elements of their implementation that make it a success. Research into the implementation and efficacy of whole school approaches to RSE in England is also needed as the current research into whole school approaches is about targeted aspects of RSE rather than RSE implementation more widely. EPs should plan to publish any involvement they have with schools in this type of work to better inform the EP workforce as to how they can best support school staff with this. A recent publication by Carpenter et al. (2023) provides a good example of EP involvement in supporting with organisational change in RSE delivery.

Topic areas that were touched on in this research but not explored enough are the incorporation of pleasure and how to deliver RSE in a way that is inclusive for LGBTQ+ YP.

This paper and the recent Safelives (2022) report suggest there are still some real issues with the delivery of RSE for the LGBTQ+ community, as has also been shown to be the case historically through the literature. Therefore, more research on how school staff can be supported to deliver RSE in an inclusive way, informed by the views of LGBTQ+ YP is essential.

This research also reviewed several papers and theories that highlighted issues with a risk focus in RSE. This is alongside the Safelives (2022) report and Coleman's (2008) research suggesting that YP want to learn about pleasure, supporting the argument for incorporating this in RSE provision (Hirst, 2013) which would be more in line with a holistic approach to RSE. Research into if and how pleasure could be incorporated into RSE teaching in England and how this might alleviate issues associated with a risk focus would be beneficial in informing the development of RSE delivery.

5.6 Dissemination

Once the thesis has been passed a summary of the findings will be sent to all participants who provided email addresses for the qualitative phase of the research. This will also be shared with the LA EPS where the researcher is placed. In addition, the author intends to write up the research for publication in a relevant academic journal and a relevant publication or online space for teachers.

5.7 Conclusion

This research sought to answer the question, 'What do secondary school teachers perceive the challenges to be when implementing the new RSE curriculum and how can they overcome these'. It has done so through highlighting potential challenges and ways to

overcome these in the quantitative phase, followed by providing an in depth understanding of why these aspects of RSE are a barrier and how they might be overcome with the qualitative phase. Much of what has been found concurs with previous research, showing that many of the challenges with delivering RSE remain despite its now statutory status. For example, lack of time, resources and training are still significant issues. This concurrence of findings also provides support for previous research suggestions about ways to overcome barriers such as a whole school approach, incorporating pupil voice and SMT support.

The findings and discussion highlight overall the complexity and the enormity of the task faced by teachers, who are asked to deliver a subject that requires a completely different pedagogy in a context of scarce resources and amidst a culture of anxiety about their RSE delivery. Systems Psychodynamics are also used to demonstrate how this anxiety could impact the delivery of RSE negatively without teachers' awareness of this, and how this may disproportionately disadvantage YP with SEND. The author therefore suggests that schools require significantly more support with this complex task. Teachers know what is required to deliver RSE effectively and want to implement this but are simply unable to within the current context. The author also suggests that alongside the recommendations for government support, EPs could play a key role in supporting schools because of their relevant expertise.

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7 Appendices

7.1 Appendix A – List of Critical Appraisal Tools used

- For articles about specific educational interventions the Critical Appraisal Checklist for an Article on an Educational Intervention (Morrison et al. 1999; Education Group on Guidelines on Evaluation, 1999).
- For qualitative research the Critical Appraisal Skills Programme (Critical Appraisal Skills Programme, 2018)
- For syntheses the Checklist for Systematic Reviews and Research Syntheses (Joanna Briggs Institute, 2017)
- For Survey's Centre for Evidence-Based Management Critical Appraisal of a Survey (Centre for Evidence-based Management, no date).
- For Mixed methods the Mixed Methods Appraisal Tool (Hong et al. 2018)

7.2 Appendix B – Example completed Critical Appraisals Tools

Allred et al. (2003)



Paper for appraisal and reference:

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider

- what was the goal of the research
- why it was thought important
- its relevance

Comments:

*To help readers that helped on business basis the study of ORE.
reference to water to concerned agency instead to*

2. Is a qualitative methodology appropriate?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider

- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments:

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes	<input type="checkbox"/>
Can't Tell	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider

- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments:

Very unclear

4. Was the recruitment strategy appropriate to the aims of the research?

Yes	<input type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider
- If the researcher has explained how the participants were selected
 - If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
 - If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments:
*Scouts v. search against peers, directly
 LEA need not research air.
 LEA also provided its own training*

5. Was the data collected in a way that addressed the research issue?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider
- If the setting for the data collection was justified
 - If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
 - If the researcher has justified the methods chosen
 - If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
 - If methods were modified during the study. If so, has the researcher explained how and why
 - If the form of data is clear (e.g. tape recordings, video material, notes etc.)
 - If the researcher has discussed saturation of data

sub reported on this in this study

Comments:
*Interviews - with SRA leads
 multiple perspectives but unclear? - Part of wider project "action research" but data did not feed in to this*

6. Has the relationship between researcher and participants been adequately considered?

Yes	<input type="checkbox"/>
Can't Tell	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider

- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments:
Dual role - primary care jobs & research!

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes	<input type="checkbox"/>
Can't Tell	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider

- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments:
No notes

8. Was the data analysis sufficiently rigorous?

Yes	<input type="checkbox"/>
Can't Tell	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider

- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
 - To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments:
No format about data analysis

9. Is there a clear statement of findings?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider whether

- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments:
Affairs grouped into state, resources & pressures & then at local, RSE & SPE levels.

Barriers

- Unrelated topic
 - Different ways of delivery
- RE
→ T to the
→ timelier collapse

State - related, relevant agenda
Resources - lack of time, effort to avoid, small budget, lack of knowledge
pressures - "man" subjectivity nature of subjectivity collapse

legislation ✓ = state X 5

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider

- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature)
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments:

useful input into teacher view points
but seen by gaps in approach of methodology
& analysis. Interpret it with care.

Other notes:

- staff turnover impacted study "poor reliability"

Ponsford et al. (2021)

ponsford et al. (2021)

*only study after
statutory!*

DOES THE STUDY ADDRESS A CLEAR QUESTION?

	Yes	Can't tell	No
1. Is there a clearly focussed question? Consider <ul style="list-style-type: none"> • Why the evaluation was required. • Who was the intervention aimed at? • What was the educational issue addressed? 	✓		

ARE THE RESULTS VALID?

	Yes	Can't tell	No
2. Was there a clear learning need that the intervention addressed? Consider: <ul style="list-style-type: none"> • Were the aims and objectives clear? • Were the objectives measurable? • Did the objectives fit with the domain (knowledge, skills or attitudes) identified? • Was the research methodology appropriate? 	✓		
3. Was there a clear description of the educational context for the intervention? Consider: <ul style="list-style-type: none"> • Was it a curriculum, course, module or individual session? • Was its place in the overall course clear? • Are the students and setting described? 	✓		
4. Was the precise nature of the intervention clear? Consider: <ul style="list-style-type: none"> • Organisation and materials used. • How it was run in practice. • The content covered. • Length and intensity of the intervention. 	✓		

<p>5. Was the study design chosen able to address the aims of the study?</p> <p>Consider:</p> <ul style="list-style-type: none"> The type of study design used. Data collection methods employed. 	✓		
<p>6. Were the outcomes chosen to evaluate the intervention appropriate?</p> <p>Consider:</p> <ul style="list-style-type: none"> Were they reliable and valid? 	✓		
<p>7. Were any other explanations of the results explored by the authors?</p>	?		
<p>8. Were any unanticipated outcomes explained?</p>	✓		
<p>9. Were any reported behavioural changes after the intervention linked to measurement of other, more objective measures e.g. changes in referral rates.</p>	✓		

WHAT WERE THE RESULTS?

<p>10. What were the results of the intervention?</p>	<p>Phase III ✓ Well delivered Not acceptable diff + sheets Changes need to be made Time of day ✓</p>
<p>11. How precise were the results?</p>	<p>Not all data received, school 2?</p>

ARE THE RESULTS APPLICABLE TO MY SETTING?

*Free training,
resources &
ongoing support*

	Yes	Can't tell	No
12. Was the setting sufficiently similar to you own and/or representative of real life?			✓
13. Does it require additional resources to adopt the intervention?	✓		

Suter et al. (2012)



Critical Appraisal of a Survey

Appraisal questions	Yes	Can't tell	No
1. Did the study address a clearly focused question / issue?	✓		
2. Is the research method (study design) appropriate for answering the research question?	✓		
3. Is the method of selection of the subjects (employees, teams, divisions, organizations) clearly described?	✓		
4. Could the way the sample was obtained introduce (selection) bias?	✓	✓ method used not clear or have to assume so	
5. Was the sample of subjects representative with regard to the population to which the findings will be referred?	No Comparison but is some - ethnicity, social status etc.	✓	✓ (far too small)
6. Was the sample size based on pre-study considerations of statistical power?			✓
7. Was a satisfactory response rate achieved?		✓	Not reported
8. Are the measurements (questionnaires) likely to be valid and reliable?	✓		SP developed
9. Was the statistical significance assessed?	✓		
10. Are confidence intervals given for the main results?	✓		
11. Could there be confounding factors that haven't been accounted for?	✓		Specialist provision? S21: social for the deaf
12. Can the results be applied to your organization?	✓		partially

Adapted from Crombie, *The Pocket Guide to Critical Appraisal*, the critical appraisal approach used by the Oxford Centre for Evidence Medicine, checklists of the Dutch Cochrane Centre, BMJ editor's checklists and the checklists of the EPPI Centre.

7.3 Appendix C – Sex Education Forum Audit tool adapted for quantitative survey



This audit tool has been designed to give a snapshot of RSE provision in your school. It uses the traffic light: red, amber, green 'RAG' rating system to enable the user to quickly identify areas of weakness and strength in RSE provision, based on a set of best practice criteria mapped against a whole school approach.

The best practice criteria have been adapted from National Healthy Schools materials. In updating the materials we have aligned the criteria with the language and concepts in the Sex Education Forum '12 principles' for good quality RSE. These principles are available as a downloadable poster and can be used as part of a review of RSE provision and also as a tool to communicate a school's commitment to achieving the 12 principles.

Why take a whole school approach to RSE?

A whole school approach will ensure that all members of the school community are involved (staff, students, parents and governors); that learning is backed up by school policies and reflected in the culture, ethos and environment of the school.

Who is the whole school approach tool for?

This tool can be used by anyone with responsibility for planning, reviewing or delivering RSE. The outcome may also be of interest to other stakeholders, such as members of senior leadership team, pupils and the school governing body.

When should I use this tool?













This tool is designed to be used at the start of a review process. It can be used to help decide which areas of provision to focus on and to set targets and actions in the short, medium and long term. It can be used to benchmark current provision and then review progress on an ongoing basis.

How can this tool be used?

This tool can be completed by an individual, or group, and can be used as a one-off activity or on an ongoing basis. Here are some examples of how schools have used the tool in practice:

- **To engage staff:** As a group exercise to explore different attitudes to RSE provision in the school and to understand how existing provision and support is perceived by different members of the school community, for example in a staff meeting)
- **To raise awareness:** So all staff understand the value of a whole school approach to RSE and consider the implications for their area of responsibility, for example as part of in-service training
- **To identify need:** To review the quality of RSE provision and to provide a basis for decision-making around resourcing and staff continuing professional development (CPD)
- **Strategic management:** To ensure compliance, for example in relation to school policy, and to flag up any areas of concern, for example by members of the senior leadership team



Success criteria	Rating
Leadership, management and managing change	
The head and senior leaders give RSE high status within the school.	
There is clear senior management support for the RSE or PSHE lead.	
There is a named governor for RSE.	
Policy development	
The school has a RSE policy agreed by governors and staff that has involved consultation with pupils and parents, and which is regularly reviewed.	
The policy links to and is consistent with other policies in the school.	
Curriculum planning and resource, including working with external agencies	
RSE is an identifiable part of the PSHE education curriculum, which has planned, timetabled lessons across all Key Stages.	
Visitors are used to support and enhance RSE not to excuse school staff from teaching it.	
Resources are carefully selected for their suitability and reviewed for effectiveness once in use.	
Teaching and learning	
A variety of teaching and learning strategies are used, which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.	
Pupils feel safe in RSE lessons, for example through use of group agreements.	
RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.	
School culture and environment	
The school ensures that RSE is embedded in the school's values and moral framework.	
Giving pupils a voice	

All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness.	
The diverse experiences of pupils, such as Looked After Children and those with special educational needs and disabilities, are acknowledged and their RSE needs met.	
Provision of pupils' support services	
The school keeps up to date with local health and advice services and provides clear access to information about them for pupils.	
Where appropriate the school offers school-based drop-ins and other support services for pupils.	
Staff professional development needs, health and welfare	
The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.	
RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	
Partnerships with parents, carers and local communities	
The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.	
Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	
Assessing, recording and reporting pupils' achievement	
Assessment opportunities are built into the RSE lessons and programme.	
RSE is assessed on skills and attributes as well as on knowledge.	
Part of the assessment involves pupils being asked to reflect on their work and learning.	
Parents receive information about pupils' learning in RSE.	

7.4 Appendix D – Full survey

Start of Block: Default Question Block

Q1 Please read the following information sheet and then tick to say you have read it.

Participant information sheet

Research Title: What do school staff perceive to be the challenges in implementing the new Relationships and Sex Education (RSE) curriculum and how can schools overcome these?

Who is doing the research?

My name is Claudia Stevens. I am a trainee Educational Psychologist in my third year of study. I am writing this research as part of my training. Dr Rachael Green, a practising Educational Psychologist and Research and Professional Practice lecturer on the Educational Psychology Doctorate, will be supervising the research.

What are the aims of the research?

The aims of this research are as follows:

- To better understand the challenges schools face when implementing the new RSE curriculum.
- To explore how schools are overcoming these challenges and how they think these

challenges could be further addressed.

- To share individual school's experiences of overcoming challenges such that this can inform other schools' practice.

Who can take part in this research?

We are looking for participants who meet the following criteria:

- Have been involved in the planning and or teaching of RSE since the implementation of the new curriculum in 2020.
- Are a qualified teacher employed at a secondary school in England.

What will I be required to do?

You will be asked to complete an online survey in which you will be asked to rate how you consider your school's current implementation of RSE to be. This will be anonymous. You will also be asked if you are willing to take part in an interview taking 30 minutes to an hour, which will explore your views about the implementation of RSE in your school in more depth with a focus on how to overcome the challenges. This will be optional.

How will this research benefit me/my school?

The survey this research is using to collect the initial round of data is a whole school RSE audit tool developed by the Sex Education Forum (2018) to help schools to identify areas of strength and need in their provision. Therefore, completing the survey can be of use within your school as well as it contributing to a better understanding of the challenges schools face in this area. The second round of data will be collected through individual interviews. These interviews will be conducted in a way that is focused on highlighting resources and examples of overcoming challenges. Therefore, involvement in this aspect of the research should

empower staff to not only further improve their own practice but also to share best practice with other schools.

Why am I being invited to participate?

It is our belief that staff members who experience the planning and teaching of RSE first-hand within the context of a school are best placed to shed light on the challenges presented and contribute to discussions about the ways in which these challenges can be overcome. Schools can then benefit from a wider picture of the challenges faced by schools more generally and the sharing of best practice from those facing similar challenges.

Who has approved this research?

This research has been approved by Tavistock and Portman NHS Trust and Kent County Council where I am currently on placement.

Do I have to take part?

Participation in this research project is voluntary and, if I choose to participate, I may withdraw at any time or to withdraw any unprocessed data previously supplied.

Will anyone know what I have said?

I will be taking steps to ensure views remain confidential and no personal data will be shared outside of the interview. Answers to questions will be deidentified to ensure that personal details are not given but I may use verbatim quotes in my thesis write up and a journal publication which you may recognise as your own. The only time I would tell your school about something you have said, is I have any safeguarding concerns. If this is the case I will follow your schools procedure for visitors sharing safeguarding concerns.

If you have any questions If you have questions please email me at cstevens@tavi-port.nhs.uk If you have any concerns or complaints If you have any concerns or complaints about the researcher or your involvement in this study, you can contact Paru Jeram, the Tavistock and Portman NHS Trust Quality Assurance Officer using this email address - pjeram@tavi-port.nhs.uk.

Yes I have read this (1)

No I have not read this (2)

Q2 Please confirm that you have read the following consent form and are happy that by completing this survey you are consenting to your answers being used.

Thank you for clicking on the link to complete this doctoral research about your experience of planning and/or teaching Relationships and Sex Education.

By participating in this research, you are consenting to the following statements:

- I have read and understand the participant information sheet and therefore am fully informed about the aims and purpose of this research.
- I give consent to my participation in this research through completing this online survey.
- I understand that this information will not be shared with anybody other than myself

and will be stored safely under GDPR and the Tavistock and Portman guidelines

- I understand that participation in this research project is voluntary and, if I choose to participate and choose not to provide my email address my data cannot be returned to me as it will be anonymous.
- Any information that I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations.
- This survey will be anonymous unless I choose to share my email data below. This data will then be stored securely and only used for the purposes of arranging your individual interview. Individual interviews will be de-identified.
- Although my individual data will not be shared, the interpretation and analysis of information may be shared with the research supervisor who will be participating in this project.

I have understood and am happy with all of the above, and give my consent for my answers to be used. (2)

I do not consent and will therefore not complete the survey. (3)

Q34 If you would like to volunteer to take part in the interview stage of this research about how challenges to delivering RSE can be overcome, detailed in the participant information

form, please either provide your email here or return the phase 2 consent form which school's have been emailed to cstevens@tavi-port.nhs.uk

Name (1) _____

Email (2) _____

Q36 Please confirm that you meet the following criteria.

- You have been involved in the planning and or teaching of RSE since the implementation of the new curriculum in 2020.
- You are employed at a secondary provision in England.

Yes I meet both of these criteria (1)

No I do not meet one or more of these criteria (2)

End of Block: Default Question Block

Start of Block: Block 2

Q37 Please select what type of school you work in. Choose the one that best reflects your provision.

- State school (1)
 - Special school (2)
 - Academy (3)
 - Free school (4)
 - Faith school (5)
 - Private school (6)
 - State boarding school (7)
 - Other. Please specify (8) _____
-

Q38 Please select your role in the school. Select as many as apply.

- Senior management team (1)
- Class teacher (2)
- Head of department (3)
- Head of year (4)
- Pastoral lead (5)
- Safeguarding lead (6)
- Head teacher (7)
- Teaching assistant (8)
- Lead on Relationships and Sex Education (9)
- Newly qualified teacher (10)
- Special Educational Needs and Disabilities Coordinator (SENDCO) (11)
- Emotional Literacy Support Assistant (ELSA) (12)
- School nurse (13)

Other. Please specify. (14)

Q39 How long have you been involved in the planning and delivery of Sex Education in schools?

Less than a year (1)

1-2 years (2)

2-5 years (3)

5-10 years (4)

10+ years (5)

End of Block: Block 2

Start of Block: Block 1

Q30 For each of the remaining questions, please rate the statement with regards to if your school is doing this.

Q4 The head and senior leaders give RSE high status within the school.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q6 There is clear senior management support for the RSE or PHSE lead.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q7 There is a named governor for RSE

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q8 The school has a RSE policy agreed by governors and staff that has involved consultation with pupils and parents, and which is regularly reviewed.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q9 The policy links to and is consistent with other policies in the school.

Yes (1)

To an extent (2)

No (3)

I don't know (4)

Q10 RSE is an identifiable part of the PSHE education curriculum, which has planned, timetabled lessons across all key stages.

Yes (1)

To an extent (2)

No (3)

I don't know (4)

Q11 Visitors are used to support and enhance RSE not to excuse school staff from teaching it.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q12 Resources are carefully selected for their sustainability and reviewed for effectiveness once in use.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q13 A variety of teaching and learning strategies are used, which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q14 Pupils feel safe in RSE lessons, for example through the use of group agreements.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q15 RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q16 The school ensures that RSE is embedded in the school's values and moral framework.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q17 All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness.

- Yes (1)
- To an extent (2)
- No (3)
- I don't know (4)
-

Q18 The diverse experiences of pupils, such as looked after children and those with special educational needs and disabilities, are acknowledged and their RSE needs met.

- Yes (1)
- To an extent (2)
- No (3)
- I don't know (4)
-

Q19 The school keeps up to date with local health and advice services and provides clear access to information about them for pupils.

- Yes (1)
- To an extent (2)
- No (3)
- I don't know (4)
-

Q20 Where appropriate the school offers school-based drop-ins and other support services for pupils.

- Yes (1)
- To an extent (2)
- No (3)
- I don't know (4)
-

Q21 The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q22 RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q23 The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q24 Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q25 Assessment opportunities are built into the RSE lessons and programme.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q26 RSE is assessed on skills and attributes as well as knowledge.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q27 Part of the assessment involved pupils being asked to reflect on their work and learning.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q28 Parents receive information about pupil's learning in RSE.

- Yes (1)
 - To an extent (2)
 - No (3)
 - I don't know (4)
-

Q40 Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education

Forum's RSE audit tool.

- Yes, I have used this tool before. (1)
- They seem familiar, but I can't be sure. (2)
- No, I have never come across these statements before. (3)

End of Block: Block 1

7.5 Appendix E – Interview schedule

Thank you so much for agreeing to give up your time today.

I just have a few things to run through before we get started. So I just wanted to double check that you meet the criteria for this research, so you are responsible for either the teaching and or the planning of RSE in a school that teaches pupils of secondary school age?

Fab, so I have received your consent form so know you have seen this/I am going to share the consent form for this phase of the research, can you please read through it and confirm that you are still happy to commence with the interview. If you wish to stop the interview or withdraw yourself from the research at any point, please just let me know.

Are you happy for this interview to be recorded? Thank you. I will start the recording now.

I'd like to talk about your experiences of the current RSE curriculum today, which means, if possible, I'd like our conversation to focus on RSE since your implementation of the new RSE guidance. If you feel it is helpful to talk about RSE prior to this in order to answer a questions please do so but if you could be clear that you are talking about RSE previously that would be really helpful for me.

- 1. What do you perceive to be the main barriers/challenges to implementing the RSE currently?**

Follow up Qs

What is your approach to finding solutions to these challenges?

What are your best hopes for RSE going forwards?

What else do you think you need to get there?

Do you think statutory status/the new RSE guidance has made a difference?

2. These are the sorts of things that schools who responded to the survey found the most challenging. What are your thoughts on this?

- Staff confidence/training/support/willingness
- Obtaining & incorporating pupil voice
- Working with parents
- Utilising assessment of RSE learning

Follow up Qs

What are the challenges in these areas?

You said yes or to some extent to all the survey items related to these areas, how it is that you have been able to do these things successfully?

How would you know that your school or another school was doing these things successfully?

3. What factor do you think makes the biggest difference in overcoming the barriers/challenges that RSE presents?

Follow up Qs

Do you think senior management support and or prioritising of RSE makes a difference?

How has this enabled your school to overcome the barriers/challenges we have discussed?

Do you think a whole school approach, that goes beyond the curriculum delivered in the lessons makes a difference? How has this enabled your school to overcome the barriers/challenges we have discussed?

4. Do you think there are any particular barriers or challenges with delivering RSE to minority groups such as those from the LGBTQ+ community or those with SEND?

Follow up Qs

How has your school tried to overcome these barriers?

What else do you think is needed to make RSE more inclusive for these groups?

- 5. The question this research is attempting to address is ‘What do secondary school teachers perceive the challenges to be when implementing the new RSE curriculum and how can they overcome these?’ Is there anything we have not discussed today that you would like to share in relation to this question?**

7.6 Appendix F – Sample transcripts

Sample 1

So one factor of difficulty is the discomfort of parents with us talking about certain aspects of RSE and objecting to it. So there are individual topic areas, for example, umm masturbation often comes up as an issue that adults just don't want to talk about because it's naughty, dirty, private and wrong.

Okay.

And actually, that's a societally pervading attitude, sex is something that happens quietly in the background, shhh and no one talks about it, despite the fact everyone's having it, well, most people anyway,

Yeah.

So it's, it's this direct contradiction. Plus, all the kids are being exposed the entire time to sexual imagery, and a barrage of sexual expectations or a variety of expectations. And while the internet wasn't a key issue, that was kind of controllable, but now, with the internet being *so* open, and the kids being able to see *anything*,

Yep.

You can't control the narrative in a way that we might once have been able to do so.

Sample 2

So I'm going to share with you, so these are the main barriers that came up from the survey.

Yep.

So these are the things that more schools said no to.

Yeah, so staff confidence, training, support, or sort of willingness to deliver it, obtaining and incorporating people voice, working with parents, and then utilising assessment in RSE.

What are your thoughts on these?

Yeah the assessment, I think we don't do at all. Umm we've just introduced, which is so false, because well somebody said, well, how do you demonstrate progress on this? Well, none of our kids got pregnant last year, so you know, that's quite good progress. *Laughs*, but then so somebody said, Well, we ought to introduce kind of mind mapping at the start of a topic in one colour, and then you mind map again at the end in another colour, which really does seem a bit artificial, and you kind of get halfway through the lesson and go shit I forgot to start my mind map. *laughs*

Yeah. *laughs*

How do you assess? You, I, and how do you demonstrate progress, because it's such a personal thing as well and I'm never going to force a child to speak in an RSE lesson if they don't want to,

Mmmm.

or you never know what somebody's individual, situation is. So I think, umm I think that's quite hard. Parents, I mean, we always, ummm, whenever we start a topic, we in the term that we're going to start it with that particular year group, because it falls as part of our, our PSHE, we always send a letter home to parents. So for example, last Friday, a letter went home to year 11,12 and 13 parents saying after halftime, your child will be embarking upon sort of six weeks of RSE lessons, this is what they're going to be covering, here's all the topics and obviously at that age, the parents don't have the right to withdraw their child anyway, but we do still inform the older one, the older parents. And then the younger parents also, and actually, we have never had, so far, we've probably been doing those letters for a couple of years now, we haven't had a parent take their child out, which is good.

Sample 3

What are your sort of best hopes for RSE going forwards?

Well, I mean, at the moment, they deliver RSE during Tutor Time on a Wednesday, so the head has extended mornings on a Wednesday, so we're 35 minutes now. And umm tutors

deliver PD, which RSE is part of. And the year lead takes them through the resources before they deliver them. So there's some training there. My aim this year is to create a training PowerPoint umm that each tutor can look at before they deliver the topic on RSE.

Okay.

So I'm creating my own training module for tutors. So because I found the ones that were released from the government are so dull and so boring.

Yeah.

And what I've done is I've taken them and I've g'd them up a little bit, and I've talked over them. And I've tried to make it relevant to our setting, so that the tutors are supported, because they're at the end of the day, they're just tutors. And they're not being asked to deliver things about relationships and intimate relationships and things like that. And, some of them feel uncomfortable doing it. So the idea of the tutors, meeting them and fortnightly, to talk through the resources to make sure everybody's happy with them. And then me creating a training module to help so that you know, halfway through, they can go back and have a look at umm some background information so that they can fully deliver the lesson. So for me, that's work in progress, I've got to do that for every topic within PD. So I'd like to have that done by the end of the year. I'd like to be trained up more myself, I'd love to get a qualification in RSE. But it just takes so much time and we just don't have time to do.

Mmm.

And I know there are courses out there, but it's just having the time to do it.

Yes, time in schools at the moment absolutely impossible to find any it seems

7.7 Appendix G – Familiarisation notes made during RTA

Interview specific themes

Interview 1	<p>Children from SEMH specialist school are more likely to have experienced sexual violence.</p> <p>Current RSE does not consider SEND.</p> <p>Use of outside agencies is key.</p> <p>The importance of starting early.</p> <p>The challenges of social media/tv.</p> <p>Withdrawal of funding resources despite now statutory status e.g. loss of school nurse in SEND provisions.</p> <p>Having to provide evidence for Ofsted.</p> <p>Homophobia as a barrier.</p> <p>Creating a safe space for both pupils and staff is key. Pupils in terms of not telling them off, providing informal as well as the formal spaces and staff in terms of providing them with resources and training.</p> <p>The importance of starting RSE in primary.</p>
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	<p>Theme of mismatching – statutory curriculum expectations and pupils cognitive abilities, pupils expectations vs reality.</p> <p>Frustration with parents?</p> <p>Risk focussed, ‘I wanted to keep children safe’</p> <p>High level of control, delivers year 10, provides resources that allow no room for error for other staff, is clear about lack of choice for parents re consent.</p>
Interview 2	<p>Small setting enables a team of specialists to teach in areas they are confident in.</p> <p>SEND differentiation has not been on their radar.</p> <p>A lack of confidence about what SEND differentiation would look like, an identified area of weakness.</p> <p>Open communication between staff and pupils is key.</p> <p>Being responsive to safeguarding issues is essential.</p> <p>Being able to access resources that are suitable for a smaller setting.</p> <p>Statutory status has impacted the prioritisation of RSE, made them ‘up their game’</p> <p>RSE a focus of ISI (Ofsted equivalent) inspections.</p> <p>LGBTQ+ areas are a challenge, particularly in terms of staff knowledge.</p> <p>The idea of shared learning, both pupils and teachers. Perhaps an way to manage the fear of getting it wrong? Expressed later in relation to gender identity.</p> <p>The uniqueness of RSE in terms of ability to assess the outcomes and reports.</p> <p>Training staff up is key.</p>

	<p>SMT prioritisation is important.</p> <p>The importance of trusting relationships between staff and pupils and opportunities to talk about RSE in informal settings.</p> <p>Seems very laid back/relaxed & in control (swearing & jokes)</p> <p>Them and us, cannot use resources from mainstream provision because our children do not feel similarly isolated.</p>
Interview 3	<p>A school that felt they were already doing RSE well prior to statutory status.</p> <p>Weekly/bi-weekly lessons.</p> <p>The role of contextual safeguarding.</p> <p>Issues with accessing suitable resources in terms of having to quality ensure them to check their agenda is in line with the school's.</p> <p>Parents who withdraw tend to be from RTG community.</p> <p>Constantly looking to improve/update knowledge and resources.</p> <p>The importance of having a clear vision and RSE policy and staff knowing it.</p> <p>The emergence of a group of parents who oppose RSE.</p> <p>The support that statutory status gives those who are arguing for the prioritisation of RSE.</p> <p>The importance of supporting staff with training, making it clear they do not have to teach content that they find triggering.</p> <p>Assessment as an area of weakness.</p> <p>The uniqueness of RSE in terms of assessment and grading and this being inappropriate.</p> <p>The impact COVID had on statutory status changes/the extra work it created.</p>

	<p>Lots of new staff in this area.</p> <p>Context matters.</p> <p>A want or a worry about communicating herself clearly enough?</p> <p>Very clear on the facts, what we should be doing, what the law says e.g. withdrawal from sessions</p> <p>On a constant journey to improve/keep up in alongside acknowledgement of what is being done well.</p> <p>I have a sense of a kind of fight to have RSE prioritised and how this inevitably means other areas lose out, both the children and the staff are being pulled in so many directions e.g. SEND pupils taken from RSE to do reading interventions.</p>
Interview 4	<p>Lack of appropriate resources for SEND & Autism specifically.</p> <p>The need for a central place to access resources.</p> <p>Strong feelings/defence against a focus on barriers/challenges but then did get pretty much straight to talking about this?</p> <p>Frustration with wider RSE community for lack of Autism appropriate support?</p> <p>Macro/whole school perspective as head.</p> <p>All examples are not of RSE content, lots of non RSE specific content in general.</p> <p>A sense of pride about what the school has achieved regarding RSE.</p> <p>A sense of being alone? Wanting to share practice/connect with others but the only person waving the flag for Autism appropriate RSE?</p>
Interview 5	<p>Wider societal issues.</p> <p>A lot of knowledge and skill is required to teach this topic.</p>

<p>Cannot control the narrative because of the vastness of the internet.</p> <p>The use of argument/persuasion/critical analysis skills to teach this.</p> <p>Staff confidence is key.</p> <p>Parental and societal opposition is a constant challenge.</p> <p>Assessment of RSE not appropriate. Knowledge can be assessed but application/skill can't beyond observations of attitudes & behaviour.</p> <p>Student voice is essential.</p> <p>A sense of being alone in this and acknowledgement of how difficult it is for a minority to create change/the importance of consistency.</p> <p>The weight/pressure of being tasked with solving societal issues, many of which are associated with harm if not 'solved'</p> <p>The importance of the resilience and personality of staff?</p> <p>A strong view on why and how this should be done.</p> <p>Multiple layers to delivering this e.g. undermining, challenging teachers...</p> <p>role of gender? Role of teacher resilience/personality/experience, is it necessarily 'undermining challenging' every time and how to tell the difference and respond accordingly?</p> <p>The interaction of different factors e.g. gender and academic ability or engagement with school.</p> <p>The idea of winning or one-upmanship & power.</p> <p>The importance of allyship and modelling the correct attitudes and behaviours.</p> <p>The importance of providing ALL the information, All sides of an argument and amplifying the moderate views in amongst the extremes.</p>

	<p>Acknowledging the links between radicalisation and RSE particularly in the attack of boys/masculinity.</p> <p>The challenge of ‘freedom of speech’ and people’s lack of understanding about the difference between ‘facts’ and ‘opinion’ and inability to critically engage with information.</p> <p>Use of stories with a ‘shock factor’ – what is this about?</p> <p>‘Tiring’ ‘Fights’ ‘Crying’ ‘Overwhelmed’ ‘I can’t do anything about that’</p> <p>Issues with what education prioritises/values, the hierarchy of subjects.</p> <p>There is a level of SEND that requires completely different teaching unless you are willing to sacrifice the engagement of the rest of the class</p> <p>Quality first teaching and reasonable adjustment apply to RSE.</p> <p>The internalisation of societal views of masculinity, sexism, the social norms of what is acceptable and how these things become ‘truth’ making it incredibly difficult to challenge them.</p>
Interview 6	<p>Appropriate resources & training are key.</p> <p>Schools working together and sharing expertise/resources is key.</p> <p>Constantly needing to keep up to date resources/knowledge. How to keep up?</p> <p>The embedded nature of pupil voice and how essential this is.</p> <p>Lots of new staff in this area.</p> <p>Newish to the role so still working it all out.</p> <p>The ‘newness’ of RSE in terms of lack of specialist teachers lack of central place to go for resources.</p>

	<p>The cognitive dissonance of needing it to be a ‘whole school’ approach, with everyone on board but how difficult that is to manage/control/quality ensure.</p> <p>The worry of getting it wrong in such a politicised topic area where views are often polarised and debates emotive. How to keep everyone happy? How to provide a balanced viewpoint?</p> <p>Parental criticism around gender and sexuality related topics.</p> <p>The higher profile/prioritisation of RSE as a result of statutory status and Ofsted.</p> <p>Resources in a central location would be helpful.</p> <p>LGBT+ community experiencing discrimination and the need to collect student voice in order to be responsive to issues like this.</p> <p>The importance of considering local context.</p> <p>An attempt to train staff/provide staff with support internally and the insufficiency of government resources.</p> <p>Use of informal assessment methods.</p> <p>Timing and timetabling still a restraint.</p> <p>Acknowledgement that work needs to be done on delivering to SEND.</p>
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Overall themes

- The weight of the task given to teachers.

- How the novelty of this subject and the uniqueness of it means that resources and support is very much still a work in progress and in some areas just completely absent.
- Having to adapt things to fit your own school context.
- A whole school approach that goes beyond content delivered in lessons.
- The importance of prioritisation of the subject and the role of Ofsted/Statutory status in this.
- The interaction of RSE implementation and arising safeguarding concerns in terms of acting responsively.
- There is no way to assess this. Knowledge can be assessed but this does not effectively measure if attitude and behaviour change has been created.
- Parental issues with gender and sexuality related topic areas.

7.8 Appendix H – Example coded extracts

Code: Statutory changes positive

1

I mean, PD for me make the impression I get a PD two years ago, you would never have heard a member of the senior leadership talk about PD, you never would have heard it. Now I sit on SMT. And I think that's probably why I was given the job because now it's discussed all the time, you know, the head teacher has a vested interest in the lessons for delivery in the assemblies for delivery, because it's so high profile now when Ofsted come in, that's the first thing they look at.

Mmm.

And so suddenly, it's become this big focus point for all schools, which quite quite rightly, it should be. But traditionally, it has never been like that.

2

And I think it was because PD was always a little bit of an add on. It was something you had to do, but nobody really led it. And now it's you know, and now it's, it's, you know, so important, and really high profile now, isn't it? I think suddenly everybody's like, oh, my goodness, we need to sort of sort ourselves out now, really.

3

Yeah, I think we've always done it quite well, I think like, just that statutory guidance has just helped us kind of shear up and clear up what we're doing and stuff

4

to fight, I still have to really, really fight to keep my time protected and safe. And but it gives me that ability to say they are missing statutory content, because everything that has to go on in the school, whether it's a practice fire drill, everything else it seems they go, let's put that in that time. And for me, that is frustrating, and I have to be really quite strong and say that they're missing statutory RSE, and I have to make the point quite often to SMT or to leaders, like, you know, you've got kids here, that this is the last RSE they will have before they go out. And if they're not already engaging in sexual relationships, that they will be having them within the next amount of years, this is, you know, this is our last chance and really tried to make sure that it's kind of a key agenda.

5

Most our staff, I've seen an improvement in the willingness and the happiness to teach it in my school since, since the statutory and since the training and since the activities, I think our staff are more willing to do it, there is the odd few that still don't feel happy.

6

Yeah and that's new, that is relatively new. So I think in the past, probably before, the new law on RSE came in PSHE was very much the subject that was given to somebody, if they didn't have enough lessons on their timetable.

Yeah.

And it was kind of the one that it was like, if they're free at that time, just give them that. And then teachers would kind of do whatever they sort of felt comfortable with and, I mean notionally, if I say I'm head of PSHE, it doesn't get any more money. It's the kind of like, you can do PSHE and that's fine and I liked doing that, and I designed the kind of the curriculum for it, but then teachers would look and go..Oh, no, she says, I'm supposed to be teaching that at that time, well, I don't know anything about that, so I'm going to just do something totally different, I'm going to look at what was in the news this week.

Yeah.

Which is fine, on the one hand, but not on the other, because it meant we weren't getting through what I wanted everyone to get through. So then when this RSE law came in law came in, law? policy? legislation, whatever you call it, when that came in, we kind of were like, right, okay, we need to now weave that through, so we've gone through and said, right, well okay, by the end of year nine is when we think they ought to start thinking about consent and contraception, that sort of thing.

So, and it has actually taken a much higher profile, I think in our our timetabling and our planning and so on, that we we've now had the same team.. and obviously, we were online for a bit, but the same team for the last two years, and we're going to carry on through into next year.

8

So then I think the statutory guidance has made us kind of go, right, look, come on, actually, let's up our game, let's do this properly.

9

I think it's those of us that have been saying for the last 10 years. Come on, we need, can we please have some more money in this? We need to do this properly, have now got the ammunition to go. Right. Okay. Great. That's got to be forefront of the timetable because now it's statutory guidance. You know, it's quite nice, really.

10

So it has it has really created more, it has given it more of a prioritisation,

Definitely.

I suppose, you know, it's kind of I mean, before if we're honest, it was at the bottom of the hierarchy in terms of subjects and so I suppose it has it has given it a bit more status?

Definitely. Yeah, absolutely. And it's not just the thing that you sort of lump in at the bottom of the timetable.

Yeah.

With whoever's got a spare lesson last thing Friday afternoon or whatever, you know.

Yeah, exactly.

11

do you feel as though you have changed anything in your school other than doing sort of more sort of evidence, like proving you're doing stuff? Has any of the actual practice changed? Since the new guidance coming in? Have you included topics that you weren't including before? Or?

Possibly, it's probably got a bit more detailed? Because they they the criteria are quite

Yes it's quite an extensive list.

Yeah, so you've got a lot more guidance, which is actually better, I don't dislike that, I quite like the fact that this is what they have to know

Code: Close links with safeguarding

1

Umm, so I've just, I took on the role of leading on we call it PD person development, which is RSE as part of umm 18 months ago, I was previously a PE teacher, I am the safeguard lead, and I am a year leader.

Okay.

So the head teacher felt it was really good for me in my position to then lead PD because that we can adapt the curriculum according to the needs of the of the cohorts. So for example, when everyone's invited agenda came out, and we needed to look a little bit more detailed at consent, obviously, I knew about that because of my role in school. As far as safeguarding is concerned

2

because of my year leader hat and you know, my safeguard lead hat. If, say for example, we found out that some pupils were using ketamine at a local party. Now, we mentioned ketamine in the drugs, education, but it's not a big focus. So we then went back and wrote a lesson on ketamine because we knew that that was relevant to the children. Now, I don't think

the predecessor or maybe other people have that inside knowledge, and therefore, it's not as well adapted to the, to the pupils.

3

If you take some six year olds, and you say to them, right when mommy Daddy wants to make a baby, they have a special kind of cuddle and we call it making love and that allows umm daddy to put a seed in mommy's tummy that will make a baby, job done quite innocent right, the six year old is gonna look at you go oh okay, and then go out and look a tree like they were going to anyway, it doesn't wreck their life. But adults, he talking to a child of six about sex, and we always get a moral panic, paedophiles, can't talk about children about sex, because that's paedophilia. And then it goes too far the wrong way. Yes, we need to protect children against adults with inappropriate ideas, but actually, your arming children better against paedophilia, by making them understand how sex works, what is appropriate in relationships, and err what to look out for in terms of grooming.

4

At the other end, there's probably 10%, who are hardcore Andrew tater tots, who are absolutely bought into that message and think that they are having their identities stripped away and damaged. And we have to be careful with that because stripping someone's identity away is something that does lead to radicalization.

Yeah.

So if we could tie this into it, we're looking at preventing the Anti Terrorist stuff, sorry, I know crossing branches

No no it does

It all feeds in you have to be very careful

Yeah.

With how you're handling that side of relationships, education. If you start directly attacking a group and removing their identity, they feel like they have to defend it that will just push them further away.

5

umm but also working on the principle of being very discreet and very personalised, so that you know that they're very respectful and ensure the child's dignity is maintained.

Mmmhmm. Mmmhmm.

So we have we have plans, such as intimate care plans, etc, that then would support and underpin some of the more sensitive subjects

6

It was interesting when we did our safeguarding training, that we talked quite a bit about PSHE, as well. And how, we make sure that I mean, we have a lovely visual on our website about safeguarding and the different aspects of safeguarding, because it covers so many areas that then link back into, ummm you know, these subjects as well.

7

So if you know as a designated safeguarding lead, we talk regularly at networks about learning where things from where things have gone wrong, to be able to make sure that we make good choices about next steps

8

So we regularly at the start of the term, we will kind of train each, each year group staff on the content that they're about to deliver and the, the bigger focus, I like to kind of explain to them the kind of contextual safeguarding elements that they kind of wider context that they need to be getting across just so they have an understanding

9

Umm and I think I think that just having that understanding of what we need to be, how we need to be supporting the staff and the policies around it, and the whys around it as well. So like, why are we doing this?

Yeah. Yep.

Why, what why are we doing and for me, the fundamental reason is contextual safeguarding.

I'm, I'm doing this to keep students safe.

10

Why, what why are we doing and for me, the fundamental reason is contextual safeguarding.

I'm, I'm doing this to keep students safe.

11

and really, just, it's constantly

Yep.

looking at what your kids need, and I suppose another key element is working with your key safeguarding leads. I think that's so important. Like, I'm meeting her tonight, but yeah, we meet regularly and talk, and if there's any issues that come up, I'm like, yep, we'll address that.

So you have got that, like direct feedback loop for like, what's actually going on for the young people? And then, you know, potentially, you can shape sessions around that?

Yeah, she'll make it, she'll make me more aware of key issues and if we've had a particular issue in school and stuff like that, we'll, but it it, you know, like, you probably know, it's not always best to do it straight away,

12

You know, but also safeguarding in a school if you've got a particular issue in a school that's going on, you need to be addressing that.

13

The thing we do really, that there's a sort of acceptance, that it's more than just what goes on in the classroom umm. We have a, we also have a head of pastoral, umm one of our assistant heads is the head of pastoral and our DSL, umm and so every SMT umm meeting, which we have an SMT once a week, she will report that week on any major safeguarding things and if there has been things like sexual harassment or whatever, I suppose because our RSE teachers are most of us are on SMT we'll then go right, okay well, we'll touch on that next week in the lesson, because we have a weekly lesson, even if it's not purely RSE, it's, you know, it's kind of all integrated, so we can react quite quickly to things I think. Yeah.

14

it does bring a lot of safeguarding issues out,

15

And it's not, that's not how they should be treated, that's not how, you know, I've got a girl in school, that I believe that an abusive relationship with her boyfriend, umm but, you know, she came to me one day, she was really upset because he pushed her. Umm, I said that that's not acceptable that he pushes you, she said, but he was just angry. So I said it's still not acceptable that he pushes you, she said he only ever pushes me when he's angry. And I was like, that's not healthy.

16

So that, you know, when it comes to RSE, that's why I do the programme. It's just, it's just set for everyone and then it's individualised as and when needed for a safeguarding reasons

17

Okay. It sounds like you guys create or try to create a really safe space to have these discussions in?

Yes. Yep. Yep. And always we, and that's the key thing we're talking, you say to them it's a safe space, you're free to talk about it. The only time that it will be recorded or given to the safeguarding lead is, is if you or someone else is in danger.

18

Yes. Yep. Yep. And always we, and that's the key thing we're talking, you say to them it's a safe space, you're free to talk about it. The only time that it will be recorded or given to the safeguarding lead is, is if you or someone else is in danger.

Yep

But you do have to highlight that, yeah you have to, because otherwise they'll be like, well, you said this was okay to..

Yeah

Well, it is okay, but you're in danger, so I've got to...

19

you know, and, unfortunately, that the reality of it is, you know, primary children, if they are more aware of what's... Okay, I'm going back to that where I have to get to take part in court cases. You know, young children that have been sexually abused, their cases get thrown out because they actually can't give the official name of where they've been touched.

Yeah

It's, you know, how's that right they still they've been sexually assaulted, but because they can't actually say where it was, it's invalid. Why would we not want to teach our children, any parent want their children to know, those, what those specific areas are called incase that happened. I know that's areally, really horrible way of looking at it.

20

It's not about that for the younger ones. It's about safeguarding, you know, we need to safeguard these youngsters.

Mmm.

The reality is, is because if something does happen to them, that they are, have the best chance to get justice. That's how I see it, which is probably like a really, negative view on it but umm, that's the reality. I say, I've been to several court cases, and it doesn't go through because of the children don't know the terminology.

7.9 Appendix I – Coding System

Code System			
▼ ● Code System			803
▼ ● Having a shared vision			0
▼ ● The importance of staff modelling (O)			3
● The importance of role modelling aliship (O)			2
▼ ● You need everyone to be on the same page (O)			6
● Showing a united front			1
● Communicating and working with all stakeholders (O) (+) (+)			12
▼ ● Having a vision is the most important factor (O)			2
● Having an RSE policy and knowing it (O)			2
▼ ● Whole school/embedded approach			21
● Prioritisation prior to statutory lays the foundations (O)			6
● Difficulty separating from rest of PHSE			8
▼ ● Creativity and resourcefulness			0
● Teaching skills in argument/critical analysis skills			4
● Joined up approach/central resource bank for all (+)			6
● Sharing of best practice would help (O)			4
● Working with other schools (O)			3
● Doing the most with the least (O)			4
● Specialist teachers (O)			9
● The resilience required to teach/plan RSE (C/O)			3
▼ ● Having well prepared arguments for challenging discrimination			1
● The ineffectiveness of dismissing YPs views as 'wrong' (C)			1
● Practical and active delivery			4
● Use of bigger events/campaigns (O)			2
▼ ● Listening and responding to yp voices...			0
▼ ● Close links with safeguarding (O?)			18
● Risk focus (C)			7
▼ ● Incorporating pupil voice (O)			19
● Being responsive/in tune with pupil needs (O)			6
● Pupil voice as indicator of quality			1
▼ ● Creating a safe space for students and teachers			0
▼ ● Micromanaging (O?)			6
▼ ● Larger teaching group less control over quality (C)			2
● Hard to manage wider teaching group			2

● Possible suggestion that we should insist on certain things?		1
● Neutral delivery - not picking sides *(O)		5
● Understanding yps reality (O)		4
▼ ● Staff pupil relationships as key (O)		4
▼ ● Safe spaces to talk (O)		9
● Non punitive (O)		3
▼ ● Looking after staff/staff well-being (O)		1
▼ ● Staff support (O)		4
● 'Volunteering' still we'll take whoever we can get (c)		1
● Trusting teachers/giving them autonomy (O)		1
● Informal spaces to talk (O)		1
▼ ● The importance of power and who holds it		0
▼ ● Winning		2
● Boys and winning (C/O?)		1
● SLT support (O)		6
● Statutory changes positive (O)		11
▼ ● Lack of relevant government guidance, resources or services (C)		6
● Lack of SEND resources		7
● More support, funding & resources for schools (O)		1
● Reduction in gov available support		2
▼ ● Them and us (C?)		14
● Implying that schools may lie?		2
● The importance of training and resources (O)		24
▼ ● Teacher knowledge/training as key		21
● The breadth of knowledge required to teach this (C)		2
▼ ● Empowering yp (O)		3
● Equipping them with skills and knowledge to make own decisions O		3
▼ ● A conflict of ideologies		0
▼ ● The challenges of workload, time & resources (+)		5
● Lack of time/resources & cognitive levels		1
▼ ● Prioritising the subject (O)		11
● Regular timetabling (O)		5
▼ ● Competing pressures (C)		9
▼ ● Lack of SEND differentiation (C)		4

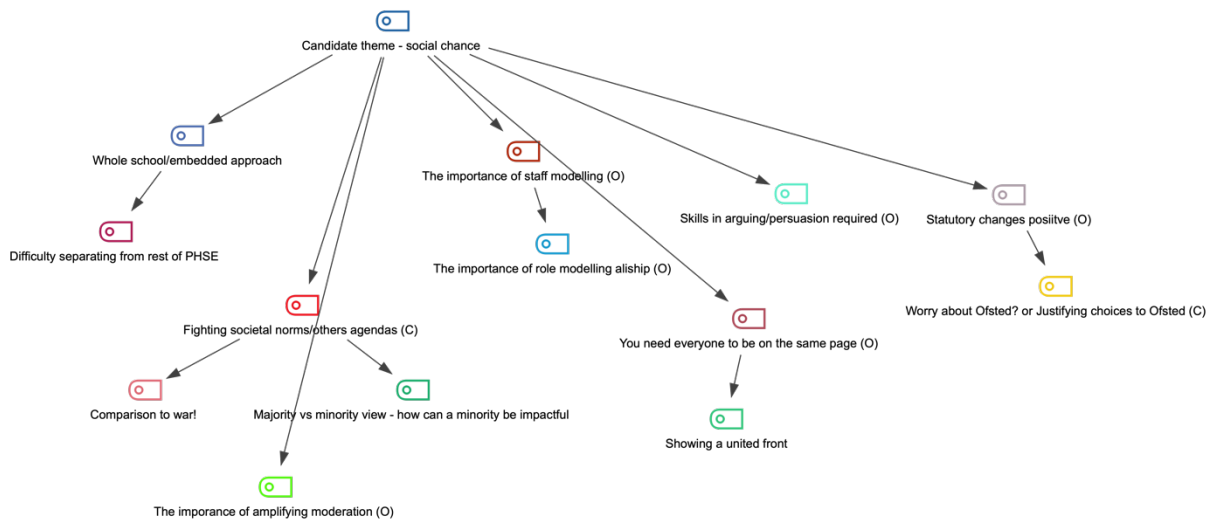
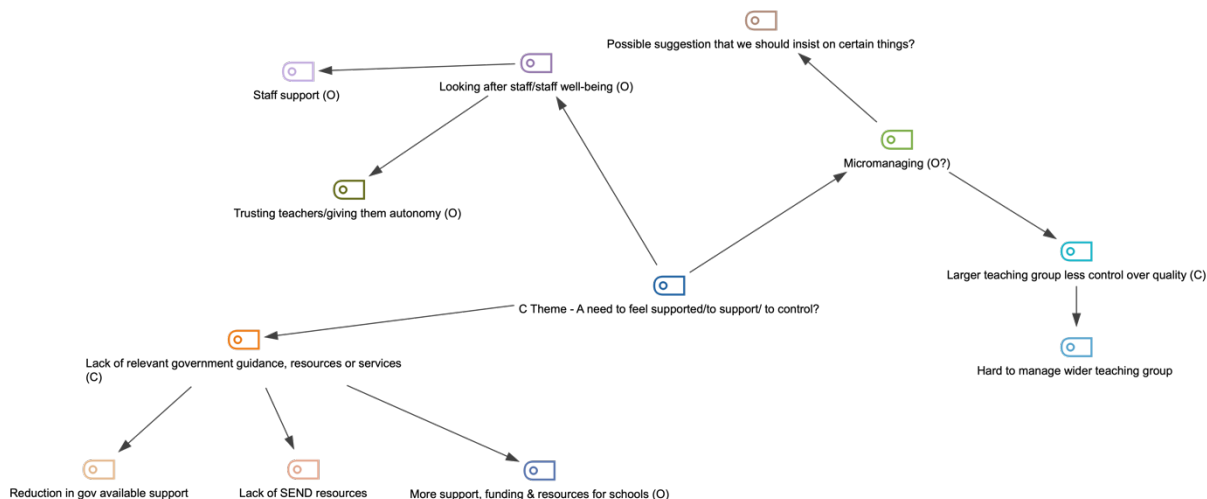
• Increase in SEND in mainstream provision		3
• SEND as not a barrier with QFT (O)		4
• Cognitive dissonance of SEND as vulnerable but also..	=	3
• Having to fight for time/resources etc. (C/O?)		4
• RSE or PHSE as an add on		1
✓ • RSE as unique but also needing to be the same		12
• Worry about/justifying choices to Ofsted		15
• If they're considering an alternative perspective this is good		1
✓ • Issues with assessing RSE (C?)		9
• Children's self-efficacy as a barrier (C)	=	2
• Clear teaching and knowledge does not mean application (C)		3
• Difference between knowledge and application		7
✓ • Battling with unconscious forces		0
✓ • Fighting societal norms (C)		5
• Majority vs minority view - how can a minority be impactful		3
✓ • Considering the range abilities and experiences of learners		13
✓ • Triggering content (C)C		3
• Triggering content for staff (C)		2
✓ • The media/social media as a significant barrier (C)		7
• Impact of social media on girls self worth (C)		1
✓ • Candidate theme - Attack/scrutiny of teachers/worry of getting		0
• Comparison to war!		1
✓ • Parental consent, discomfort or criticism (C)		12
• Parental objection can be a real issue (O)		1
• Parental scrutiny		2
• Scrutiny of schools/blame of teachers		2
✓ • Staff confidence (C)		13
• Confidence naming/talking about awkward content (O?)		8
• Flipflopping? (C) (+)	=	22
• Hesitation around appropriate language (C?)		3
• Embarrassment as a barrier		6
✓ • Worry about getting it wrong		8
• Reluctance to take credit/say something is going well (C)		3

• ☞ Worrying about offending/upsetting people (C)	4
• ☞ Worrying about use of language (C)	2
• ☞ The importance of winning an argument as a teacher (C)	2
✓ • ☞ Internalising social or family norms	6
> • ☞ Lack of understanding about equity vs equality (C)	3
• ☞ The conflict of RSE and individual liberty/liberalism (C)	2
• ☞ Discomfort with young people's sexuality (C)	5
> • ☞ Trying to change people's version of reality/truth (C)	10
• ☞ Age/developmentally appropriate RSE	7
✓ • ☞ The enormity of the task given	0
• ☞ Toxic masculinity (C)	2
✓ • ☞ Male privilege (C)	1
• ☞ Minimalisation/normalisation of sexual harassment/abuse of women (C)	2
✓ • ☞ The impact of toxic masculinities (C)	2
• ☞ Interaction of masculinity and engagement with education	3
• ☞ Shifts in stereotypes about masculinity (O)	2
✓ • ☞ Inclusion	0
✓ • ☞ ASD pupils require additional or different teaching (C) (+)	9
✓ • ☞ ASD teaching must consider how ASD children learn (O)	3
• ☞ Environmental adaptations for ASD (O)	1
✓ • ☞ The complexity of differentiating for ASD (C)	1
• ☞ ASD needs may be so far from the needs of the rest of the class	1
✓ • ☞ Very specific SEND challenges and thus content required (C)	2
• ☞ A level at which it becomes impossible to differentiate for SEN	2
✓ • ☞ LGBTQ+ associated issues	5
• ☞ Discrimination against LGBTQ+	5
• ☞ Labelling as a barrier? (C)	1
• ☞ Overcoming issues with LGBTQ+ content	4
• ☞ The heteronormative nature of RSE is problematic (B)	2
• ☞ An impossible task! (C)	1
• ☞ Content as a barrier	1
✓ • ☞ Some topics as comfortable and others as uncomfortable (C)	8
• ☞ Regression to biological facts when uncomfortable (C)	1
• ☞ Consideration of religious or cultural beliefs (C)	5

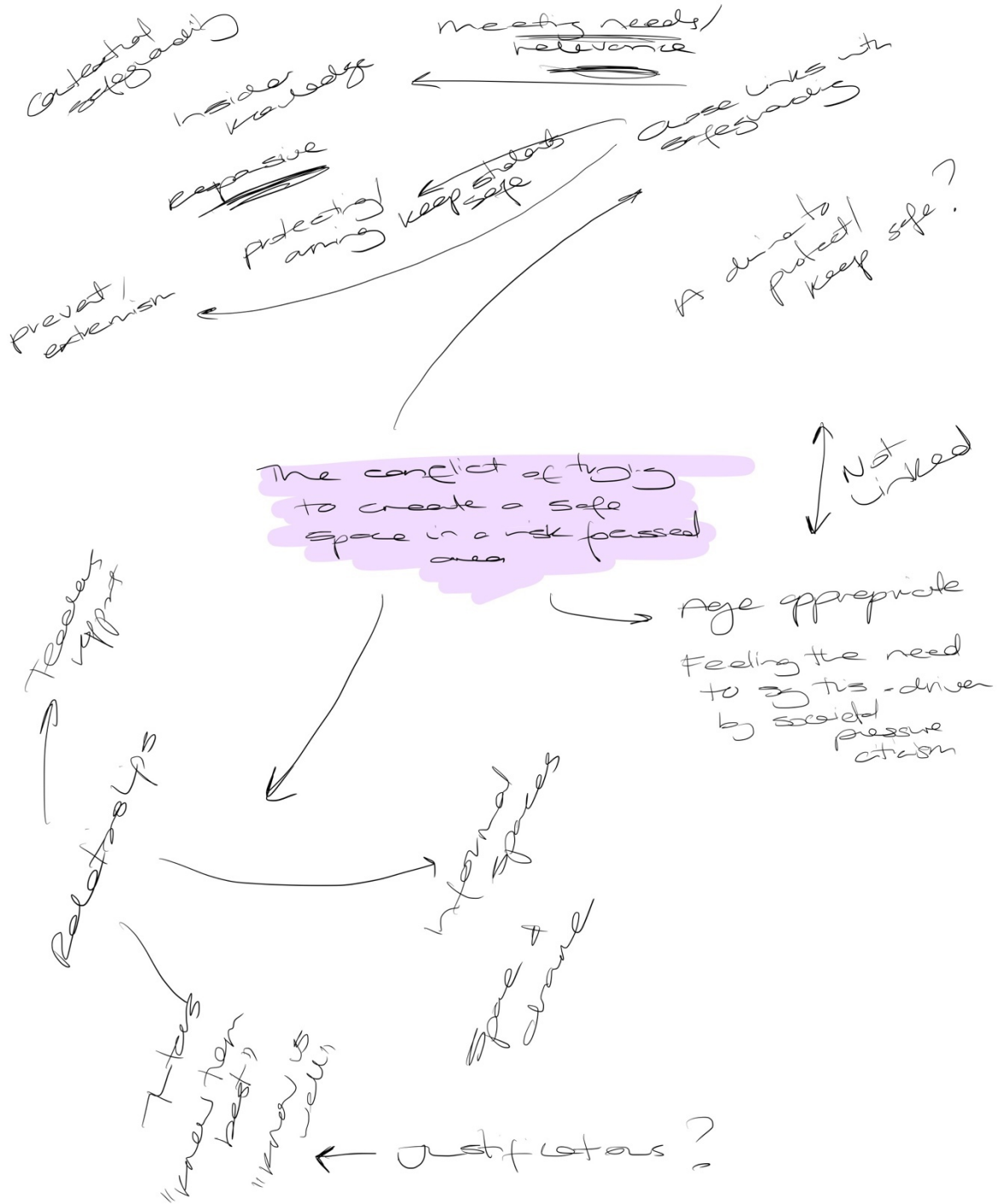
● ☑ How tiring the work is (C)	☑	3
▼ ● ☑ The weight of the work		8
● ☑ Considering the weight of their responsibility as teacher/parent	☑	5
● ☑ Far reaching implications and outcomes (C)		1
▼ ● ☑ The sheer volume of work for RSE leads		2
> ● ☑ Quality assuring resources (C)		3
▼ ● ☑ The complexity of the subject area (C)		2
● ☑ The challenge of inclusion in RSE teaching		7
● ☑ The complexity and cognitive energy required (C)	☑	1
▼ ● ☑ The constantly changing nature of the content (C)		7
● ☑ Constant improvement/adaptation		15
● ☑ The importance of emphasising nuance/the depressive position (O)		2
▼ ● ☑ Unrealistic or unfair expectations (C)		11
● ☑ Mismatch between RSE guidance and SEND		6
● ☑ C Theme The conflict of trying to create a safe space in a ...		0
● ☑ Candidate Theme - Finding a shared sense of reality		0
● ☑ Candidate Theme - Shared vision		0
▼ ● ☑ RSE as the golden thread for ASD		2
● ☑ RSE teaching integral to pupils with ASD (C)		1
● ☑ Candidate theme -The pull between RSE as unique but RSE as ..	☑	4
▼ ● ☑ Candidate theme - general issues with education but magnified		0
● ☑ The newness of RSE and PD focus = lack of understanding (C)		3
● ☑ Size of school or classes as facilitative (O)		8
▼ ● ☑ Wider issues in Education (C)	☑	5
● ☑ Staff retention as a barrier (C)		3
● ☑ Candidate theme - An impossible task?		0
● ☑ No preventative services		1
● ☑ Conflicting messages		1
● ☑ C Theme - A need to feel supported/to support/ to control?		0
▼ ● ☑ C Theme - Equipping themselves with knowledge/skills/tools		0
> ● ☑ Using external providers to overcome challenges (O)		14
● ☑ With ASD there is a role for schools in supporting parents (C)		1
▼ ● ☑ Candidate theme - Wanting to connect vs them and us		0

● Staff retainment as a barrier (C)	3
● Candidate theme - An impossible task?	0
● No preventative services	1
● Conflicting messages	1
● C Theme - A need to feel supported/to support/ to control?	0
▼ ● C Theme - Equipping themselves with knowledge/skills/tools	0
> ● Using external providers to overcome challenges (O)	14
● With ASD there is a role for schools in supporting parents (C)	1
▼ ● Candidate theme - Wanting to connect vs them and us	0
● Applying to your school context (C)	12
● There are certain assumed key elements to this (O)	9
▼ ● C Theme - Impact of/on wider societal issues (C)	7
● Impact of covid (C)	1
▼ ● Candidate theme - social change	0
● The importance of amplifying moderation (O)	2
● Knowledge can be assessed	1
● Experience as important	2
● Gender of teachers/pupils as a barrier (C)	3
● Humour factor?	1
● Increasing amount of general resources (O/C)	2
● Intersection of SEND and cognitive abilities	2
● Justification preparing for adulthood	1
● Passion for/dedication to (O)	3
● Pupil voice as barrier?	1
● Solution focussed	2
● Some things can be taught factually (O)	1
● Starting in Primary	4
● Teacher's values/interest as barrier/facilitator	2
● The interrelated nature of facilitative factors	3
● Weekly assemblies that students are involved in (O)	1
● The dual role of teachers (C)	2
● Being clear about what concepts mean - not tokenistic	1
● More openness or awareness of LGBTQ+ community (O)	1
● Sets	0

7.10 Appendix J – Candidate theme maps



7.11 Appendix – K hand drawn maps



LGBTQ+ / Same sex relationships
sex for pleasure
Gender identity
masturbation

Challenges
reflect societal
level issues

carefully
design content
to keep
p

"It's a lot
of work...
to be able to have
these f@cks"

An
impossible task?

Expected to be ahead
of society?
Set up to fail?

Sheer
volume
of work/training

Weight of the
world will be
the outcome?

RSE is the solution
for anything
unfair or unrealistic
expectations

Inclusion
lack of
consideration
of
SEND

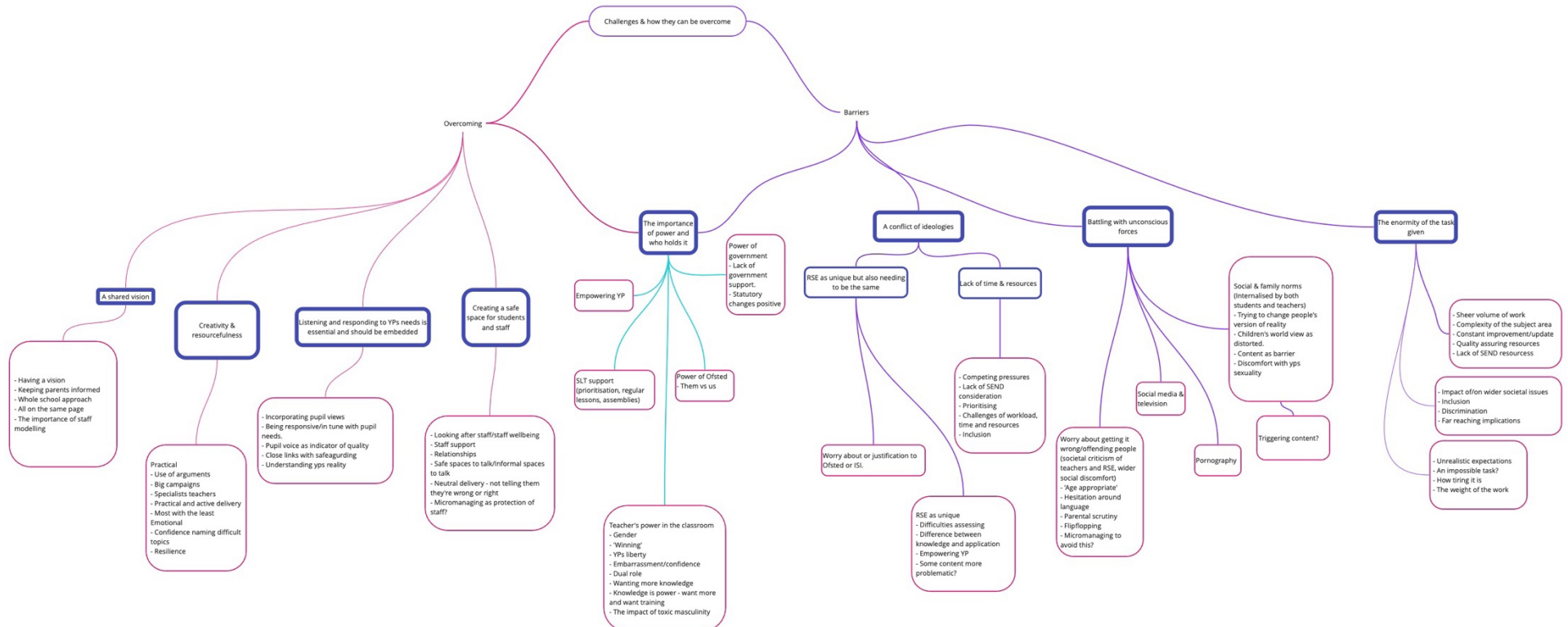
Unreasonably
tasked with fixing
societal problems, whilst
also living them

Societal issues
described as
"RSE problems"
OR RSE as a
means of
socially

Training
needs
content
work

Inclusion
LGBTQ+

7.12 Appendix L – Miro Map



7.13 Appendix M – Reflexive journal

Context/intro writing 01/23

I'm finding the enormity of the subject area overwhelming. The visual of the history of the development has helped to contain some of this feeling yet now simplified in to such a potentially reductionist format I am curious about what it is that I've chosen to include/exclude and why.

I feel a huge sense of responsibility to do this subject justice in my context, given the potentially wide-reaching implications of RSE and really anything that is written about it. There are so many important issues of social justice associated with the subject, I am hoping that I have been able to acknowledge them enough as I feel far from expert in every area.

Obtaining participants for the interviews 02/23

I feel a sense of loss about those who did not reply to the emails to interview but whom had selected the highest scores, I have found myself imagining that they were the perfect participants and that without their insight the research would not be as good. I am however also overwhelmed by the generosity and interest of those who did respond, given how little time they have. I feel almost guilty about bothering them by emailing reminders or times to book in?

Carrying out the interviews 02/23

I feel the guilt again, about taking up people's time; I feel it mostly so in an interview with a head teacher. I also feel as though the combination of solution focussed questioning and taking the position of the researcher is challenging, I think because the solution focussed aspect of the questioning overlaps with my practice as a psychologist I am finding it more difficult to remain in the role of researcher. Having noticed this in interview 1 I have reflected on the aspects of the researcher role I was lacking and have tried to lean more into this role. I think partly because of the guilt I also notice that I want the participants to like me and to feel as though this was a good use of their time. In a few of the interviews I offer to send over papers I have come across which I think reflects this. In a way I feel like there is an aspect of this that is ethical practice, given that this is part of the reason why solution focused questioning was included; there is a level of harm to come from wasting teachers time when they are so time poor.

I am aware of my reluctance to highlight any areas that participants RSE teaching may be lacking in order to avoid my research contributing to a wider narrative that slams teachers for just about anything they do. There were things spoken about in interviews that I felt revealed areas of weakness but I did not want to probe for this reason. I was therefore less curious about these sections of the interview. I also reassured teachers when they put themselves down even if I agreed that what they highlighted was an area of weakness.

Coding 03/23

I am worried that I am not doing the coding right because I am enjoying it?

Coding reflections 2 03/23

I am curious about the impact of the order that I have been through the interviews has had on my coding. In order to somewhat alleviate this I decided to go through them in a different order for the second time. I have also noticed I am more interested in some interviews than others, likely because the content speaks to my own views. I have therefore kept track of time to make sure that I spend enough time with those I feel less close to.

Candidate theme generation 03/23

As I have read in Braun & Clarke's book I will need to move away from these themes in theme development. I feel too attached to them so I have decided to have some space from the themes and data before theme development.

Theme development 03/23

Having had space from the themes I feel less attached and am able to reconfigure them, however I am feeling incredibly overwhelmed by the volume of codes and data. I have spent days moving codes around and checking coded segments and I almost feel like I can't read or

see the writing at times because my brain is completely full but also because my brain knows the coded segments so well it tries to just say 'ahh yes, that's that one' and move on.

I also feel a massive responsibility to ensure that the way I convey this data is both respectful of the participants viewpoints and helpful to them and other teachers. Still that lingering consciousness of the constant criticism that teachers get from the media and society and wanting to make sure that I was not creating something that could be picked up and used for those purposes.

Theme development 2 03/23

After reflecting on my overwhelm and my themes with a fellow TEP I decided to move away from the data and the codes temporarily and think about my themes from more of a birds eye view; considering possible relationships between them and writing summaries about them. The use of the visual mapping tool miro was an absolute god send and enabled me to refine my themes and organise my thoughts such that I was then able to engage again with the codes and coded segments to finalise my themes. I did notice though that in this process I was perhaps overidentifying with the struggle and paying less attention to the ways that teachers were overcoming this. This is linked to my own experience of teaching and the subsequent positioning of myself in my current profession as a defender of the teachers' struggle. I decided to really try and focus in on the ways that teachers had overcome the barriers and this actually moved my visual depiction from what had until this point been a battle ground, to spouts of life appearing in the battleground and finally to someone juggling lots of balls.

Writing up themes 04/23

Interestingly I'm finding myself very much mirroring theme 4 in my concern about getting it wrong. I am particularly cognisant that I will replicate the lack of attention given to SEND specific barriers highlighted in theme 3 as the specialist provisions were in the minority in my sample.

Writing up themes 2 04/23

I am reflecting on what my role is, while I want to ensure that this is a piece of work that is helpful for teachers and schools I am considering how it can best be helpful. Initially I had hoped it would provide a sharing of best practice type write up but now looking at my themes and the information I have form participants it does not feel as though this work is best positioned for that, especially when there are so many amazing resources out there that sort of do this. My question now is, is my role to amplify the voices of teachers here, to ensure that people understand what a huge undertaking this is and how resilient and creative our teachers are in spite of the challenges?

7.14 Appendix N – Ethical approval form

Tavistock and Portman Trust Research Ethics Committee (TREC)

APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

FOR ALL APPLICANTS

If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval

Is your project considered as 'research' according to the HRA tool? (http://www.hra-decisiontools.org.uk/research/index.html)	Yes/No
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	Yes/No

Will your project include data collection outside of the UK?	Yes/No
--------------------------------------------------------------	--------

SECTION A: PROJECT DETAILS

Project title	What do school staff perceive to be the challenges in implementing the new RSE curriculum and how can schools overcome these?		
Proposed project start date	July 2022	Anticipated project end date	September 2023
Principle Investigator (normally your Research Supervisor): Dr Rachael Green			
Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval			
Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?	YES (NRES approval)	<input type="checkbox"/>	
	YES (HRA approval)	<input type="checkbox"/>	
	Other	<input type="checkbox"/>	
	NO	<input checked="" type="checkbox"/>	
If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.			

SECTION B: APPLICANT DETAILS

Name of Researcher	Claudia Stevens
Programme of Study and Target Award	Child, Community and Educational Psychology Doctorate
Email address	CStevens@tavi-port.nhs.uk
Contact telephone number	07759997903

SECTION C: CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?

YES NO

If YES, please detail below:

Is there any further possibility for conflict of interest? YES NO

Are you proposing to conduct this work in a location where you work or have a placement?

YES NO

If YES, please detail below outline how you will avoid issues arising around colleagues being involved in this project:


Participants will not be known to me. I will advertise within the local authority that I am on placement in for staff working in schools. Participants will give consent and will be made aware of their right to withdraw at this stage. Participation is also voluntary.

<p>Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation).</p> <p><small>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</small></p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If YES, please add details here:</p>	
<p>Will you be required to get further ethical approval after receiving TREC approval?</p> <p>If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Local Authority ethics board to be obtained following approval from TREC</p>	
<p>If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:</p>	
<p>If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (eg. schools or clinical services) you wish to approach:</p>	

<p>Do you have approval from the organisations detailed above? (this includes R&D approval where relevant)</p> <p>Please attach approval letters to this application. Any approval letters received after TREC approval has been granted MUST be submitted to be appended to your record</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NA <input checked="" type="checkbox"/></p> <p><i>Approval has to be obtained following TREC approval</i></p>

SECTION D: SIGNATURES AND DECLARATIONS

<p>APPLICANT DECLARATION</p> <p>I confirm that:</p> <ul style="list-style-type: none"> • The information contained in this application is, to the best of my knowledge, correct and up to date. • I have attempted to identify all risks related to the research. • I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research • I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research. • I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct. 	
<p>Applicant (print name)</p>	<p>Claudia Stevens</p>

Signed	
Date	01/06/2022

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name of Supervisor/Principal Investigator	
----------------------------------------------------------	--

Supervisor –	
<ul style="list-style-type: none"> • Does the student have the necessary skills to carry out the research? YES <input type="checkbox"/> NO <input type="checkbox"/> ▪ Is the participant information sheet, consent form and any other documentation appropriate? YES <input type="checkbox"/> NO <input type="checkbox"/> ▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? YES <input type="checkbox"/> NO <input type="checkbox"/> ▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? YES <input type="checkbox"/> NO <input type="checkbox"/> 	
Signed	
Date	

COURSE LEAD/RESEARCH LEAD
Does the proposed research as detailed herein have your support to proceed? YES <input type="checkbox"/> NO <input type="checkbox"/>

Signed	
Date	

SECTION E: DETAILS OF THE PROPOSED RESEARCH

- 1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)**

The proposed research will address the following question:

‘What do school staff perceive to be the challenges in implementing the new Relationships and Sex Education (RSE) curriculum and how can schools overcome these?’

It will use a using a sequential mixed methods design and focus on answering the question within one large local authority because of considerations of validity discussed in section F. It will have two phases, firstly a quantitative phase using a survey to collect data from around 100 schools, and secondly a qualitative phase using individual interviews with around 6 participants from within the quantitative sampling group.

For phase 1, staff members who are currently involved in the teaching and or planning of RSE in mainstream secondary schools will be asked to complete a survey that requires them to rate 24 items identified as facilitating best practice in RSE implementation. This is a pre-existing audit tool

developed by the Sex Education Forum (2018) (See appendix c). Participants will be anonymous for this phase and will be recruited through a multi-step recruitment process detailed in section 4. Descriptive statistics will be used to provide a frequency count of each items' ratings as either red, amber or green which will shed light on what implementation of RSE currently looks like and where the challenges might lay.

This analysis will then inform phase 2. This will involve individual, 1- hour semi-structured interviews with 6 volunteers from the quantitative participant group to further explore the challenges to implementation and how these can be overcome. The latter will be addressed using solution focussed questioning. A solution focussed conversation focusses on 'change and what works' (Kelly et al. 2016, p.112) which will help the researcher to explore what schools are already doing to overcome the barriers alongside what else they feel could be done to enact change.

Participants will volunteer for the second phase by indicating on the consent forms for the first phase that they would like to take part and providing an email to contact them (see appendix b).

Thematic analysis will be used to analyse this data whereby the researcher will identify themes from the transcripts of the interviews to make sense of the data. Contextual information about each individual school alongside this will enable other schools to decide if the successes or suggestions from these schools would be of use to them in their context. This data will be pseudo anonymised by only including information that would not enable the identification of the schools. The local authority will also not be named in the research to again reduce this likelihood.

2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

Sex Education has been granted statutory status in England through the Children and Social Work Act (2017) such that relationships education is statutory for primary schools and relationships and sex education (RSE) is statutory for secondary schools. Thereafter, the Department for Education (2019) have provided detailed guidance on what should be taught. The guidance aims to 'give young people the information they need to develop healthy, nurturing relationships' (Department for Education, 2019 p. 25). It further suggests that effective RSE 'supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships at the appropriate time' (Department for Education, 2019 p. 25). It will be important to evaluate the new curriculum's effectiveness in achieving these aims. However, since this guidance has only been statutory since 2020, it would not currently be possible to measure this. In addition, as is suggested by implementation science theory, the way an intervention is delivered can impact its ability to achieve its aims (Kelly & Perkins, 2012). Therefore, it is thought that an exploration of the implementation of RSE is more appropriate at this stage, rather than attempting to measure its impact.

The need for this is supported by the fact that Ofsted have recently reported several issues with the implementation of RSE (Ofsted, 2021). Issues raised by Ofsted are as follows, lack of; training, prioritising the subject, confidence in delivery, quality assurance from management, preparation, resources, organisation, and how age-appropriate delivery is (Ofsted, 2021). In addition, a search of the literature about the implementation of RSE suggested that there was no research on the implementation of the current guidance and very little literature on the implementation of previous sex education guidance in England. For example, a systematic literature search only found four relevant studies.

These studies highlight several challenges with implementing previous sex education guidance, some of which are in line with the challenges that Ofsted have highlighted with implementing the current RSE. For example, confidence in delivery, lack of resources, the subject's status/priority, and lack of training. This is even though previous literature suggested statutory status (Strange et al. 2006 and Pound et al. 2017) and clear guidance (Strange et al. 2006), both of which have technically now been provided, would alleviate some of these challenges.

This would suggest that statutory status and clear guidance were not enough to aid the implementation of RSE, therefore more research is needed to fully understand how these factors have impacted implementation and what else might be required to facilitate the implementation of RSE. Although the Ofsted report does shed some light on this using an impressive sample and a range of methods, it was carried out during the first year of the new curriculum during a global pandemic, meaning schools may not have had a chance to embed this.

An understanding of this is important because the quality of sex education in England has been criticised for quite some time and the literature in this area suggests possible associations between this and wider societal problems such as sexual harassment, exemplified by Ofsted's focus on RSE in a review predominantly about sexual harassment.

The aims of the research are as follows:

Aim 1

- **To share best practice and empower school staff** - The literature and media in this area can be critical of schools, so I want to ensure that this piece of research does not add to this. The focus of the research is therefore on understanding challenges and how they can be overcome, rather than only highlighting areas of deficit. I feel that as a trainee EP I am well placed to ensure that a positive psychology lens is applied such that this research highlights what schools are doing well and empowers them to share what they feel would work to further improve this.

Aim 2

- **Improve RSE delivery for young people** – Supporting staff who may have insight in to how to overcome these challenges to share their wisdom, as described in aim 1, will empower and motivate staff in their own practice and enable other teachers to utilise this best practice. This ultimately benefits the young people receiving RSE.

Aim 3

- **Improve understanding of the implementation of the new RSE curriculum and the associated challenges** - Identifying the challenges with implementation will enable a better understanding of what delivery looks like with the new RSE curriculum. This will help to guide

schools themselves with improvement plans and inform support offered to schools with RSE, by external professionals such as Educational Psychologists.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

This research is informed by a critical realist ontology and epistemology. It will use a mixed methods design as from a critical realist perspective this is thought to combine qualitative and quantitative methodologies in a way that addresses the limitations of both (Shannon-Baker, 2016).

The research is predominantly exploratory, as it seeks to explore what the challenges are with implementing RSE and how schools can overcome these. However, the initial quantitative phase will also serve a descriptive purpose, describing what implementation currently looks like in this local authority.

The quantitative phase will require members of staff who plan or deliver RSE in mainstream secondary schools to complete an audit tool designed by experts in the field (Sex Education Forum, 2018) This is made up of 24 items that cover but are not limited to the challenges that the literature review highlighted. Participants are required to rate each item as red, amber or green with regards to their schools' implementation of RSE. This will describe what implementation currently looks like across the local authority whilst also beginning to explore what the challenges might be. Data on response rate and response bias will be calculated first (Creswell, 2009) followed by descriptive statistics to summarise the data. Frequency counts would show what percentage of schools in the sample are or aren't fulfilling the different aspects of implementation.

The qualitative phase will then follow in a sequential design. In depth interviews with one person about overcoming the challenges in their context, is thought to be most appropriate for addressing calls from the literature to better understand implementation that is in line with schools' individual procedures. These will be semi-structured, whereby the researcher will have topics to be discussed

but has freedom to decide how to use these and what follow up on (Coolican, 2014). It will also include a structured sequence first to obtain contextual information about the schools enabling transferability. This data will be stored on a password protected laptop and de-identified.

The topics will be largely informed by the findings from the quantitative data, however solution focussed practice will also inform this. A solution focussed conversation focusses on 'change and what works' (Kelly et al. 2016, p.112) which will help the researcher to explore what schools are already doing to overcome the barriers alongside what else could be done.

Thematic analysis (Braun and Clarke, 2006) will be used to analyse transcripts from the individual interviews. The researcher will identify themes in a bottom up way, meaning that they will be data driven rather than theory driven (Braun and Clarke, 2006). Thematic analysis is theoretically flexible (Willig, 2013) so suitable for a critical realist stance. In addition, Ott et al. (2011) used this method to analyse interview transcripts within a critical realist stance, looking at the challenges to implementing RSE related programmes at a community level. This indicates the appropriateness of thematic analysis for the current study, addressing a similar question from the same stance with the same method.

SECTION F: PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)

The researcher believes that to obtain valid data that addresses the research question homogeneity within the sample is required. Participants will therefore need to fulfil the following criteria.

- Have been involved in the planning and or teaching of RSE since the implementation of the new curriculum in 2020.
- Be an employee at a mainstream secondary school in this local authority.

The decision to focus the research on mainstream schools is because the researcher acknowledges that the implementation in a specialist provision is likely to look significantly different and this would therefore require a separate piece of research. The decision to specify that they need to be an employee of the school is to ensure that they have an in depth understanding of the school system and are considered by other schools to have authority on speaking to these issues.

These criteria will be clearly detailed at the start of the survey.

To increase the likelihood of the above, the researcher has decided to limit the research initially to one Local Authority, who has an interest in the topic area. Due to being on placement in this local authority the researcher will be able to request access to a list of contact details for head teachers and or admin teams at all 100 schools in this local authority via their local ethics panel. They also have other means of accessing head teachers such as head teacher meetings. This means the researcher is more likely to be able to ensure that the participant group is who they say they are and therefore achieve the necessary homogeneity within the sample.

Although sample size is less of a concern due to the absence of inferential statistics, the researcher still acknowledges that Teddie and Tashakkori (2009) suggest that 80 of the 100 schools would need to respond to generalise with a 5% margin of error. Therefore, a multi-step approach to requirement will be used to try to reach the 80% threshold. This will involve the following.

Firstly, a list of contact emails for headteachers and or admin staff in all Mainstream Secondary schools will be sent an email advertisement asking them to forward this to the appropriate staff member who fits the criteria asking them to follow the link to the survey (See appendix e). This link will first ask them to read the participant information sheet (See appendix a), complete the consent form or forms depending on which parts of the research they wish to participate in (see appendix b) and then complete the survey. A reminder email will be sent out two weeks later. Should the headteachers newsletter be going out at an appropriate time this advertisement will also be included in this.

Should the response rate be significantly below this threshold, the researcher will consider disseminating the survey more nationally, as at this point concerns about the studies ability to represent a more general view may be considered to outweigh the concerns around homogeneity of sampling. This would then be disseminated through appropriate social media platforms whom are able and willing to do so such as the sex education forum twitter page @sex_ed_forum, @DiariesEd, a podcast for educators of RSE in association with Brooke sexual health and wellbeing Charity and @brookcharity themselves. The organisers of relevant social media pages, considered so because they are designed to support those delivering and teaching RSE, will be contacted via email and asked to share the link to the survey to obtain a wider reach across England. Existing contacts will also be utilised to increase this reach such as other trainee Educational Psychologists at the Tavistock and Portman who can share with their local authorities and schools, and schools that the researcher has previously been employed in. These additional contacts will be asked if they are happy to share the link to the survey and the email advert (see appendices) will be sent on to them to share. To further increase the chances of the survey reaching more schools and the right staff members it will also be posted on the researcher's personal twitter with relevant hashtags and emailed to all secondary schools in England's public admin emails, accessed through a freedom of access request from the Department for Education in 2017. The request along with how the data can be used is detailed here and the data can also be accessed here https://www.whatdotheyknow.com/request/list_of_all_public_email_address

Participants will tick a box on the survey to say that they are happy to take part in the qualitative interviews if selected. Information about confidentiality and data handling for this data can be found in sections 3 & 14.

Participants for the qualitative phase will be selected purposively to address the research question. Participants who have answered yes to questions that the survey suggests are barriers will be invited to interview. Inclusion and exclusion criteria will be created based on the quantitative data analysis and 6 participants who are the closest to those criteria will be invited to interview. They will be given a deadline to respond by and if they do not respond then the next closest participants will be contacted. This information will be transparently communicated to participants who have volunteered but have not been selected for interview. They will be emailed to thank them for volunteering and to explain that those who were selected were selected because the results of the quantitative data analysis.

5. Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.

If any data collection is to be done online, please identify the platforms to be used.

Participants will complete the survey online anonymously via a link to the survey on Qualtrics, an online questionnaire platform accessible through the university of Essex. The data will be stored on a password protected laptop and transferred as soon as possible to the Essex University One drive Cloud in line with GDPR. They can complete wherever and however they see fit.

Individual interviews will take place within the participants school at a time that is convenient to them to ensure minimal disruption to their working day. A private room where confidentiality can be ensured will be used.

Participants will also be given the option to complete this interview over zoom should they not wish to complete it within their school.

6. Will the participants be from any of the following groups?(Tick as appropriate)

- Students or Staff of the Trust or Partner delivering your programme.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)¹
- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.
- Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).

- Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

7. Will the study involve participants who are vulnerable? YES NO

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If **YES**, a Disclosure and Barring Service (DBS) check **within the last three years** is required.

Please provide details of the "clear disclosure":

Date of disclosure: 21/08/2020
Type of disclosure: Enhanced
Organisation that requested disclosure: Tavistock and Portman NHS Foundation Trust
DBS certificate number: 001707311680

*(NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>). Please **do not** include a copy of your DBS certificate with your application*

8. Do you propose to make any form of payment or incentive available to participants of the research?

YES NO

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

9. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

- As participants are all qualified teachers we can assume they have the capacity to give informed consent.
- Translating will not be necessary, if working in a school in this role then English will be good enough.

SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT

10. Does the proposed research involve any of the following? (Tick as appropriate)

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- use of emails or the internet as a means of data collection
- use of written or computerised tests
- interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- audio-recording interviewees or events
- video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- Themes around extremism or radicalisation
- investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- procedures that involve the deception of participants

- administration of any substance or agent
- use of non-treatment of placebo control conditions
- participation in a clinical trial
- research undertaken at an off-campus location (risk assessment attached)
- research overseas (please ensure Section G is complete)

11. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?

YES NO

If **YES**, please describe below including details of precautionary measures.

The anticipated risk is considered to be very low but there is a small chance that participants in the second phase could become mildly distressed or feel uncomfortable reflecting on their teaching competency. I will offer de-briefing at the end of the interview to check that they are feeling okay and direct them to sources of support if they are not such as colleagues in the school or voluntary external organisations where appropriate.

12. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

I am a trainee Educational Psychologist and my training has included developing skills in working with people experiencing distress, in particular teachers reflecting on their teaching practice. Therefore I have experience of supporting people in such situations.

13. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

This research uses an existing audit tool designed to give schools a snapshot of RSE implementation in their provision such that they can take a targeted approach to improving their provision. Most schools will hopefully still benefit from the tool in this way as this is how head teachers will be encouraged to get their relevant staff member to complete the survey. One way that the Sex Education Forum suggest this tool can be used is to raise awareness, so even if the audit is not used as part of a targeted approach to improve provision it may make key staff members aware of aspects of best practice that they were not currently aware of. This therefore has the potential to improve the implementation of RSE in schools that complete the survey thus improving the experiences of both the staff who deliver this and the young people who receive this.

The qualitative branch of the research intends to empower staff to share their experiences of overcoming the challenges to RSE and what they feel could be done to further enact change. This will not only motivate the participant, but it will also provide guidance to other schools who identify with the challenges and who consider their school context to be similar enough to apply some of this. Contextual information about the schools and the participant's position in the school

will enable other schools to determine this transferability. Thereafter it will also contribute to the body of research and therefore wider understanding of good practice in RSE.

I also feel that this research will add to the development of the EP and school partnership in this area which it could be argued is needed, given that the nature of the subject demands a change in typical pedagogy. It is unlikely, for example, that staff can apply the same pedagogy that they apply to teaching standard academic curricula, when educating around the nuances of consent. EPs have specialist knowledge related to RSE such as an understanding of; the complex psychological aspects of sexual relationships such as power, the systemic influences on people's perception of themselves in relationships, psychological defences, and theories of behaviour change. Thereafter EPs are said to 'exist to support change and improvement in a range of educational and related areas' (Kelly et al. 2016 p.54) and it has been suggested that schools should access professionals such as psychologists to develop their RSE (BPS, 2018), making them well placed to support with this.

This research will be a great starting point for the Educational Psychology Service in the Local Authority in providing schools with targeted support that is catered to the challenges and barriers identified in this local authority.

14. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

Potential areas for adverse effects are as follows:

- Participants could share practice that is concerning from a safeguarding perspective.
- Participants could share views about other members of staff that may cause difficulties professionally if they are in any way identifiable from the research.
- The topic area could be distressing or triggering for the participant because of personal experience.

To address these concerns, the researcher will be clear at the start of the interviews and on the consent forms that any information that presents as a safeguarding concern will have to be shared in line with the typical safeguarding procedures for visitors in their school. Aside from this confidentiality will be ensured by storing the data on a password protected laptop and de-anonymising the data using pseudonyms. The researcher will ensure that the contextual information about the schools involved do not make the schools identifiable by not naming the local authority and by only asking questions that provide generic descriptive information about the school (see appendix d). In addition, themes from the thematic analysis will be checked with participants in the interview participant group to ensure they consent to how their views are being represented.

Participants will be informed about their right to withdraw at the start of the interviews and will be given two weeks after the interviews to withdraw their data. Participants will not be able to withdraw anonymous data submitted for phase 1 of the research as this will be unidentifiable.

Participants will be signposted to appropriate services should this be appropriate.

15. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants.

The researcher will allow half an hour after the formal interview for participants to speak about anything that has distressed them. The researcher will then signpost on to the appropriate services listed below.

16. Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.

<p>Samaritans – 24-hour anonymous support for people struggling to cope</p> <p>MIND – mental health support</p> <p>Suggesting they access support from their GP for mental health difficulties may also be appropriate in some cases.</p>
<p>17. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)</p>
<p>N/A</p>

FOR RESEARCH UNDERTAKEN OUTSIDE THE UK

<p>18. Does the proposed research involve travel outside of the UK? <input type="checkbox"/></p> <p>YES <input checked="" type="checkbox"/> NO</p> <p>If YES, please confirm:</p> <p><input type="checkbox"/> I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/</p> <p><input type="checkbox"/> I have completed a RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.</p>

All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.

If you have any queries regarding research outside the UK, please contact academicquality@taviport.nhs.uk:

Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.

19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:

N/A

SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL

20. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES NO

If **NO**, please indicate what alternative arrangements are in place below:

21. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES NO

If **NO**, please indicate what alternative arrangements are in place below:

22. The following is a participant information sheet checklist covering the various points that should be included in this document.

- Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC or other ethics body.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

A statement that the data generated in the course of the research will be retained in accordance with the Trusts 's Data Protection and handling Policies.:

<https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>

Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

23. The following is a consent form checklist covering the various points that should be included in this document.

Trust letterhead or logo.

Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.

Confirmation that the research project is part of a degree

Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.

Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.

If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.

The proposed method of publication or dissemination of the research findings.

Details of any external contractors or partner institutions involved in the research.

Details of any funding bodies or research councils supporting the research.

Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

SECTION H: CONFIDENTIALITY AND ANONYMITY

24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)? – Phase 1

The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).

The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates). – Phase 2

Participants have the option of being identified in a publication that will arise from the research.

Participants will be pseudo-anonymised in a publication that will arise from the research. (i.e. the researcher will endeavour to remove or alter details that would identify the participant.)

The proposed research will make use of personal sensitive data.

Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES NO

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT

26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES NO

If **NO**, please indicate what alternative arrangements are in place below:

27. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

1-2 years 3-5 years 6-10 years 10> years

NOTE: In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

- Research data, codes and all identifying information to be kept in separate locked filing cabinets.
- Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.
- Access to computer files to be available to research team by password only.
- Access to computer files to be available to individuals outside the research team by password only (See 23.1).
- Research data will be encrypted and transferred electronically within the UK.
- Research data will be encrypted and transferred electronically outside of the UK.

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer:

<https://www.essex.ac.uk/student/it-services/box>

- Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.
- Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).
- Use of personal data in the form of audio or video recordings.
- Primary data gathered on encrypted mobile devices (i.e. laptops).

NOTE: This should be transferred to secure University of Essex OneDrive at the first opportunity.

All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

Only I will have access.

30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:

N/A

SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

30. How will the results of the research be reported and disseminated? (Select all that apply)

- Peer reviewed journal
- Non-peer reviewed journal
- Peer reviewed books
- Publication in media, social media or website (including Podcasts and online videos)
- Conference presentation
- Internal report
- Promotional report and materials
- Reports compiled for or on behalf of external organisations
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

SECTION K: OTHER ETHICAL ISSUES

31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS

32. Please check that the following documents are attached to your application.

- Letters of approval from any external ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Letters of approval from locations for data collection
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

34. Where it is not possible to attach the above materials, please provide an explanation below.

Letters of approval from the local authority will not be possible until after TREC approval.

Assent form for children not applicable as children are not used in the research.

Overseas travel approval not applicable as no overseas travel.

Letters of approval will be gained when locations are determined. This will be in the format of an email consent from the head teacher.

7.15 Appendix O – Consent forms



The Tavistock and Portman
NHS Foundation Trust

Participant Consent Form (survey)

Research Title: What do school staff perceive to be the challenges in implementing the new RSE curriculum and how can schools overcome these?

Thank you for clicking on the link to complete this doctoral research about your experience of planning and/or teaching Relationships and Sex Education.

By participating in this research, you are consenting to the following statements:

- I have read and understand the participant information sheet and therefore am fully informed about the aims and purpose of this research.
- I give consent to my participation in this research through completing this online survey.
- I understand that this information will not be shared with anybody other than myself and will be stored safely under GDPR and the Tavistock and Portman guidelines
- I understand that participation in this research project is voluntary and, if I choose to participate and choose not to provide my email address my data cannot be returned to me as it will be anonymous.

- Any information that I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations.
- This survey will be anonymous unless I choose to share my email data below. This data will then be stored securely and only used for the purposes of arranging your individual interview. Individual interviews will be de-identified.
- Although my individual data will not be shared, the interpretation and analysis of information may be shared with the research supervisor who will be participating in this project.

I understand that by completing the survey I am consenting to the above.

Date: _____

Should you wish to take part in a further 1-hour interview addressing the research title, please indicate by ticking here and completing the following consent form additionally.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Participant Consent Form (interview)

Research Title: What do school staff perceive to be the challenges in implementing the new RSE curriculum and how can schools overcome these?

By participating in this research, you are consenting to the following statements:

- I have read and understand the participant information sheet and therefore am fully informed about the aims and purpose of this research.
- I give consent to my participation in this research further through attending an interview with the researcher for up to an hour to discuss my experiences of the research title in my school.
- I consent to the video or audio recording of this interview.
- I understand that this information will not be shared with anybody other than myself and will be stored safely under GDPR and the Tavistock and Portman guidelines
- I understand that participation in this research project is voluntary and, if I choose to participate, I may withdraw at any time or can withdraw any unprocessed data previously supplied up to two weeks after the interview is conducted.
- Any information that I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations.

- The researcher will de-identify data by assigning pseudonyms to participants instead of names, however given the small sample size and that some detail about the school will need to be given to enable other schools to determine if the findings are generalisable to them, it is possible that those close to me may be able to identify me.
- All information that is given will be treated as confidential, but there will be limitations in confidentiality if there is a disclosure of imminent harm to self and/or others.
- Although my identity will not be shared the interpretation and analysis of information will be shared with the research supervisor who will be participating in this project.

Name: _____

Email address: _____

Signed: _____

Date: _____

7.16 Appendix P – Participant information form

Participant information sheet

Research Title: What do school staff perceive to be the challenges in implementing the new Relationships and Sex Education (RSE) curriculum and how can schools overcome these?

Who is doing the research?

My name is Claudia Stevens. I am a trainee Educational Psychologist in my third year of study. I am writing this research as part of my training. Dr Rachael Green, a practising Educational Psychologist and Research and Professional Practice lecturer on the Educational Psychology Doctorate, will be supervising the research.

What are the aims of the research?

The aims of this research are as follows:

- To better understand the challenges schools face when implementing the new RSE curriculum.

- To explore how schools are overcoming these challenges and how they think these challenges could be further addressed.
- To share individual school's experiences of overcoming challenges such that this can inform other schools' practice.

Who can take part in this research?

We are looking for participants who meet the following criteria:

- Have been involved in the planning and or teaching of RSE since the implementation of the new curriculum in 2020.
- Be a qualified teacher employed at a mainstream secondary school within the local authority.

What will I be required to do?

You will be asked to complete an online survey in which you will be asked to rate how you consider your current implementation of RSE to be. This will be anonymous. You will also be asked if you are willing to take part in an interview taking 30 minutes to an hour, which will explore your views about the implementation of RSE in your school in more depth. This will be optional.

How will this research benefit me/my school?

The survey this research is using to collect the initial round of data is a whole school RSE audit tool developed by the Sex Education Forum (2018) to help schools to identify areas of strength and need in their provision. Therefore, completing the survey can be of use within

your school as well as it contributing to a better understanding of the challenges schools face in this area.

The second round of data will be collected through individual interviews. These interviews will be conducted in a way that is focused on highlighting resources and examples of overcoming challenges. Therefore, involvement in this aspect of the research should empower staff to not only further improve their own practice but also to share best practice with other schools.

Why am I being invited to participate?

It is our belief that staff members who experience the planning and teaching of RSE first-hand within the context of a school are best placed to shed light on the challenges presented and contribute to discussions about the ways in which these challenges can be overcome. Schools can then benefit from a wider picture of the challenges faced by schools more generally and the sharing of best practice from those facing similar challenges.

Who has approved this research?

This research has been approved by Tavistock and Portman NHS Trust and *****LA Educational Psychology Service.

Do I have to take part?

Participation in this research project is voluntary and, if I choose to participate, I may withdraw at any time or to withdraw any unprocessed data previously supplied.

Will anyone know what I have said?

I will be taking steps to ensure views remain confidential and no personal data will be shared outside of the interview. Answers to questions will be deidentified to ensure that personal details are not given but I may use verbatim quotes in my thesis write up and a journal publication which you may recognise as your own.

The only time I would tell your school about something you have said, is I have any safeguarding concerns. If this is the case I will follow your schools procedure for visitors sharing safeguarding concerns.

If you have any questions

If you have questions please email me at cstevens@tavi-port.nhs.uk

If you have any concerns or complaints

If you have any concerns or complaints about the researcher or your involvement in this study, you can contact Paru Jeram, the Tavistock and Portman NHS Trust Quality Assurance Officer using this email address - pjeram@tavi-port.nhs.uk.

7.17 Appendix Q – SPSS output for tests of normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool.	.258	82	.000	.791	82	.000

a. Lilliefors Significance Correction

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.	.285	83	.000	.795	83	.000

a. Lilliefors Significance Correction

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness.	.253	79	.000	.789	79	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.	.297	83	.000	.767	83	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	.330	83	.000	.743	83	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.	.317	78	.000	.747	78	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	.249	80	.000	.795	80	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Assessment opportunities are built into the RSE lessons and programme.	.344	83	.000	.729	83	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
RSE is assessed on skills and attributes as well as knowledge.	.330	83	.000	.742	83	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parents receive information about pupil's learning in RSE.	.335	80	.000	.737	80	.000

a. Lilliefors Significance Correction

7.18 Appendix R – Kruskal-Wallis tests to check the confound of familiarity with the tool. Familiarity with the tool as outcome variable and intended I.V.s as I.V.s

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.057	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.

a. The significance level is .050.

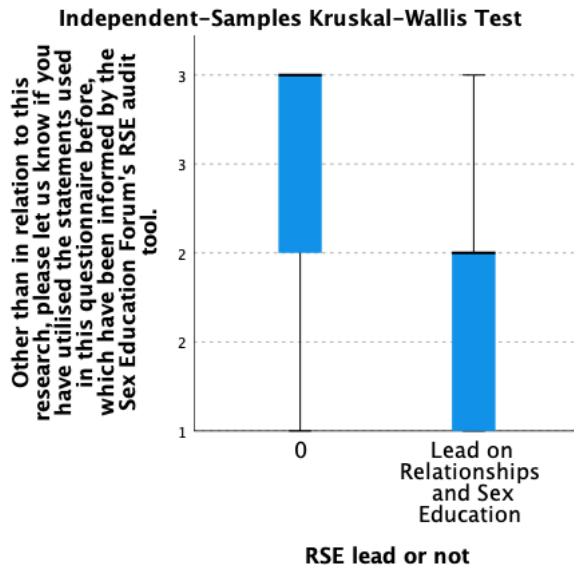
b. Asymptotic significance is displayed.

Key

1 = Yes, I have used this tool before.

2 = They seem familiar, but I can't be sure.

3 = No, I have never come across these statements before.



Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool, is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.898	Retain the null hypothesis.

- a. The significance level is .050.
- b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool, is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent-Samples Kruskal-Wallis Test	.879	Retain the null hypothesis.

- a. The significance level is .050.
- b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.387	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.853	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool. is the same across categories of RSE is taught by staff who want to teach it, who are trained and supported, knowledgable and confident..	Independent-Samples Kruskal-Wallis Test	.122	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Other than in relation to this research, please let us know if you have utilised the statements used in this questionnaire before, which have been informed by the Sex Education Forum's RSE audit tool. is the same across categories of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget..	Independent-Samples Kruskal-Wallis Test	.734	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

7.19 Appendix S – Kruskal-Wallis results for ‘type of school’ as I.V. and potential barriers as outcome variables

Key

3 = Yes

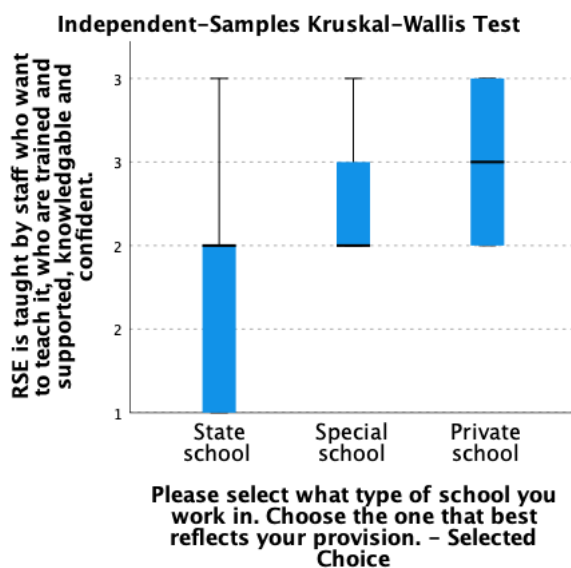
2 = To some extent

1 = No

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent-Samples Kruskal-Wallis Test	.016	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice

Sample 1–Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
State school–Special school	–9.232	6.816	–1.355	.176	.527
State school–Private school	–17.607	6.402	–2.750	.006	.018
Special school–Private school	–8.375	8.429	–.994	.320	.961

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2–sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple ...

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent–Samples Kruskal–Wallis Test	.556	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent–Samples Kruskal–Wallis Test	.083	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent–Samples Kruskal–Wallis Test	.628	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent-Samples Kruskal-Wallis Test	.356	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent-Samples Kruskal-Wallis Test	.073	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Assessment opportunities are built into the RSE lessons and programme. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent-Samples Kruskal-Wallis Test	.623	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is assessed on skills and attributes as well as knowledge. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent-Samples Kruskal-Wallis Test	.265	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Parents receive information about pupil's learning in RSE. is the same across categories of Please select what type of school you work in. Choose the one that best reflects your provision. – Selected Choice.	Independent-Samples Kruskal-Wallis Test	.052	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

7.20 Appendix T – Results of the Kruskal-Wallis tests with ‘RSE lead or not’ as factor and potential barriers as outcome variables

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.905	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.905	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.978	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.822	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.918	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.561	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.610	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Assessment opportunities are built into the RSE lessons and programme. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.391	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is assessed on skills and attributes as well as knowledge. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.111	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Parents receive information about pupil's learning in RSE. is the same across categories of RSE lead or not.	Independent-Samples Kruskal-Wallis Test	.708	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

7.21 Appendix U - Kruskal-Wallis tests with 'time in role' collapsed as factor and potential barriers as outcome variables

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.333	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.653	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.495	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.407	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.893	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.321	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Assessment opportunities are built into the RSE lessons and programme. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.171	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is assessed on skills and attributes as well as knowledge. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.139	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Parents receive information about pupil's learning in RSE. is the same across categories of Time in roll collapsed.	Independent-Samples Kruskal-Wallis Test	.454	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

7.22 Appendix V - Kruskal-Wallis tests with 'SMT or not' as factor and potential barriers as outcome variables

Key

3 = Yes

2 = To some extent

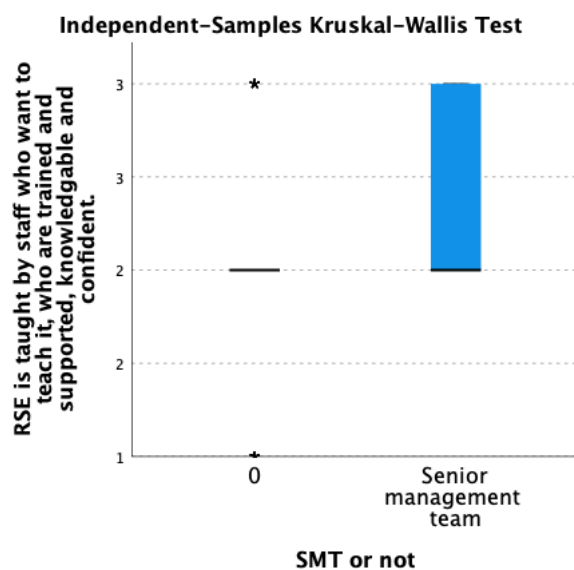
1 = No

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.008	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.544	Retain the null hypothesis.

a. The significance level is .050.

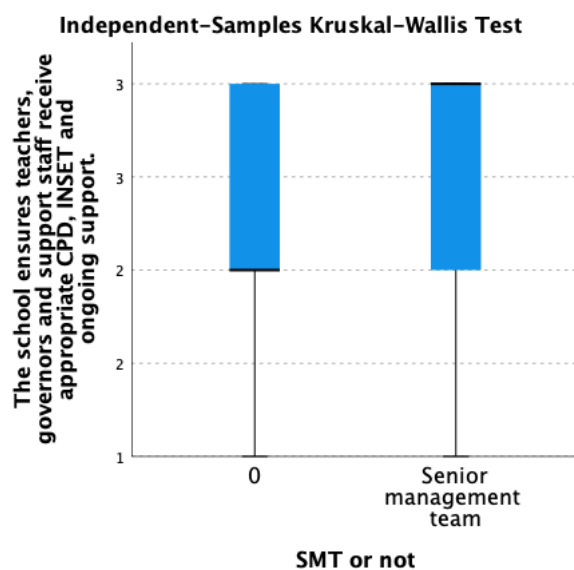
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.037	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.397	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.285	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Assessment opportunities are built into the RSE lessons and programme. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.131	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is assessed on skills and attributes as well as knowledge. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.249	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Parents receive information about pupil's learning in RSE. is the same across categories of SMT or not.	Independent-Samples Kruskal-Wallis Test	.728	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

7.23 Appendix W - Hypothesis 1 results

Hypothesis 1: Participants who answered yes to 'The head and senior leaders give RSE high status within the school' will be more likely to answer yes to the identified barriers.

Key

3 = Yes

2 = To some extent

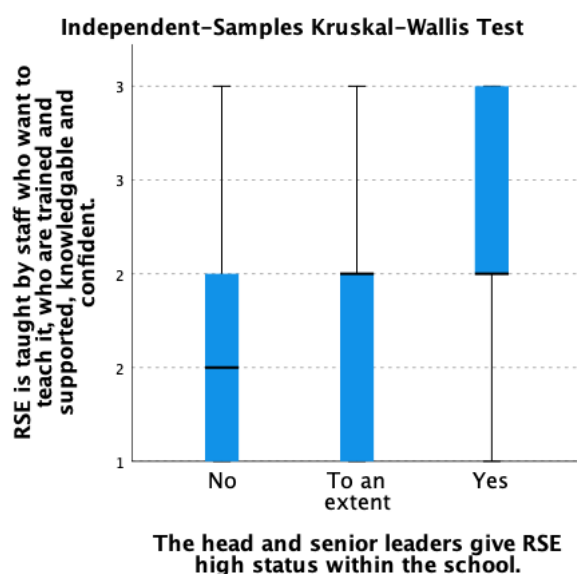
1 = No

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.025	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The head and senior leaders give RSE high status within the school.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-6.917	9.609	-.720	.472	1.000
No-Yes	-18.268	9.289	-1.967	.049	.148
To an extent-Yes	-11.351	5.059	-2.244	.025	.075

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

- a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.168	Retain the null hypothesis.

- a. The significance level is .050.

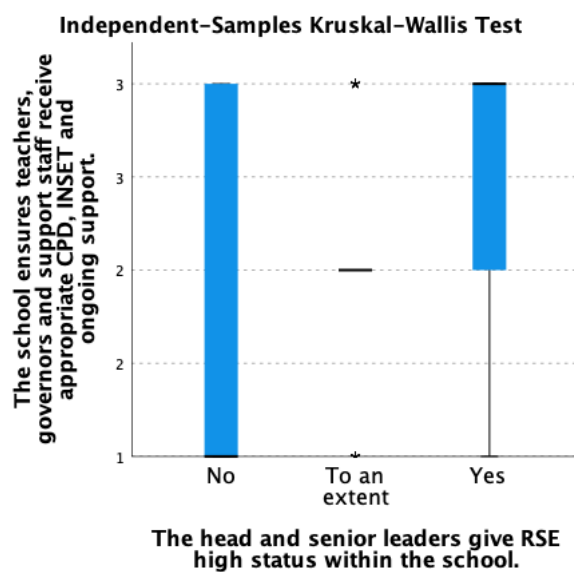
- b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

- a. The significance level is .050.

- b. Asymptotic significance is displayed.



Pairwise Comparisons of The head and senior leaders give RSE high status within the school.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-4.914	9.735	-.505	.614	1.000
No-Yes	-25.755	9.410	-2.737	.006	.019
To an extent-Yes	-20.842	5.125	-4.066	.000	.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

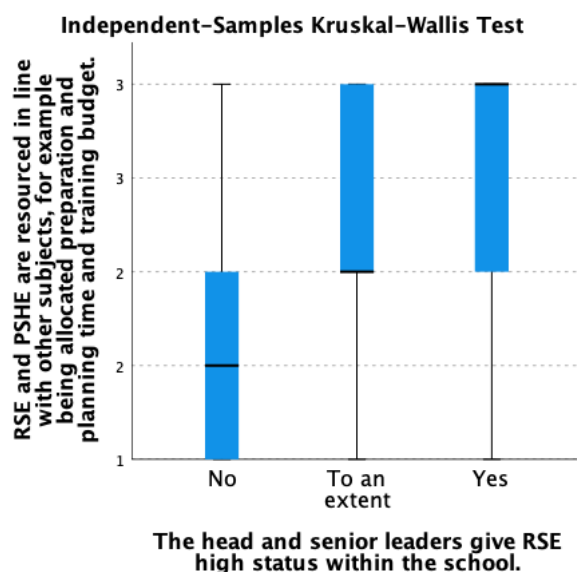
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.018	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The head and senior leaders give RSE high status within the school.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-15.710	9.655	-1.627	.104	.311
No-Yes	-24.183	9.333	-2.591	.010	.029
To an extent-Yes	-8.473	5.083	-1.667	.096	.287

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

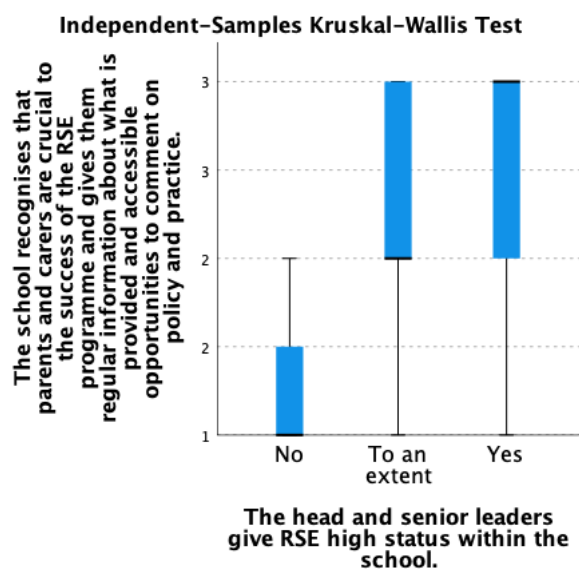
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.002	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The head and senior leaders give RSE high status within the school.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-27.102	10.749	-2.521	.012	.035
No-Yes	-34.728	10.458	-3.321	.001	.003
To an extent-Yes	-7.626	4.864	-1.568	.117	.351

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

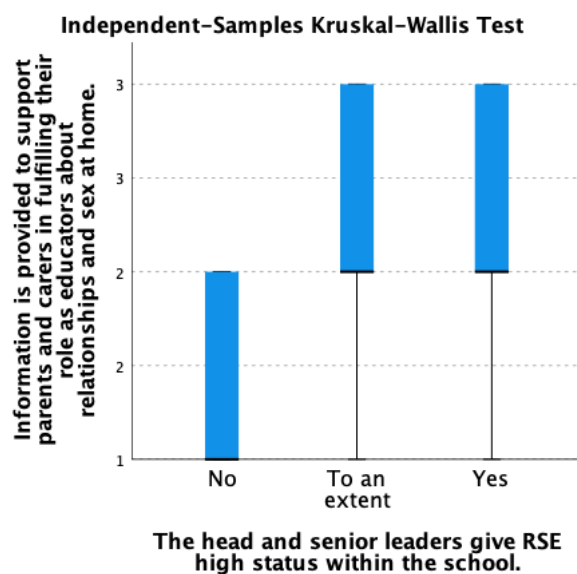
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.039	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The head and senior leaders give RSE high status within the school.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-21.543	10.332	-2.085	.037	.111
No-Yes	-25.357	10.022	-2.530	.011	.034
To an extent-Yes	-3.814	5.101	-.748	.455	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

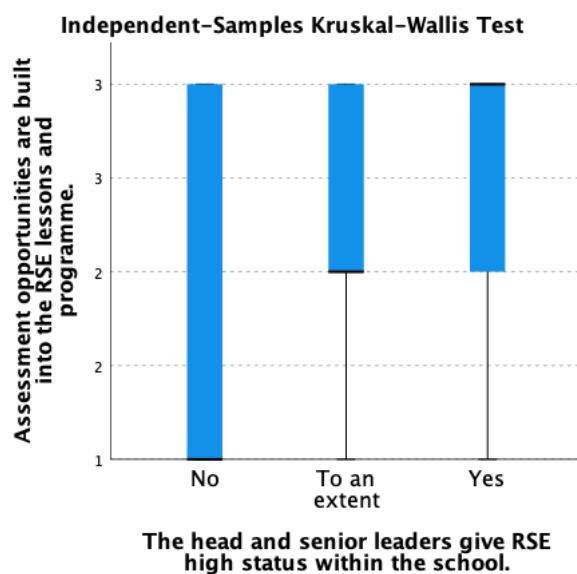
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Assessment opportunities are built into the RSE lessons and programme. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.011	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The head and senior leaders give RSE high status within the school.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-11.011	9.549	-1.153	.249	.747
No-Yes	-22.284	9.230	-2.414	.016	.047
To an extent-Yes	-11.272	5.028	-2.242	.025	.075

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

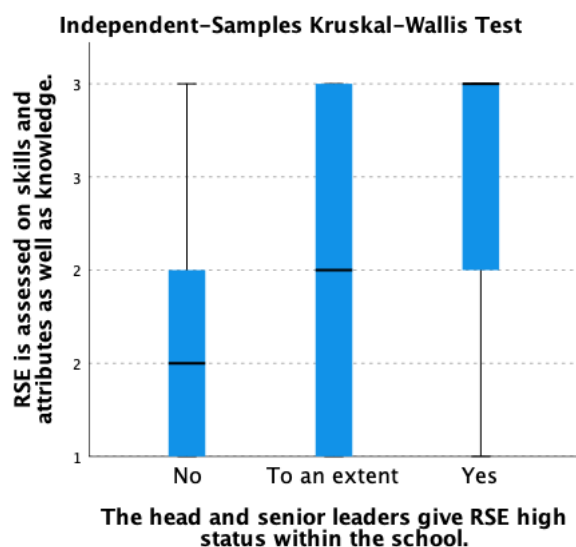
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is assessed on skills and attributes as well as knowledge. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.009	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The head and senior leaders give RSE high status within the school.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-12.649	9.700	-1.304	.192	.577
No-Yes	-23.890	9.376	-2.548	.011	.033
To an extent-Yes	-11.241	5.107	-2.201	.028	.083

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Parents receive information about pupil's learning in RSE. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.212	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

7.24 Appendix X – Hypothesis 2 results

Hypothesis 2: Participants who answered yes to ‘The school ensures that RSE is embedded in the school’s values and moral framework’ will be more likely to answer yes to the identified barriers.

Key

3 = Yes

2 = To some extent

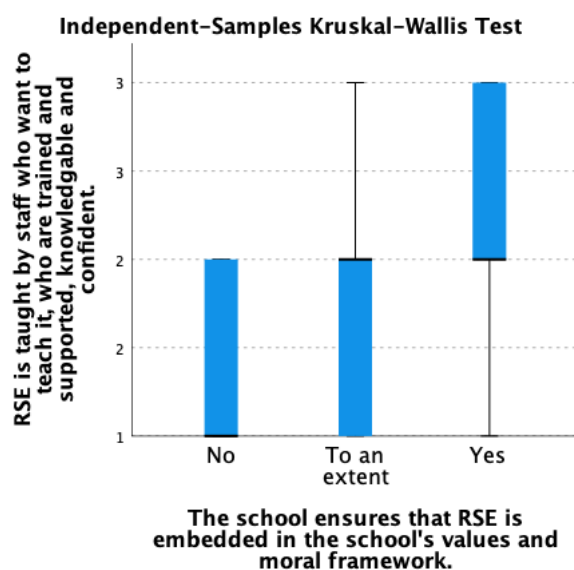
1 = No

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident, is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The school ensures that RSE is embedded in the school's values and moral framework.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-16.560	8.902	-1.860	.063	.189
No-Yes	-27.863	8.127	-3.429	.001	.002
To an extent-Yes	-11.304	5.525	-2.046	.041	.122

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

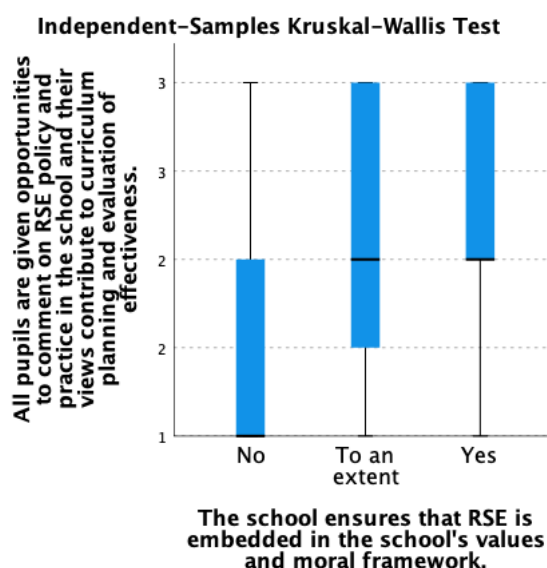
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.010	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The school ensures that RSE is embedded in the school's values and moral framework.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-12.739	9.139	-1.394	.163	.490
No-Yes	-22.861	8.388	-2.725	.006	.019
To an extent-Yes	-10.122	5.490	-1.844	.065	.196

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

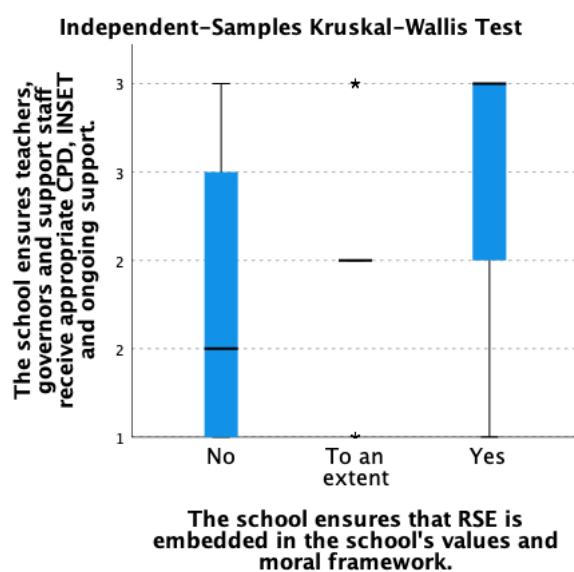
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.002	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The school ensures that RSE is embedded in the school's values and moral framework.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-6.232	9.018	-.691	.490	1.000
No-Yes	-22.092	8.233	-2.683	.007	.022
To an extent-Yes	-15.860	5.597	-2.834	.005	.014

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

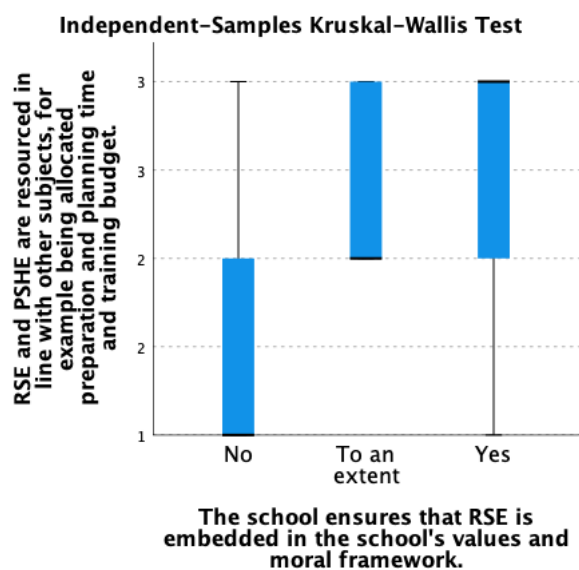
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The school ensures that RSE is embedded in the school's values and moral framework.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-21.146	8.944	-2.364	.018	.054
No-Yes	-27.690	8.165	-3.391	.001	.002
To an extent-Yes	-6.544	5.551	-1.179	.238	.715

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

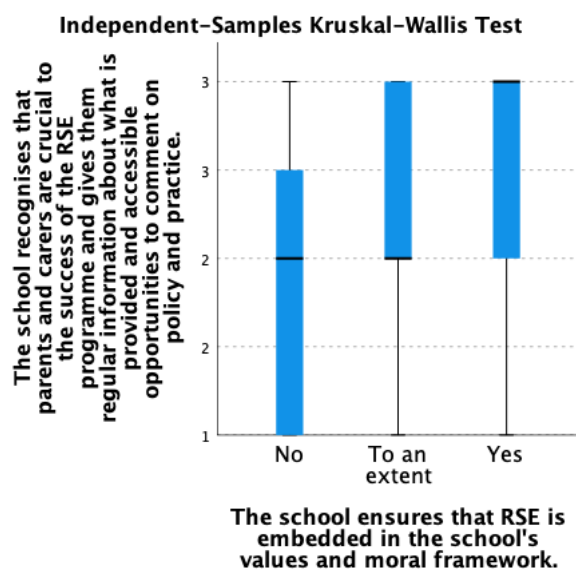
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.015	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The school ensures that RSE is embedded in the school's values and moral framework.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-8.428	8.456	-.997	.319	.957
No-Yes	-18.935	7.640	-2.479	.013	.040
To an extent-Yes	-10.507	5.407	-1.943	.052	.156

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

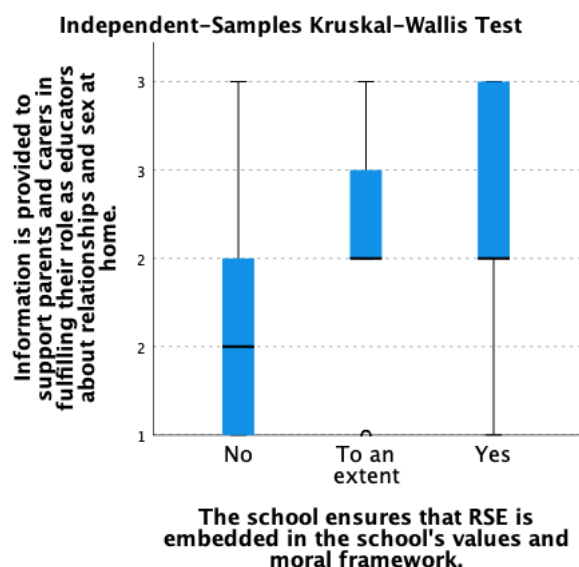
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.025	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of The school ensures that RSE is embedded in the school's values and moral framework.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-11.368	8.970	-1.267	.205	.615
No-Yes	-20.154	8.082	-2.494	.013	.038
To an extent-Yes	-8.785	5.705	-1.540	.124	.371

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Assessment opportunities are built into the RSE lessons and programme. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.059	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is assessed on skills and attributes as well as knowledge. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.112	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Parents receive information about pupil's learning in RSE. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.121	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

7.25 Appendix Y – Hypothesis 3 results

Hypothesis 3: Participants who answered yes to ‘RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.’, or ‘RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget’, will be more likely to answer yes to, ‘The diverse experiences of pupils, such as looked after children and those with SEND, are acknowledged and their RSE needs are met’.

Key

3 = Yes

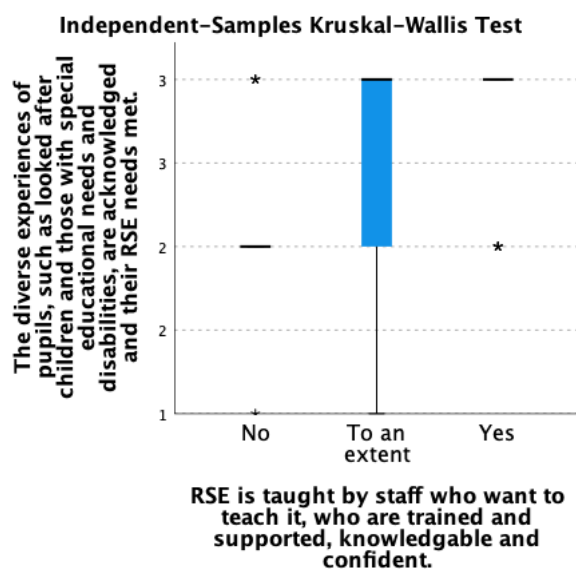
2 = To some extent

1 = No

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The diverse experiences of pupils, such as looked after children and those with special educational needs and disabilities, are acknowledged and their RSE needs met. is the same across categories of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident..	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-13.488	6.255	-2.157	.031	.093
No-Yes	-25.140	6.987	-3.598	.000	.001
To an extent-Yes	-11.652	5.317	-2.191	.028	.085

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

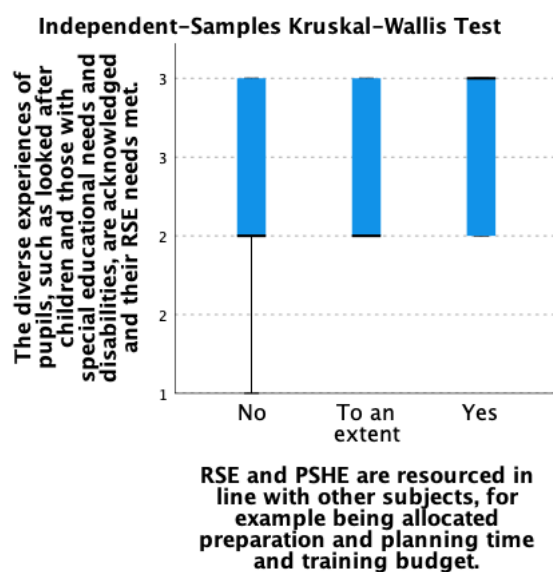
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The diverse experiences of pupils, such as looked after children and those with special educational needs and disabilities, are acknowledged and their RSE needs met. is the same across categories of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget..	Independent-Samples Kruskal-Wallis Test	.014	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.



Pairwise Comparisons of RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
No-To an extent	-5.002	7.311	-.684	.494	1.000
No-Yes	-16.467	6.906	-2.385	.017	.051
To an extent-Yes	-11.466	5.018	-2.285	.022	.067

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

7.26 Appendix Z – Positive response bias testing output

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of RSE is an identifiable part of the PSHE education curriculum, which has planned, timetabled lessons across all key stages. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.152	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Visitors are used to support and enhance RSE not to excuse school staff from teaching it. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.220	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of The school keeps up to date with local health and advice services and provides clear access to information about them for pupils. is the same across categories of The head and senior leaders give RSE high status within the school..	Independent-Samples Kruskal-Wallis Test	.033	Reject the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Visitors are used to support and enhance RSE not to excuse school staff from teaching it. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.676	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Resources are carefully selected for their sustainability and reviewed for effectiveness once in use. is the same across categories of The school ensures that RSE is embedded in the school's values and moral framework..	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Part of the assessment involved pupils being asked to reflect on their work and learning. is the same across categories of RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident..	Independent-Samples Kruskal-Wallis Test	.478	Retain the null hypothesis.

- a. The significance level is .050.
b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of Where appropriate the school offers school-based drop-ins and other support services for pupils. is the same across categories of RSE is taught by staff who want to teach it, who are trained and supported, knowledgable and confident..	Independent-Samples Kruskal-Wallis Test	.081	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.