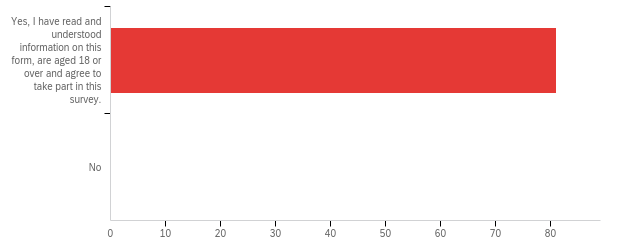
Default Report  
*Educational Psychologists' views and experiences of supporting Relationships and Sex Education*  
**March 1st 2022, 3:34 am MST**

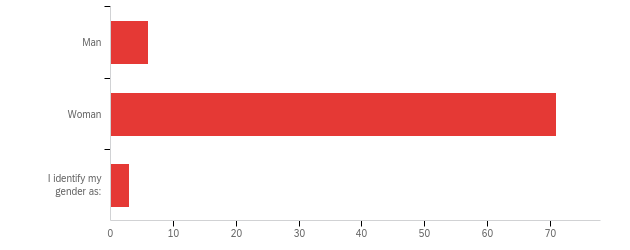
**Q1.2 - Please select to indicate that you have read and understood information on this form, are aged 18 or over and agree to take part in this survey.**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Please select to indicate that you have read and understood information on this form, are aged 18 or over and agree to take part in this survey. | 1.00 | 1.00 | 1.00 | 0.00 | 0.00 | 81 |

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Yes, I have read and understood information on this form, are aged 18 or over and agree to take part in this survey. | 100.00% | 81 |
| 2 | No | 0.00% | 0 |
|  | Total | 100% | 81 |

**Q2.1 - What is your gender?**



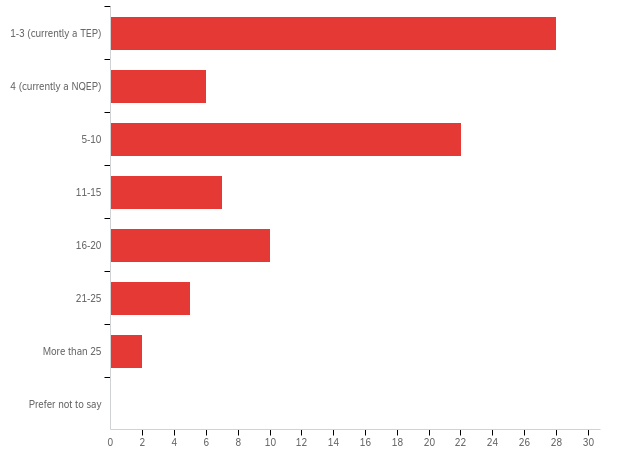
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | What is your gender? - Selected Choice | 4.00 | 6.00 | 4.96 | 0.33 | 0.11 | 80 |

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 4 | Man | 7.50% | 6 |
| 5 | Woman | 88.75% | 71 |
| 6 | I identify my gender as: | 3.75% | 3 |
|  | Total | 100% | 80 |

Q2.1\_6\_TEXT - I identify my gender as:

|  |
| --- |
| I identify my gender as: - Text |
| I don’t have a gender. I am female. Not everyone identifies with gender ideology |
| No gender |
| I don’t ‘identify with a gender’. My sex is female. ‘Gender identity’ is sensitive data and should not be collected under GDPR rules. Sex is the protected characteristic under EA10 and the only meaningful legal term here. |

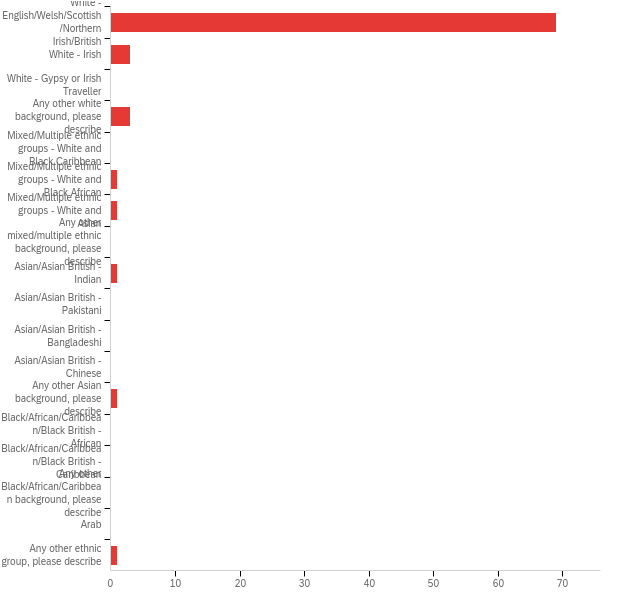
**Q2.2 - How many years have you practised as an Educational Psychologist (EP)?**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | How many years have you practised as an Educational Psychologist (EP)? | 4.00 | 10.00 | 5.85 | 1.73 | 3.00 | 80 |

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 4 | 1-3 (currently a TEP) | 35.00% | 28 |
| 5 | 4 (currently a NQEP) | 7.50% | 6 |
| 6 | 5-10 | 27.50% | 22 |
| 7 | 11-15 | 8.75% | 7 |
| 8 | 16-20 | 12.50% | 10 |
| 9 | 21-25 | 6.25% | 5 |
| 10 | More than 25 | 2.50% | 2 |
| 11 | Prefer not to say | 0.00% | 0 |
|  | Total | 100% | 80 |

**Q2.3 - Please choose one option that best describes your ethnic group or background.**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Please choose one option that best describes your ethnic group or background. - Selected Choice | 14.00 | 32.00 | 14.80 | 2.80 | 7.83 | 80 |

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 14 | White - English/Welsh/Scottish/Northern Irish/British | 86.25% | 69 |
| 15 | White - Irish | 3.75% | 3 |
| 16 | White - Gypsy or Irish Traveller | 0.00% | 0 |
| 17 | Any other white background, please describe | 3.75% | 3 |
| 18 | Mixed/Multiple ethnic groups - White and Black Caribbean | 0.00% | 0 |
| 19 | Mixed/Multiple ethnic groups - White and Black African | 1.25% | 1 |
| 21 | Mixed/Multiple ethnic groups - White and Asian | 1.25% | 1 |
| 22 | Any other mixed/multiple ethnic background, please describe | 0.00% | 0 |
| 23 | Asian/Asian British - Indian | 1.25% | 1 |
| 24 | Asian/Asian British - Pakistani | 0.00% | 0 |
| 25 | Asian/Asian British - Bangladeshi | 0.00% | 0 |
| 26 | Asian/Asian British - Chinese | 0.00% | 0 |
| 27 | Any other Asian background, please describe | 1.25% | 1 |
| 28 | Black/African/Caribbean/Black British - African | 0.00% | 0 |
| 29 | Black/African/Caribbean/Black British - Caribbean | 0.00% | 0 |
| 30 | Any other Black/African/Caribbean background, please describe | 0.00% | 0 |
| 31 | Arab | 0.00% | 0 |
| 32 | Any other ethnic group, please describe | 1.25% | 1 |
|  | Total | 100% | 80 |

Q2.3\_17\_TEXT - Any other white background, please describe

|  |
| --- |
| Any other white background, please describe - Text |
| European |
| European mixed |

Q2.3\_22\_TEXT - Any other mixed/multiple ethnic background, please describe  
Any other mixed/multiple ethnic background, please describe - Text

Q2.3\_27\_TEXT - Any other Asian background, please describe

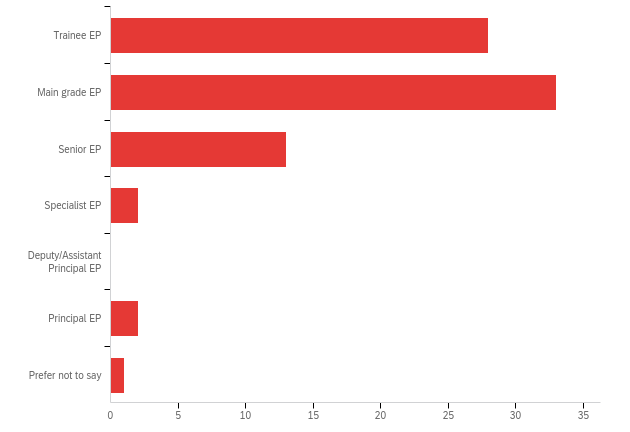
|  |
| --- |
| Any other Asian background, please describe - Text |
| sri lankan |

Q2.3\_30\_TEXT - Any other Black/African/Caribbean background, please describe  
Any other Black/African/Caribbean background, please describe - Text

Q2.3\_32\_TEXT - Any other ethnic group, please describe

|  |
| --- |
| Any other ethnic group, please describe - Text |
| North African |

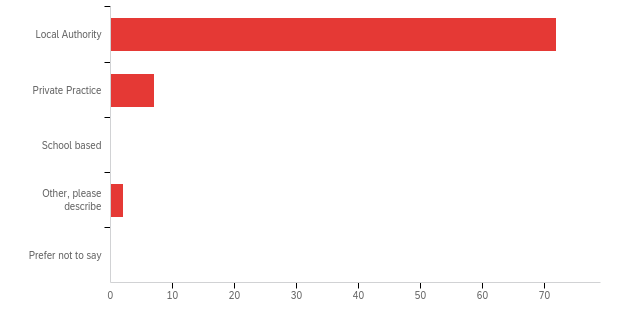
**Q2.4 - What is your current role?**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | What is your current role? | 1.00 | 7.00 | 2.03 | 1.16 | 1.34 | 79 |

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Trainee EP | 35.44% | 28 |
| 2 | Main grade EP | 41.77% | 33 |
| 3 | Senior EP | 16.46% | 13 |
| 4 | Specialist EP | 2.53% | 2 |
| 5 | Deputy/Assistant Principal EP | 0.00% | 0 |
| 6 | Principal EP | 2.53% | 2 |
| 7 | Prefer not to say | 1.27% | 1 |
|  | Total | 100% | 79 |

**Q2.5 - In what setting do you currently work? (Select all that apply)**



|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Local Authority | 88.89% | 72 |
| 2 | Private Practice | 8.64% | 7 |
| 3 | School based | 0.00% | 0 |
| 4 | Other, please describe | 2.47% | 2 |
| 5 | Prefer not to say | 0.00% | 0 |
|  | Total | 100% | 81 |

Q2.5\_4\_TEXT - Other, please describe

|  |
| --- |
| Other, please describe - Text |
| LA and private |
| I work in both local authority and private practice but couldn’t press both buttons |

**Q3.2 - Your views and experiences of training in RSE in relation to different groups of learners**

Q3.2\_4\_1 - RSE for CYP (children and young people) in general - Professional training as part of my CPD

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| --- |
| RSE for CYP (children and young people) in general - Professional training as part of my CPD |
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110 / 62 = 1.77

Q3.2\_4\_2 - RSE for CYP (children and young people) in general - How important it is for EPs to receive RSE training for this group

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| --- |
| RSE for CYP (children and young people) in general - How important it is for EPs to receive RSE training for this group |
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235 / 63 = 3.73

Q3.2\_5\_1 - RSE for CYP with learning disabilities - Professional training as part of my CPD

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| RSE for CYP with learning disabilities - Professional training as part of my CPD |
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106 / 62 = 1.73

Q3.2\_5\_2 - RSE for CYP with learning disabilities - How important it is for EPs to receive RSE training for this group

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| RSE for CYP with learning disabilities - How important it is for EPs to receive RSE training for this group |
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266 / 63 =

Q3.2\_7\_1 - RSE for CYP with physical disabilities - Professional training as part of my CPD

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| RSE for CYP with physical disabilities - Professional training as part of my CPD |
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93 / 62 =

Q3.2\_7\_2 - RSE for CYP with physical disabilities - How important it is for EPs to receive RSE training for this group

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| RSE for CYP with physical disabilities - How important it is for EPs to receive RSE training for this group |
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248 / 63 = 3.94

Q3.2\_8\_1 - RSE for CYP who identify as being LGBTQA+ - Professional training as part of my CPD

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| --- |
| RSE for CYP who identify as being LGBTQA+ - Professional training as part of my CPD |
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114 / 62 =

Q3.2\_8\_2 - RSE for CYP who identify as being LGBTQA+ - How important it is for EPs to receive RSE training for this group

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| RSE for CYP who identify as being LGBTQA+ - How important it is for EPs to receive RSE training for this group |
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264 / 63

Q3.2\_9\_1 - RSE for autistic CYP - Professional training as part of my CPD

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| RSE for autistic CYP - Professional training as part of my CPD |
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105 / 62

Q3.2\_9\_2 - RSE for autistic CYP - How important it is for EPs to receive RSE training for this group

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| RSE for autistic CYP - How important it is for EPs to receive RSE training for this group |
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272

Q3.2\_10\_1 - RSE for CYP of different ethnicities - Professional training as part of my CPD

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| RSE for CYP of different ethnicities - Professional training as part of my CPD |
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84

Q3.2\_10\_2 - RSE for CYP of different ethnicities - How important it is for EPs to receive RSE training for this group

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| --- |
| RSE for CYP of different ethnicities - How important it is for EPs to receive RSE training for this group |
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246

**Q3.3 - Please outline what, if any, training on RSE you received from your university provider?**

|  |
| --- |
| Please outline what, if any, training on RSE you received from your university provider? |
| It was woven into some of our modules, although more the relationship side in its broader sense rather than sex education |
| I don't think we had any |
| I don't think we covered the topic. |
| None specifically, 1 lecture on gender diversity and 1 on racism |
| As part of anti-oppressive practice input |
| None directly but did my own reading. |
| None |
| None |
| None |
| Training on gender diversity provided, but not specific to RSE |
| Completed a project/assignment in this area |
| Upcoming training on Gender and diversity |
| None - only self study CPD |
| none |
| nothing specific |
| None - all training is after I qualified |
| None so far, but I think there is something in the diary for this year. |
| n/a |
| As part of learning about the PfA outcomes, RSE was explored but primarily looking at relationships (friendships and family) rather than sex and romantic relationships |
| Received a half day session on RSE for children with severe and complex needs that was very well delivered. This covered some aspects of RSE in general but mainly focused on populations with high levels of SEN |
| None! |
| None |
| none that I can remember |
| Training on rse for childewn with special educational needs (one session with outside professional) |
| None, much of my training has been via CPD or as a result of a previous role. |
| none |
| We have received training around diversity issues, including BPS competencies mentioned in the paragraph above (e.g. sexuality and gender diversity). We also had Andrew Moffat (No Outsiders project) deliver a talk around sexuality/gender/ethnicity diversity as part of our Whole Course Day. However, these raised awareness of issues around diversity, and there was no specific conversations related to RSE. |
| None |
| some gender identity training |
| I think we covered the topic of relationships in amongst other topic areas - not specifically as a topic in its own right. |
| n/a |
| Unit on 'identifying and challenging social barriers' reflecting on how disabled CYP experience sex and relationships. Not focused on the education of this. |
| none |
| None |
| None |
| LGBTQ+ issues |
| N/A |
| N/a |
| Normative notions of sexuality and gender. |
| None |
| I did the masters one year there was content on safeguarding and child development none specifically on SRE most of my cod has come from my teaching where I did a lot of PSHE cpd to develop policies and practice in school and as an EP things I have been rained in since qualifying as an Ep in Sexual behaviour problems aim training |
| None |
| None. |
| none that I remember |
| None that I recall |
| None is on DEdPsy. As a teacher we received CPD o the subject and in my teacher training we had a session on it. |
| None. Lots on presentations of lgbtq+ But limited beyond that. |
| None |
| None |
| None |

**Q4.2 - Views and experiences of training in RSE topics**

Q4.2\_1\_1 - The facts about puberty; genital anatomy; fertility; pregnancy, including m... - Professional training as part my CPD

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| The facts about puberty; genital anatomy; fertility; pregnancy, including miscarriage. - Professional training as part my CPD |
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63 / 56

Q4.2\_1\_2 - The facts about puberty; genital anatomy; fertility; pregnancy, including m... - How important it is for EPs to receive training on this RSE topic

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| The facts about puberty; genital anatomy; fertility; pregnancy, including miscarriage. - How important it is for EPs to receive training on this RSE topic |
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157 / 56 =

Q4.2\_1\_3 - The facts about puberty; genital anatomy; fertility; pregnancy, including m... - I know where to find information

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| The facts about puberty; genital anatomy; fertility; pregnancy, including miscarriage. - I know where to find information |
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216 / 56 =

Q4.2\_2\_1 - Sexually transmitted infections (STIs), including HIV/AIDs, and the full ra... - Professional training as part my CPD

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| Sexually transmitted infections (STIs), including HIV/AIDs, and the full range of contraceptive and pregnancy choices. - Professional training as part my CPD |
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61 / 56 =

Q4.2\_2\_2 - Sexually transmitted infections (STIs), including HIV/AIDs, and the full ra... - How important it is for EPs to receive training on this RSE topic

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| Sexually transmitted infections (STIs), including HIV/AIDs, and the full range of contraceptive and pregnancy choices. - How important it is for EPs to receive training on this RSE topic |
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141 / 56 =

Q4.2\_2\_3 - Sexually transmitted infections (STIs), including HIV/AIDs, and the full ra... - I know where to find information

|  |
| --- |
| Sexually transmitted infections (STIs), including HIV/AIDs, and the full range of contraceptive and pregnancy choices. - I know where to find information |
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219 / 56

Q4.2\_3\_1 - The characteristics of healthy and unhealthy relationships, including how t... - Professional training as part my CPD

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| The characteristics of healthy and unhealthy relationships, including how to support and maintain healthy friendships and intimate relationships. - Professional training as part my CPD |
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108 / 56

Q4.2\_3\_2 - The characteristics of healthy and unhealthy relationships, including how t... - How important it is for EPs to receive training on this RSE topic

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| The characteristics of healthy and unhealthy relationships, including how to support and maintain healthy friendships and intimate relationships. - How important it is for EPs to receive training on this RSE topic |
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229 /

Q4.2\_3\_3 - The characteristics of healthy and unhealthy relationships, including how t... - I know where to find information

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| The characteristics of healthy and unhealthy relationships, including how to support and maintain healthy friendships and intimate relationships. - I know where to find information |
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193 / 55 =

Q4.2\_4\_1 - Relationship diversity, including that there are different types of committ... - Professional training as part my CPD

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| Relationship diversity, including that there are different types of committed, stable relationships and LGBTQA+ relationships and identities. - Professional training as part my CPD |
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106 /

Q4.2\_4\_2 - Relationship diversity, including that there are different types of committ... - How important it is for EPs to receive training on this RSE topic

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| Relationship diversity, including that there are different types of committed, stable relationships and LGBTQA+ relationships and identities. - How important it is for EPs to receive training on this RSE topic |
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222

Q4.2\_4\_3 - Relationship diversity, including that there are different types of committ... - I know where to find information

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| Relationship diversity, including that there are different types of committed, stable relationships and LGBTQA+ relationships and identities. - I know where to find information |
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206

Q4.2\_5\_1 - Online safety and media depictions of intimate relationships. - Professional training as part my CPD

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| Online safety and media depictions of intimate relationships. - Professional training as part my CPD |
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90 / 56

Q4.2\_5\_2 - Online safety and media depictions of intimate relationships. - How important it is for EPs to receive training on this RSE topic

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| Online safety and media depictions of intimate relationships. - How important it is for EPs to receive training on this RSE topic |
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208 / 56

Q4.2\_5\_3 - Online safety and media depictions of intimate relationships. - I know where to find information

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| Online safety and media depictions of intimate relationships. - I know where to find information |
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181

Q4.2\_6\_1 - Understanding how all aspects of health can be impacted by the choices indi... - Professional training as part my CPD

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| Understanding how all aspects of health can be impacted by the choices individuals make in sex and relationships, both positively or negatively, e.g., physical, emotional, mental health, wellbeing and sexual and reproductive health. - Professional training as part my CPD |
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83

Q4.2\_6\_2 - Understanding how all aspects of health can be impacted by the choices indi... - How important it is for EPs to receive training on this RSE topic

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| Understanding how all aspects of health can be impacted by the choices individuals make in sex and relationships, both positively or negatively, e.g., physical, emotional, mental health, wellbeing and sexual and reproductive health. - How important it is for EPs to receive training on this RSE topic |
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215

Q4.2\_6\_3 - Understanding how all aspects of health can be impacted by the choices indi... - I know where to find information

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| --- |
| Understanding how all aspects of health can be impacted by the choices individuals make in sex and relationships, both positively or negatively, e.g., physical, emotional, mental health, wellbeing and sexual and reproductive health. - I know where to find information |
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175 / 55 =

Q4.2\_7\_1 - How to actively communicate and recognise consent from others and how and w... - Professional training as part my CPD

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| How to actively communicate and recognise consent from others and how and when consent can be withdrawn, including identifying and managing sexual pressure. - Professional training as part my CPD |
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96 /

Q4.2\_7\_2 - How to actively communicate and recognise consent from others and how and w... - How important it is for EPs to receive training on this RSE topic

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| How to actively communicate and recognise consent from others and how and when consent can be withdrawn, including identifying and managing sexual pressure. - How important it is for EPs to receive training on this RSE topic |
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216 / 56

Q4.2\_7\_3 - How to actively communicate and recognise consent from others and how and w... - I know where to find information

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| How to actively communicate and recognise consent from others and how and when consent can be withdrawn, including identifying and managing sexual pressure. - I know where to find information |
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187 / 56

Q4.2\_8\_1 - The concepts of, and laws relating to, sexual consent, sexual exploitation,... - Professional training as part my CPD

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| The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, how to seek help and how these can affect current and future relationships. - Professional training as part my CPD |
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Q4.2\_8\_2 - The concepts of, and laws relating to, sexual consent, sexual exploitation,... - How important it is for EPs to receive training on this RSE topic

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| The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, how to seek help and how these can affect current and future relationships. - How important it is for EPs to receive training on this RSE topic |
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Q4.2\_8\_3 - The concepts of, and laws relating to, sexual consent, sexual exploitation,... - I know where to find information

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| The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, how to seek help and how these can affect current and future relationships. - I know where to find information |
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**Q5.2 - How have you contributed to the Relationships and Sex Education development of children and young people within your practice as an Educational Psychologist? This may include directly or indirectly.**

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| How have you contributed to the Relationships and Sex Education development of children and young people within your practice as an Educational Psychologist? This may include directly or indirectly. |
| The issue has been raised during some consultation discussions with young people, parents and school staff. I have shared information to schools about how to support a child identifying as a different gender to the one they were assigned at birth on one or two occasions. |
| I have supported schools to understand online media usage. |
| recomended in reports, consultation with parents and school staff around case involving domestic violence, consent for adults with learning differences and disabilities |
| Mainly in advice regarding building positive social interaction and friendships. Also advice re keeping safe on-line. Support has been within individual case work mainly. |
| through consultation, pre- and post-statutory assessment and project work |
| No |
| N/A |
| Through consultation - exploring needs of CYP relating to relationships in particular and identifying any specific support that needs to be considered, outside RSE lessons. Through supervision of staff - e.g., SENCos who want to think about supporting gender and sexuality diverse CYP - recommending resources to read, possible training for staff Delivery of training to whole-staff on GSD - raising awareness and confidence to support CYP |
| I have included provision in EHC EP advice around personalised RSE for students to account for their SEN needs but nothing specific. Spoken to school staff about the need for appropriate RSE for those showing needs in that area. |
| undertaken training on lgbtq+ awareness and resources and trans issues |
| no |
| not yet |
| Indirectly through consultation with teaching staff and family about targets and support for their child/young person |
| I have been asked how to explain puberty (and resources to support this)to a primary-aged child by a parent of an autistic girl. I have been asked for advice on exploring trans-gender / sexuality issues by a parent of a primary-aged child. I have been involved in statutory work that has involved trans-gender young people either directly or as a sibling of the child who the request was being made for. I have written reports about young women who have been the victims of child sexual exploitation. |
| I haven't |
| Through consultation generally in casework. |
| Yes directly through consideration of the PfA outcomes in statutory work. Also, in safeguarding concerns. |
| Have discussed issues around young person's understanding of consent for touch/intimate touch as part of EHCP assessment and made recommendations around teaching about this area for this young person, who had cognitive and social communication needs. Have discussed and written outcomes/provision around recognising healthy relationships for a post-16 EHCP Mostly been indirect as part of recommendations rather than directly planning interventions |
| involved in group work supporting the well-being of girls in a SEMH specialist setting as an Assistant EP. Liaised with external providers of training to ensure good quality SRE input. Worked 1to1 with a pupil around puberty, menstruation, and hygiene |
| Not in lessons but I have in recommending bespoke interventions or services in my advice for CYP where they may risk of exploitation or has been historic and/or current CSE |
| Shadowed my supervisor in a consultation about a young person attending secondary SEN school and was masturbating in the classroom |
| Advice to schools on adapting RSE curriculum for CYP with autism |
| Limited input in some individual cases |
| No |
| I have attending CPD and researched some aspects of RSE and communicated what I have learned through short training delivery. |
| My research for my thesis was on developing an RSE curriculum in special school with staff. This included developing a working group and lasted a year. This showed how EPs could work systemically with school to support them develop policy and practice and discuss arsing issues. |
| During my time as a TEP, I wrote an essay about LGBTQ experiences in schools and spent time reading the Department of Education's RSE guidance for primary and secondary schools. This allowed me to gain an understanding around RSE considerations and critically appraise how schools teach and support. However, during my own practice, I cannot recall any specific work that I have contributed to the RSE development of children and young people. I would say this has not been an area of need in the cases I have worked on individually, but I am aware that this will be important to understand and have an awareness of for future work (e.g. 16-25 cases; links to attachment hypotheses etc.) |
| Directly provided advice relating to relationships and sex education as part of statutory assessment |
| No |
| no |
| In statutory work where it is highlighted as a priority - such as the yp voicing preferences relating to having relationships. In occasional casework, transition reviews and statutory work, where adults are concerned about the vulnerability of a yp or the potential vulnerability of a child, such as at the point of primary to secondary transition |
| Supporting schools with secondary aged pupils exhibiting inappropriate behaviour. There have been a few children with ASD displaying inappropriate social behaviour. I have also come across a pupil with Down's Syndrome who had an unhealthy obsession with her class teacher. |
| Supported RSE policy and practice development in specialist school for pupils with ASC Offered challenge to practice in mainstream secondary schools re policy and provision for RSE for pupils with SEND ensuring materials consider the stage of the YP rather than age. In discussing formulations with schools and parents included issues related to this area. Supported school practice and sign posted when schools have raised 'gender identity' issues often related to individual cases. Sign posted schools to LA training |
| Asking for social worker support for a LAC who was googling inappropriate images on the female body out of curiosity. |
| Indirectly via consultaiton with school staff and parents. Recommendations, particularly involving YP with ASD/ Severe LD. EHC assessment process, identifying outcomes related to this area and provision, particularly for Post 16 YP. |
| No |
| N/A |
| Talking with CYP about their sexuality when they've raised it. |
| Indirectly through helping identify resources that might be accessible to CYP with different needs or signposting, or highlighting and addressing barriers to understanding of these, and usually other, issues. On rare occasions I have supported parents to explore and empathise with the experiences and concerns that their LBTQ+ children may have. I frequently encounter child to parent aggression in my practice and tend to work with parents using approaches based on NVR to help them develop more positive and healthy parent-child relationships - this has to sit within wider consideration of the family history and needs that have led to particular behavioural patterns. I also fairly regularly refer on to a local Domestic Violence Service that provides programmes for both parents and young people who are subject to, or have historically experienced DV. I have used Brook's traffic light tool on many occasions with schools and parents to highlight developmentally appropriate behaviour, vs behaviour of concern. |
| A few limited discussions during individual work |
| Setting targets in statutory assessment relating to healthy relationships, consent, online safety etc. Highlight pupil vulnerabilities to members of staff and encouraging them to reflect on the kind of input yp might need around sex and relationships. |
| With some statutory assessments for older young people I have sometimes provided advice when there is vulnerabilities in these areas but these generally come from discussions with adults not directly with the YP&gt; |
| I wrote EHC advice for a trans young person. I took care to listen and represent the young person's views and preferred pronouns etc. |
| Supported school to develop RSE intervention for YP with autism. |
| Helping key adults working with students to think about relevant outcomes on EHCP related to this area and what type of provision may support this |
| No |
| Consultations with parents re asd children particularly. Sharing resources. Exploring the topic within wider safeguarding and alternative presentations. |
| I have designed and now deliver a training about supporting gender and sexuality diverse young people in school and I cover RSE within this. |
| My involvement has been around supporting friendships and professional relationships, through advising how positive relationships can be supported to develop. I haven't had any direct contribution to SRE education. |
| I don’t believe I have |
| Gave advice on supporting children/young people touching/rubbing own body in public. |

**Q5.3 - What, if any, are the particular challenges in providing Relationships and Sex Education support to children and young people, their settings and families?**

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| What, if any, are the particular challenges in providing Relationships and Sex Education support to children and young people, their settings and families? |
| Not being confident I know and understand all of the most up to date research about the best way to address these topics. Not being confident I know where to find the best information. Being aware that relationships are a very personal and individual matter and I therefore should not presume that I know best. Feeling unsure about using the correct terminology to talk about certain topics, particularly with regards to LGBTQ+ discussions. I don't want to offend anyone and could therefore be inclined to shy away from certain topics, particularly in written reports and emails. |
| It is not often a question asked directly to us in planning meetings etc. I have spoken more about RSE in consultations when appropriate. |
| Lack of training and insecurity about my professional role in this |
| Up to date CPD or knowledge of the curriculum. Being invited in to work in this area. |
| lack of formal training options - personal reading, research and working in partnership with senior teachers have been my CPD methods |
| Embarassment from young people, staff and parents/carers and often their inability to see this as part of SEN and EP role, currently |
| Respecting cultural differences |
| It requires staff/parents to raise these issues to be discussed/problem-solving or schools to commission work in this area (e.g., training) |
| Lack of CPD and knowledge, lack of time to do reading within work to update knowledge. School's having resources and time to implement sessions even at whole class level |
| attitudes and differing levels of acceptance and understanding. |
| sensitivity of topic |
| It can be a challenging subject for people to talk about |
| It's a challenging topic for some families/staff, their own beliefs can form barriers to being able to have open and honest discussions, and providing the support that a child or young person might need. |
| Finding clear and balanced information on the topics above, for myself and for young people/ families has been the biggest challenge. |
| Having up to date knowledge and helpful ways to communicate to CYP, school staff and parents/carers. |
| Being mindful of boundaries and helping the young person and their family to feel comfortable. |
| We typically work with CYP and their families for a very limited period of time with a specific purpose of identifying need in many areas (although this includes RSE). Therefore, we are not able to offer ongoing support. In addition, our multi-agency work needs to improve so that we can work more closely with those who can contribute to ongoing support and development of such skills. |
| Taboo in discussing sex can make this a sensitive area to discuss with parents especially, or may not always be raised Can be part of a complex picture with lots of other needs so may not always be an area discussed in detail linked to time constraints Own thinking - sexual relationships/knowledge not an area I usually ask about unless raised as an issue, although I always discuss relationships of other kinds eg parent, peer relationships generally, relationships with teachers as part of assessment and understanding a YPs situation |
| managing other people's (adults) beliefs and expectations about SRE. Supporting CYP with difficulties in flexibility of thought, 'embarrassment levels' and comfort zones of a number of different adults |
| Being able to talk about RSE issues to the system around the child, without the child or young person being affected by stigma shame or other negative responses from parents/carers/others should safety concerns arise Speaking to parents/carers/professionals of children with disabilities about sex, sexuality and relationships- sometimes there can be perceptions that cyp shouldnt have sexual interests or that adults shouldnt be thinking of their sexual development. I think this relates to more than one systemic issue- knowledge, culture, historical perceptions of people with disabilities in the UK (e.g. use of medicine to affect behaviour, forced sterilisation). There is a horrible, hidden history in the UK! Knowledge around specific CSE risk and harmful sexual behaviour can be a challenge if people dont know what to look for (and this training isnt part of usual safeguarding). I know this is separate to RSE itself but i think it is how the adults are informed about other factors that impacts good RSE |
| Lack of training and therefore lack of confidence in addressing such conversations |
| There is a need to understand the RSE curriculum, the national societal picture, the context in which the CYP is being educated (i.e. the school system / ethos), the familial context and the needs of the CYP themselves |
| I would expect that this type of education is undertaken by school staff over extended periods of time. |
| Ethics / Over stepping our remit |
| It is important to keep up to date with the range of perspectives and research on the issues. Many people find topics around RSE emotive. |
| The challenges were around encouraging people to spend the time planning and thinking about this issue alongside all the other demands of school life. Other issues included working collaboratively with parents and working with people with varied attitudes and beliefs. |
| In the local authority I am working within, RSE support seems to be met by other teams within multi-agency (e.g. Social Workers; charity organisations such as AllSorts for gender-diverse/sexuality support; schools). Personally, I wonder if this can lead to a diffusion of responsibility for the EP when it comes to considering RSE (e.g. providing details of support services when writing recommended outcomes and provision in statutory advice). From my own conversations with other members of the EP service about somewhat similar areas (e.g. gender diversity, sexuality), I would hypothesise that the team would not feel confident in their own abilities to support with RSE support to young people. Our EP team works within a wider 'inclusion service' which is made up of other teams such as Primary Mental Health Workers, SEMH, Literacy Support, ASC, and Early Years Specialist Teachers. I would hypothesise that due to our organisational structure, RSE support may be met by other professionals within our SEMH and Mental Health teams. |
| Differentiating for different needs |
| Time |
| I think as an EP, where involvement with CYP is brief, it is difficult to take much of a role regarding supporting sexual behaviours ourselves with the CYP, with this being a very personal area for a CYP. |
| I think this should be done with someone who knows them well, rather than an EP who comes in and leaves |
| Relationships and sex education is multi-faceted and it can be an issue working out who is best placed to support directly. Cultural ethos issues in a rural county/church schools/ academies etc. EP knowledge in the area so often end up sign posting to charities and other resources. Staff knowledge base about resources available for SEND population. |
| Adaptation of the curriculum to suit individual CYP's needs. |
| Knowledge of specific interventions/ programs for particular SEN groups, e.g. appropriate for ASD, LD etc. Lack of professional knowledge and development in this area. Capacity to be involved in any ongoing work of this nature. Lack of knowledge within this LA about which services could engage in this work with young people - what's on offer 'out there' |
| Views of the family, where the boundaries are in our role, level of understanding for the CYP and ensuring an holistic approach to supporting them |
| Family preference - not wanting their children to learn |
| Having the professionals to provide this support |
| I am lucky that there is an excellent CSE service in my area and that the school nurse service is very responsive to requests for support from school with respect to RSE for pupils of all ablilities and profiles of needs. I have yet to be in a position where I was the most appropriate professional to support in this area, so no challenges in particular encountered. I do find that there is a lack of understanding among colleagues in other services about the seriousness of patterns of aggression that develop in younger children towards family members and are then may generalise to other relationships as they mature (particularly for children with additional needs). Early help services are not knowledgable about interventions and parents are frequently left to fend for themselves, leaving everyone in the family at risk and parents feeling stigmatised. There will always imo be a challenge in providing sufficient information and support in school at the universal level (which is always in the abstract) to be truly impactful for CYP who have limited first-hand experiences of healthy relationships. |
| Knowing the boundaries of our role, relationship with the CYP are we best placed to deliver this. Having the right training in this to give helpful advice |
| Societal context - are education staff confident about what they are and are not allowed to teach children, particularly in relation to LGBTQ+ sre? Do school staff even understand safe sex practices for non cishet relationships? For EPs specifically - who raises sre as an issue? When and why? Cultural and other differences RE. how sex and relationships are viewed - how to respect and take into consideration different viewpoints but balance that with the needs of the CYP? |
| Recognising and being mindful of different cultural and personal understanding of relationships and sex. |
| I guess as this may not be areas we have much 'expertise' in? We are not working directly with young people on a regular basis. |
| lack of understanding from wider society |
| Uncomfortable talking about RSE with a stranger/adult; families often uncomfortable with the idea of YP having sex. |
| Workload of EHCPs, especially since schools have more control over which children and needs to prioritise EP involvement for. |
| Time commitments, knowledge and confidence |
| Schools making the referral and knowing EPs can help. |
| Lack of formal training. Lack of desire to discuss. An assumption that lack of outward interest = no interest. Parents and schools equating cognitive level with hormonal/sexual levels and desire. Considering safeguarding and/or poor sex Ed as sexually deviant behaviours. |
| I don’t know, really. This hasn’t come up much in my work so far. I think parents sometimes feel uncomfortable with their children learning about stuff they perceive to be “adult” and teachers can pick up on this and this can then limit what they feel comfortable talking about but this is not something I’ve encountered in my work as an EP. |
| My personaly knowledge. My awareness of the national curriculum, and within that how the individual schools I support work within this. Confidence in being able to have sensitive discussions around this topic area. School staff knowing that they could use traded EP time to support with systemic or individual work around SRE. |
| See above |
| Not having enough information about the family to help (long term information). Having the relationship with children and parents to discuss these sensitive topics. |

**Q5.4 - What, if any, are the opportunities you can see within the Educational Psychologists’ role in providing Relationships and Sex Education support to children and young people, their settings and families?**

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| What, if any, are the opportunities you can see within the Educational Psychologists’ role in providing Relationships and Sex Education support to children and young people, their settings and families? |
| Through consultation discussions is a key area. We could also deliver training to children and young people, schools and families. |
| Developing training to consider the psychological aspects of RSE might be a good opportunity and helpful for schools and other professionals. |
| I would love this to be a core aspect of my work as feel it is crucial |
| Within casework. As part of a specialist role supporting an ASD base. |
| I think it is important that we understand the issues in this area of our work, particularly as we now work with young people up to 25 years of age. |
| Through provision recommendations in statutory or non-statutory reports |
| Development of specific resources - e.g., supporting GSD in schools through information sheets or staff training, writing books (e.g., Kate Ripley, EP, wrote a book for CYP with autism to support relationships, including internet safety), supporting schools to set up support groups/discussion forums etc. |
| Coaching and supervision for school staff to tailor their RSE for particular groups/children/YP. Capturing the child's/YP voice and views on RSE. Building competencies and confidence in the adults around the child/YP to have these conversations with them. |
| consultation direct work and training |
| as part of PFA outcomes |
| ITs an opportunities to empower young people and to provide them with knowledge that they can use to develop healthy safe relationships |
| The trust we build with families and schools means we can be best placed to have some of these difficult conversations. We can also work systemically to help schools work towards positive and effective practice |
| I think secondary schools in particular would benefit from support that an EP could give on the developmental and psychological factors involved for young people in making informed choices within relationships. Helping young people to manage the pressures of social media / information on the internet is also very important. |
| Staff training, supporting and signposting for parents and school staff |
| A different level of support to be offered to adolescents, or young people who have had abusive experiences in the past. |
| When working within our statutory role (EHCP advice) for young people in Year 9 and up whilst considering the PfA outcomes. Advice to education settings. |
| Understanding links between different areas of need/aspects of situation and potential impact on relationships/sex e.g. impact of early trauma on later relationships, impact of general social understanding, importance of relationships and belonging to settle to learn |
| Supported the adults who know the CYP best to provide education and support in this area Supporting settings to develop helpful and healthy environments that support learning in this area - SRE is rarely about having 'one good talk'. Its about having the right ethos. Supporting settings to consider relevant policies Perhaps direct work with CYP |
| Training for staff, consultations around specific needs, preparation for adulthood work with CYP or system re: independence, developing shared understanding between different people (e.g. religious or cultural need with development), being lgbtq+, gender, disability and culture inclusive in our wider work so that differences are perceived within our work rather than separate or only on "specific" requests or demand |
| Particularly in SEN school where the behaviour is more prevalent within school |
| Support for schools to adapt the RSE curriculum to meet the needs of individuals with specific additional requirements such as autism or SLD |
| There are likely to be particular groups of pupils with SEND where EPs might be able to offer support to schools providing RSE. |
| General support |
| Provided we are clear about the research and perspectives, we could add clarity to discourse, and reduce ignorance and anxiety for children and their families. |
| I think there are multiple opportunities at individual, group and organisational levels: -hypothesis in casework -working collaboratively with families, YP and schools in consultation -outcomes and provision in EHCPs -training for staff -organisational development and policy implementation inline with school improvement -supporting schools in gaining the views of families and YP and collaborating and participating with them |
| I think there needs to be a multi-agency approach to this. From my previous answer, I feel that other professionals within our service will meet/consider the RSE development of young people, rather than EPs. I think for other services that may not have access to a wide variety of mulit-agency teams, it is important for EPs to be aware of their role for RSE support. I'm not sure what an opportunity would look like. |
| Supporting schools to differentiate teaching to the needs of their students |
| Training events or prompting discussion |
| Putting provision in EHCNA reports that require the CYP to be given RSE, where they may need input that is over and above universal delivery. In casework there is a role to support the adults around a CYP, such as exploring the RSE needs of the CYP and facilitating consideration of how they will be supported with those needs. |
| Talking through the challenges with schools to help problem solve where to target support. Referring schools to appropriate resources. |
| Include RSE variables in formulations - case work Support schools to ensure resources and knowledge available are appropriate to their 'whole school' populations. Encouarging schools to prioritise Relationships Education to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. |
| Training provided to staff on particular groups of CYP (e.g. Autistic). |
| Improving knowledge about ways to approach / adapt this in line with YPs SEN need. Helping reinforce the link with SEMH Signposting to services/ information |
| Providing clear psychological support to CYP, setting and families |
| Training for teachers/TAs, workshops with children, workshops with parents |
| Supports CYPs' Mental health further |
| I struggle with this question because it is so broad. I think there is an opportunity for EPs to support with psychoeducation for parents from a child's earliest difficulties within family relationships (which so often shape expectations and behaviours later on), but of course this depends on models of service delivery and battling the prevailing narrative among too many professionals that children are oppositional or aggressive due to 'bad' parenting or a within child 'problem' - it's all about the system! Now and then I find there is a need to explore the difference between typical sexual development and sexualised behaviour of concern with schools - often to reassure since schools are often understandably so acutely sensitive to any sign of developing harmful behaviours and attitudes. |
| Working with autistic children to identify healthy relationships |
| Highlight the needs of the CYP and advocating for them. Signposting to good sources of information. |
| Whole school training and support to educated and inform families and young people individually, particularly with high risk groups. |
| Unsure at the moment. |
| awareness raising, opportunities to listen and validate |
| EPs should be supporting schools to give appropriate RSE support to YP with additional needs. Also advocating for victims of peer on peer sexual violence as this group are often missed. |
| Yes. EPs are well placed to facilitate school level training especially in APs and special schools. Can also run focus groups for parents of cyp with send on this area |
| Raising awareness and understanding of how best to support children with ASD in this area |
| We can provide an ecosystemic view of issued from different perspectives that may be useful for parents and teachers. |
| Consultation. Outcomes and provision on statutory work. |
| Where RSE is being provided to particular groups. Such as children with SEN, autism and those who are LGBTQ+. We may be well placed the help schools think about how they are adequately providing this education for these children. |
| Systemic support, working with schools to decide how they may implement the curriculum. Supporting schools with adapting the SRE curriculum to be accessible for individual pupils. Promoting the important of good SRE education. |
| Consent, relationships and interactions - safety - in casework and consultation. Safeguarding |
| Help with knowing what is “normal” How to change and support inappropriate behaviours and encourage appropriate ones Emotional support to children and families Promotion of inclusion and diversity Advocate for CYP |

**Q5.5 - To what extent do you feel your personal qualities or values may have impacted on your practice in this area? Please be reminded the results of this survey are anonymous.**

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| To what extent do you feel your personal qualities or values may have impacted on your practice in this area? Please be reminded the results of this survey are anonymous. |
| I don't want to offend a child or young person or cause any damage to their sense of self or self esteem by saying or doing the wrong thing. I generally therefore try to signpost schools to up to date research or information, rather than feeling confident to give any suggestions or advice myself. |
| I don't think they have affected my practice. |
| Drives me to want to learn more and seek out cpd |
| I value the importance of supporting R&S education and development but realise that there are also others working in this area. My pragmatism has maybe prevented me from exploring this area more. |
| Only as much as they impact on any other aspect of my work. |
| I have personally used CPD to look into this, some training has been provided at work but mostly i feel i have taken responsibility for this. Therefore, my values have motivated my learning in this area, and therefore my practice |
| Being a straight woman has probably made me complacent of the struggles of those who identify as LGBTQA+ |
| It was not something even discussed in my initial training or within interactions I had with schools until more recent years - so you could say my training and exposure impacted my practice. I would not say my personal qualities or values have impacted as I have been open to learning more, attending CPD webinars, supporting schools that I support when they have raised these issues. I feel that as an EP I am able to engage with a range of topics through consultation, taking a person-centred stance to all my work enables me to gather the views and consider the experiences of those I work with. |
| I am a very open person and find discussing topics around RSE quite comfortable once I am confident in what is the right terminology/know up-to-date information. I find it difficult to be able to visualise how a session may look without having seen one in practice which impacts on my confidence to be able to deliver an RSE session directly/be more directive on how someone could develop their sessions appropriately. |
| none - perhaps lack of diversity and awareness of my own narrow experience/ perspective |
| Own experiences will always impact - especially with own families |
| I wonder if being female has led to me being more biased towards female experiences and issues in relation to this topic and this is something that I will need to address. |
| To some extent my confidence and lack of assertiveness can impact me advocating enough for children and young people around this. |
| In my view, it is extremely important to apply humanist principles to all our work including this type of work. |
| I used to be an RS teacher, so I have some sex ed teaching knowledge and resources from then. However I have little up to date knowledge, or specific SEN appropriate knowledge. |
| n/a |
| My own research focused on the educational experiences of young people who identify as sexual or gender diverse. Therefore I feel I have a little more knowledge and awareness of how to identify the need for support, and how to support young people with such identities. In addition, I am keen to explore CYP's holistic needs and will explore RSE within my questioning when working with them or their families/support staff if relevant. Furthermore, I have autistic family members and friends and have seen their challenges within these areas. |
| Sexual relationships specifically are an area I feel less comfortable discussing/asking about, so tend not to ask about these as part of my standard questioning, only if raised by someone I am working with (including the child). Unsure whether this should be part of my routine exploration of the factors around a young person's situation for older children or whether this feels too prying/personal. |
| I see my personal qualities and values as incredibly influential to my practice in the area. They informed my thinking around what, how, and why CPY (especially vulnerable CYP) should by taught about sex and relationships. Why this was important given the other unhealthy and unhelpful narratives available to them. |
| Very much so and I think experiences that inform this also. I worked with adults with disabilities years before becoming an EP where I was very much centred in empowerment and agency - although seeing the reality that this often did not transpire I also worked in religious independent schools for several years so have an understanding of what is important to one specific, very religious community - the work was eye opening as I personally have no religion and I had to work hard to honour different principles and find shared ground between the council and community that met religious critieria I am a survivor and I identify as lgbtq |
| I think I’m very open minded and have worked in SEN schools previously with some young people who showed frequent masturbation in public/ classroom. So I was not shocked or uncomfortable with having this conversation with staff |
| None at all |
| I am not sure that it has as the amount of involvement has been limited. |
| Believe it is an important area and as a 11-18 teacher previously understand the misconceptions and need for this to be discussed. |
| Not sure. |
| My values have undoubtedly influenced my research direction and therefore the type of work i have encouraged schools to take part in. I am very open minded and curious and believe that RSE it vital and welcome the new developments in legislation. |
| I identify as LGBTQIA+ and, from my own previous experience in schools, can recognise the limitations in RSE. I felt that diverse relationships were not covered in the RSE lessons I attended as a young person and felt they carried a heteronormative focus. I recognise that this was around 2005-2010, so I would like to assume that RSE has developed in subsequent years to acknowledge diverse relationships and have seen this in the DfE guidance. I feel I hold the values to challenge heteronormativity, raise awareness of sex education, and understand the need of RSE support well. Ultimately, I have found a lack of opportunity within the EP/TEP role to be able to support in this area and feel this results from organisational structures and not an area of need for the schools/young people I have met so far in my practice. |
| I think my experience working with CYP with special needs has helped me consider this group in terms of relationship and sex education and promote schools to consider this |
| I think I still feel there is a taboo around discussions relating to sex and teenagers |
| I am comfortable with broaching difficult topics, so feel able to directly ask a CYP if relationships are a focus for them for the future (which I may do in secondary statutory work, when facilitating the yp to consider what is important for them for the future). I have liberal values, which will likely influence how I approach this. |
| I think when discussing sexuality I feel slightly out of touch of appropriate/ non appropriate terms e.g. queer used to be an unacceptable term and now it's used commonly. |
| I am a member of the LGBTQIA community and my lived experiences and research does make me sensitive to issues related to RSE and the pupils lived experiences. |
| I feel the school's SRE curriculum is currently outdated and does not speak about contemporary issues (IVF, same sex couples, transgender, pansexual etc.) and thus should be a nationally reviewed scheme whereby such issues are included to create a more inclusive curriculum. From this, some topics may be 'followed up' with key groups of CYP who may be known to EPs but all CYP will be receiving a modified and more current SRE curriculum anyhow. |
| Maybe I have less interest in developing this area because issues related to this have not been significant for me, therefore perhaps the urgency of this type of work is not so visible to me? |
| Not had experience of contributing towards this, so qualities and values haven't been relevant to date |
| I feel it is important children learn and understand to enable them to make informed choices |
| Perhaps the lack of training/ no significant events in my own personal life mean that it's not something that I consider |
| Difficult to answer. I feel very comfortable discussing any SRE topics with adults and young people and worked for a sexual health charity for a time before I trained as an EP, so I do not believe that I am avoidant in any way. I have also experienced domestic violence and accessed DV services and I think this makes it easier for me to hear about the experiences of CYP and their parents when they choose to share them and help them access the most appropriate support. I don't have any conscious bias with respect to sexual orientation or gender identity - I believe that respectful curiosity is the desirable state to work towards regardless of what issues I am asked to support with. I have simply never been in a position professionally where my input has been sought around sexual health (in the medical sense)and although I consider myself to be reasonably well-informed I would signpost onward rather than attempting to provide education. |
| I am comfortable talking about SRE but don’t feel I have had the correct training to raise the conversations with CYP |
| SRE in school was largely mechanical and not suitable for me in many ways (I'm not straight). Consent was never discussed. School did not do enough to combat the Christian narrative about SRE that I was exposed to at home (ie. no information or discussion about it). I still feel let down by the adults in my life and feel strongly that young people should have a different experience to me. However, I still have a hangover of shame from those formative experiences so I don't always feel confident to speak up. |
| Perhaps more about lack of experience and confidence impact as a potential barrier? I think I'm fairly open and honest which helps these conversation? |
| I am a straight white middle class female - so much privilege to be aware of |
| As a victim of peer on peer sexual violence at school and as a professional who has worked with YP with disabilities who have encountered difficulties negotiating relationships/sex, this area of work is really important to me and I feel strongly about advocating for it. |
| I’m a 1st year so I am hoping that opportunities in this area do come up. However, I have recently become more open and comfortable with further exploring this area especially coming from and being raised in a traditional and conservative household where such issues were taboo and not spoken about. |
| NA |
| I feel it’s important and have experience within the post 16 LD community. Understanding and awareness of Dols and mental capacity is key. |
| Probably fairly significantly. I believe children should be given full access to RSE and that the content should be inclusive of all relationships and different groups of people. I believe this view is supported by legislation and I am fairly unimpressed if schools don’t provide this. |
| Personally, I didn't receive much SRE input at school and this isn't a topic that I feel confident/comfortable discussing on a personal or professional level - I am willing to, but I would want training and support to ensure I was doing this within my competence. |
| Probably. It is not an area I have thought about with my EP hat on |
| My confidence in talking about these topics may influence my practice in this area. My view that these things are typically and usually private may influence my ability to ask difficult questions and have discussions. |

**Q6.2 - How do you feel you have supported the RSE of autistic children and young people?**

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| How do you feel you have supported the RSE of autistic children and young people? |
| I feel quite confident in supporting children with autism to develop relationships in a broader sense, although far less so with sexual relationships. |
| n/a |
| I have shared research and advice including signposting to other organisations re exploring sexuality. |
| Through researching evidenced-based interventions and resources to share with young people, their parents and education staff when carrying out assessments and consultations. Running work discussion groups with staff and young people at secondary schools. |
| Recommendations in psychological advice, or through consultation |
| Through consideration of CYP specific profile of strengths and difficulties within all casework and where RSE topics are a cause for concern, working with parents and staff to consider referrals or interventions. |
| Not well enough! I do signpost to it in my EHC EP report but not giving explicit examples of what could be done. |
| signposting resources and within training |
| Through gentle challenge of schools not differentiating for autistic children |
| through the recommendations I've made in advice |
| Often in terms of providing advice and suggesting support/provision for helping them to develop their knowledge and skills around positive relationships and understanding topics related to relationships and sex education |
| I have advised parents of autistic children on aspects of this and directed them to resources. |
| I haven't |
| General advice about relationships, but not specifically about romantic relationships. |
| I have explored relevant PfA outcomes for autistic CYP and considered what support is needed. I also utilise psychological theories and models such as 'intolerance of uncertainty', 'theory of mind', and 'sensory integration' when working with autistic CYP |
| In my pervious role as an assistant EP - worked with several autistic CYP as part of a 'girls group'. |
| Provided recommendations on adapting the curriculum and managing the context in which the information is given as well as follow up support |
| Some recommendations regarding resources to use to support teaching about puberty and development designed for pupils with ASD. |
| N/A |
| By being led by the young person and their views on sex and relationships; assessing their readiness, and not imposing a neuro typical view on RSE. |
| I have questioned the impact of RSE in the lives of autistic YP in consultation ad helped those around them consider this factor in their lives. I have worked systemically with a special school to consider policy and practice and how autism and other diagnoses will need to be considered in the teaching practice and pedagogy of the teachers. I have supported the school to gain pupil voice about this topic in a participatory way, using a variety of techniques. |
| Not at all! |
| As part of statutory advice |
| not very well |
| In this group of yp, there typically seems to more likely be a focus on the social vulnerabilities with regard to relationships. |
| This is something I consider when working with secondary aged pupils with ASD and is often incorporated into their EHC needs assessment. |
| I cover the special school for autistic children and YP and its a topic we frequently revisit. cases where families have requested advice related to increasing their own understanding and that of their children/YP |
| N/A |
| Advice for school staff and families around appropriate strategies to support children in this area |
| I haven't |
| I haven't |
| I highlight this as an area that young people may need more support with. |
| Sometimes advice in statutory reports. Some advice to school about social stories but that is when behaviours are raised as 'problematic' by others. I see the gap in support for proactive support with acceptance that these are areas of interest and importance for all. |
| This has not come up in my work |
| I supported a school to develop an intervention/support pack for YP on the autistic spectrum. |
| I can’t think of any direct experiences of doing this yet |
| Only through outcomes / provision on EHCP related to this area as well as some guidance to ELSAs who have previously explored this area in supervision |
| I have signposted practitioners to visual support for autistic children needing support with puberty. |
| Consultation. Raising the topic with parents. Exploring further relationship aspirations in pupil voice Outcomes and provision on stat work. |
| I don’t feel I have yet. |
| As a TEP, I haven't. This isn't an area I've considered in casework or work with schools. I have some experience of this in a prior role. |
| I haven’t |
| I haven’t had the opportunity to specifically do this yet. |

**Q6.3 - Recommendations in psychological advice:Have you made RSE recommendations in your advice for autistic children and young people and, if so, what?What were your experiences of measuring/assessing the impact of those recommendations (if any)?Where, and how, did the request for Educational Psychology involvement come from?To what extent were young people’s views sought, and how?**

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| Recommendations in psychological advice:Have you made RSE recommendations in your advice for autistic children and young people and, if so, what?What were your experiences of measuring/assessing the impact of those recommendations (if any)?Where, and how, did the request for Educational Psychology involvement come from?To what extent were young people’s views sought, and how? |
| Statutory and traded work supporting children and young people with their social skills and relationships is very common. I might suggest social stories and comic strip conversations to help unpick social situations, teaching children scripts for starting or continuing a conversation. I always gather the views of young people and will ask them what they would like to learn to do or get better at. I will try to focus on these areas with my recommendations. Unfortunately, it can be difficult to persuade schools to let me review a child's progress much of the time, unless there are significant ongoing issues and I am not able to assess the impact of my recommendations in each individual case as often as I would like. I therefore try to ensure my recommendations are evidence based. |
| recomendations around interventions to develop social skills to develop friendship skills |
| Advice within reports has mainly focused on staying safe on line. This has mainly been within statutory advice so assessing impact has not been possible. I always seek the views of cup in reports. |
| Yes - use of evidence-based resources such as ULCA PEERS programme. Feedback from education establishment/parents (positive). Request for involvement came from the school (as link EP) or as part of a statutory assessment request for psychological advice. Young people always included as part of the assessment work. |
| Made recommendations for differentiated curriculum, with more visuals and emphasis on rules and boundaries which are there to protect the young person themselves and their partners. The YP's views were rarely sought. The request came through request for EHCP assessment. No evaluation of impact of this has been done by me |
| Yes I have made recommendations, usually around healthy relationships, appropriate touch etc. but I have not been involved in measuring the impact through statutory work as this is rarely reviewed. In the past if this was raised in consultation, I would review through consultation with adults to assess impact but not tools would be used for this. REquest would come from school or through SEN statutory work. Young people's views may have been sought through gathering pupil views for statutory assessments, but not directly/explicitly in relation to RSE. |
| Yes, mainly to differentiate the RSE curriculum to meet the child's or YP's needs so they can appropriately access it. |
| to develop understanding mainly - these were usually in statutory requests and therefore not measured or monitored by me directly. YP views sought via school re. this - i rarely spoke with young people directly about this as it was a concern raised by the adults around them |
| Be led by the YP and views are always sought Limited opportunities to assess the impact |
| The recommendations I made were.... Xxxx requires access to a modified SRE (sex and relationships education) programme that focuses on legal and social boundaries around sexual behaviour, consent and respect in relationships, porn and understanding what is 'normal' in terms of sexual behaviour. Examples of such programmes can be found here: https://www.tes.com/teaching-resources/blog/sre-students-learning-difficulties A 5 is Against the Law: might be a useful resource by Karri Dunn Buron. It has a focus on challenging behaviour with a particular focus on behaviours that can spell trouble for adolescents and young adults who have difficulty understanding and maintaining social boundaries. It will be important for Xxxx to continue to be educated about dangers of the internet e.g. using social stories and that school/parental access controls are used. Xxxx’s emotional needs make her vulnerable and she is potentially at risk of Child Sexual Exploitation (CSE). Xxxx has been working with staff from social care in relation to this and Education staff should liaise with social care so that this work can be supported and re-enforced in school. Xxxx will need particularly close monitoring in relation to this vulnerability throughout her secondary education. It will be important that Xxxx continues to have trusted, familiar adults she can talk to about a range of topics such as social media and safe use of the internet This was and EHCP request and the YPs views were sought 1:1 and using a scaling approach |
| Yes - in relation to building positive relationships and skills/knowledge/understanding of sexual health topics. I do not have any experiences of measuring impact other than informal chats with schools when possible. The requests for advice sometimes come from schools, more frequently as part of statutory requests. I always seek young people's views where possible - I tend to use person-centred approaches, tools, resources to do this. |
| Have offered 'informal' advice to a parent in a meeting- not part of a report. There was no long term measuring of impact of recommendations involved. |
| I haven't been involved with this yet |
| n/a |
| Yes in statutory advice - some outcomes have been around developing theory of mind, social understanding, understanding what a healthy romantic/sexual relationship involves. I don't have any experience of assessing the impact of my recommendations. |
| I don't think so |
| N/A |
| n/a |
| N/A |
| Yes, I have advised RSE as part of my recommendations in my advise. Typically as part of the contribution to statutory assessment. The YP were consulted as part of the process. |
| I have made recommendations for YP with autism re RSE. this has been measured using GBO. I have included pupil views using techniques like visual surveys, diamond ranking activities and the 'graffiti wall' |
| I was in able to |
| I had not thought of gaining young people's views about RSE I don't know how confident I am in that due to the lack of training and CPD in that area |
| Recommendations can include explicit teaching on understanding interactions and having strategies to keep them safe from people who may take advantage of them. This would typically be in statutory work and there has been no review/measuring of the impact. I sometimes include a requirement in the advice for schools to monitor progress against the provision. Sorry, have run out of time for completing the rest of your form. |
| I have included advice on teaching the child about sexually appropriate behaviours through education e.g. SEAL, role play. This is not something I have specifically gained pupil voice on |
| Yes usually around enabling pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Work around developing self hood |
| N/A |
| Yes, advice around understanding of levels of relationships and appropriate behaviours, recommending tools such as circles of intimacy to aid this. Recommended tools for measuring and assessing, but not involved directly. |
| Not had experience of this |
| It is not something that I have considered |
| Yes - mostly relating to consent and healthy/unhealthy relationships. I have done very little formal evaluation of impact around this. I have worked with a young person who had been excluded from school and the PRU had discovered significant learning needs and applied for an EHC. She was suspected but not confirmed as autistic. The young person raised SRE as an area of concern for herself as she wanted to understand better what boys intentions were towards her. |
| For psychological advice there has not been any follow up from my side as the involvement ended with submission of advice to LA. Generally the discussion has come from concerns raised by adults relating to vulnerability. (I've taken this question as statutory psychological advice). |
| n/a |
| no |
| No, Not yet |
| General strategies in EP Advice for EHCP, not reviewed and pupil views were generally sought through discussion around friendships and relationships using sentence prompts and rating scales |
| No |
| Yes and limited ability to measure. Secure pupils views and aspirations about relationships and family etc. |
| I have not. |
| None. |
| No |
| I haven’t yet made recommendations of this type as of yet. I have only generally given advice on developing children’s friendships and relationships. |

**Q6.4 - What specific skills and knowledge might you need to support autistic children and young people, their families and settings, in the development of their RSE?**

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| What specific skills and knowledge might you need to support autistic children and young people, their families and settings, in the development of their RSE? |
| An understanding of what constitutes a healthy and unhealthy relationship at each age and stage of life. |
| General CPD in RSE and role of T/EP |
| I feel I need a better understanding of current government guidance. Knowledge of the perceived needs of schools and families in this area. Consultation skills. Knowledge of any research in the area. |
| Personal research, good listening skills, consultation, managing difficult conversations, good communication and collaborative approaches with colleagues from a range of different supporting professions (including health and social care). |
| Knowledge of specific programmes or books that might help autistic YP of different ages e.g. Fiona Spiers |
| As and when this support is required, I would need to acquire knowledge on most up to date practices/policies but generally I would work collaboratively with those requesting support to think this through and my specific role in needing to acquire this, versus empowering them to do this. Core to all our work is the need to understand the factors impacting on CYP development and identifying specific barriers for those CYP we are working with. |
| Understanding the lived experience of those with autism navigating the RSE curriculum and what would be helpful for them. |
| resources and examples of good practice. support groups and community support. |
| person centred skills Communication skills - active listening |
| The impact that Autism has on RSE |
| Understanding what they need to know, what the evidence-base is around positive support strategies/programmes of support. But also then the knowledge/skills of how to work with people around what can be quite sensitive topics sometimes. |
| The skills needed are the same skills used in all EP work. Further knowledge of where to find good information and the most helpful formats for young people with autism is important. |
| Good understanding of appropriate and helpful messages to convey. |
| An understanding from research and from the lived experiences of individuals with autism. |
| ToM Knowledge of physical and emotional changes in puberty Emotional literacy and regulation Social understanding |
| Understanding ASC and having an awareness of research into ASC and RSE specifically. |
| There are some specific patterns where autistic young people frequently feel that they identify as a different gender to the one they were assigned at birth. |
| Greater understanding of how to communicate the information if required and to be sure it has been comprehended effectively. |
| Understanding that the range of perspectives on RSE are as diverse as in the neuro typical population, and sometimes beyond. |
| It would be helpful to understand key topics for families and YP, such as public/private and hear the lived experience. |
| A lot of soft skills that I feel EPs already possess to explore what may be a very sensitive topic for CYP (e.g. non-judgemental stance, holding a safe space etc.) I feel that EPs are in a strong position to be able to apply their pre-exsisting knowledge around ASCs towards supporting with CYP (e.g. psychological theories around social communication and interaction, such as theory of mind, when discussing consent in relationships; using Personal Construct Psychology to explore the young person's perceptions of relationships) |
| Awareness of autism, how to teach self advocacy and safeguarding |
| The perspective of a young person who has experienced it |
| Being understanding and non-judgemental |
| I think it is often around trying to identify individual need and then making appropriate resources and provision to meet stage of the child/YP. |
| A better understanding of how 'set outcomes' to support autistic CYP in developing appropriate social and sexual relationships with others. Working closely with Autistic 'specialists' (e.g. SSENS) to develop training/support for caregivers, professionals and CYP with autism. |
| A good understanding of the needs of ASD children? |
| Training in the most effective ways to support them to access RSE |
| To know how to sensitively consider this area with CYP; To know the age at which it is appropriate to discuss RSE / or if appropriate at all ages, how questions should alter accordingly |
| Knowledge of what is available in terms of intervention/tailored RSE. |
| Involvement over time as a known person? Comfort in speaking about these topics. Understanding of the rights of all to these experiences in their lives and knowledge about ways to teach around consent, safety, etc. |
| Clear ways to communicate successfully - learn from others |
| Understanding of ASD and how it affects RSE! |
| I think having an organisation that can support with further training in this area, in order to enables us as TEPs to confidently take steps in supporting cyp and families |
| Evidence based interventions |
| I guess knowing the law and curriculum around RSE |
| Toolkit. Knowledge of resources and local offer. Statistics. Awareness of dols and mental capacity. |
| I think I would need some CPD on this as I don’t feel I know enough to advise schools and families. |
| How to share SRE information via different communication methods (eg visual, verbal, sign). |
| How they communicate and so how I should present the information. Supporting and working with key adults they know |
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**Q6.5 - What role do you see for EPs to support the RSE of autistic children and young people?**

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| What role do you see for EPs to support the RSE of autistic children and young people? |
| I mostly see a role through general casework, as well as staff training. |
| I fel it is important but unclear of my role |
| Consultation, desemination of good practice examples and research. Research and development and possibly training. |
| Throughout our work, as necessary, as these issues will come up. |
| We could do more in consultations, be the impartial person to talk to the YP themselves about the 'awkward/embarassing' topics |
| I see a role through consultation around specific CYP and system work as this is raised to us. |
| I think we could play a really important role so we can advocate for the appropriate RSE for each person to enable them to develop understanding of healthy relationships and keeping safe. |
| cascading knowledge and supporting development of resources. bringing the view of the young person |
| Supporting school staff to communicate appropriately and use person centred approaches |
| I think we could have a really important role in providing training to school staff |
| Advocating their voice Supporting people's understanding of their strengths/particular areas of difficulty |
| As part of gaining a holistic picture of the child / young person. |
| Supporting and training staff/ parents so they are able to deliver support directly to CYP. |
| Support through casework, training and work with schools to help develop policy and practice. |
| To consider the relevant psychological theories and models which may help others understand the area of difficulty a young person may be experiencing and then how to support the development of this skills. That being said, I believe awareness of autism is incredibly important - so the upskilling of others who may be labelled as 'neurotypical' (e.g., circle of friends). |
| Curriculum adaptation, context support, follow up support, supervision for staff |
| Working to support school staff and parents. |
| A minor role but possible it may come up. |
| I think we could be better equipped with regards to access to research on this topic. |
| consultation, pupil voice, development of policy and practice in the EHCP process |
| I think that interventions, outcomes, and provision that we may already use for autistic CYP can be readilily adapted and applied to RSE (e.g. Social Stories). I feel more opportunities would lie within schools systems - the EP can support members of staff to implement RSE for autistic YP. |
| Teaching and promoting self advocacy |
| Directing to resources |
| Having knowledge of the potential challenges when working with these children |
| Support in identifying need Encouraging schools to look beyond their 'statutory duties' in this area and explore their ethos underpinning policy and practice. Supporting and sign posting schools and families |
| Developing their knowledge and understanding and sharing this with others - training for caregivers/school staff, or information sessions for autistic YP. |
| As part of advice within consultation to schools, incorporated into training, identifying as outcome when needed. |
| Supporting them to have a voice and to be able to express their experiences and needs and wishes |
| As ever, we should be an advocate for the CYP, and if this is an area that is not taught well / needs to be adapted for autistic CYP, then we should be able to highlight through (this!) research |
| Educating others about the need for tailored RSE. |
| Harder in the generic LA role perhaps unless a school or college use their link EP time for this and I'd like to think they are meeting this need within their RSE curriculum but they may not well be as your research highlights. Support for parents/carers in understanding and supporting? |
| to raise awareness and listen to and validate feelings. Reassure parents |
| Systemic and policy - contributing to the development of appropriate curriculums/support and advocating at policy level for this need for specialist support to be a requirement for YP on the autistic spectrum. |
| I think it’s a very important role as in general our society seem to overlook or not recognise that cyp with SEND also have the right to pursue their own relationships (sexual, intimate, friendships) of their own as they develop into adulthood and so ensuring they are supported through this to avoid issues around safeguarding and grooming is so important |
| Supporting teaching and support staff in identifying the best ways to support |
| Supporting the systems that support the CYP we work with. Family / school |
| Advocacy. |
| Probably advice for secondary schools where I imagine autistic children might need additional consideration in RSE lessons. I’m not really sure though. |
| Working with school staff to support their understanding, the development of their practice and confidence in doing so. |
| Supporting such a coaching and supervision for key adults working with Autistic CyP |
| Empathy and understanding Understanding or autism and triad of impairments Understanding of tackling these issues Supporting parents |

**Q6.6 - To what extent do you feel there are gender differences in RSE issues for autistic children and young people?**

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| To what extent do you feel there are gender differences in RSE issues for autistic children and young people? |
| I'm sure there must be differences although I have not had training in this. For example, autism is not identified in girls as frequently and this could make them more vulnerable as they may not have any additional support in place. |
| In the gendering practices within society and schools and differing social expectations rather than my own |
| I think issues may be different for individuals with autism for many reasons some linked to gender. |
| Gender differences have been noted generally for autistic CYP, so likely to exist in terms of RSE issues. It is important to treat each youngster as an individual and assess their needs accordingly. |
| Not sure |
| Again, I think this is specific to the CYP we are working with, and there will be gender differences for some with that diagnosis and not others, depending on their thinking and learning style. |
| I'm not sure, it depends how the young person is experiencing the world around them. Research indicates girls may be more skilled at masking their difficulties so there may need to be consideration about those who do 'camouflage' their needs to help them receive the right level of support in this area. |
| to some extent |
| high extent |
| I have heard anecdotally that this can come up more but have yet to experience it in my practice and I am not aware of the research in the area |
| I think these might link to wider gender differences with ASD, how boys and girls might experience/exhibit different difficulties but also how girls and boys might be treated differently by those around them because of different societal/cultural expectations of boys and girls |
| I suspect there are gender differences in RSE issues for autistic children and young people - evidence seems to support this - I have not received enough 'formal' training to know the full details of this. |
| I think there are individual differences for all support we give CYP, not just gender differences. I do however think it is important for all children to understand all RSE. |
| n/a |
| I believe there will be gender differences, however, each autistic young person will also be unique - so gender may not be the only difference. |
| Unsure |
| Not sure |
| Issues around consent. |
| The same as with the rest of the population. |
| This is not an area i have had much experience of. |
| There are clear differences that must be accounted for within sex and gender (e.g. periods; pregnancy). I think this would pose as a challenge for some individuals with ASC who may be able to identify/understand their own bodies, but might struggle to understand a body of the opposite sex. |
| A lot |
| I am not aware of these |
| I have tended to be referred boys, but I don't know if this is coincidence |
| there are commonalities in issues as in the general population. Presentation and needs may differ by both gender identity and SEND which can require staff/families to work from where the C/YP is and be creative. |
| Reported gender dysphoria in autistic YP and thus all autistic CYP needing support with this. With challenges in social interaction and communication, all autistic CYP, irrespective of gender, may be at risk of inappropriate sexual relations - e.g. grooming, exploitation, coercion. |
| Not sure |
| I don't feel I have experience in this so cannot comment |
| This isn't something I explore, though I have had experience of autistic girls talking about being gay (and this doesn't tend to be true for neurotypical pupils that I see) |
| The biggest gender issue that comes to mind is that autistic girls are less likely to have a diagnosis or support through school. There are many socially vulnerable girls that we don't see because they are quiet or don't cause problems for other people. |
| I'm not sure. |
| don't know |
| The main gender difference I see is that more female YP mask their autistic signs and therefore present as coping with relationships... but in complicated situations e.g. wanting to refuse to have sex they're at particular risk. Otherwise I think it's similar for both genders. |
| It is hard to say |
| Limited. Mostly assumed it’s not something the young person is ‘interested in’. |
| I don’t know. |
| From my experience, I feel that more support is given to boys, as exploration of their sexuality and pleasure can be more noticible (for example touching their penis in class). Because these behaviours are seen as socially unacceptable in particular contexts, effort is made encourage them to explore in more socially desirable contexts/ways. |
| I’m not sure |
| I would agree there are some gender differences, with understanding the function of their bodies, understanding puberty and bodily changes as well as developing intimate relationships. There are probably still some over arching issues both genders experience. |

**Q6.7 - To what extent do you feel the national curriculum should be adapted? Are there any additional or different topics which you feel are important to cover for autistic children and young people?**

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| To what extent do you feel the national curriculum should be adapted? Are there any additional or different topics which you feel are important to cover for autistic children and young people? |
| I wonder whether any required changes would benefit all children and young people, not just those with autism. I'm sure there is a lot of change that is required still. |
| Not familiar enough with current RSE curriculum to comment |
| I think personalisation is needed within methods, materials and approach. I think work around strengths and needs particularly linked to autistic identity is an important foundation to this work. |
| Not sure |
| Not sure |
| It should be adapted based on CYP individual thinking and learning style and individual's need for specific information - how information is presented etc. |
| Again it depends on the individual and their needs. |
| i think this depends on each individual child |
| don't know |
| I think the importance of consent and what this means is a big topic |
| I don't feel I know enough about what is already included to be able to comment on this |
| Yes many different / additional topics but there also needs to be a better understanding of autistic children and young people generally which applies to more formal learning situations as well as more 'informal' learning i.e in social times. |
| There should be life skills consistently taught include RSE. It often gets restricted to being taught in a couple of days a year or in selected subject like RS and Science. CYP need to be informed and supported in making informed decisions. They are so often out getting involved in things when they are not informed, that is when we have failed them. |
| n/a |
| The national curriculum certainly needs to have a greater emphasis on RSE for all young people. From my experience of being a secondary school teacher, RSE lessons were considered useless, the young people themselves knew that they would not be graded on their engagement/understanding of the topic and so it was not delivered effectivley. |
| The curriculum should be adapted on an individual basis as not all CYP with ASC will require this. The context in which the teaching is delivered is important to consider (e.g., preparation for the introduction of the topic, etc.). Support for CYP with ASC to manage wider challenges such as gender identify within the family could be something to explore. |
| I am not sure that I am fully aware of the current curriculum in this area. |
| Unsure. |
| A lot has been written by authors who have a good deal of understanding of autism, this knowledge should be married with the NC. |
| Important topics which came out of my research were: emotions, socially acceptable behaviour, helping pupils develop relationships safely,public/private |
| How to advocate for themselves, grooming |
| I feel it should be adapted to include life skills for all teenagers and open discussions about RSE but I am not sure how many teachers will be comfortable teaching that |
| I think PHSE is particularly important for children with any SEN |
| Due to nature of autism provision around relationships often need a more thorough and thoughtful approach and understanding. |
| As mentioned previously, national curriculum is due to be modernised to address contemporary issues such as LGBTQ+, sex for pleasure and not just reproduction etc. |
| Honestly, I'm not sufficiently clear on national curriculum in this area to comment on what additional topics there might be. I think the biggest issue I come across in casework is issues linked to rigidity of thought and lack of understanding of degrees of relationship. |
| As above. In terms of adaptations, it would be about the most effective delivery methods as above it talks about Autistic YP feeling let down and ill-equipped. |
| I don't know enough to comment |
| I'm not sure. I suppose there are assumptions made about what children come to school knowing and what people just pick up along the way without explicit teaching (eg. what is private/public). I also think that autistic people are (sometimes... often) taught to prioritise the needs of other people and to ignore their own thoughts/feelings/discomfort/pain which will inevitably have an impact on how they begin to understand consent. |
| I'm not sure. I don't know about the RSE curriculum. |
| I don't know enough about what is on the national curriculum |
| I think it just needs to be adapted to be really clear for YP with autism, if they struggle with reading body language we need to be teaching expressions/phrases to use and being very blunt and straightforward about issues like consent. Also, ensuring that there is someone they can go to with questions as they may have greater difficulties with peer relationships. |
| I definitely feel that the topic of RSE is important and should be differentiated in a way that includes them, meaning teachers and school staff should feel equipped in meeting the needs and ensuring the autistic CYps rights are fulfilled |
| I would say it's more about the method of delivery and the techniques used to raise their awareness and understanding |
| None |
| Specific. Tailored. More consent. More family support. Porn and the internet . |
| I don’t know. |
| It needs to be adapted to meet each individuals communication needs to ensure it is accessible. |
| Social skills around RSE Where and who to go to for help Scripts What’s appropriate and not |

**Q6.8 - Please provide any other information which you feel would be relevant.**

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| Please provide any other information which you feel would be relevant. |
| Left teaching prior to current curriculum being implemented and not part of current TEP training |
| none |
| I think if EPs can provide helpful training, this can empower staff to work with CYP. Often staff are embarrassed to teach it. Or they can worry about blurring the professional boundaries between them and CYP- staff are very aware of how easily they can be accused of something. Also sessions need to be engaging and thought-provoking, as well as creating a safe and supportive space to discuss it. If these are not in place then there can be difficulties with behaviour which can lead to CYP being removed- it will probably be those who miss out, who really need to be in the sessions. |
| n/a |
| / |
| Please leave ideology out of psychology. |
| I think that EPs themselves need to feel confident in this area, as it is often a topic which brigs about a lot of questions and difference in opinion. This could be useful to discuss in supervision |
| N/A |
| Nothing to add - apologies for my lack of experience with this! |
| Have experienced working with multiple YP with autism where sexual assault has happened (with YP as perp or victim) and it's really sad as most happen due to misreading signals/miscommunication etc. They are not receiving appropriate sex education AT ALL. |
| In a previous role I worked as part of a multidisciplinary team to support an autistic young person to explore self-pleasure in a more socially appropriate way. Working collaboratively, with the involvement of Psychology, speech and language and occupational therapy was incredibly valuable. |