



Children & Young People Relationships and healthy sexual behaviour

Pupil
Wellbeing
Survey
2022

Contents

Introduction	3
The Pupil Wellbeing Survey	3
Limitations and caveats of the survey.....	3
Relationships.....	5
Friendships	5
Family relationships.....	6
Domestic abuse, domestic violence, coercive control or teen relationship abuse	7
Puberty and Body Positivity	9
Sexuality and gender	11
Teenage sexual relationships.....	12
Sexual behaviour	12
Safe sex.....	13
Sexual abuse	14
Sex education	15

Introduction

Relationship and Sex Education (RSE) includes important life skills, such as the ability to say no and ask for help. RSE starts with what makes a good friend, how to care for other people and to respect yourself. RSE should give young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships.

Researchers have found no evidence that RSE encourages early sexual activity, and some evidence it can delay it. Young people who have had good RSE are also more likely to use contraception when they first have sex.

On 1 March 2017, the then Education Secretary, Justine Greening, announced her intention to put relationships and sex education on a statutory footing. This led to section 34 of the Children and Social Work Act 2017, which requires regulations to be made for relationships and sex education to be taught in all schools in England.

The legal requirement came into force on 1 September 2020 and means that:

- All primary schools in England teach relationships education.
- All secondary schools teach relationships and sex education.

The right of parents to withdraw their children from sex education has been retained. Children approaching age 16 have new rights to 'opt-in'.

Schools can remain flexible in their approach. This includes faith schools being allowed to teach within the tenets of their faith.

In March 2021, the Government asked Ofsted to immediately review safeguarding policies in state and independent schools in relation to sexual harassment and abuse.

The review was [published in June 2021](#). It depicted "widespread" sexual harassment in schools, and made recommendations for action from schools, government, and Ofsted to address the problem.

The Pupil Wellbeing Survey

The Pupil Wellbeing Survey (PWS) and Online Pupil Survey™(OPS) is a biennial survey that has been undertaken with Gloucestershire school children since 2004. Children and young people participate in years 4, 5 and 6 in Primary schools; years 8 and 10 in Secondary schools; and year 12 in Post 16 settings such as Sixth Forms and Colleges. A large proportion of mainstream, special and independent schools, colleges and educational establishments take part – representing 57% of pupils in participating year groups in 2022. The PWS asks a wide variety of questions about children's characteristics, behaviours and lived experience that could have an impact on their overall wellbeing. The 2022 PWS was undertaken between January and April 2022.

Limitations and caveats of the survey

Not all children and young people who are resident in Gloucestershire attend educational establishments in the county and similarly not all children and young people attending educational establishments in Gloucestershire are residents in the county. It is therefore important to remember this analysis is based on the pupil population not the resident population.

Gloucestershire is a grammar authority, has a number of notable independent schools and several mainstream schools very close to the county's boundary these all attract young people from out of county. This results in the school population (particularly at secondary phase) having slightly different characteristics, especially ethnicity, to the resident young people's population. 9.5% of Gloucestershire's resident population (2011 Census) aged 5-15 years were from minority ethnic groups however 18.2% of Gloucestershire's school population was from minority ethnic groups in January 2022 and 17.9% of the PWS cohort was from minority ethnic groups in the 2022 survey.

Although a large proportion of the county's educational establishments took part in the survey some only had low numbers of students completing the survey in contrast others had high numbers. Although this doesn't impact the overall county

analysis as demographics are represented as expected at this geography, analysis by district and education phase might only have certain demographic groups represented due to numbers of pupil take up (for example low numbers completing the survey in Tewkesbury at FE level), where FE provision is situated also impacts the survey as older students travel further to access FE provision.

In 2022 the male/female ratio in two statistical neighbour groups were mis-representative – there was a higher proportion of females responding from selective grammar schools and a higher proportion of males responding from mainstream schools in quintile 1 (IMD). This means some results such as wellbeing that are highly influenced by biological sex may be slightly skewed in these groups.



Throughout the whole survey we try to make questions asked age appropriate, this sometimes means the same question is asked in a slightly different way to younger and older pupils to ensure understanding. We also restrict some questions to older pupils only, for example questions about sexuality and gender identity (as opposed to biological sex), domestic abuse and sexual activity are only asked to secondary and further education pupils. This ties in with the stage at which these topics are taught in the PSHE curriculum. All questions are voluntary, and pupils can choose to skip individual questions or sections if they feel uncomfortable or would prefer not to answer.

Relationships

During childhood and into adolescence forming friendships with peers is vital. Friendships help children develop important life skills like getting along with other people and sorting out conflicts and problems. Children with these skills are less likely to have social and emotional difficulties later in life. In the teenage years friends become more important as they provide a big part of forming a sense of identity outside the family. Teenage friendships can also be incredibly supportive in helping young people to cope with problems and issues that they may not want to share with adults.

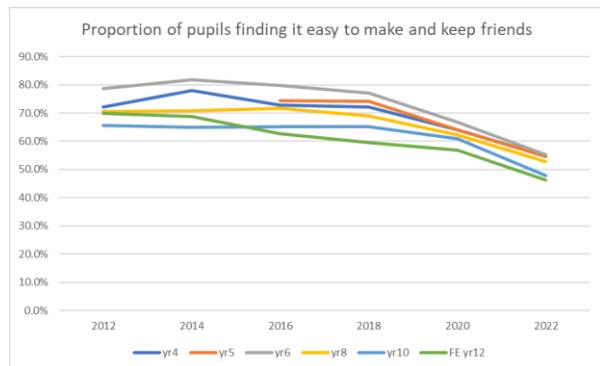
Relationships with parents and families give children and young people emotional support, security, and safety; helping them navigate the ups and downs of adolescence. Family relationships can be strengthened with communal meals, activities, rules, meetings, rituals and responsibilities. Not only does building positive relationships make pupils happier, improve their feelings of security, and provide meaning to their lives, but it also affects both mental and physical health.

Relationship breakdown including family relationships, friendships and romantic relationships in young people can increase the risk of self-harm and suicide ideation.

Friendships

The proportion of pupils saying they find it easy to make and keep friends has been in decline since 2012 (71.4%) however there has been a stark drop that started pre-pandemic and continued during the pandemic period (69.4% in 2018 vs. 52.5% in 2022).

Less than half of older pupils in Y10 and Y12 now say they find it easy to make and keep friends (47.9% and 46.3% respectively) compared to over two thirds in 2012. There is some emerging evidence that social media may be affecting the way young people view friendships, how they interact with friends and how it may indirectly increase loneliness.



During the pandemic many children will have used social media positively to keep in touch with friends, however not seeing friends in person will have reduced the ability to read body language and communication may have become harder with friends, leading to dis-connection and misunderstandings.



Neuro-diverse children such as those with Autistic Spectrum Disorder (ASD) and those with other learning and physical disabilities can find it particularly hard to make and keep friends. Only 44.5% of pupils with SEN support or an EHCP said they found it easy to make and keep friends, significantly lower than those with no SEN (53.3%). The difference between pupils with a disability and their more able peers was more stark, in 2022 only 39.8% reporting finding it easy to make and keep friends vs. 53.4%.

Between 2012 and 2016 the proportion of females finding it easy to make and keep friends was fairly static (72.6%-70.6%). However, since 2016 the proportion of females finding it easy to make and keep friends has been reducing rapidly (by approximately 10 percentage points per survey) and is now only 47.1%. In contrast in males there has only been a significant decrease observed during the pandemic period when the proportion fell from 68.0% in 2020 to 59.1% in 2022.

Despite the reduction in pupils finding it easy to make and keep friends the proportion of primary pupils reporting having 2 or more good friends has remained virtually the same over the last 10 years – 90.7% in 2012 and 90.3% in 2022.

There was an increase in pupils asking to know more about friendships and relationships from 1 in 6 in 2012 to 1 in 5 in 2022.

Family relationships

In 2022 1 in 5 pupils said they needed to know more about relationships. The proportion of pupils saying they needed to know more about relationships was highest in primary age children and reduced as they got older. Female pupils were more likely to want to know more about relationships than male pupils (1 in 4 vs. 1 in 5).

Just under three quarters of pupils reported they lived with both their parents (73.3%); this is similar to the number in 2020 (72.2%). Around a fifth of pupils report living in a single parent family. Between 2012 and 2022 the proportion of pupils reporting they live somewhere other than with one or both of their parents has remained in line at around 3%. Pupils from minority ethnic group backgrounds were significantly more likely to report living somewhere other than with parents than their white British peers. This may be due to cultural differences, but national evidence suggests pupils from minority ethnic group backgrounds are more likely to be looked after by the Local Authority and more likely to live in poverty, which may lead to parents sending them to live with family members to ease financial pressures.



In 2022 when they were worried about something the majority (84%) of pupils said they had someone

to turn to, and in most cases (71.3%) this was their parents, this was significantly lower than in 2020 (74.0%). Half of young people also said they would go to friends if they were worried about something, this was also significantly lower than in 2020. The pandemic generally, but lockdowns in particular, may have put extra pressure on relationships for all pupils and their families.

Pupils from minority ethnic groups were significantly less likely to say they seek help from parents (65.2%) than white British peers (72.8%). Less than half (45.4%) of LGBTQ+ pupils said they would go to their parents for help, significantly lower than heterosexual/cis pupils (73.5%).

In 2014 5.1% of pupils reported they had a family social worker, in 2022 this had risen significantly to 8.3%. Around 3.6% (4,500) of resident pupils aged 0-17 were known to Children's Social Care in 2022, suggesting families may be accessing support from a wide range of sources that pupils are conflating as 'Social Workers'. The increase in pupils reporting they have a family social worker may also indicate a growing need in family based support more generally. 1.5% of pupils said they were a CiC and a further 1% said they used to be in care, again this is higher than the known figure of 0.6% in April 2022 although not significantly. Babies and teenagers are more likely to be Looked After and the larger proportion in the survey may be linked to the lack of young children (the youngest pupils completing the survey are 8) and therefore teenagers make up more of the survey cohort than the actual population.

The proportion of pupils saying they feel safe where they live has been increasing since 2012 from 86.0% to 89.2% in 2022, and was in line pre and post pandemic. In 2022 younger pupils in the primary phase were slightly more likely to report feeling safe at home than older pupils in secondary and FE phases. There is no significant difference in feeling safe at home between the districts, although Gloucester had the lowest proportion (88.2%) and Cheltenham had the highest (90.4%). Pupils from schools in the Cheltenham district also saw the greatest increase in feeling safe at home since 2012 (5.9 percentage points).

Females, pupils identifying as LGBTQ+, pupils with a disability and those from minority ethnic group backgrounds were all significantly less likely to say they felt safe at home than their counterpart peers.

Domestic abuse, domestic violence, coercive control or teen relationship abuse

Just under a third of pupils reported ever witnessing domestic abuse, coercive control or teen relationship abuse (subsequently referred to collectively as 'domestic abuse') in both 2020 and 2022. If this is extrapolated to the current pupil population this equates to around 27,200 pupils across Gloucestershire.

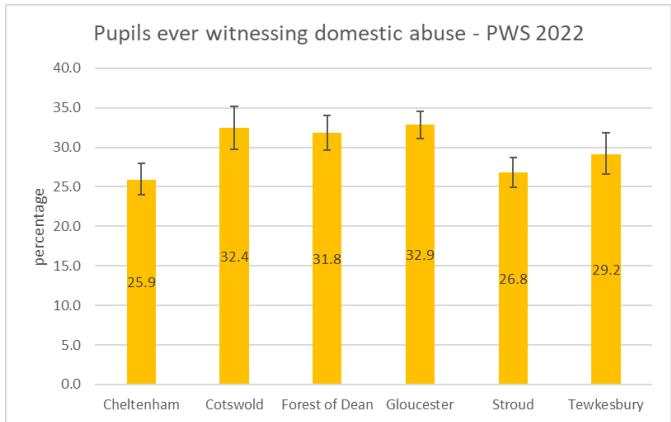
1 in 20 pupils reported regularly (*Quite often(weekly) /Most days*) witnessing domestic abuse.

Pupils aged 11-13 were significantly less likely to report witnessing domestic abuse regularly (3.7%) than those aged 14-16 (5.6%) and those aged 17 and over (6.0%).

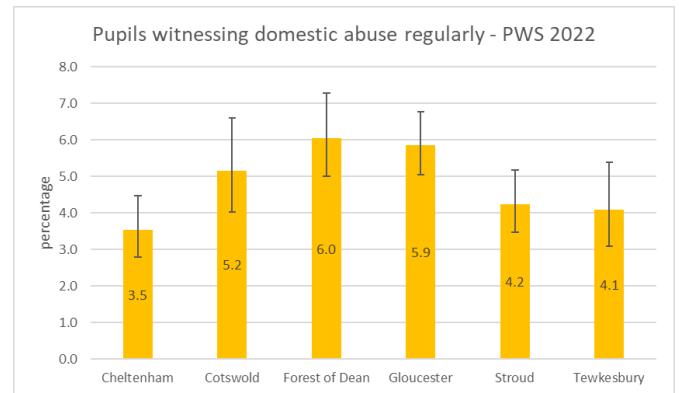


Generally, the proportion of pupils reporting regularly witnessing domestic abuse decreases as deprivation levels decrease. However, between 2020 and 2022 the largest increase in the proportion of pupils regularly witnessing domestic abuse was in mainstream schools where the majority of pupils lived in IMD 2 (3 percentage points) and selective schools (2 percentage points).

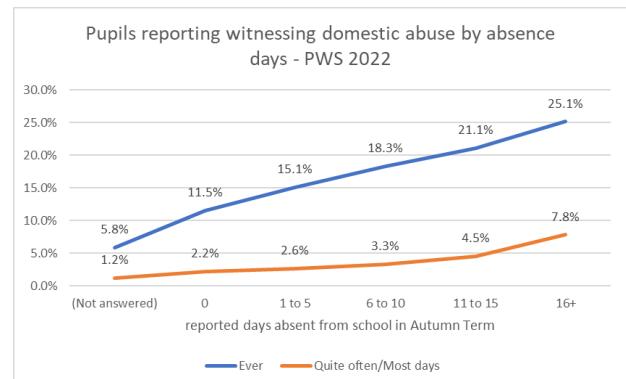
Pupils attending schools in Gloucester, Cotswold and Forest of Dean, had the highest reported levels of ever witnessing domestic abuse (32.9%, 32.4% and 31.8% respectively) and were significantly higher than pupils attending schools in Cheltenham and Stroud who had the lowest levels (25.9% and 26.8%).



Pupils attending schools in Gloucester, Cotswold and Forest of Dean were also more likely to report they witnessed domestic abuse regularly, although the only significant difference was between pupils from schools in Gloucester and Forest of Dean compared to pupils from schools in Cheltenham.

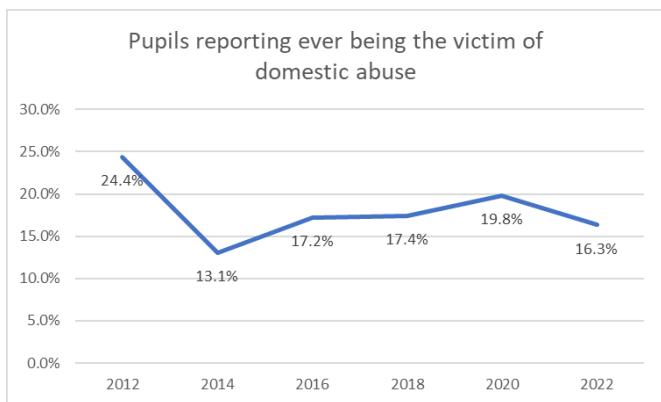


Pupils who witness domestic abuse were more likely to be persistently absent than those who had never witnessed abuse and pupils who had at least one exclusion were twice as likely to have witnessed domestic abuse than those with no exclusion.

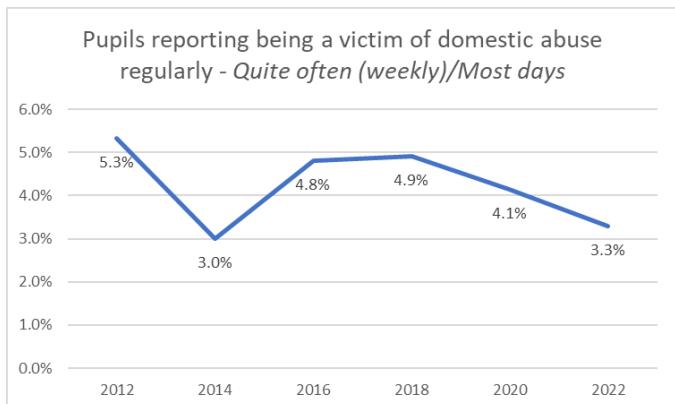


Pupils who witnessed domestic abuse regularly were less likely to report enjoying school, 31.8% vs 43.6% than those who do not report witnessing domestic abuse.

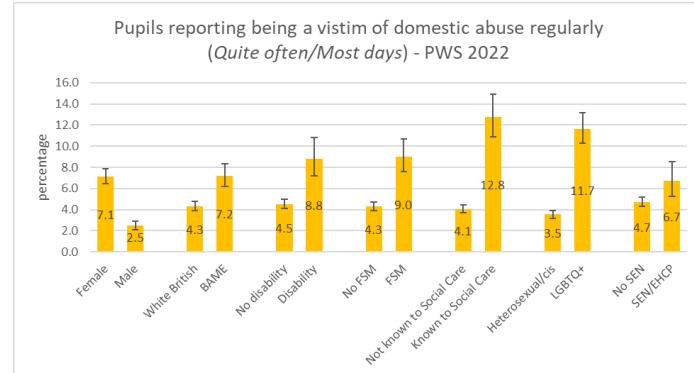
Around 1 in 6 pupils in 2022 reported ever being a victim of domestic abuse, this is a reduction from 2020 but is in line with values from the 2016 and 2018 surveys. If this is extrapolated to the pupil population this equates to around 15,000 pupils across Gloucestershire.



In 2022 3.3% of pupils reported being a victim of domestic abuse regularly. Again, this is a reduction on the previous year and continues a downward trend from 2018 but could still equate to around 3,000 pupils at population level.



Female pupils were almost two and a half times more likely to report being the victim of domestic abuse regularly than male pupils (7.2% vs. 2.5%). Vulnerable pupils were also more likely to report being a victim of domestic abuse regularly than their less-vulnerable peers and was highest in pupils known to social care and those identifying as LGBTQ+.



1 in 5 pupils who were a regular victim of domestic abuse had run away from home in the last 6 months compared to only 1.7% of those who had never been a victim of domestic abuse. They were also 5 times more likely to report being in serious trouble with the police (11.8% vs. 2.4%) and 4 times as likely to have carried a weapon (20.8% vs. 4.9%) than those who had never been a victim of domestic abuse.

Pupils who were regular victims of domestic abuse were twice as likely to have low mental wellbeing than those who had never been a victim and were significantly more likely to report low mental wellbeing than those who had ever been a victim of domestic abuse.



1 in 5 pupils (19.9%) who were regular victims of domestic abuse were currently receiving support for their mental wellbeing from a health professional compared to 1 in 20 (5.5%) of those who had never been a victim of domestic abuse. Twice as many pupils who had been a regular victim of domestic abuse and sought help from a health professional had been supported by CAMHS than those who had never been a victim of abuse (32.3% vs. 13.9%).

Pupils who were a regular victim of domestic abuse and sought help from a health professional were also significantly more likely to have received

support from TiC+ than those who had not been a victim of domestic abuse (35.7% vs. 21.6%).

Pupils who were a regular victim of domestic abuse but who had not received help for their mental wellbeing were twice as likely to say they felt they would benefit from the support of mental health services than those who had never been a victim of abuse.

Where pupils had not received any help from a Health professional for their mental wellbeing, pupils who had ever been a victim of domestic abuse were twice as likely to say they had tried but adults hadn't taken them seriously (17.2% vs. 9.1%) and 1 in 4 (25.0%) of those who were a regular victim of domestic abuse reported they had tried to access support but adults hadn't taken them seriously.

Half of pupils who had been a victim of domestic abuse said they had not accessed support because they didn't want their parents to know, this was the same whether they had ever been a victim or were a regular victim.

Victims of domestic abuse were also more likely to infer they would prefer face to face support rather than virtual and appear to have had a strong fear of disclosure, with more saying they didn't want friends or teachers to know; as well as more saying they didn't want to talk to strangers than those who had never been a victim of abuse.

Child-to-parent abuse (CPA) is any behaviour used by a child or young person to control, dominate or coerce parents. [Research](#) from the University of Brighton, puts potential prevalence at 1 in 10 families experiencing some form of CPA. Domestic abuse support systems are often set up to focus on managing intimate partner violence, leaving parents confused about where to seek support.

A report from the [Oxford Law Faculty](#) published in August 2020 found 70% of parents whose children had a history of abuse reported an increase in violent episodes during lockdown; 69% of practitioners said they had seen an increase in referrals for families experiencing CPA, and 64% of

practitioners identified that the severity or incidence of violence had increased.

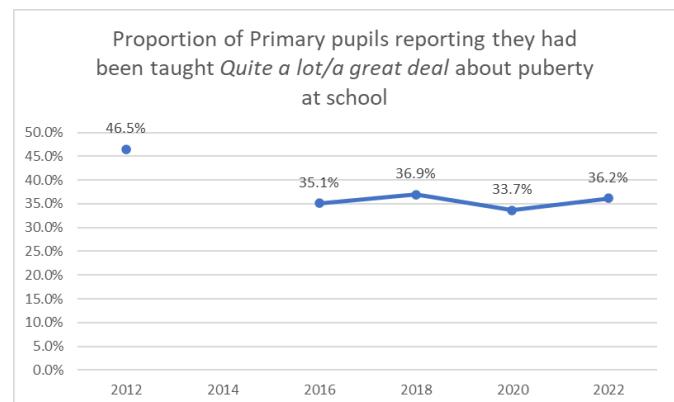
There is currently no way of measuring the extent of child-to parent abuse in Gloucestershire using the PWS but this is under consideration for the next survey in 2024.

Puberty and Body Positivity

Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. It can be a difficult time for children and young people managing changes in their body and mood. It's important for pupils to learn about changes associated with puberty before they happen so they can understand and be prepared for them and also realise that everyone goes through these changes.



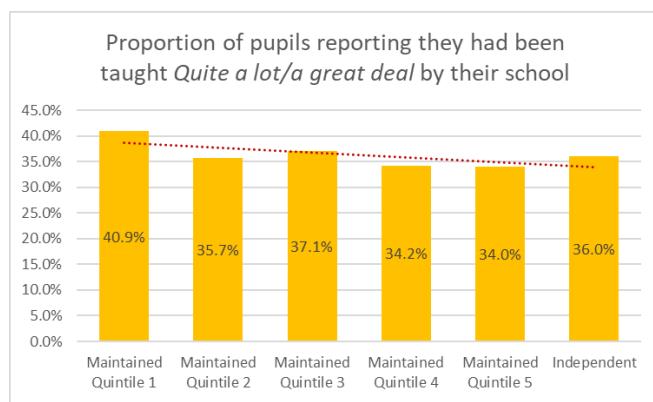
In 2022 a third of primary pupils said they had learnt *Quite a lot/a great deal* about puberty at school, this has been fairly static since 2016.



Most schools include puberty in the curriculum of Y5 or Y6, this is clear when looking at the proportion of pupils reporting they have been taught *Quite a lot/a*

great deal about puberty at school by year group, where it rises from 1 in 4 in Y4 to 1 in 2 in Y6.

There appears to be a slight correlation between learning about puberty and deprivation, with pupils living in the most deprived areas being the most likely to say they have been taught *Quite a lot/a great deal* about puberty at school.



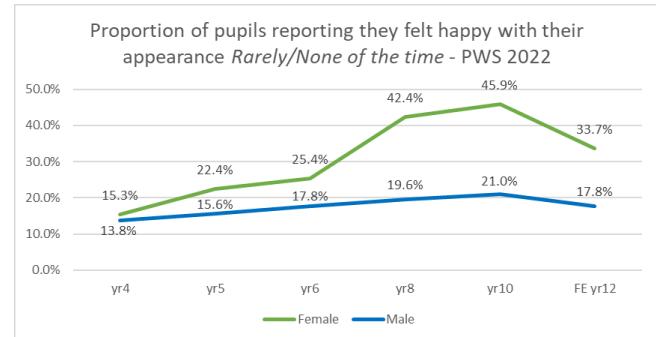
Nearly two thirds (64.9%) of pupils said they learnt about puberty at school up from only 22.0% in 2012, 38.2% said they had learnt about puberty from their parents, re-iterating the importance of puberty in the curriculum. In 2022 7.4% said they had learnt about puberty from the internet, this has risen significantly since 2012 when only 4.2% said they had learnt about puberty from the internet.

Physical changes due to puberty can lead to a reduction in body positivity. The proportion of pupils saying they like their appearance *Often/All of the time* has reduced between 2016 (when the question was first asked) and 2022 (50.0% to 48.8%). Equally the proportion of pupils reporting they like their appearance *Rarely/None of the time* has increased in the same period from 21.1% to 23.8%.

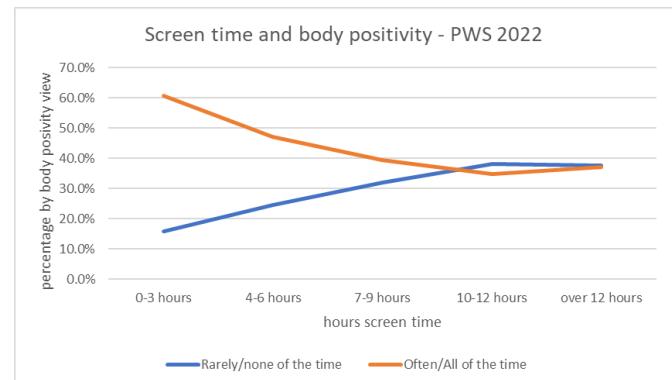
As pupils age the proportion reporting they like their appearance *Rarely/None of the time* increases, with the highest proportion in Y10, this trend was the same in 2016 and 2022. However, the overall increase in pupils reporting they like their appearance *Rarely/None of the time* in the period is mostly attributable to increases in younger pupils in

Y6 and Y8 who would be likely to be starting puberty.

Females were almost twice as likely to report liking their appearance *Rarely/None of the time* than males in 2022 (30.4% vs. 17.5%). When looking at this by year group the sharp increase in a lack of body positivity in females co-insides with the average age of onset of puberty.



Pupils who reported they like their appearance *Rarely/None of the time* were almost twice as likely to report above average personal screen time¹ than those who reported they like their appearance *Often/All of the time* 41.4% vs. 21.9%. The chart below shows as screen time increase pupils are less likely to be happy with their appearance.



1 in 5 secondary/FE females who did no/little exercise cited the reason for this was *I don't like wearing tight/clinging sportswear* compared to only 1 in 10 males. This may be due to a lack of body positivity, but lack of exercise may also contribute to low body positivity.

Around a quarter of pupils said they would like more information about *Feeling positive about my*

has been classified as above average usage. The UK average for teenagers is estimated to be 6.5-7 hours per day.

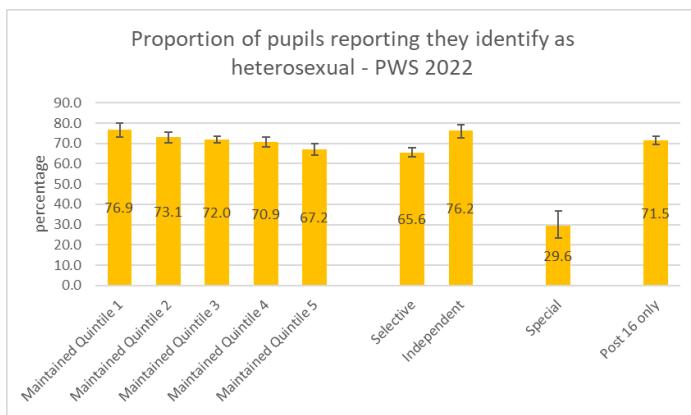
¹ Median hours usage per day for YP in the survey fell within 4-6 hours per day, so over 6hrs

appearance, a similar amount said they would like more information about *Losing weight*.

Sexuality and gender

Sexuality is about a person's sexual feelings, thoughts, attractions and behaviours towards other people. The proportion of pupils reporting they are *heterosexual* in 2022 has reduced since 2020 although not significantly from 77.9% to 70.1%. This has been almost entirely driven by a decrease in females identifying as *heterosexual*. There has been an increase in females reporting they are '*Other sexuality*' (3.6 percentage points), *Bisexual* (3.5 percentage points) and *Lesbian* (2.0 percentage points) in the period.

There appears to be a correlation between identifying as *heterosexual* and deprivation. Pupils in schools where the majority of pupils lived in deprived neighbourhoods were significantly more likely to report identifying as *heterosexual* as those in schools where the majority of pupils lived in the least deprived areas. However, pupils at independent schools who are likely to have the most affluent backgrounds have a similar proportion of pupils reporting they are *heterosexual* as those living in the most deprived areas. This trend may be more about increased prejudice and discomfort in 'coming out' in these environments.



Pupils at Special schools were significantly less likely to report identifying as *heterosexual* than any other group. International research including a [study](#) based on Australian men in 2018 suggest that a larger proportion of disabled than non-disabled people are sexual minorities.

Pupils at selective grammar schools were the least likely to report they identify as *heterosexual* of pupils in mainstream schools, this is driven by a higher proportion of females in selective grammar schools reporting they are *figuring out their sexuality* or are *lesbian* than females in non-selective schools.



In 2020 there was an increase in interest in the proportion of young people identifying as transgender. We asked pupils if they identified as the same gender as the biological sex they were assigned at birth. In 2020 1.6% of pupils said they did not identify as the same gender as the biological sex they were assigned at birth, in 2022 this had risen significantly to 3.1%.

Pupils who gave their biological sex as female were significantly more likely to say their gender was not the same as the biological sex they were assigned at birth.

An American [study](#) found "Of the 1.3 million adults who identify as transgender, 38.5% (515,200) are transgender women, 35.9% (480,000) are transgender men, and 25.6% (341,800) reported they are gender nonconforming", suggesting in our pupil cohort there may be more stigma associated with biological males identifying as a transgender female.

In 2022 we asked pupils about their gender identity, 1.1% reported they identified as transgender (1.5% of biological females and 0.7% of biological males).

Research suggests among youths ages 13 to 17 in the U.S., 1.4% identify as transgender.

In the 2022 PWS a further 1.5% of pupils identified as *Gender-fluid*, and 1.6% identified as *Non-binary*.

Biological females were more likely to be non gender-conforming than biological males.

Gender identity by biological sex, secondary/FE pupils - PWS 2022

Identified gender	Biological sex		Total
	Female	Male	
(Not answered)	2.9%	3.6%	6.5%
Cis gender	80.9%	85.1%	80.1%
Don't know	7.6%	6.4%	6.8%
Gender fluid	2.4%	0.7%	1.5%
Non-binary	2.6%	0.8%	1.6%
Rather not say	2.2%	2.8%	2.4%
Transgender	1.5%	0.7%	1.1%

Pupils who identify as LGBTQ+ face significant challenges, they are more likely to report low mental wellbeing, more likely to self-harm, more likely to be bullied and more likely to engage in health harming behaviours.

Teenage sexual relationships

Knowing how to establish and maintain healthy romantic relationships can help adolescents develop into well-functioning adults with healthy adult relationships. Healthy dating during the teenage years can be an important way to develop social skills, learn about other people, and grow emotionally.

Sexual behaviour

In the PWS 2022 7.4% of pupils (in Y8 and above) report not understanding consent in a healthy relationship. This is significantly lower than in 2020 (8.8%), although this is attributable to an increase in pupils declining to answer rather than an increase in those saying they understood consent. There was also a significant reduction in the proportion of pupils reporting they understood consent between 2020 and 2022 (88.4% vs. 86.1%).

The proportion reporting understanding consent increases as pupils age (probably due in part to when this is taught in the PSHE curriculum); however, males are less likely to report understanding consent than females at all ages.

Understanding consent appears to be higher in pupils from the least deprived backgrounds, at

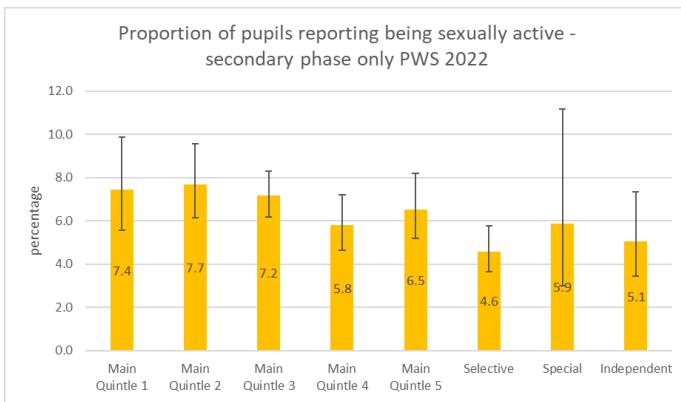
90.9% in pupils from selective schools and 90.1% in pupils living in Q5 neighbourhoods. Between 2020 and 2022 there was a significant reduction in the proportion of pupils from Q1 neighbourhoods reporting they understood consent, from 83.4% to 65.8%, although again this is attributable to a larger proportion declining to answer.

Pupils from black backgrounds (Black Caribbean, Black African, Black other, Mixed-White and Black Caribbean, Mixed-White and Black African) were significantly less likely to say they understood consent than their white British peers. This was also the case with pupils from Gypsy/Roma backgrounds.



In 2022 14.0% of pupils (in Y8 and above) reported engaging in sexual activity; this was lower than in 2020 (17.7%). Engaging in sexual activity increases with age from 2.8% in Y8 to 10.7% in Y10 and 34.4% in Y12. Males were slightly more likely to say they had engaged in sexual activity than females although not significantly, this trend was observed in 2020 and 2022. Pupils from a Gypsy/Roma background were the only ethnic group significantly more likely to report being sexually active than their white British peers (38.9% vs. 13.5%).

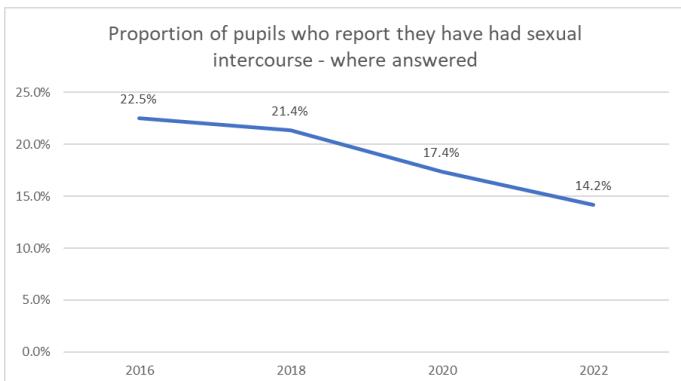
Pupils from more deprived backgrounds appear to be slightly more likely to engage in sexual behaviour although not significantly. The chart below shows sexual activity by statistical neighbour group for secondary pupils.



Of those who had engaged in sexual activity 59.3% had their first sexual experience below the age of 16. There was no significant difference between males and females engaging in sexual activity under 16 however sexual activity under 16 was reported in females slightly more than in males.

1 in 10 pupils who had engaged in sexual activity felt they couldn't say no to partaking in sexual activity. Males were twice as likely to say they couldn't say no to partaking in sexual activity than females, this was similar in 2020 and 2022. Pupils from the most deprived areas were the most likely to say they didn't feel they could say no to sexual activity (1 in 5).

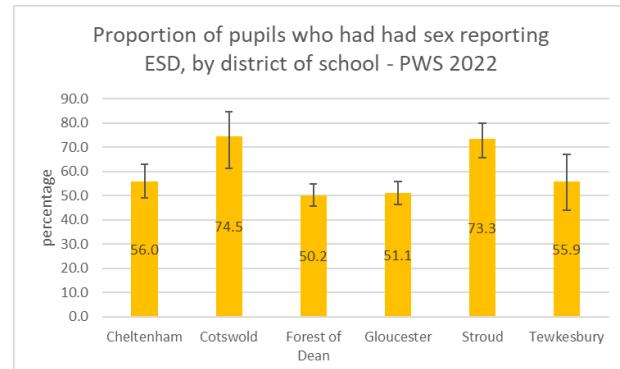
The vast majority (77.8%) of those who had engaged in sexual activity had had intercourse (12.4% of all pupils Y8 and above). Due to a slight change in how this question was asked (it became a routed question in 2020) the best way to compare year on year values is to look only where pupils had given an answer (i.e., excluding those who declined to answer and those who didn't see the question). The chart below shows the proportion of pupils having sex has been decreasing steadily since 2018.



Around half (55.0%) of pupils who had intercourse had Early Sexual Debut (ESD) - intercourse under the

legal age of consent. Females were slightly more likely to report ESD although not significantly. There was also no significant difference between different ethnic groups and levels of ESD.

Overall, there was no significant difference in ESD observed in pupils attending schools in different Gloucestershire districts; however, pupils in Forest of Dean and Gloucester schools were significantly less likely to report ESD than those in Cotswold and Stroud schools.

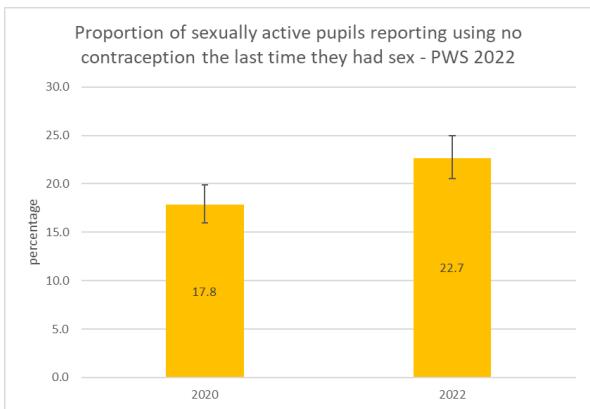


Safe sex

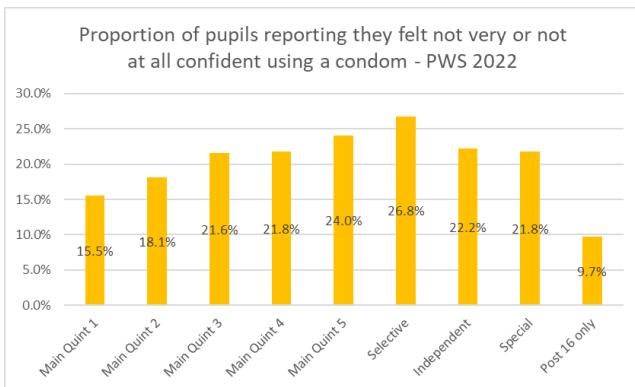
The majority of pupils who had intercourse protected themselves by using a condom the last time they had intercourse, this was higher in males than females (59.7% vs. 42.9%). A third of pupils said they had used the contraceptive pill the last time they had sex; this was higher in females than males (42.6% vs. 29.7%).



In 2022 22.7% of pupils who had intercourse reported using no protection the last time they had intercourse and a further 2.1% reported using emergency contraception after the last time they had intercourse.



In 2022 57.5% of pupils said they felt confident using a condom, this was a slight reduction on 2020 (59.4%). Almost two thirds of males said they felt confident using a condom compared to 54.6% of females. Feeling unconfident using a condom generally increased as deprivation decreased, the highest proportion of pupils saying they were unconfident using a condom were in selective schools (26.8%) and the lowest in schools where the majority of pupils lived in IMD quintile 1 (15.5%), this may be due to most selective schools being single sex so pupils at these schools may have had less opportunity to try this practically and therefore be less confident.



Pupils were asked where they would access support if they needed help and advice about *contraception/emergency contraception/not getting pregnant or preventing STIs* (sexual health advice), the most common response (48.9%) in 2022 was they would go to a parents/carers/family member. This was a similar proportion in 2020. A quarter of pupils said they had gone to a doctor/nurse for sexual health advice, this was unchanged since 2012.

Since 2012 there has been a significant reduction in pupils reporting they get sexual health advice on the internet from 34.0% to 11.0% in 2022. There is also a

marked decrease in the proportion of pupils who report getting sexual health advice from a School Nurse in the same period (from 14.6% to 5.4%).

In 2022 7.5% of pupils said they would like more information about *Safer sex and contraception*, this was a reduction on the 2020 figure (9.8%). Pupils at selective schools were the most likely to say they would like more information about *Safer sex and contraception* (10.8%). 7.1% of pupils said they would like more help or advice with *STIs*.

Sexual abuse

Around 1 in 4 pupils said they had received a message or picture of a sexual nature in 2022, this was similar in 2020. Females were one and a half times as likely to have received a message or picture of a sexual nature than males (30.3% vs. 18.2%).

1 in 10 pupils reported they had sent a message or picture of a sexual nature in 2022 this was a slight reduction on 2020 (12.2%). Again, females were more likely to have sent a message or picture of a sexual nature in 2022 and 2020. 8.0% of pupils said they had sent images of themselves (10.2% of females and 6.2% of males) this was very similar in 2020. Pupils with low mental wellbeing were twice as likely to report sending a message or picture of a sexual nature than those with average or high mental wellbeing.

6.5% of pupils said *Someone tried to blackmail me over the internet e.g. tried to force me to send money or naked pictures* however, this was 3 times higher in females than males (10.0% vs. 3.0%). The proportion of pupils saying *Someone tried to blackmail me over the internet e.g. tried to force me to send money or naked pictures* has increased significantly since before the pandemic (4.5% in 2020). This increase is mainly attributable to an increase in females reporting this. Pupils with low mental wellbeing were almost 4 times as likely to say *Someone tried to blackmail me over the internet e.g. tried to force me to send money or naked pictures* than those with average or high mental wellbeing.

Around 1 in 20 pupils said they would like more advice about *Sexting/Sextortion*, this was almost twice as high in females than males.

In 2022 we included questions around sexual harassment/abuse for the first time. Only 1 in 5 (18.6%) pupils reported they had **never** experienced any form of sexual harassment/abuse. In all forms of sexual harassment/abuse females were 2-3 times more likely to report experiencing it regularly (*Quite often (e.g. weekly)/Most days*) than males. This highlights the need to tackle the sexual behaviours of males exhibited towards females.

Three quarters of females reported ever experiencing *Sexist comments* (74.3%) and *Comments that affect their body image* (74.1%).

Sexual harassment behaviour	Ever experienced		
	All	Female	Male
Rumours about other students' sexual activity	55.7%	63.5%	49.7%
Unwanted or inappropriate sexual remarks	48.9%	59.0%	40.2%
Sexist comments	59.9%	74.3%	47.2%
Comments that affect your body image	61.1%	74.1%	50.1%
Unwanted touching	36.9%	41.5%	33.3%
Feeling pressured to take part in unwanted behaviour of a sexual nature	20.8%	26.1%	15.9%
Up skirting	12.6%	16.8%	8.4%
Sexual images/videos of students being shared without consent	26.5%	32.4%	21.1%
Verbal or physical threat of a sexual nature	23.0%	27.8%	18.6%
Any other form of sexual harassment or abuse	24.1%	31.2%	17.3%

Overall, the most prevalent form of sexual harassment/abuse reported were *Comments that affect your body image* - 21.8% of pupils reported experiencing regularly (*Quite often (e.g. weekly)/Most days*); followed by *Sexist comments* where 20.0% reported experiencing regularly. More than twice as many females reported experiencing *Comments that affect your body image* regularly than males (30.8% vs. 13.1%), and almost 3 times more females reported experiencing *Sexist comments* regularly than males (29.5% vs. 11.1%).

A third of pupils reported ever experiencing unwanted touching, 6.9% of pupils reported experiencing unwanted touching regularly, this was similar for both males and females. 1 in 5 pupils reported ever feeling pressured to undertake unwanted sexual behaviour (20.8%), 2.9% reported feeling pressured to undertake unwanted sexual behaviour regularly, this was almost 3 times higher in females than males (4.3% vs. 1.6%).

Sex education

Since September 2020, Relationships Education has been compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) for all pupils receiving secondary education. In 2012 only 67.5% of pupils said the *Healthy relationships*

and sex education (RSE) they had received was helpful, this had increased significantly in 2022 to 80.8% of pupils.

The proportion of pupils reporting the information received about *Sexually transmitted infections (STIs), including Chlamydia and HIV* was helpful has also significantly increased from 60.4% in 2012 to 73.1% in 2022.

Males were more likely to say they found sex education helpful than females and were significantly more likely to say they found information around *Contraception, including emergency contraception* helpful than females (75.1% vs. 68.3%).

A quarter (26.5%) of primary pupils in 2022 reported they need to know more about *Friendships and relationships*, this reduced as pupils aged to 15.6% in FE pupils.



25.0% of primary pupils said they needed to know more about *How your body changes as you get older*, the proportion was similar in Y4, Y5 and Y6.

There was no significant difference in wanting to know more about *How your body changes as you get older* across the districts.

