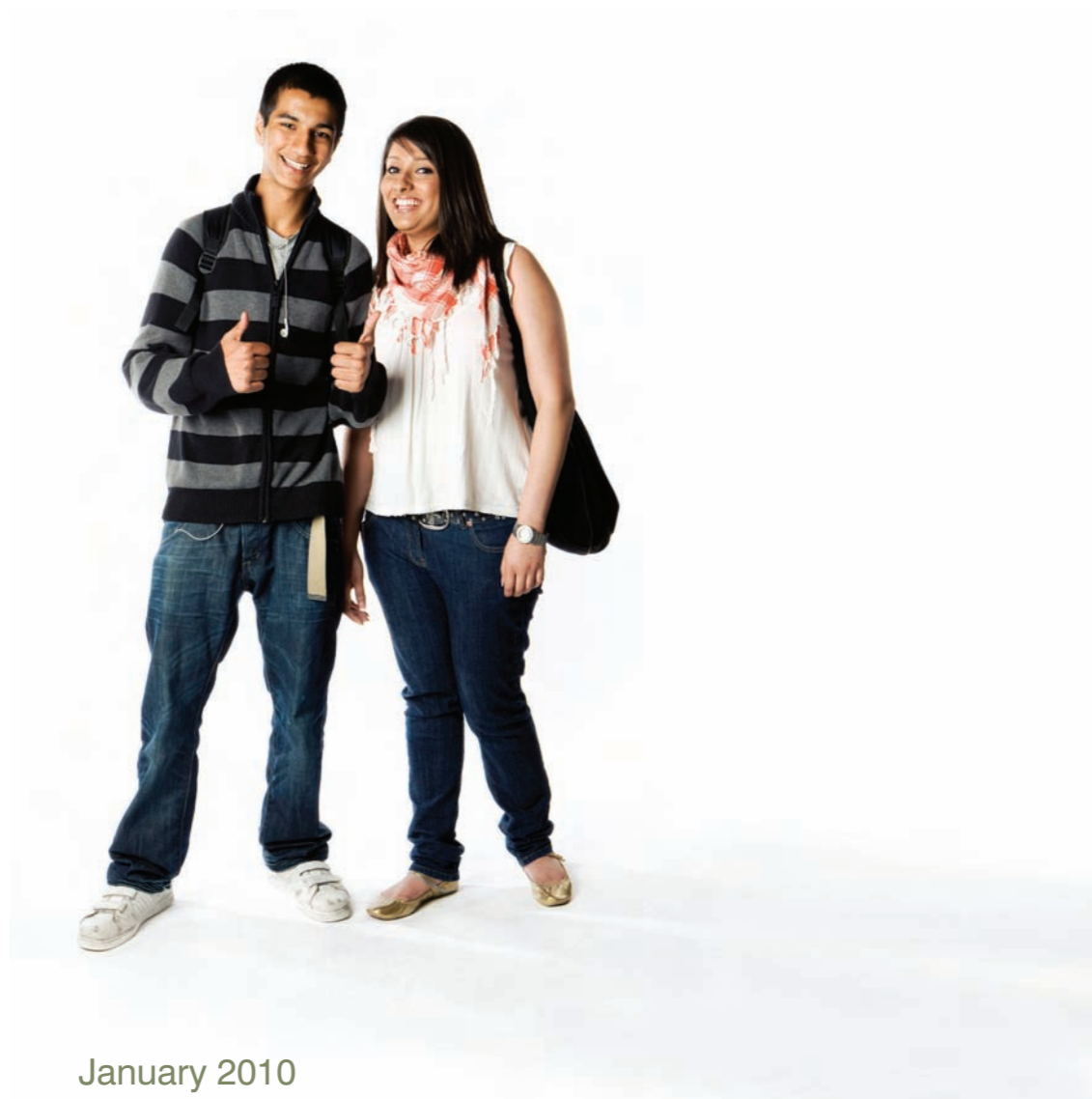




## Sex and Relationship Education (SRE) Review



January 2010



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# Chair's Introduction

I was a member of the Children's Services Overview and Scrutiny Committee in 2008 when the issue of teenage pregnancy was brought before us. I was eager then to Chair the review into what I knew to be a very real and important issue for Thurrock people. The implications of teenage pregnancy on the mothers, fathers and children are great but also, they have an affect on a much wider group of people and services in Thurrock.

As the Panel progressed through the review it became apparent that the key to tackling teenage pregnancy is not just about good sex and relationship education (SRE). Drug and alcohol abuse, lack of activities (perceived or otherwise) and peer pressure were all stated as contributing factors to why teenage pregnancies occur. This review was focussed on SRE and the Panel made a conscious decision not to explore other areas associated with teenage pregnancy because it would have diluted the quality of what we were trying to achieve. Therefore, I am pleased that the review has made some quality recommendations that relate specifically to SRE and can hopefully contribute to the wider partnership work of reducing teenage pregnancies in the area.

This review is the product of much detailed research with a wide range of people from diverse backgrounds, faiths and ages and it represents as much their work as those of the committee. The Youth Cabinet, especially, followed our review closely and I enjoyed meeting with their representatives to discuss issues. I hope the Youth Cabinet will invest their time into monitoring our work in future years and help shape an exemplary SRE service in Thurrock schools. I would like to take this opportunity to thank all the schools, health professionals, council officers, young people, teachers and faith leaders who dedicated their time to answering our questions and being receptive to what we were trying to achieve. There really are too many to mention individually but all your efforts were much appreciated by the Panel. I would also like to thank my fellow panel members who contributed their insights as much as their time to the review.



I look forward to following the recommendations we have made through the upcoming years to see how they contribute to reducing teenage pregnancy and improving SRE for young people and those that have to teach it, be they teacher, health professional or parent.

Cllr Danny Nicklen

# Glossary of Terms

Acronym	Full Meaning
C2U	<b>'See to You'</b> – The name given to a unit within each Thurrock school that provides confidential advice to pupils on health matters, including sex and relationships. Each C2U unit is composed of two health workers and one youth worker.
PCT	<b>'Primary Care Trust'</b> – The National Health Service (NHS) in England is divided into Primary Care Trusts, which are organisations that run hospitals and related health services in particular areas. Thurrock sits within the South west Essex Primary Care Trust.
PHSE	<b>'Personal, Health and Social Education'</b> – The name given to lessons that teach pupils about social issues. Sex and relationship education is one aspect of PHSE.
SRE	<b>'Sex and Relationship Education'</b> – The name given to school lessons in which pupils learn about sex and relationship issues. Within this report SRE also refers to the education that young people may receive from the wider community, which could range from parents to television.

# 1 Why do a Review of Sex and Relationship Education?

1.1 Teenage pregnancy rates in the UK are often reported in the media as one of the highest in Europe. Within the UK itself Thurrock has historically had a high teenage pregnancy rate.

1.2 Thurrock's teenage pregnancy rate has reduced since 1998 but is still an issue of concern for the Council and its partners in the NHS. There has been a trend over recent years for teenage pregnancy numbers to remain level and not reduce significantly. For example, in 2006, 136 babies were born in Thurrock to teenage mothers, which rose to 155 in 2007 and reduced slightly in 2008 to 134.

1.3 Although teenage parents can be as loving and supportive of their children as any other parent, research shows that there are a number of associated social problems connected to teenage pregnancy, namely:

- Teenage mothers tend to experience more socio-economic deprivation, mental health issues and drug problems than non-teenage parents,
- Teenage parents tend to have a lower level of educational attainment and are more likely to live in deprived neighbourhoods,
- Teenage mothers are more likely to have abusive and anti-social partners,
- The children of teenage parents show more signs of emotional problems and low educational attainment,
- It is estimated that it costs the NHS £63 million a year to support teenage mothers.

1.4 The Children's Services Overview and Scrutiny Committee were made aware of the

issues of teenage pregnancy in Thurrock at a meeting on 30th September 2008. Following this, the Committee established a Sex and Relationship Education (SRE) Review Panel to investigate whether SRE was effectively taught in Thurrock schools.

1.5 The Committee felt that the Panel should include a member of the public who represented a faith group as SRE was an important issue for religions. Mrs Patricia Wilson, who sits on the Committee, volunteered to be this representative on the Panel. The Committee also agreed that Thurrock's Youth Cabinet needed to be a major partner for the review.

1.6 Terms of Reference of the Sex and Relationship Education Review Panel

1. To work with the Youth Cabinet and young people to evaluate the suitability of sex and relationship education in Thurrock.
2. To make recommendations to improve the provision of sex and relationship education in response to evidence gathered during the review.

## The Review will include:

- a. A meeting to agree the terms of reference and a provisional work programme.
- b. Receive background information on the role and impact of SRE on young people in Thurrock.
- c. Meet with Officers to understand the Council's approach to SRE.

d. Design research the Youth Cabinet can undertake to gain the views of young people on sex and relationship education. This will include setting a number of questions the committee would want answered through the research.

e. Attend any Youth Cabinet events to take part in/ observe consultation exercises.

f. Decide whether any additional consultation is required, for example, meeting with SRE workers to gain their views on service provision.

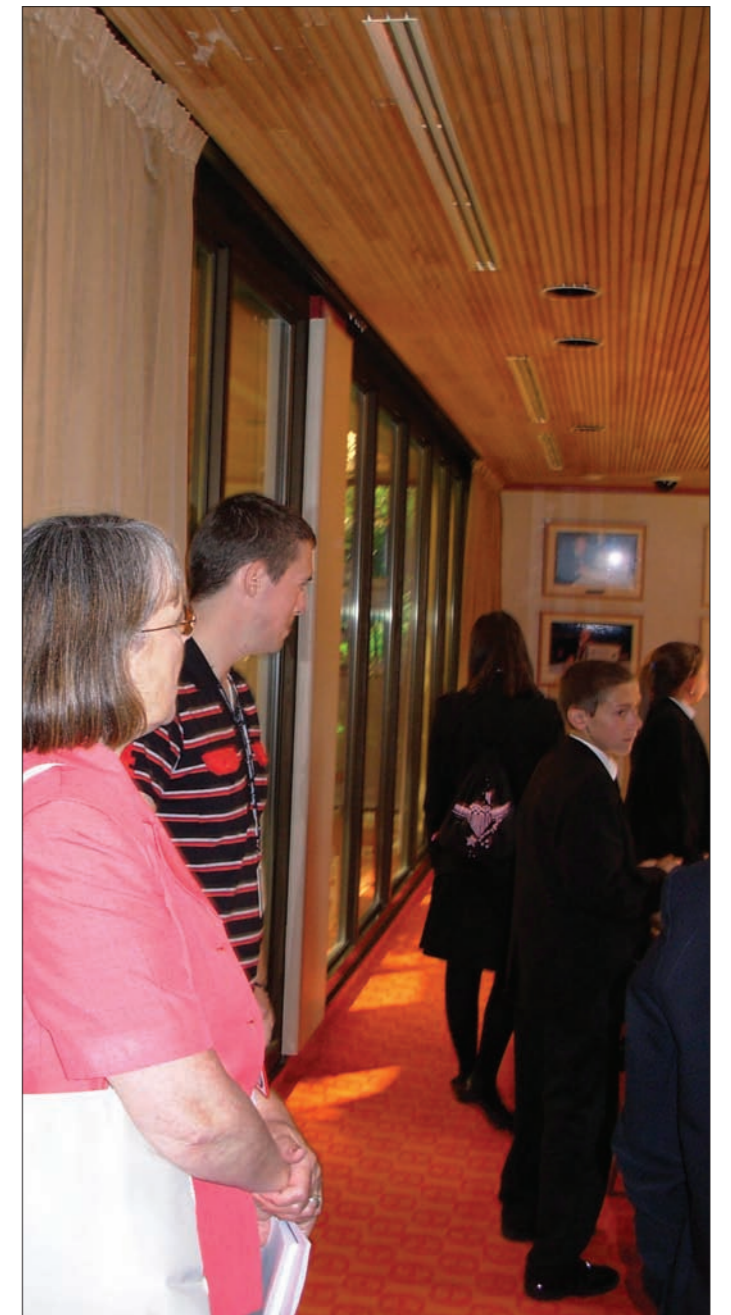
g. The production of a report, including all recommendations of the review.

1.7 Following some preliminary work, the Youth Cabinet discovered they did not have the capacity to undertake parts of the review and although they remained close partners in the consultation process, as well as the discussions that informed the recommendations, the review work was largely undertaken by the Panel.

## 1.8 Panel Membership

The Panel was composed of the following members:

- Councillor Danny Nicklen (Chair)
- Councillor Lynn Worrall
- Councillor Wendy Herd
- Mrs Patricia Wilson.  
(Lay member representing the Roman Catholic church)



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## 2 Evidence Gathering

2.1 Sex and Relationship education is a complex subject that does not just involve and affect young people but includes parents, religious groups, teachers, health professionals and social workers as well. With this in mind we were keen to engage as many different groups of people as possible. To achieve this we divided our consultation into the following categories:

- Young People
- Parents
- SRE providers (including teachers and health professionals)
- Teenage Parents
- Faith Groups.

2.2 The Panel based its consultations with these groups on a set of questions, which were decided at our meetings and were checked by senior youth workers and young people to ensure their relevance to the current issues involved in SRE.

### Young People

2.3 Young people's opinions were key to the review and we engaged a number of different groups through a mixture of informal face to face meetings and written questionnaires. The following activities were undertaken to engage young people on what they thought SRE was like in Thurrock:

1. Questionnaires were sent to every school in Thurrock via all youth workers and youth connexions workers who were based on school sites.

2. The Chair of the Panel attended Thurrock's Youth Cabinet to inform them of the review and seek their viewpoints on SRE, as well as the consultation methods being followed by the Panel.

3. Youth Cabinet representatives attended various Panel meetings and events to provide input into the review from the perspective of young people.

4. Questionnaires were sent to each community forum on recommendation of the Children's Services Overview and Scrutiny Committee.

5. Questionnaires were made available online at Thurrock Council's website. This was advertised in the Thurrock Gazette.

6. Pupils from numerous years at the Gateway Academy visited the Council and met with the Chair of the Panel to discuss their experiences of SRE in their school.

7. Panel Members visited a number of youth clubs and groups of young people in Thurrock to discuss SRE as part of Democracy Week 2009.

### Parents

2.4 We found parents to be the hardest group to consult because we could not go to one place to engage with them. They were the most diverse group in terms of availability, location and age. We engaged parents through a questionnaire that was made available online and at libraries and housing offices. To boost parental engagement we specifically promoted the review for parents through an article in the Thurrock Gazette.

### SRE Providers

2.5 We were fortunate enough to spend some time with SRE providers and the highlights were meeting a number of teaching and health staff from numerous local schools, as well as engaging experts from the South West Essex Primary Care Trust (PCT) on the wider context of teenage pregnancies in the region. We consulted SRE providers through the following ways:

1. A letter was sent to every head teacher in Thurrock to ask for information and comment on how they delivered SRE in their schools.
2. Teachers and a school nurse were consulted during the Gateway Academy visit to meet the Panel.
3. A telephone interview with the Head Matron at Thurrock and Basildon Hospital was undertaken.
4. The Head of Health Improvement for Children and Young People at South west Essex PCT was interviewed by the Panel, as well as offered technical advice to members throughout the review.
5. A youth worker working closely with the Youth Cabinet participated in debate at various Panel meetings, offering insight into youth workers' responsibilities and the success they had in promoting SRE in schools.
6. Questionnaires were made available online at Thurrock Council's website. This was advertised in the Thurrock Gazette.

### Teenage Parents

2.6 During our review we thought it would be useful to talk to teenage mothers and fathers to hear about what they thought SRE was like in Thurrock and whether it had contributed to their circumstances at all. We engaged with this group through the following:

1. Questionnaires were made available online at Thurrock Council's website. This was advertised in the Thurrock Gazette.
2. Questionnaires were sent to children's centres for distribution in teenage mother and father groups.
3. We visited a Young Father's Action Group in Stanford-le-Hope to discuss their experiences of SRE, as well as their views as parents.



## Faith Groups

2.7 Sex and relationships are intrinsically linked to personal beliefs and religion. We wanted to understand how religion played a part in teenage pregnancies within the borough and whether it impacted on the levels we experienced. We benefitted from insightful responses from numerous religions. We gathered these responses from the following methods:

1. Questionnaires were sent to the main Thurrock representatives for the following faith groups:

- Church of England
- Presbyterian
- Roman Catholic
- Methodist
- United Reformed Church
- Congregational
- Baptist
- Evangelical

- New Covenant
  - Seventh Day Adventist
  - Islam
  - Sikhism
  - Church of Jesus Christ and the Latter Day Saints
  - Spiritualist
  - Judaism
  - Jehovah's Witness.
2. Questionnaires were made available online at Thurrock Council's website, which was advertised in the Thurrock Gazette.

## Background Documents

2.8 As well as talking to residents of Thurrock, The Panel called upon a wealth of written evidence from many different central government documents and guidelines, Thurrock Council reports, newspaper articles (national and local), PCT reports and research undertaken by other councils across the UK.



## 3 What the Evidence told us

3.1 The evidence we gathered was large and the Panel worked to pull out the many different viewpoints that we received from different groups. A major part of the research was for the panel members to understand exactly what SRE entailed, who taught it, when and where and the legislation and requirements that surrounded it. This fundamental research allowed us to better understand the subject and engage with the community much more effectively.

3.2 For ease of reference we have categorised the main threads and topics of the evidence below:

### Topic A: SRE in Schools: Is it working?

3.3 44% of Thurrock schools responded to our questionnaire and through this we discovered that they all deployed an SRE policy and used teachers to deliver the lessons. Though most responses championed the use of external speakers, multi media and road shows, there was a clear issue of not enough funding. Some responses felt a network of local schools could prove beneficial.

3.4 Most schools were working in tandem with the C2U service, which is an on-site facility provided by the PCT that allows pupils the opportunity to speak to health professionals about all health related issues, including sex and relationships. Through our research we found that not all schools had the C2U programme and those that did not had to pay for the service. However, there was an aim for the service to be permanently based in every school in the near future.

3.5 Despite the presence of the C2U service there was very little evidence that schools used C2U staff (or the school nurse) to deliver SRE classes or at least contribute to them.

3.6 We also discovered that there have been a number of recent television programmes that had tackled the issues of SRE, mainly on Channel 4. Young people mentioned these programmes a lot when we consulted them and there were mixed views on their usefulness. However, we felt that these programmes could be better received than older educational material.

3.7 Responses from young people demonstrated that they learnt a broad cross section of sex and relationship issues at school. Statistics from the 'Tell Us' survey in September 2008, showed that 56% of pupils felt SRE was 'good enough' in Thurrock as opposed to 55% nationally. The further views of young people, including teenage mothers and fathers, were that:

- They overwhelmingly found the use of videos boring because they were the same videos each year and did not allow for people to discuss issues.
- Most did not like teachers delivering SRE classes because there was a fear teachers would discuss confidential issues with other teachers, the teachers themselves were embarrassed or they did not know answers to questions.
- There was a trend that young people did not like discussing certain SRE issues in mixed sex classes, preferring a single sex class.

- Most felt that emotional aspects of relationships with family, partners and friends was not explored enough in class and that there was a focus on the biology of sex.
  - The opportunity to speak with people who were not teachers was something greatly valued and the chance to speak to a teenage mother would be welcomed. Upon meeting teenage fathers, some of them were keen to visit schools to discuss a broad range of issues.
  - The C2U programme was very reliant on the skills of youth workers to boost support for the programme.
  - Teenage parents highlighted that SRE taught a lot about 'how to do it' but not a lot on the emotional or relationship aspects. There were also comments that all the dramas, videos and lessons were not real life because it was all acting. This supported the general view that pupils wanted to meet real people currently facing SRE issues.
- 3.8 Our understanding of whether SRE was of a good quality in Thurrock was added to by meetings and interviews we held with health professionals. We discovered that very few local schools had undertaken an optional audit into the quality of their SRE, which was titled 'Are You Getting it Right?' Also a number of Thurrock schools did not have a PHSE (Personal, Health and Social Education) plan. PHSE was to become a national requirement and it concerned us that schools were not prioritising it.
- 3.9 We learnt from a previous PCT report that Thurrock schools relied heavily on worksheets and short tutorials for lessons rather than in depth discussion amongst pupils about the issues concerning them.

### In Summary

SRE in Thurrock seems to operate well in that pupils demonstrate a good understanding of the topics involved and that the C2U programme has made a positive impact upon teenage pregnancy figures. However, there are a number of issues where clear improvement can be made, namely providing better funding and more engagement through non-teaching staff.

### Topic B: The Parent Factor

- 3.10 It became very clear during the course of our review that SRE in schools was not the only factor to affect teenage pregnancies. The role of TV, magazines, friends and parents all had varying roles to play, as did the use of drugs, alcohol and peer pressure. As a Panel we felt that parents had a significant role to play in guiding and educating their children in terms of sex and relationships and sought to discover whether Thurrock parents felt happy and competent enough to deliver SRE to their children effectively.
- 3.11 We found that the PCT offered support to parents through a programme called 'Speakeasy' but this was not as widely publicised or used as was hoped. Through discussions, the Panel felt that it was difficult for parents to engage in these programmes if they were working or leading busy lives. Evidence from Youth Cabinet representatives highlighted that parents were no more confident in delivering SRE than some teachers and that it would be good to encourage parents to advise and help their children more in this area. In general, many young people who responded to the consultation felt that parents played an important role in SRE.

- 3.12 Evidence from schools suggested that parents were not overly involved in SRE at school. A small number of schools held parent information meetings and forums, which allowed parents to discuss SRE provision at the school. However, most schools limited their parental engagement on SRE to sending a letter home asking for permission for their children to attend SRE lessons with no further opportunity for them to get involved.
- 3.13 Responses from health professionals and religious groups highlighted that there was a need for SRE to be not such a taboo subject and for it to be accessible within the wider community and not just at school. The Panel looked at a number of press articles relating to teenage pregnancies both nationally and locally and it was noted that there seemed to be a correlation between communities with low socio-economic backgrounds and teenage pregnancies. It was debated that more affluent areas had higher rates of abortion but the message was clear that parents and the home environment had an important role to play.

### In summary

Parents are a vital part in tackling teenage pregnancy and they need to receive sex and relationship advice as much as young people.

### Topic C: The Role of the PCT

- 3.14 Our discussions with health professionals from the PCT gave us a valuable insight into the strategic overview of teenage pregnancies in Thurrock. We learnt that the long term reduction in teenage pregnancies was due to a combination of the C2U programme and the ready availability of contraception.

- 3.15 Through talking to schools we found that the C2U programme was successful but it did not play a part in the SRE programme of the schools they were in. Upon reviewing the opinions of young people and finding they preferred non-teaching staff to deliver lessons, the Panel thought it might be beneficial for C2U staff to become involved in normal SRE lessons. We were also encouraged to see that onsite C2U units were due to be established in nearly all Thurrock schools.
- 3.16 The C2U programme is still fairly new and there were no performance indicators available to the Panel which measured their success in schools. We learnt that the aims of the programme were for the C2U units to become more integrated within each school.
- 3.17 As part of our discussions on the C2U programme we heard from an experienced youth worker who explained that engagement with the C2U programme very much depended on the youth workers actively promoting the service amongst pupils. This, therefore, relied on the confidence of the youth worker in engaging pupils on health and sexual issues. As a Panel we thought it would be important to address youth worker awareness and training on SRE as part of our recommendations.

### In Summary

The C2U programme is successful and has a high profile in young people's minds. The programme is new and more integration with school SRE programmes will help to boost its success.

## Topic D: The Role of Faith

3.18 At the beginning of the review we agreed that it was important to seek the views of the many different faith groups within Thurrock. We were aware that some young people did not attend SRE on faith grounds and we were interested to know if this had an impact on teenage pregnancy rates.

3.19 Through our investigations we found that religion did have a part to play in young people's lives and that it served to discourage teenage pregnancy and promote sex in a loving relationship. Those groups that responded to our questionnaire offered us a large selection of topics that should be covered in SRE that were not currently catered for, including the family, lifestyles, basic childcare, the role of pornography and abuse.

3.20 Faith groups valued relationship education the most and felt that young people needed to understand relationships before they had sex. This was a common theme that was echoed by a number of young people and parents, all of who felt that sex was overly focussed on.

3.21 We noted that many faith groups felt excluded from SRE in schools, although the vast majority of their views aligned with those outlined in the SRE policies of the schools.

3.22 Our engagement with faith groups confirmed a number of messages that were communicated by other groups we talked too, notably that:

- Parents were crucial to young people's SRE,
- More funding in schools to provide SRE was needed,
- More youth activities are needed in Thurrock.

### In Summary

Attitudes towards SRE in Thurrock by religious groups are not at odds, on the whole, with what schools are aiming to teach. Faith groups feel left out of the process and it would be good to involve representatives in the future of SRE within Thurrock.

## Topic E: Support for Teenage Parents

3.23 Although the focus of our review was on the education system and how successful it delivered messages on sex and relationships, some members of the Panel were interested in how schools actually supported teenage parents. We came to understand that there was a pastoral support system within schools that helped young people with issues outside the school environment. Only one school seemed to have a defined policy on how to progress the education of those pupils who were pregnant.

3.24 We noted that there seemed to be a clear division between the responsibilities of the health service and schools. It was felt by the Panel that once a pupil was pregnant the education of raising that child and looking after it was the responsibility of the health service and not that of the school's. Although this may be a logical and sensible division of work, we felt that young people needed to be supported through teenage pregnancy at school to improve outcomes for them and their child. We did not want to see a situation whereby a young person lost out on educational opportunities because they happened to be a parent. However, we did recognise that having a child could seriously limit educational opportunities for a young person and that this was a reality.

3.25 We were encouraged to discover that Thurrock Council was already working to support teenage mothers and fathers and we visited a young father group as part of our research. The group is run by community and youth workers at Thurrock's children's centres and offer a range of support including:

- Providing an environment and information that is of interest and relevant to Thurrock young fathers.
- Developing a series of support and information groups, within children's centres, to support young parents.
- Encouraging partnership and multi agency working across a range of agencies that can best meet the needs of young parents.
- Providing support and information for Thurrock's young fathers on a range of subjects including smoking cessation, safety in the home, child development, engagement with child(ren)'s learning, relationship issues and make healthy.
- Raising self-esteem of young parents and promote how valuable they are in taking an active role in their child(ren)'s lives.

3.26 Upon meeting six young fathers at one of their weekly sessions, we picked up on a real enthusiasm for these groups because the young men had learnt practical and useful life skills, as well as giving them valuable time every week to meet similar people and talk about their issues away from their families. Following questions, the young fathers strongly felt that there needed to be more support groups across Thurrock and also, groups that were specifically targeted at young mothers and fathers together.

3.27 It was discussed whether school pastoral systems should be as supportive or robust in this area so as to tackle issues of teenage pregnancy outside the classroom or whether this role could be achieved through more groups like the one mentioned above.





# 4 Recommendations



## Topic A: SRE in Schools: Is it working?

### Recommendation 1:

*A network of SRE practitioners from schools across Thurrock is established to identify best practice with regards to sex and relationship education. The network will pool resources, foster links with the PCT and faith leaders, as well as make bids for additional funding in order to provide better quality and more engaging SRE.*

### Recommendation 2:

*A permanent PHSE Lead Officer is appointed to lead the network and drive forward the PHSE agenda within schools to ensure sex and relationship education is delivered effectively within Thurrock Schools.*

- 4.1 We make recommendations 1 and 2 because the responses we received from schools demonstrated that there are many committed teachers who want to progress the SRE agenda in their schools and that a network to provide a forum for best practice and crucially, to pool resources and obtain funding could be beneficial to schools in the borough.
- 4.2 We also feel that a network would provide a useful forum by which members of different religions, as well as the PCT's C2U programme, can engage with schools on a strategic level. The network will also act to pool resources of schools and attract funding. In terms of pooled resources we would expect the network to negotiate discounts for external SRE resources on things such as block bookings and to work in sourcing external funding to boost SRE in the borough.

4.3 During our conversations with the PCT we discovered that most subjects within the national curriculum have a lead officer in Thurrock, who champions that subject and works to raise its attainment across all Thurrock schools. We learnt that Thurrock has a part time PHSE lead officer, whose contract runs out in March 2010 due to the cessation of funding. We also learnt that PHSE, which includes sex and relationship education, is to become a compulsory topic in schools in the near future. With this in mind we feel that a full time permanent PHSE lead officer would have a positive impact on SRE.

4.4 We were aware that councils have been asked to make a number of savings over the next few years and we were keen not to add a financial burden to Thurrock for this post. However, we feel this post is key to enhancing SRE provision in the borough and we would hope the post could be accommodated in some way.

4.5 We expect that after a PHSE Lead Officer has been appointed, it would take six months to establish a network that is beginning to progress issues and promote best practice.

### Recommendation 3:

*Schools deliver single sex lessons on SRE subjects that pupils express a desire to receive as single sex lessons.*

### Recommendation 4:

*Schools introduce non-teaching staff, including young parents, into SRE lessons to boost engagement and openness.*

### Recommendation 5:

*The Youth Cabinet be consulted in relation to Recommendations 3 and 4 and also monitor the progress and outcomes of them.*

4.6 Recommendations 3 and 4 represent direct responses to the information that young people provided us. The progress of these recommendations relies on the consent of schools, as well as the support of our proposed network to lead the way in putting these recommendations into practice. The message from young people was so clear to us during our review that we must support these views through our recommendations. We expect the network and schools to work with the Council and the PCT's C2U units to enact these recommendations, which could well make a difference to how young people perceive and use SRE in their schools.

4.7 As a Panel we agreed it was not our place, nor our expertise, to state which subjects should be delivered as single sex classes or which people or companies were best placed to provide SRE in schools. We expect the network to establish these details through their professional expertise and in consultation with young people. We would highlight that during our review we ascertained that girls and boys were interested in each other's sex and relationship issues. Therefore, the single sex lessons should not be confined to issues specific to the gender of the single sex class.

### Recommendation 6:

*Youth workers employed by the Council receive specific training relating to SRE, so that they can feel confident in engaging*

*young people in Thurrock on these issues and encouraging them to access school based and non-school based sources of information and help.*

4.8 Evidence from a youth worker made it clear that not all youth workers were comfortable discussing SRE issues with young people and this affected how young people accessed school and non-school based sources of SRE. We see it as vital, therefore, that Thurrock Council trains its youth workers to effectively tackle SRE issues if and when they arise. This would also help improve the number of pupils using the C2U service within their schools.

## Topic B: The Parent Factor

### Recommendation 7:

*A targeted campaign to raise awareness of SRE amongst parents be undertaken whereby parents can better understand the issues and pressures young people face today, as well as offering advice on how they, as parents, can gain confidence in providing support and advice to their children.*

4.9 Through the review we found that parents are a key element in SRE and that for many of the young women who responded to us, their parents were a vital source of support and information. We were encouraged by the PCT's work with parents but feel that there may be a lack of awareness or confidence amongst some Thurrock parents, which could be addressed by a targeted campaign.



## 5 Further Work

4.10 As a Panel we became aware of studies that showed that teenage pregnancy can be linked to young people's domestic environments and it was also very apparent that parents are a much harder group to engage, advise and help because they are such a diverse group of people.

4.11 Recommendation 7 represents our response to the parent factor in teenage pregnancy and trying to improve SRE outside schools. We feel that Thurrock Council and the PCT can work in partnership to design and deliver an effective campaign that can have a positive impact on the community.

### Topic C: The Role of the PCT

#### Recommendation 8:

The C2U programme continue to establish itself within schools and that schools work jointly with the C2U staff to deliver SRE in the classroom that is appropriate to the SRE policy and beliefs of each school.

#### Recommendation 9:

The Children's Services Overview and Scrutiny Committee receive regular updates on the performance of the C2U service once it has established performance indicators.

4.12 Although recommendation 8 can be seen as similar to recommendation 4, its purpose is to ensure the PCT develops its C2U service to compliment the work of schools. Like recommendation 4 asks schools to ensure it provides new ways of delivering SRE through non-teaching staff, so recommendation 8 asks the PCT to ensure

its C2U staff are prepared to enter the classroom and collaborate with teachers.

4.13 The C2U programme seems very successful, even at this formative stage. We look forward to it establishing itself more and building on its good work. We therefore expect, in the future, for the Children's Services Overview and Scrutiny Committee to receive updates on the performance of the C2U service.

### Topic D: The Role of Faith

4.14 We have recognised the desire of religious groups to become more involved in SRE through recommendation 1, where we hope they can contribute to the strategic direction of SRE across Thurrock.

### Topic E: Support for Teenage Parents

#### Recommendation 10:

Thurrock Council work to improve the promotion and access to young parent groups across the borough and investigate ways in which to expand the service, including the provision of joint mother and father groups.

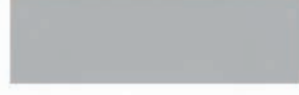
4.15 We were encouraged to see the good work young parent groups were undertaking across the borough and witnessed the positive impact it was having on young people. In response to our investigations about pastoral care for young parents, we believe the development of these support groups will make a positive impact on cultural attitudes towards SRE and contribute to the long term reduction in teenage pregnancies.

5.1 Like all long term projects there is always scope to reflect on what could have been done differently if there was more time or money available. This review achieved its aims and has presented some positive recommendations. However, if in future years the Council wishes to reprise the review and take a fresh look at SRE in Thurrock, this Panel would suggest the following areas to be looked at:

- How other factors affect teenage pregnancy rates in Thurrock. This Panel uncovered evidence to suggest that SRE does not just take place in schools and that a wider look at how partner organisations in Thurrock work to reduce teenage pregnancies through tackling issues such as alcohol misuse, perceptions in the media and social background, would prove very useful, if not large, topic.
- The Panel focused its research on young people aged between 11 and 19 but it may well prove useful to assess how SRE is taught to even younger children and whether this impacts on teenage pregnancies in later life.
- The Panel would have welcomed more engagement from schools that catered for special educational needs and an assessment of whether their SRE needs differ from those of other schools could prove useful.



Monday to Friday  
10.00am – 5.00pm



If you have any questions call

Telefononi nëse keni ndonjë pyetje (Albanian)

Skakel gerus met enige vrae (Afrikaans)

إذا كان لديك أية أسئلة اتصل بالرقم (Arabic)

আপনার যদি কোন প্রশ্ন থাকে তাহলে যেখানে যোগাযোগ করতে হবে তাহলো (Bengali)

倘若您有任何疑問, 請撥打電話 (Cantonese)

اگر سوالی دارید لطفاً زنگ بزنید (Dari)

اگر سوالی دارید از طریق تلفن با ما تماس بگیرید. (Farsi)

यदि आपको कुछ पूछना हो तो कॉल करे (Hindi)

I nwee ajuju obula kpoo na igwe eji ekwuokwu (Igbo)

ئەگەر هەر پرسباریکت هه‌بوو تکایه په‌یوه‌ندیمان پیوه‌ بکه. (Kurdish)

که تاسی پوښتنې لرئ نو لطفاً زنگ ووهئ. (Pashto)

Jeśli masz jakieś pytania zadzwoń (Polish)

ਜੇ ਤੁਹਾਡੇ ਕੋਈ ਸਵਾਲ ਹਨ ਤਾਂ ਕਾਲ ਕਰੋ (Punjabi)

Dacă mai aveți întrebări vă rugăm să contactați (Romanian)

Si tienen alguna duda, llámenos (Spanish)

ገዢዎን ለተጨማሪ ጥያቄዎች ወይንም ለተጨማሪ ጥያቄዎች ይደውሉ (Tigrinya)

اگر آپ کو کچھ پوچھنا ہو تو کال کریں (Urdu)

Nếu quý vị có bất kỳ câu hỏi nào, xin hãy gọi (Vietnamese)

'Bi o ba ni ibere kankan pe wa lori ero ibanisoro' (Yoruba).

For Large Print or Braille phone

**01375 652472**



Contact details?