Early sexual socialisation and sexuality education: parental perspectives

"How should we tell the children?"

Technical Report (RPG-050)

Nicole Stone, Andrew Bengry-Howell, Roger Ingham and Laura McGinn

Acknowledgements

- All the schools, Sure Start centres, children's centres and community organisations who kindly agreed to distribute our recruitment materials and raise awareness of the project.
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Structure of the report

This technical report describes the background to the research project *"Early sexual socialisation and sexuality education: parental perspectives"* funded by the Leverhulme Trust (RPG-050). It outlines the project's aims and objectives and summarises the research design methodology. It also details the recruitment strategy and presents the discussion and interview schedules used in the collection of the data. Basic demographic details of the parents and carers who participated in the research are also presented.

Investigating parental communication

"How are babies made?". "Why don't girls have willies?".
"Can boys marry each other?".

Probably all parents and carers have faced such 'innocent' questions from young children on issues relating to relationships, reproduction and sexuality. Similarly, nearly all parents and carers have found some of these questions challenging to answer. There has hitherto been very little research interest in the area of early sexuality communication, possibly because it is, by its very nature, seen to be intrusive and unduly inquisitive. However, there are strong indications that the impact of early styles of communication can be immense in terms of sexual safety and outcomes.

Background and overview

Exposure to quality sexuality education has clear implications for improving mental and physical well-being, as well as individuals' ability to develop appropriate competencies and skills, to understand and critically challenge assumptions, to avoid sexual exploitation and abuse and to achieve healthy sexual development [1]. Yet despite such widespread international recognition of its importance, there is still extensive variation between countries in sexual health outcomes among young people. Despite reductions over the past decade in under 18 conceptions and birth rates, the latest available data still show England and Wales as having the highest teenage birth rates in western Europe, and STI rates continue to increase. Amongst the many suggestions as to why such variation occurs, there is increasing acknowledgement of the crucial role that wider social contexts play in influencing many aspects of young people's sexual health, attitudes and behaviour [2]. Consequently, interest in how young people acquire their knowledge about sexuality, form their attitudes and develop their expectations and values have long been of interest to social science researchers. For most, however, this interest has not extended to exploring the sexual socialisation of younger children despite the obvious links.

Sexual socialisation and sexuality education are the processes by which knowledge, attitudes and values about sexuality are transmitted and acquired. These are complex processes that occur through the entire lifespan; they involve the assimilation of contributions from different sources and delivered in multiple forms – verbal and nonverbal, direct and indirect, intentional and unintentional [3].

Parents are generally acknowledged as the initial sexuality educators of their children [4]. Possibly wittingly (albeit not necessarily so), the parents' role as educator starts the day their child is born in subtle ways through the implicit (through modelling) and explicit assumptions about gender 'properties' and roles. Subsequent and ongoing communication (involving modelling, scripting, discursive positioning, etc.) about relationships, love and affection, and other relevant issues follows [5]. All too soon, children become active agents in this process, and parents inevitably find themselves facing challenging (and often very direct) questions from toddlers and pre-schoolers. How these questions

are dealt with by parents and primary carers of children form the basis on which young children begin to develop an understanding of the sexual and relationship world they inhabit. They are also the foundations which will likely shape the sexual discourses, meanings and strategies used in early adolescence, young adulthood and beyond, probably with important consequences.

Parental communication and behaviour in the teenage years

Much research has focused on young people's emerging sexuality and sexual curiosity in the teenage years, and the wishes of 'adults' (variously defined) to control and influence behaviours. A rich literature highlights the role that gatekeepers, particularly parents, play in shaping discourses and influencing adolescents' and young people's sexual decision-making through their different approaches to the issues involved [6].

A long-standing distinction in the field of sexual health and young people relates to the notions of erotophobia and erotophilia [7]. Put simply, those who feel guilty, shameful and fearful about sexuality and sex are less likely to discuss and use contraception than are those who are more positive about the topic. This raises the question of where and when such negative attitudes arise. In the UK, parents' reported general warmth and availability during their children's primary school years and throughout the teenage years, is found to be a strong predictor of future safer sexual behaviour, whilst willingness and ability to discuss sexuality openly throughout their children's lives appears to impart both competence and confidence (to resist partner coercion and other pressures, for example). In contrast, reluctance to talk about sexual matters and embarrassment in doing so appears to reinforce negative messages of unacceptability, prohibition and mystification, and to be associated with less effective contraceptive use [8].

Hogarth, in her study of female sexual self-exploration (namely masturbation) and its association with sexual self-knowledge and self-expression, found a strong link between reported open and relaxed parental communication, reported comfort with their own bodies and higher mutuality in (and 'safer') decision making with sexual partners [9]. Young women with positive sexual attitudes viewed masturbation with positivity, reported enhanced sexual empowerment and offered greater critical understanding of their own sexuality in terms of how their bodies worked and interacted with those of their sexual partners. Although the sample size was small, there were indications that comfort and positivity were also associated with delayed sexual debut.

Parental communication in the childhood years

The information and explicit and implicit messages that are (or are not) communicated by parents appear to play an important and powerful role in the sexual socialisation of teenagers. Yet, how a parent feels about, and reacts to, behaviours, inquisitive questioning and exploration by much younger children, and the notions of right and wrong, normal and non-normal, or acceptable and unacceptable, that are imparted, are far less well understood and documented [10].

To date, only a handful of studies internationally have explored these processes in any detail and, in particular, parental concerns and anxieties associated with the sexual socialisation and sexuality education of young children [11].

Geasler, Dannison and Edlund (1995) used focus group discussions with parents of children between the ages of zero and five in the United States to identify concerns and difficulties in the sexuality education of young children [12]. They detected a tension between parents' own sexuality learning and their wish to communicate openly with their own children; consequently, parental behaviours often contradicted their stated desires. Ballard and Gross (2009) conducted a similar study also in the United States reporting that parental discussions focused on the biological aspects of sexuality (such as anatomy and reproduction) rather than personal relationships, reflecting what parents believed to be developmentally appropriate [13]. Davies and Robinson (2010) explored this further in their focus groups discussion with parents and children (aged 3-5 years) in Australia concluding that "there is a disjuncture between parents' perceptions of their children's awareness and knowledge of sexuality and relationships, and the knowledge many children already have around these issues. Parents can underestimate their children's capacity to understand information about sexuality and relationships" (p259) [14]. Frankham (2006) also found that parents she interviewed in the UK took a 'child-centred' approach to sexuality education where disclosure of information was led by children's questioning to prevent giving them 'too much' and/or 'too soon'. However, this frequently led to closed or narrow responses [15].

Most of what is currently known about parents' sexual socialisation of young children centres on their intentional socialisation or attempts at sex education, including what, when and how to tell children about sexuality [16]. Little is known about how, when and which parents initiate conversations; the reasons for (non)-communication; the strategies parents employ to handle sensitive and difficult topics; and how ethnicity, religious affiliation, class and family structure can shape sexual socialisation.

Aims of the research

Through the use of qualitative research methods with parents of 4-7 year olds drawn from a range of cultural, religious and socio-economic backgrounds, the aim of this research project was to explore parents' experiences, fears, concerns and justifications regarding early childhood sexual socialisation and development, their personal experiences of initiating sexuality communication, reacting and responding to their child's emerging sexuality and sexual curiosity, and their understanding of the impact their actions and reactions may have on their children both now and in the future.

Specifically, the objectives of the research were to:
- examine parental views regarding the sexualisation of society, notions of childhood innocence and the role of sexuality education (both within the home and in wider society);
- explore the range of communication tools, techniques and tactics parents employ to manage young children's sexuality questioning and development;
- examine parental reaction to the age appropriateness of Personal Social Health and Economic Education (including sex and relationships education) in school;
- develop some theoretical insights into how communication in this context can be categorised;
- develop a better understanding of the barriers and opportunities for sexuality communication between 'adults' and children, and
- consider the implications of the results for policy and practice.

Research methodology

The aim of the research was explore the views of diverse range of parents. As such, the research was focused in Local Authority (LA) areas located within the former Government Offices (GO) of London and the South East. Its components were as follows.
- Focus group discussions with parents of young children aged between four and seven years.
- Semi-structured reflective telephone interviews with focus group participants, conducted six to eight weeks post group participation.

Selection of sites and schools

Selection of sites was based on the stratification of all Local Authorities within each of the two GO regions by the proportion of ethnic minorities within the population, and the random selection of Local Authorities with either a high or low ethnic proportion. Four Local Authorities were initially selected through this process; Hampshire (low proportion) and Reading (high) in the South East, and Sutton (low) and Lambeth (high), in London.

All state funded primary schools located within each of the four Local Authorities were subsequently identified, ranked and allocated to quintile groupings, based on the percentage of pupils eligible for

free school meals (used as a proxy for area level of deprivation). Schools within the upper and lower quintiles in each Local Authority were contacted and head teachers were invited to support the facilitation of the research by agreeing to distribute the project's recruitment flyer to parents of pupils in Foundation Stage and Key Stage One. Unfortunately, a high proportion of schools declined this invitation, or failed to respond to repeated attempts to contact them. Once all primary schools in the upper and lower quintiles in each Local Authority had been contacted, schools in the remaining quintiles were systematically approached. In the case of Reading, schools in all quintiles were contacted but only two (out of 31) agreed to distribute the recruitment materials. An additional and similar Local Authority – Slough - was selected and primary schools were contacted, to increase participation. Although the response from schools in Hampshire was more positive the deprivation profile of the participating schools was skewed. As such, a number of schools in Portsmouth were identified and contacted with the aim of recruiting additional participants from low ethnic minority, higher deprivation areas.

Of the 207 schools that were initially contacted, 30 agreed to support and publicise the research project. The distribution of participating schools by selection stratification groupings are outlined in Table 1. It should be stressed that the research was not intended to enable specific conclusions on *particular* sites, schools or parents to be reached. Furthermore, the necessarily low numbers of participants involved in qualitative approaches make any claims regarding representativeness of the samples very tenuous. Rather, the aim was to explore themes that may assist in understanding the processes and considerations involved in early sexual socialisation and sexuality education of children from the perspective of parents and primary carers.

Table 1: Number of participating schools in LA sites by ethnic minority and free school meal (FSM) provision stratifications.

	Proportion of ethnic minorities in LA		
	High	**Low**	**Overall**
Low FSMs$^\Upsilon$	7	8	**15**
Medium FSMs	1	1	**2**
High FSMs	5	8	**13**
Overall	**13**	**17**	**30**

$^\Upsilon$ Free school meals (FSM) used as a proxy indicator for local area deprivation.

Recruitment

The distribution of recruitment flyers (see Annex 1) via schools generated a sample of interested parents and carers. An initial assessment of the generated interest suggested, however, that fathers were under-represented in the sample along with parents from the more deprived locations within the schools' catchments areas. In order to address this under-representation and boost recruitment, approaches were made to Sure Start Centres, Children's Centres and relevant community groups.

Parents and carers expressed an interest in the research project by either returning a tear-off reply slip or through contacting the research team directly via e-mail or telephone. After receiving further information about the project, each volunteer was invited to join a discussion group being hosted in their local area. Groups were organised at various times during the day and evening to accommodate as many participants as possible. The groups lasted approximately an hour and a half, light refreshments were provided and all participants received £10 towards any expenses that they may have incurred.

Focus group discussions

The adapted strategy resulted in 110 parents and primary carers participating in 27 focus group discussions across London and the South East. Following the collection of basic demographic data from participants with the use of a short questionnaire (Annex 2), each discussion began with an 'icebreaker' question asking parents to recall memories of their own sex and relationships education (SRE). This stimulated much discussion and amusement and put participants quickly at ease. Discussion was then steered by the facilitator using a question route schedule examining general attitudes towards sexuality education in the home and wider society, discursive notions of childhood innocence, reactions and responses to childhood sexual curiosity, concerns and justifications regarding childhood sexualisation and sexuality education, and their understanding of the impact their actions and reactions are having on their children both now and in the future (Annex 3). A selection of resources designed to deal with some of these issues were also used as prompts and to elicit reactions throughout the discussion (Annex 4).

All discussions were digitally recorded with consent. Furthermore, all participants were required to sign a confidentiality agreement prior to the discussion, which stated that participants must not share any personal information disclosed by participants with anyone outside of the discussion group (Annex 5). Participants were de-briefed at the end of the group (Annex 6) and were provided with a listing of useful parental resources (Annex 4).

Ethical approval for the study was obtained through the University of Southampton ethics and governance procedures.

Reflective interviews

At the end of the focus group discussions all participants were invited to take part in a follow-up telephone interview 6-8 weeks later. During these interviews participants were given the opportunity to reflect on the focus group discussion they took part in, to explore further issues raised during the discussions, to share anything they felt unable to impart within the group environment and to report any (actual and/or planned) changes in communication that have occurred following (and as a result of) their participation. These included their awareness and reaction to inquisitive questioning and self-exploration, the initiation of conversations, the terminology they have been using and their usage of focused resources with their child/ren (Annex 7). Forty-nine reflective follow-up interviews were conducted in total.

Data analysis

All focus group discussions and follow-up interviews were transcribed verbatim for analysis, participants were given pseudonyms and all references to names and places removed. Thematic network analysis was subsequently applied to the qualitative data collected as described by Attride-Stirling (2001) [17]. Following the reading and re-reading by the research team of a sub-sample of the manuscripts for meaning, context and content, individual comments and statements were identified within the dataset and grouped to generate themes. All the manuscripts were then entered into NVivo version 10 for coding allowing the research team to explore and scrutinise thematic patterns and the relationships between individual themes and the links between the data as a whole (Annex 8 contains details of the codebook).

Sample characteristics

One hundred and ten parents and carers were involved in the discussion groups; 82 women and 28 men. Two thirds (67%) were of White British ethnicity (see Figure 1) and 82% of participants identified themselves as British nationals. Just over half (56%) reported to be Christian, 9% Muslim, and 33% reported to not to be of faith.

Participants ranged in age from 16 to 63 years, with a mean age of 36 years and the sample covered a broad family formation spectrum including two natural-parent families, single parent households, step, adoptive and foster parents (see Table 2). Seventy-one percent of those who took part were cohabiting with a partner or spouse. Full postcodes were obtained from all participants and through the use of the National Statistics Postcode Directory these could be matched to an index of multiple deprivation (IMD) score based on the postcode's geography Lower layer Super Output Area (LSOA). Based on national IMD quintile groupings, 44% of participants lived in areas of high or very high deprivation and 41% in low or very low deprivation areas (Table 2).

Figure 1: Ethnicity of participants
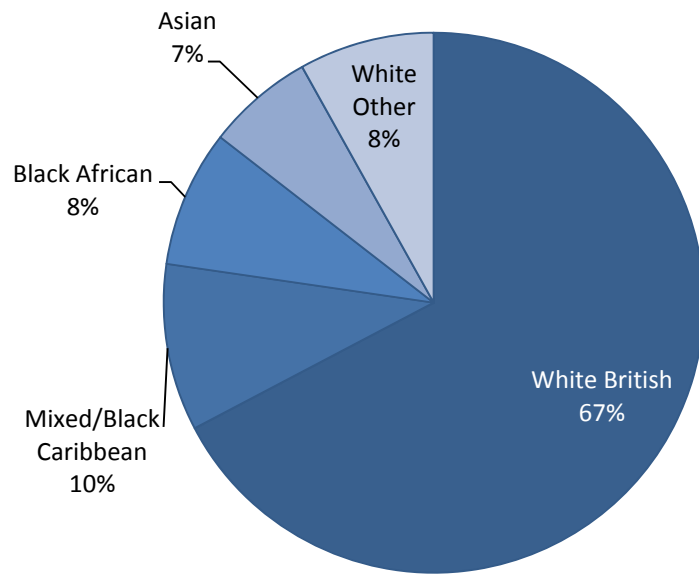
The parents and carers who participated in the discussion groups had caring responsibilities for 249 children (55% girls and 45% boys) of whom 225 were living in the same household as themselves. Half of the children (51%) were in the target age range of 4-7 years, 87% were aged under 12 years and the median age was six years.

Table 2: Participants by selected demographic characteristics

Characteristic	No. participants	% participants
Gender		
Male	28	75
Female	82	25
Age (years)		
Under 25	15	14
25-29	15	14
30-34	14	13
35-39	24	22
40-44	27	25
45-49	11	10
50 and over	4	4
*Parental/caring responsibility^*		
Natural parent	108	98
Step parent	4	4
Foster parent	1	1
Adoptive parent	3	3
Grandparent	1	1
Relationship status		
Living with partner/spouse	78	71
Single	24	22
Non-cohabiting relationship	8	7
*National Index of multiple deprivation ^^*		
Very low	27	25
Low	17	16
Average	17	16
High	24	22
Very high	24	22

^ Numbers will not add to 110 as multiple responses allowed.

^^ One participant did not provide a valid postcode.

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Annex 1: Recruitment materials
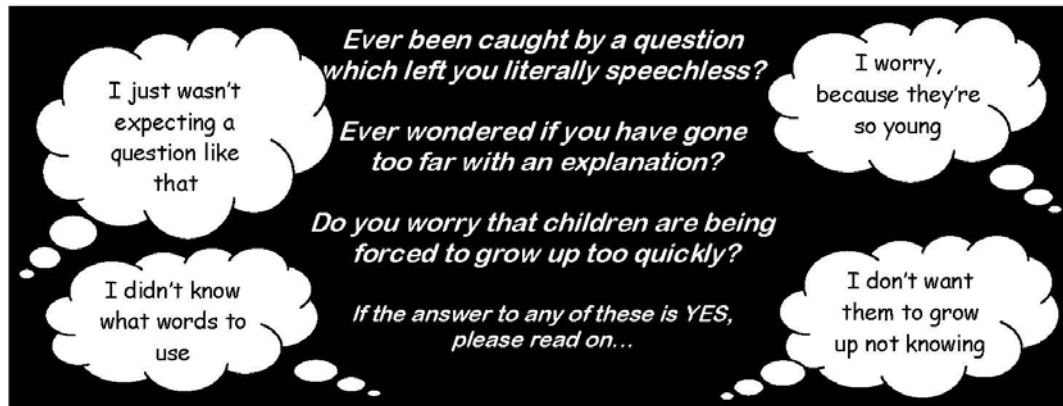
Parents often find themselves ill-prepared for when questions of a sexual nature arise the first time. How and when children should learn about the facts of life and how adults should respond to children's inquisitive questioning are important issues, which parents rarely get the chance to discuss with each other.

What we are doing
We at the Centre for Sexual Health Research at the University of Southampton are looking for parents who are willing to share their views and concerns regarding sex and relationship education for children.

Why we are doing this
The results of this study will help us to understand barriers and opportunities for supporting communication between parents and children, and inform policy and practice.

How you can help us
We are looking for parents of children in Early Years Foundation Stage and Key Stage 1 (4-7 years) who would be willing to participate in a discussion with other parents. Expenses will be covered.

If you are interested in this topic and would like our researcher, Andrew Bengry-Howell, to contact you with more information about how you could get involved, please complete this reply slip and post it to the Freepost address at the bottom or email your details to **a.bengry-howell@soton.ac.uk**

........✂..

Please send me further information about the 'How should we tell the children?' project and the group discussions that you are holding in my area.

Name ....

Address ....

 ....

Contact telephone number...

Contact email address ....

If to be contacted by telephone, preferred time of day to call...

Please return to: Andrew Bengry-Howell, School of Psychology, University of Southampton, FREEPOST SO286, Highfield, Southampton. SO17 1BJ. **[no stamp needed]**

Centre for Sexual Health Research

Participant Information Sheet

How should we tell the children?
Talking about growing up, relationships and the facts of life

Dr Andrew Bengry-Howell, Dr Nicole Stone, Prof Roger Ingham
Ethics reference: 821/1252/1524

Please read this information carefully prior to attending the focus group discussion.

What is the research about?
The aim of this research, which has been funded by the Leverhulme Trust, is to find out what parents think young children need to know about growing up, relationships and the facts of life, how they respond to children's inquisitive questioning, and what their experiences, fears and concerns are regarding childhood sexualisation.

Why have I been chosen?
You have been invited to share your views because you are a parent of a child between the ages of 4 and 7 years.

What will happen?
If you agree to participate, you will be asked to join a discussion group with other parents, during which you will be asked to share:
- your views, and concerns on how and when children should learn about sex and relationships,
- your experiences of dealing with children's inquisitive questioning and exploration, and
- your opinions on current concerns about the sexualisation of children.

You will also be asked to complete a short questionnaire with background information.

This should take no more than 1½ hours. Light refreshments will be provided and you will receive £10 to cover your expenses.

At the end of the focus group discussion you will be invited to take part in a follow up telephone interview in two months time. During the interview you will have the opportunity to reflect on the focus group discussion and the issues that it raised.

Are there any benefits in my taking part?
People who have taken part in previous group discussions have said how much they enjoyed the experience. They found the opportunity to discuss this topic and share other parents' experiences, extremely beneficial.

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Are there any risks involved?
You might possibly find some of the issues that are raised by other participants, and the use of certain terminology or language, uncomfortable or upsetting.

Will my participation be confidential?
The discussion will be recorded for analysis purposes, but only first names will be used (or an alias if you prefer) to maintain your confidentiality. All participants will be required to sign a confidentiality agreement prior to the discussion, which will state that participants must not share any personal information disclosed by participants with anyone outside of the discussion group.

Information that participants disclose on the questionnaire or during the discussion will not be accessible to anyone, other than the researchers working on the project. Completed questionnaires will be stored in a locked filing cabinet, and all data files relating to this study will be stored on secure, password protected, computer servers. Published results of this study and any subsequent publications or presentations will not include any participants' names or other identifying characteristics.

To comply with University of Southampton policy the research protocol and tools used in this study have received ethical approval from the School of Psychology Research Ethics Committee and the University Central Research Governance Office. The study has been deemed compliant with legislative frameworks such as the Data Protection Act.

What happens if I change my mind?
That is not a problem. Your participation in this project is entirely voluntary and you have the right to withdraw your participation at any time without your legal rights being affected.

Where can I get more information?
If you have further questions about the research please contact Andrew Bengry-Howell by telephone on 023 80 597770 or email a.bengry-howell@soton.ac.uk

What happens if I have a complaint?
If you have any questions about your rights as a participant in this research, or if you feel that you have been placed at any risk or treated badly, you may contact the Chair of the Ethics Committee, Department of Psychology, University of Southampton, Southampton, SO17 1BJ. Phone: (023) 8059 4663.

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Annex 2: Demographic questionnaire

Demographic Questionnaire

How should we tell the children?
Talking about growing up, relationships and the facts of life

Dr Andrew Bengry-Howell, Dr Nicole Stone, Prof Roger Ingham

1) **Please tick the appropriate box**

   Male ⌐ 1   Female ⌐ 2

2) **How old are you?** ☐ ☐

3) **What is your postcode?** If you do not know your full postcode please state your road name

   ☐ ☐ ☐ ☐ ☐ ☐ ☐ ……………………………………………………………

4) **Please tick the box which applies to you**

   In paid employment
       Part-time (<30hrs per week)……………. ⌐ 1
       Full time (>30 hrs per week)…………. ⌐ 2
   Unemployed/looking for work……………. ⌐ 3
   Homemaker……………………………………. ⌐ 4
   Other (Please State)………………………………………..

5) **What is your nationality?**

   British…………………… ⌐ 1
   Non-British……………… ⌐ 2

6) **Please tick the box which best describes your ethnic background**

   a) Black
       Caribbean……………………………… ⌐ 1
       African…………………………………. ⌐ 2
       Any other Black background within (a). ⌐ 3

   b) White
       British………………………………… ⌐ 4
       Irish……………………………………. ⌐ 5
       Any other White background………… ⌐ 6

   c) Asian
       Indian…………………………………. ⌐ 7
       Pakistani………………………………. ⌐ 8
       Bangladeshi…………………………… ⌐ 9
       Any other Asian background within (c). ⌐ 10

   d) Mixed
       White & Black Caribbean……….. ⌐ 11
       White & Black African………….. ⌐ 12
       White & Asian………………….. ⌐ 13
       White & Hispanic……………….. ⌐ 14
       Any other mixed background.. ⌐ 15

   e) Other ethnic groups
       Chinese……………………………. ⌐ 16
       Japanese………………………….. ⌐ 17
       Hispanic………………………….. ⌐ 18
       Any other ethnic group……… ⌐ 19
       Do not state…………. ⌐ 20

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7a) Please tick the box which best describes your faith

None..	⌐	1
Christian...	⌐	2
Muslim..	⌐	3
Hindu..	⌐	4
Sikh..	⌐	5
Jewish..	⌐	6
Other..		
(Please specify)		

7b) How important is religion in your life?

Very important..................................	⌐	1
Important...	⌐	2
Not important...................................	⌐	3

8) Which of the following best described your current relationship status?

Living with a partner/spouse.................	⌐	1
In a relationship but not living together.......	⌐	2
Single...	⌐	3

9) How many children (aged 18 or under) live in your household? ☐

10) Please answer the following questions for each child in your household

	Child 1	Child 2	Child 3	Child 4	Child 5
a) How old are they?	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
b) Are they male or female?	M F	M F	M F	M F	M F
c) What is your relationship to them?					
(1) Natural/birth parent	1	1	1	1	1
(2) Step parent	2	2	2	2	2
(3) Adoptive parent	3	3	3	3	3
(4) Foster parent	4	4	4	4	4
(5) Aunt/Uncle	5	5	5	5	5
(6) Other (please state)	6	6	6	6	6

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11) Do you have any natural/birth children who do not live in the same household as you?

Yes ⊔ ₁   No ⊔ ₂

If yes, please answer the following questions for each natural/birth child who does not live with you?

	Child 1	Child 2	Child 3	Child 4	Child 5
a) How old are they?	☐☐	☐☐	☐☐	☐☐	☐☐
b) Are they male or female?	M F	M F	M F	M F	M F

c) Please state who they live with

Child 1………………………………………………………………

Child 2………………………………………………………………

Child 3………………………………………………………………

Child 4………………………………………………………………

Child 5………………………………………………………………

Thank you for giving up your time to complete this questionnaire

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Annex 3: FGD topic guide

Talking to children about growing up, relationships and the facts of life
Topic schedule for focus group discussion with Parents

Requirement for the FGDs
- 2 x Digital recorders
- Consent forms – FGD and telephone interviews (for each participant)
- Demographic questionnaires (for each participant)
- Useful resources sheet (for each participant)
- Pen and paper (for each participant)
- Expenses (for each participant)
- Signing Sheet for expenses
- Name stickers/card (for each participant).
- Copy of Nisha and Joe (for each participant)Debriefing sheet (for FGD facilitator)
- Selection of SRE publications
- Pen and paper for RA/VRA
- Drinks and refreshments
- Cups and plates
- Kettle (when required)

Welcome, thanks and introductions
- Clarify that everyone understands the focus of the research and the purpose of the FGD. Run through format of FGD, how long it will last, role of facilitator and research assistant. Introduce and explain the purpose of the demographic questionnaire and clarify that everyone is happy to complete it. Explain that discussion will be digitally recorded and what will happen to recordings and transcripts. Explain about phase two of the project and that all participants are invited to participate in a follow up telephone interview. Reiterate that everyone is free to withdraw from the project at any time. Inform group that they will be sent a copy of the summary of the final report if they wish.

- outline the 'rules' of the focus group
  - first names (or pseudonyms) only
  - listen to/respect other people and their views – acknowledge diversity of opinion/different sensitivities
  - turn taking/trying not to talk over one another – role of facilitator
  - Equal opportunity to contribute/all contributions and views valued/no criticism of individuals or their views
  - Avoid naming/making critical comments about people who aren't present – instead 'I have a friend'; 'I know someone' etc.
  - Confidentiality agreement – No disclosure of any personal information/attributing comments to named individuals in discussions of FGD after the event - guarantee and agree confidentiality within the group
  - anonymity in the report/presentations

- Clarify terms: 'Sex and Relationships' and 'Sex and Relationship Education.'
  During this discussion group, I will be using the terms: *Sex and Relationships, Sex and Relationships Education* or *SRE*. These terms are now commonly used in place of what was previously called 'sex education' and teaching in this area covers a wider range of topics, including a focus on relationships. In Ireland and in some parts of the UK it is called Relationships and Sex education

- Take any questions from the group

- If all happy to participate, ask participants to complete/sign consent forms for FGD; complete demographic questionnaire; write first names on cards & display; explain that those who are interested in participating in Phase two will need to complete an additional consent form, which they can complete at the end or now if they prefer.

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How Should We Tell The Children?

Discussion Topics

1. **How did our parents approach sex and relationships? [approx. 5 minutes]**

2. **Responding to children's questions [approx. 20-25 minutes]**

3. **Responding to children's behaviour [approx. 10-15 minutes]**

4. **External influences on children [approx. 15 minutes]**

5. **Teaching children about sex & relationships: What? How? When? Who? [approx. 20 mins]**

6. **Support/resources for parents [approx. 15 minutes]**

Total duration: approximately 90 minutes

Group Introductions
Ask everyone to briefly introduce themselves, how many children they have, ages, and share something about why they have decided to come today/how they feel about participating in the discussion.

Question route

TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	
1. How did your parents approach sex and relationships? [5 minutes]	1.1 How do you remember your parents talking to you about reproduction, bodies, sex and relationships?	1.1.1 Were they open or closed about these topics?	- Did they initiate conversations? - What topics did they cover/ avoid? - How old were you when particular topics were covered? - What terms did they use?
		1.1.2 Did you feel able to talk to them and ask questions?	- What kind of questions did you ask? - How did they respond? - What kind of things could you talk/not talk to them about? - What made you feel they were or were not open
		1.1.3 What impression about sex and relationships did you receive from your parents?	- Can you remember anything that had a lasting impression? How useful were they as a source of information?
	1.2 How did you parents behave around you?	1.2.1 Did they seem comfortable or uncomfortable with their sexuality and bodies?	- How did they display this? (e.g. nudity; public affection)

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
2. Responding to children's questions [20-25 mins]	2.1 Have your children started asking questions about anything to do with reproduction, babies, bodies, sex or relationships? E.g. Where do babies come from? How did the baby get in/out of your tummy? Why has my willy gone big? Where is the hole that the baby comes out of? Why is that man [woman] holding that other man's [woman's] hand? Why are those people kissing like that? Why has my friend at school got two mummies?	2.1.1 What are they asking questions about	- E.g. they may have asked about: *their/other people's body parts; where babies come from; things to do with families; relationships; sexuality etc.* - How did they phrase their questions? - Has anyone been asked any similar or different questions?
		2.1.2 How often do they ask questions like this?	- Does anything seem to trigger these sorts of questions? - In what contexts do they ask these sorts of questions? - If you have more than one child, do they ask similar questions, and a similar amount of questions?
		2.1.3 How old were your children when they first started asking these sorts of questions?	- What did they ask; at what age? - Has anyone's child asked similar questions at a younger age? - Were these questioned triggered by anything? In what context did they emerge?
		2.1.4 Who do they generally ask questions like this?	- Which parent/family member? - Does the gender of the child and adult influence who they ask? - Do they tend to ask one or both parents? - Does anyone in the group have a different experience?
		2.1.5 Have you discussed how to approach these issues with your partner?	- Do you agree / disagree on what you should be doing? - Why? Why not? In what ways? Etc

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
2. Responding to children's questions... [20-25 mins]	2.2 How do you respond to questions that your children ask you?	2.2.1 Could anyone give me an example of how you responded to a particular question?	- Why did you respond this way? - What terms did you use? - Did you use any resources? - How factual was your response? - How do you feel about how you responded (any reservations)? - How did your child react?
		2.2.2 How would you respond if your child asked a similar question again in the future?	- If differently, Why? - How do you think your child would react?
		2.2.3 Has anybody been asked a similar question, but responded differently?	- Why did you respond like that? - How did your child react? - How did you feel about your response/your child's reaction? - What do others in group think about the two approaches?
		2.2.4 Has anyone been asked a question that they didn't want to answer?	- Why did you not want to answer this question? - What kind of questions do you not want to answer? Why? - Is your not wanting to answer these questions informed by any moral or religious view?
		2.2.5 Has anyone been asked a question that they weren't able to answer?	- Why did you find this question difficult to answer? - How did you respond when you child asked it? - How did your child react to your response? - How do you feel about how you responded/dealt with situation? - Have you consulted or discussed this issue with anyone else? - What did they think?

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
2. Responding to children's questions… [20-25 mins]	2.3 How do you respond to questions that your children ask you?	2.2.6 Has anyone found a way of responding to difficult questions that works really well?	- What is it about this approach that works for you? - How do other people feel about this approach? - Can anyone see any problems with it? - How do you think the way in which parents respond to questions might affect their children in the future?

TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
3. Responding to children's behaviour [10-15 mins]	3.1 Sometimes children can do things that concern adults. Have you ever been concerned with anything your child has done? E.g. In a game they were playing, dancing, exploring their own bodies etc.	3.1.1 What concerned you about this behaviour?	- Has anyone had similar experiences? - Which behaviours cause you most/least concern?
		3.1.2 How do you respond?	- Do you comment on, ignore, question behaviour, laugh etc.? - How does your child react? - Has anyone responded differently in a similar situation? - How did you respond? Why? - Have you discussed this kind of behaviour with anyone else? [e.g. partner, parents, family, friends, professionals] What did they say?
	3.2 What other behaviours concern parents?	3.2.1 In other group discussions, some participants have been concerned about other things. Things like: • Children interest in each other's/adults' bodies • Children pulling down their pants [showing their bottoms] • Girls inadvertently showing knickers (hand stands, whilst sitting down) • Putting on makeup • Kiss chase [playground 'grabbing' games] • Children having girlfriends/boyfriends • Dancing/copying moves from music videos [and lyrics]	- What are your views on these kinds of behaviour? - Why do you think they might concern some parents?

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
4. External influences on children [approx. 15 mins]	4.1 What else do you think influences children's knowledge about sex and relationships, and their behaviour?	4.1.1 Which things have the most influence on your children?	- How/when are they exposed to these influences? - What affect do they have? - Which, if any, cause you most concern? - How might they affect girls and boys in different ways? - Does anyone hold a different view to the ones stated?
		4.1.2 What are your views on the current concern regarding the apparent sexualisation of children? e.g. • Children's exposure to sexualised imagery in advertising/sexualised material in public settings • Imagery accessible through Social Media/Internet • Content of TV programmes, music, videos • Clothing – style/slogans	- To what extent is concern warranted? - Has anyone encountered anything that concerned them? - Are there any areas where concern is not justified? - How might sexualisation affect girls and boys in different ways?
		4.1.3 What role could parents and schools play in dealing with this issue?	- What can parents do with their own children? - How could teachers address this issue in school? - Is there anything else that could be done?

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
5. Teaching children about sex & relationships: What? How? When? Who? [approx. 20 mins]	5.1 Have you ever initiated a conversation with your children about anything to do with sex and relationships?	5.1.1 If yes, what topic(s) did you cover?	- Why these particular topics? - What terms did you use? - Did you use any resources? If so, which ones?
		5.1.2 Why did you initiate this conversation?	- What led to the conversation? - Did you/your partner initiate it? - Was anyone else involved? What input did they have? - How confident did you and they feel having this conversation? - How did your child respond?
		5.1.3 If no, can you see yourself initiating a conversation in the near future?	- What topics will it cover? - When do you think you will initiate it? - Why then? How will you decide when to have this conversation?
		5.1.4 Are there any particular topics or issues that you think parents should discuss with young children (between 4 & 8)? If so, what are they?	- What topics/issues? - What/why do children need to know about these topics/issues? - When? How do you decide? - Is this the same for all children? - Does anyone hold a different view?
		5.1.5 Are there any topics parents wouldn't want to discuss with young children?	- Which topics? Why? - Would you discuss in the future? When? - Are some topics age-specific: which topics? What age?

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
5. Teaching children about sex & relationships: What? How? When? Who? [approx. 20 mins]	5.1 Have you ever initiated a conversation with your children about anything to do with sex and relationships?	5.1.6 Does what you cover vary according to whether you have a boy or a girl?	- What different things do boys and girls need to know? - Why do boys and girls need to know different things? - Does how you talk about certain topics/issues vary according to a child's gender? - Does the gender of the parent influence how these topics/issues are discussed?
		5.1.7 In an ideal study we would look at people over a period of time – how do you think the way in which parents approach these issues might affect their children's sexual development/behaviour in later life?	- What might have a positive or negative impact? - To what extent should parents attempt to manage how and when children learn about sex and relationships? - If so, for how long? Why?
	5.2 Do you discuss how your children will learn about sex and relationships with other adults?	5.2.1 Have you discussed this with your partner?	If yes: - What topics did you discuss? - How do your views on this subject compare? - Have you looked at any books, websites etc. together? - Have you reached an agreement on the approach you will take? If no: - Are there any reasons why you haven't discussed this? - Would you feel comfortable discussing this subject? - Can you imagine discussing it with him/her in the future? When?

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
5. Teaching children about sex & relationships: What? How? When? Who? [approx. 20 mins]	5.2 Do you discuss how your children will learn about sex and relationships with other adults?	5.2.2 Do you discuss this subject with other family members or friends?	If yes: - Who? Why those people? - What topics do you discuss? - How do they respond? - Are there any topics you wouldn't discuss with them? - Why/why not? If no: - Can you see yourself talking to family members in future?
		5.2.3 Do you discuss anything relating to this subject with other parents	If yes: - How comfortable do you feel discussing this topic? - How often do you have these sorts of conversations? - How do other parents respond? - What views are expressed? If no: - Is this a topic you would like to be able to discuss? - Can you see yourself discussing this with parents in future?
	5.3 What role should schools play in how children learn about sex and relationships?	5.3.1 Should SRE for young children be standardised?	- Should all children learn the same things at a particular age? Does it matter if: - Some parents remove their children from SRE lessons - Parents choose not to discuss SR with their children? - Children hear different things from different sources - Children have different levels of awareness/understanding of these issues/topics?

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
5. Teaching children about sex & relationships: What? How? When? Who? [approx. 20 mins]	5.3 What role should schools play in how children learn about sex and relationships?	5.3.2 What should SRE for young children cover?	- What topics should schools cover/ not cover at this stage? - How much detail should schools go into? - How would you like to see this subject taught? - Does anyone have a different view to the ones stated?
		5.3.3 How much do you know about how your children's school approaches to this subject?	- Are you aware of the school's policy? - How informed do you feel about how your children's school approaches SRE?
		5.3.4 Based on your experiences, do you have any concerns about how SRE is currently being addressed in school?	- What are these concerns? - What are they based on? - What would alleviate them? - Does anyone have any different or other concerns?
	5.4 How should schools involve parents?	5.4.1 Has your children's school contacted you at all about this topic?	- Have you been invited to review any materials that the school are using? - Did/would you take up this opportunity? Why/why not? -
		5.4.2 How could schools communicate and involve parents more effectively?	- What kind of communication or involvement would you like schools to engage in? - How can schools and parents work together, and support each other effectively? - Does anyone have a different view to those that have been expressed?

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TOPIC FOCUS	CORE QUESTIONS	ADDITIONAL QUESTIONS OR PROMPTS	EXPANSION MATERIAL
6. Support/ resources for parents [approx. 15 mins]	6.1 What information or support have you accessed?	6.1.1 Have you ever sought information, help or advice on how to talk to your children about sex and relationships?	- Where did you look for information or advice? - How easy was it to find what you were looking for? - What did you think about what was available? - Has anyone found a particularly useful resource? - What was good about it?
	6.2 What would they find useful?	6.2.1 What kind of information, advice or support would you find useful?	- What kind of information or resources would you find useful for talking to your children about sex and relationships? - Who should provide this information or these resources? - Where should they be provided? - What form should they take?
Finish by getting them to look through, discuss and comment on a selection of books that cover various aspects of sex and relationships and are aimed at children; encourage them to identify which they think would be most useful/appropriate for Early years/key stage 1 children, and why.			

Summing up, debrief and thanks

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Annex 4: Resource list

How should we tell the children?
Talking about growing up, relationships and the facts of life.

Useful parenting and communication advice:

http://kidshealth.org/parent/growth/sexual_health/development.html#

http://www.bbc.co.uk/health/physical_health/family/family_relationships/you_talksextokids.shtml

http://familylives.org.uk/

http://www.fpa.org.uk/communityprojects/parentsandcarers/speakeasy-course-talking-to-children-about-sex-relationships-growing-up

http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=108&Itemid=206

http://www.sexeducationforum.org.uk/

http://www.besavvy.org.uk/parents/game.aspx

Sex and relationships education:

http://www.education.gov.uk/popularquestions/schools/curriculum/a005567/when-will-my-child-receive-sex-education-in-school

https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200706%202001

http://www.avert.org/sex-education.htm

Useful publications:
Mummy Never Told Me by Babette Cole. Published by Red Fox.

Mummy Laid an Egg by Babette Cole. Published by Red Fox.

Where Willy Went by Nicholas Allan. Published by Red Fox.

Where Did I Come From? by Peter Mayle. Published by Macmillan Children's Books.

Where Did I Come From?: A First Look at Sex Education (Me And My Body) by Claire Llewellyn. Published by Wayland.

Talking to Your Kids About Sex: From Toddlers to Preteens (Go Parents! Guide) by Lauri Berkenkamp. Published by Nomad Press.

Let's Talk: About Girls, Boys, Babies, Bodies, Families & Friends (Lets Talk) by Robie H. Harris. Published by Walker Books Ltd.

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Annex 5: Consent form

Focus Group Discussion Consent Form

How should we tell the children?
Talking about growing up, relationships and the facts of life.

Dr Andrew Bengry-Howell, Dr Nicole Stone, Prof Roger Ingham

Phase One

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (v1: 10/11/11) and have had the opportunity to ask questions about the study

I agree to take part in this research project and agree for my data to be used for the purpose of this study

I agree for this discussion to be recorded for analysis purposes

I understand that my participation is voluntary and I may withdraw at any time without my legal rights being affected

I understand that any personal information disclosed during the focus group discussion must remain confidential and is not to be shared with anyone outside of the focus group

Name of participant (print name)..

Child's school..

Signature of participant..

Date...

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Annex 6: Debriefing statement

Verbal Debriefing Statement

How should we tell the children?
Talking about growing up, relationships and the facts of life

Dr Andrew Bengry-Howell, Dr Nicole Stone, Prof Roger Ingham
Ethics reference: 821

Firstly, may I thank you all for your contribution today/this evening.

The aim of this research was to find out what parents think young children need to know about growing up, relationships and the facts of life, how they respond to children's inquisitive questioning, and what their experiences, fears and concerns are regarding childhood sexualisation.

This discussion group is just one of a series being held in London and South East England and together the data we collect will hopefully shed light on some of the barriers and opportunities to improved communication between adults and young children.

As I have mentioned previously, this study will not include your name or any other identifying characteristics and we would ask that you comply with confidentiality agreement on the consent form and not recount any personal experiences others may have revealed in the confidence of this discussion group.

Some of you have agreed to take part in a follow up telephone interview, so I will be contacting you in 8 weeks time to arrange this. If any of you would like a copy of the summary of the final report on the research once it has been completed, please let me know and I'll arrange for one to be sent to you.

If you have any further questions or concerns about the topics you have discussed today/this evening we have developed a reference sheet which includes the web addresses of many good parenting sites along with details of books, which you might find useful or interesting.

If you have any further questions about the study itself please do not hesitate to contact me. Furthermore, if you have any questions about your rights as a participant in this research or if you feel you have been placed at risk or treated badly, contact details are provided on the information sheet provided previously.

Thank you all once again for your participation.

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Annex 7: Telephone interview schedule

How should we tell the children?
Interview schedule for telephone interviews with focus group participants

Equipment for telephone interviews
- 1 x Digital recorder
- 1 x telephone recording interface
- Spare AAA batteries for digital recorder
- Pen and paper

Welcome, thanks and introductions
- Clarify that participant is still happy to participate in the telephone interview and that it is convenient to conduct it at this time.
- Run through format of telephone interview and how long it will last.
- Explain that the interview will be digitally recorded, what will happen to recordings and the transcripts.
- Ask participants if they would be willing for us to telephone them again in 6 months' time to conduct a further informal interview.

CORE THEME	KEY QUESTIONS	PROMPTS
The experience of participating in the group discussion	- How did you find the experience of participating in the group discussion?	-
	- Did you find the discussion interesting and worthwhile?	- Why? Could you provide examples?
	- Did you it useful or helpful?	- Why?
	- Were there aspects of the discussion that you found challenging?	- What topics/aspects? - How did this affect you?
	- Was anything said that particularly concerned you?	- What? - Why?
	- Was there anything that you wanted to say but didn't in the group?	- What? - Why do you think you didn't say it?
	- Were there any topics or issues that you wished the group had covered?	- What? - Why?
	- Additional Questions: Specific questions relating to their input to the discussion/ exploring themes in their talk and specific points/issues that they raised	

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CORE THEME	KEY QUESTIONS	PROMPTS
Talking to other adults about early SRE	- Before being involved in the group discussion had you talked to your partner about how to handle your children's sexuality education / behaviour or inquisitive questioning? - What about with your friends / other parents / colleagues etc.?	- What kinds of things had you talked about [examples]? - What was said? *(This may have already come out in the FGD)*
	- Did you discuss with/tell anyone what you were going to be involved in, before coming along to the group? [e.g. partner / friends / their own parents, colleagues]	- What was said? - What was the reaction?
	- Have you talked about the issues raised in the group with anyone since?	- What was said? - What has been the reaction of others?
	- Additional Questions: Specific questions relating to their input to the discussion/ exploring themes in their talk and specific points/issues that they raised	-

CORE THEME	KEY QUESTIONS	PROMPTS
Changes since participating in the group	- Has being involved in this project changed your views about early childhood sexuality education in anyway?	- In what ways? (give examples) - Why do you think that is? Notion of **innocence** could be further investigated here.
	- Have you done anything differently since the discussion?	- What have you done?
	- Has your child asked any questions relating to sex and relationships since you participated in the discussion?	- How did you respond? - Would you have responded in the same way before participating in the group? -
	- Have you actively/consciously discussed anything related to sex and relationships with your children since the discussion?	- What have you discussed? - Why have you chosen to discuss this? - Do you think you would have discussed this if you hadn't participated in the discussion? - How confident did you feel having this discussion?
	- Additional Questions: Specific questions relating to their input to the discussion/ exploring themes in their talk and specific points/issues that they raised	

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CORE THEME	KEY QUESTIONS	PROMPTS
Resources	- Have you shown the Nisha and Joe comic we circulated during the group to your child/ren?	- How did that go? - How did they respond? - How did you feel about it?
	- Have you accessed or viewed any of the other resources (web-pages, books etc) that we circulated during the discussion?	- Which resources have you used? - What do you think about these resources?
	- Are there any resources that you wish were available / you were able to access?	For example, resources that: - approach this topic from a particular perspective - cover particular topics/issues - Are presented in a certain format
	- If you were to design a new resource, what approach do you think would engage with parents of children under the age of 8?	- Why? - Key issues/concerns to be addressed? - When should these be introduced? - Format (workshop, internet, printed etc.)
	- Additional Questions: Specific questions relating to their input to the discussion/ exploring themes in their talk and specific points/issues that they raised	-

CORE THEME	KEY QUESTIONS	PROMPTS
The future	- Can you see yourself approaching this topic differently in future with your children, as a result of participating in this project?	- What do you propose to do differently?
	- Have you planned any future changes?	- What are they? (e.g. **Terminology**)
	- Are you more or less anxious going forward?	- What about? - Why?
	- Is there anything that you would now feel more able to handle since being involved in the project?	- What? - Why?
	- Additional Questions: Specific questions relating to their input to the discussion/ exploring themes in their talk and specific points/issues that they raised	

- **Finish by thanking them for their involvement in this research and asking if they have any specific questions.**

- **Clarify if they are still happy for us to contact them in 6 months**

- **Ask them if they would be interested in receiving an executive summary of the study's findings (record their response)**

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Annex 8: Codebook

Node Structure

Early Sexual Socialisation

23/08/2013 16:01

Hierarchical Name

Node

Nodes\\FGD Themes

Nodes\\FGD Themes\\Barriers to [problems with] SRE

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Age appropriateness of information

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Children are too young for SRE

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Compulsory SRE eradicates parental choice

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Confidence in ability of teachers to deliver SRE effectively and appropriately

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Difficult to accommodate diversity

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Difficult to pitch at appropriate level for all children in class

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Encourages sexual interest before a child is ready (Belief)

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Insufficient emphasis on emotional side of sex

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Insufficient emphasis on recreational sex and personal safety

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Lack of parental engagement in SRE

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Parental concerns about resources used

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Parental concerns about topics and terminology

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Parental misunderstanding about SRE curriculum

Nodes\\FGD Themes\\Barriers to [problems with] SRE\Religious objections to SRE

Nodes\\FGD Themes\\Barriers to SRC

Nodes\\FGD Themes\\Barriers to SRC\Adult reactions to children with sexual knowledge

Nodes\\FGD Themes\\Barriers to SRC\Age appropriateness of SRC

Nodes\\FGD Themes\\Barriers to SRC\Changes children's understanding of their body

Nodes\\FGD Themes\\Barriers to SRC\Children comprehension (won't be able to understand information)

Nodes\\FGD Themes\\Barriers to SRC\Children disclosing sexual knowledge to other children

Nodes\\FGD Themes\\Barriers to SRC\Children with learning disabilities

Nodes\\FGD Themes\\Barriers to SRC\Children's embarrassment or disgust

Nodes\\FGD Themes\\Barriers to SRC\Children's sexual knowledge being misconstrued as evidence of abuse

Nodes\\FGD Themes\\Barriers to SRC\Correct terms (adult use, confidence, views etc.)

Nodes\\FGD Themes\\Barriers to SRC\Correct terms (children's knowledge of, use of etc.)

Nodes\\FGD Themes\\Barriers to SRC\Cultural barriers

Nodes\\FGD Themes\\Barriers to SRC\Culture of scrutiny (parents and professionals)

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Child birth

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Conception (intercourse)

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Ejaculation

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Foreplay

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\French kissing

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Homosexuality

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Masturbation

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Sexiness

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\STIs

Nodes\\FGD Themes\\Barriers to SRC\Difficult topics (avoided)\Transgenderism

Nodes\\FGD Themes\\Barriers to SRC\Emotional impact - SRC will scare or worry them

Nodes\\FGD Themes\\Barriers to SRC\Encourages 'sexual' behaviour

Nodes\\FGD Themes\\Barriers to SRC\Encourages sexual interest

Nodes\\FGD Themes\\Barriers to SRC\Encourages sexual interest\Concerns that children will search for sexual terms on the Internet

Nodes\\FGD Themes\\Barriers to SRC\How to address inappropriate behaviours without sexualising them

Nodes\\FGD Themes\\Barriers to SRC\How to initiate SRC

Nodes\\FGD Themes\\Barriers to SRC\Inappropriate timing of question or situation

Nodes\\FGD Themes\\Barriers to SRC\Lack of confidence talking about sex generally

Nodes\\FGD Themes\\Barriers to SRC\Lack of knowledge - fear of giving wrong information

Nodes\\FGD Themes\\Barriers to SRC\Not accessing resources or information

Nodes\\FGD Themes\\Barriers to SRC\Not knowing how much detail to go into

Nodes\\FGD Themes\\Barriers to SRC\Not knowing what language to use (age-appropriate)

Nodes\\FGD Themes\\Barriers to SRC\Partners (disagreement on how to approach SRC)

Nodes\\FGD Themes\\Barriers to SRC\Religious barriers

Nodes\\FGD Themes\\Barriers to SRC\Taboo subject generally

Nodes\\FGD Themes\\Barriers to SRC\Talking to children of different ages

Nodes\\FGD Themes\\Barriers to SRC\Unexpected questions

Nodes\\FGD Themes\\Barriers to SRC\Upbringing (parents experiences as children)

Nodes\\FGD Themes\\Barriers to SRC\Vaginas (naming and describing)

Nodes\\FGD Themes\\Barriers to SRC\What content and topics to cover

Nodes\\FGD Themes\\Benefits of parent-led SRC

Nodes\\FGD Themes\\Benefits of parent-led SRC\Adapted to individual child

Nodes\\FGD Themes\\Benefits of parent-led SRC\Easier to discuss other sensitive topics

Nodes\\FGD Themes\\Benefits of parent-led SRC\Easier to discuss topics relating to sexual pleasure than school

Nodes\\FGD Themes\\Benefits of parent-led SRC\Encourages discussion between siblings

Nodes\\FGD Themes\\Benefits of parent-led SRC\Framed within context of family values and culture

Nodes\\FGD Themes\\Benefits of parent-led SRC\Less embarrassing to talk about at home (than at school)

Nodes\\FGD Themes\\Benefits of parent-led SRC\Parents (not school) should decide when children are ready

Nodes\\FGD Themes\\Benefits of parent-led SRC\Parents play an important role with children with special needs

Nodes\\FGD Themes\\Benefits of parent-led SRC\Preparatory work for school-based SRE

Nodes\\FGD Themes\\Benefits of parent-led SRC\Providing children with reliable information

Nodes\\FGD Themes\\Benefits of parent-led SRC\Safety and stranger danger (teaching children about)

Nodes\\FGD Themes\\Benefits of parent-led SRC\SRC can help to build positive self-esteem

Nodes\\FGD Themes\\Benefits of school-led SRE

Nodes\\FGD Themes\\Benefits of school-led SRE\Covering SRE at early age

Nodes\\FGD Themes\\Benefits of school-led SRE\Covers topics some parents find difficult (e.g. intercourse, child birth)

Nodes\\FGD Themes\\Benefits of school-led SRE\Good foundation in sex and sexual health

Nodes\\FGD Themes\\Benefits of school-led SRE\Opportunities for single sex group discussions

Nodes\\FGD Themes\\Benefits of school-led SRE\Opportunities to explore relationships

Nodes\\FGD Themes\\Benefits of school-led SRE\Parental involvement

Nodes\\FGD Themes\\Benefits of school-led SRE\Parental responsibilities

Nodes\\FGD Themes\\Benefits of school-led SRE\School nurses are a good SRE resource

Nodes\\FGD Themes\\Benefits of school-led SRE\SRE should be compulsory

Nodes\\FGD Themes\\Benefits of school-led SRE\Standardised format

Nodes\\FGD Themes\\Benefits of school-led SRE\Teacher expertise and reliability of information

Nodes\\FGD Themes\\Children's bodies

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Children exploring other children's bodies

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Children's naked bodies

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Children's self-exploration

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Foster children (boundaries and physical contact)

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Girls unconsciously communicating sexual messages

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Inappropriate dancing

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Intimate contact and boundaries (adults)

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Laws regarding under-age sex

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Preparing children for puberty

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Protecting children's bodies

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Society is over-concerned with children's bodies

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Talking to children about consent and boundaries

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Teaching children about appropriate behaviour

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Teaching children about inappropriate touching

Nodes\\FGD Themes\\Children's bodies\Adult concerns regarding children's bodies\Teaching children that parts of the body are private

Nodes\\FGD Themes\\Children's bodies\Children pretending to be another sex

Nodes\\FGD Themes\\Children's bodies\Children's awareness of their own bodies

Nodes\\FGD Themes\\Children's observations and independent learning

Nodes\\FGD Themes\\Children's observations and independent learning\Adult bodies and relationships

Nodes\\FGD Themes\\Children's observations and independent learning\Animal sexual behaviour

Nodes\\FGD Themes\\Children's observations and independent learning\Children working things out themselves

Nodes\\FGD Themes\\Children's observations and independent learning\Conversations with peers

Nodes\\FGD Themes\\Children's observations and independent learning\Examing their own bodies

Nodes\\FGD Themes\\Children's observations and independent learning\Observing gay relationships

Nodes\\FGD Themes\\Children's observations and independent learning\Older siblings' bodies and relationships

Nodes\\FGD Themes\\Children's observations and independent learning\Other children's bodies

Nodes\\FGD Themes\\Children's observations and independent learning\Public displays of 'sexual' behaviour

Nodes\\FGD Themes\\Children's observations and independent learning\Role playing

Nodes\\FGD Themes\\Children's observations and independent learning\Watching television

Nodes\\FGD Themes\\Communication between adults about SR issues

Nodes\\FGD Themes\\Communication between adults about SR issues\Between parents

Nodes\\FGD Themes\\Communication between adults about SR issues\Expert help or advice

Nodes\\FGD Themes\\Communication between adults about SR issues\Formal group setting

Nodes\\FGD Themes\\Communication between adults about SR issues\Single parents

Nodes\\FGD Themes\\Communication between adults about SR issues\With partners

Nodes\\FGD Themes\\Communication between adults about SR issues\Within families

Nodes\\FGD Themes\\Construction of innocence

Nodes\\FGD Themes\\Construction of innocence\Accepting what adults tell them

Nodes\\FGD Themes\\Construction of innocence\Boyfriends and girlfriends

Nodes\\FGD Themes\\Construction of innocence\Childhood as a magical time

Nodes\\FGD Themes\\Construction of innocence\Childhood innocence used to last longer

Nodes\\FGD Themes\\Construction of innocence\Childhood sexuality

Nodes\\FGD Themes\\Construction of innocence\Role play games

Nodes\\FGD Themes\\Construction of innocence\Sexual awareness (childrens lack of)

Nodes\\FGD Themes\\Gender

Nodes\\FGD Themes\\Gender\Boys

Nodes\\FGD Themes\\Gender\Boys\Bodies and bodily functions (boys interest in)

Nodes\\FGD Themes\\Gender\Boys\Bodies, sex and sexual development (talking to boys about)

Nodes\\FGD Themes\\Gender\Boys\Circumcisions (talking to boys about)

Nodes\\FGD Themes\\Gender\Boys\Girls bodies (learning about)

Nodes\\FGD Themes\\Gender\Boys\Media impact on boys' perceptions of girls

Nodes\\FGD Themes\\Gender\Boys\Needs - different (boys' SRC needs very different to girls)

Nodes\\FGD Themes\\Gender\Boys\Needs overlooks (boys' SRC needs are sometimes overlooked)

Nodes\\FGD Themes\\Gender\Boys\Pornography (impact of)

Nodes\\FGD Themes\\Gender\Boys\Relationships (educating boys about respect and healthy relationships)

Nodes\\FGD Themes\\Gender\Boys\Sexualisation (boys aren't sexualised in the way that girls are)

Nodes\\FGD Themes\\Gender\Boys\Sexually aggressive behaviour directed at boys

Nodes\\FGD Themes\\Gender\Boys\SRC is easier with boys

Nodes\\FGD Themes\\Gender\Fathers

Nodes\\FGD Themes\\Gender\Fathers\Avoiding being naked in front of children

Nodes\\FGD Themes\\Gender\Fathers\Gendered discourses around child abuse

Nodes\\FGD Themes\\Gender\Fathers\Girls bodies (anxieties surrounding washing)

Nodes\\FGD Themes\\Gender\Fathers\Intercourse - Acknowledging role of Father in talk about reproduction

Nodes\\FGD Themes\\Gender\Fathers\Intimate contact with children (anxieties; fear of allegation)

Nodes\\FGD Themes\\Gender\Fathers\Openness and accessibility (of fathers for SRC)

Nodes\\FGD Themes\\Gender\Fathers\Protecting daughters

Nodes\\FGD Themes\\Gender\Fathers\Single-parent father with daughters (role of his mother)

Nodes\\FGD Themes\\Gender\Fathers\SRC generally (anxieties surrounding)

Nodes\\FGD Themes\\Gender\Fathers\SRC with girls (anxieties surrounding)

Nodes\\FGD Themes\\Gender\Fathers\SRC with sons

Nodes\\FGD Themes\\Gender\Female-led process

Nodes\\FGD Themes\\Gender\Gender-specific (SRE needs to be)

Nodes\\FGD Themes\\Gender\Generic (SRC needs to be)

Nodes\\FGD Themes\\Gender\Girls

Nodes\\FGD Themes\\Gender\Girls\Appropriate behaviour (educating girls about)

Nodes\\FGD Themes\\Gender\Girls\Body image

Nodes\\FGD Themes\\Gender\Girls\Boys bodies (learning about)

Nodes\\FGD Themes\\Gender\Girls\Clothes - dressing to please boys

Nodes\\FGD Themes\\Gender\Girls\Clothes - sexualised (non-practical) clothing

Nodes\\FGD Themes\\Gender\Girls\Emotional side of SR (greater emphasis on)

Nodes\\FGD Themes\\Gender\Girls\Empowerment - Encouraging self respect and self esteem

Nodes\\FGD Themes\\Gender\Girls\Euphemisms for girls genitals

Nodes\\FGD Themes\\Gender\Girls\Gender stereotypes (talking to girls about)

Nodes\\FGD Themes\\Gender\Girls\Healthy relationships (educating girls about)

Nodes\\FGD Themes\\Gender\Girls\Importance (SRC is more important for girls than boys)

Nodes\\FGD Themes\\Gender\Girls\Media impact on girls' perceptions of themselves

Nodes\\FGD Themes\\Gender\Girls\Muslim girls

Nodes\\FGD Themes\\Gender\Girls\Over-protecting girls (resisting social tendency)

Nodes\\FGD Themes\\Gender\Girls\Protection (girls need protecting more than boys)

Nodes\\FGD Themes\\Gender\Girls\Puberty (early onset of)

Nodes\\FGD Themes\\Gender\Girls\Puberty and sexual development (preparing girls for)

Nodes\\FGD Themes\\Gender\Girls\Relevance (girls more interested in SRC than boys)

Nodes\\FGD Themes\\Gender\Girls\Sexualisation of girls

Nodes\\FGD Themes\\Gender\Mothers

Nodes\\FGD Themes\\Gender\Mothers\Anxieties surrounding SRC with boys

Nodes\\FGD Themes\\Gender\Mothers\Mothers SRC with daughters

Nodes\\FGD Themes\\Gender\Mothers\Questions are mostly directed at mothers

Nodes\\FGD Themes\\Maintenance of innocence

Nodes\\FGD Themes\\Maintenance of innocence\Access to technology and media consumption (parental regulation)

Nodes\\FGD Themes\\Maintenance of innocence\Behaviour (parental regulation)

Nodes\\FGD Themes\\Maintenance of innocence\Clothes (parental regulation)

Nodes\\FGD Themes\\Maintenance of innocence\Parental exposure (regulating what parents expose children to)

Nodes\\FGD Themes\\Maintenance of innocence\Preserving innocence and keeping children safe (maintaining balance)

Nodes\\FGD Themes\\Maintenance of innocence\Relationships with peers (parental regulation)

Nodes\\FGD Themes\\Maintenance of innocence\Religious schools (sending children to)

Nodes\\FGD Themes\\Maintenance of innocence\Sexual knowledge (parental regulation)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Adult behaviour (telling children that behaviours are for when they're older)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Adult bodies (inappropriate interest in)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Amusing behaviour (parents find amusing)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Desexualising behaviour

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Forbidding (Telling children to stop)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\'Inapppropriate' behaviour (reacting to)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Normal behaviour (parents don't know what is normal behaviour)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Nudity (don't want children to be scared to take their clothes off)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Nudity and exposure (reacting to children exposing their genitals, bottoms etc.)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Over-reacting (consciously not)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Punishing children (not knowing how)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Punishing children (not wanting to)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Reacting in the 'wrong' way

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Self exploration (Don't want children to feel bad about it)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Self-exploration (reacting to)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Sexting and Internet

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Sexual arousal in boys

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Sexual exploration between children (reacting to)

Nodes\\FGD Themes\\Parental reactions to 'sexual' behaviour\Shocking behaviour (reacting to behaviour that parents find

shocking)

Nodes\\FGD Themes\\Parents - Sex education as children

Nodes\\FGD Themes\\Parents - Sex education as children\From parents

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Adult conversations (overhearing)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Affection (parents didn't display)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Confidence and skill (parents lacked confidence and skills to talk about SR)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Cultural background

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Different approach to parents (consciously adopting)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Embarrassment (embarrassing to talk about sex with your parents)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Father was particular closed

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Indirect (SRC approached indirectly)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Misunderstandings (parents not correcting)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Older or married (sex - something you did when you were older or married)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Parents upbringing

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Periods (parents provided basic information)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Puberty (insufficiently prepared for)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Questions (parents waiting for children to ask questions)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Religious parents

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Sexual development and sexual experiences (insufficiently prepared for)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Siblings (parents talked to brother)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Single parent or divorced parents (growing up with)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents closed\Taboo subject - topic and questions avoided

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Adult sexual relationships (preparation for)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Approachable and accessible

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Contraceptions (support with choosing)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Education and advice (parents useful source)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Embarassed

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Liberal parents and upbringing

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Presented positively (positive accounts of sex, periods etc.)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Relationship and bodies (parents

open about)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Relationships (sex framed within the context of a loving relationship)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Resources (books and resources available)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Role models (parents useful role models)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Sex education lessons (discussing content with parents)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents open\Too much detail (parents too open)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Parents' sexual relationship (awareness of)

Nodes\\FGD Themes\\Parents - Sex education as children\From parents\Sexual humour and comments (not education)

Nodes\\FGD Themes\\Parents - Sex education as children\From peers

Nodes\\FGD Themes\\Parents - Sex education as children\From peers\Mates (picking up stuff from mates; not always reliable)

Nodes\\FGD Themes\\Parents - Sex education as children\From peers\Relationships (boyfriend-girlfriend)

Nodes\\FGD Themes\\Parents - Sex education as children\Sex education at school

Nodes\\FGD Themes\\Parents - Sex education as children\Sex education at school\Experience of sex education at school

Nodes\\FGD Themes\\Parents - Sex education as children\Sex education at school\Preferred to ask teacher question than parents

Nodes\\FGD Themes\\Parents - Sex education as children\Sex education at school\Taken out of sex education class at school

Nodes\\FGD Themes\\Parents - Sex education as children\SRC with other family members

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Caesarians make questions about chid birth easier

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Children not believing parents

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Homophobia

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Not correcting children's misunderstandings

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Questions (deflecting or avoiding)

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Questions (If children don't ask, don't tell)

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Questions (non-factual responses)

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Questions (responding with minimal detail)

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Religious beliefs

Nodes\\FGD Themes\\Parents who don't want to be open or respond to questions\Sex is an adult topic - children don't need to know until older

Nodes\\FGD Themes\\Parents who want to be open and respond to questions

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Adapting responses as child develops

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Adult bodies (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Adult relationships (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Appropriate Information (for particular child)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Being open doesn't mean being totally liberal

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Breast feeding (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Caring for other people's children

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Children's bodies and sexual development (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Communication with step-children

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Correcting children's misconceptions

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Cultural background

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Disclosing difficult information to children (e.g. rape)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Early communication (makes it easier later)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Early focus on reproduction (not recreational sex)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Factual answer satisfies children's curiosity

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Foster parents

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Honest approach (factual information)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Ignorance can make children look stupid in front of peers

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Initiating conversations with children

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Led by children's questions

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Limited to children's question (don't tell them anything they don't ask)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Maintaining open dialogue

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Media content (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Menstruation (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Natural world and animal behaviour (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Negotiation between partners (and consistency)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Open and approachable (questions and discussion)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Openness demystified sex - children less likely to want to try it

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Parental responsibility to communicate with children about SR

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Parents want to prepare their children better than their parents did

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Positive approach to SR

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Pregnancy and childbirth (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Preparing children for puberty and future sexual development

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Private discussion (Information not to be disclosed to other children)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Questions are easier if you anticipate them

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Relationship issues, separation etc. (discussing)

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Religious views

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Sex as natural and normal

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Sex is special - importance of abstinence

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Some children are more inquisitive that others

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Stories for very young children

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Support and guidance for parents useful

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Talking to children about sexuality

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Teaching children about appropriate behaviour

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Teaching children about healthy relationships

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Teaching children about safe use of new technologies

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Topics that parents don't feel comfortable discussing

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\use of (views on) SRE resources

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Using correct terminology

Nodes\\FGD Themes\\Parents who want to be open and respond to questions\Younger parents find SRC with children easier

Nodes\\FGD Themes\\Sexual predators

Nodes\\FGD Themes\\Sexual predators\Fear of stranger danger

Nodes\\FGD Themes\\Sexual predators\Identification of potential sexual predators

Nodes\\FGD Themes\\Sexual predators\Identification of potential sexual predators\Adult men

Nodes\\FGD Themes\\Sexual predators\Identification of potential sexual predators\Children and young people

Nodes\\FGD Themes\\Sexual predators\Identification of potential sexual predators\Online predators

Nodes\\FGD Themes\\Sexual predators\Impact of high profile cases in media

Nodes\\FGD Themes\\Sexual predators\Impact of high profile cases in media\Jamie Bulger

Nodes\\FGD Themes\\Sexual predators\Impact of high profile cases in media\Jimmy Savile

Nodes\\FGD Themes\\Sexual predators\Impact of high profile cases in media\Madeleine McCann

Nodes\\FGD Themes\\Sexual predators\Impact of high profile cases in media\Milly Dowler

Nodes\\FGD Themes\\Sexual predators\Protective strategies for children

Nodes\\FGD Themes\\Sexualised Society

Nodes\\FGD Themes\\Sexualised Society\Impact of sexualised society on children

Nodes\\FGD Themes\\Sexualised Society\Negotiating sexualised society [empowering children]

Nodes\\FGD Themes\\Sexualised Society\Negotiating sexualised society [empowering children]\Preparing children for contemporary[sexualised] society

Nodes\\FGD Themes\\Sexualised Society\Negotiating sexualised society [empowering children]\Shifting social norms around sex and sexuality

Nodes\\FGD Themes\\Sexualised Society\Negotiating sexualised society [empowering children]\Teaching children about safe and appropriate behaviour

Nodes\\FGD Themes\\Sexualised Society\Negotiating sexualised society [empowering children]\Teaching children about the sexualisation of girls

Nodes\\FGD Themes\\Sexualised Society\Parents questioning whether society has become more sexualised

Nodes\\FGD Themes\\Sexualised Society\Parents questioning whether society has become more sexualised\Behaviours and practices once consider 'innocent' now problematised

Nodes\\FGD Themes\\Sexualised Society\Parents questioning whether society has become more sexualised\Children doing pole dancing

Nodes\\FGD Themes\\Sexualised Society\Parents questioning whether society has become more sexualised\Girls have used their sexuality for a long time

Nodes\\FGD Themes\\Sexualised Society\Parents questioning whether society has become more sexualised\Music has long been perceived as a sexualising threat

Nodes\\FGD Themes\\Sexualised Society\Parents questioning whether society has become more sexualised\Positive aspects of 'sexualised society'

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society\Internet and Social media

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society\Peer influences

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society\Sexualised clothing and fashions

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society\Sexualised forms of dancing

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society\Sexualised media content

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society\Sexualised toys (e.g, Bratz)

Nodes\\FGD Themes\\Sexualised Society\Protection from sexualised society\SRE which exposes children to sexual information

Nodes\\FGD Themes\\SRC and child protection

Nodes\\FGD Themes\\SRC and child protection\Accurate information helps children to make safe decisions and minimises risk

Nodes\\FGD Themes\\SRC and child protection\Child minders need training on how to deal with sexual behaviour among children

Nodes\\FGD Themes\\SRC and child protection\Children are more exposed to 'sex' than they were in the past

Nodes\\FGD Themes\\SRC and child protection\Children that may have been exposed to pornography

Nodes\\FGD Themes\\SRC and child protection\Girls that give off 'sexual' messages are at risk

Nodes\\FGD Themes\\SRC and child protection\Protecting children from peer-pressure to have sex

Nodes\\FGD Themes\\SRC and child protection\Sexual knowledge, consent and right to say no

Nodes\\FGD Themes\\SRC and child protection\SRC and child abuse

Nodes\\FGD Themes\\SRC and child protection\SRC and sexual assault

Nodes\\FGD Themes\\SRC and child protection\Talking to children about prostitution

Nodes\\FGD Themes\\Threats to innocence

Nodes\\FGD Themes\\Threats to innocence\Makeup (girls wearing makeup)

Nodes\\FGD Themes\\Threats to innocence\Marketing for adult products that appeals to children (JLS condoms)

Nodes\\FGD Themes\\Threats to innocence\Media influence

Nodes\\FGD Themes\\Threats to innocence\Media influence\Exposure to negative role models

Nodes\\FGD Themes\\Threats to innocence\Media influence\Exposure to pornography

Nodes\\FGD Themes\\Threats to innocence\Media influence\Sexual content - television and films

Nodes\\FGD Themes\\Threats to innocence\Media influence\Sexual content in music (videos and song lyrics)

Nodes\\FGD Themes\\Threats to innocence\Media influence\Sexually violent computer games

Nodes\\FGD Themes\\Threats to innocence\Peers

Nodes\\FGD Themes\\Threats to innocence\Peers\Inappropriate games

Nodes\\FGD Themes\\Threats to innocence\Peers\Junior school (moving up to)

Nodes\\FGD Themes\\Threats to innocence\Peers\New media - camera phones, sexting etc.

Nodes\\FGD Themes\\Threats to innocence\Peers\Peer exposure to sexual knowledge, behaviour, practices etc.

Nodes\\FGD Themes\\Threats to innocence\Peers\Sexual exploration with peers (who may not be ready)

Nodes\\FGD Themes\\Threats to innocence\Proliferation of sexual imagery

Nodes\\FGD Themes\\Threats to innocence\Retailers that stock sexualised clothing

Nodes\\FGD Themes\\Threats to innocence\'Sexual' behaviour in public (exposure to)

Nodes\\FGD Themes\\Threats to innocence\'Sexual' swearing or conversation (over heard)

Nodes\\FGD Themes\\Threats to innocence\'Sexualised' dancing (contemporary forms of)

Nodes\\FGD Themes\\Threats to innocence\SRE and sexual knowledge

Nodes\\FGD Themes\\Threats to innocence\Stranger danger (conversations about)

Nodes\\FGD Themes\\Threats to innocence\Within the family

Nodes\\FGD Themes\\Threats to innocence\Within the family\Children being called sexy

Nodes\\FGD Themes\\Threats to innocence\Within the family\Exposure to information or sexual material by extended family members

Nodes\\FGD Themes\\Threats to innocence\Within the family\Exposure to parents sexual relationship

Nodes\\FGD Themes\\Threats to innocence\Within the family\Influence of older siblings

Nodes\\FGD Themes\\Threats to innocence\Within the family\Open-door family policy

Nodes\\FGD Themes\\Threats to innocence\Within the family\Parents who sexualise their children

Nodes\\FGD Themes\\Threats to innocence\Within the family\The influence of fathers' inappropriate comments and behaviour