



**Evidence from:  
Hampshire and Isle of Wight Youth Commission**

Date: 12-02-2018

**1. Thinking back to your lessons in SRE so far, can you pick out any subject areas which you think have been particularly important for you to have learnt about, and say why?**

Areas which have been important to learn about are around sexual health. It is important to learn about how to have safe sex, where to go to ask for help and advice. Practical solutions and local clinic/health drop in details.

The lessons are more around the physical than emotional aspects such as contraception, sexual health and physical body changes. These areas are important to cover but we feel they should also be integrated with PHSE lessons, not seen as separate as it is difficult for young people to not feel the physical, personal and emotional all together.

**2. Are you aware of any subject areas in SRE, which you have not covered which you would like to know more about? If so, please say what those subject areas are. (It may be that your teachers plan to cover these areas later, but please still answer this question if you have something to say on this).**

Areas that young people are telling us should be covered are how to spot the signs of unhealthy relationships (including friendships, family, authority figures), when someone might need extra support (e.g. mental health, abusive relationships including family and friends), how to support perpetrators of abusive behaviours (support services, de-escalation techniques).

When discussing unhealthy relationship young people want to hear from other young people, to bring the advice and support they are being told to life. Having visual case studies makes the issues being talked about much more relatable.

We have also heard from our peers that gender equality when learning about sexual relationships is important, especially around issues such as abuse, consent and rape. Hate crimes are strongly linked here with young people telling us that differences and equality and the impact of negative behaviours should be covered.

To have a greater understanding of respect in relationships (partners, family, friends), that so called 'banter' can be hugely impactive and blurs the lines of acceptability.



**3. Thinking back to your lessons in PSHE so far, can you pick out any subject areas which you think have been particularly important for you to have learnt about, and say why?**

Areas which have been important to learn about are around social interactions- family, friends, partners and what to expect when you start working.

However, the materials used and examples given are dated and not very relatable, especially when it comes to social media. We feel it is difficult for adults and professionals working with young people to understand how important social media is to young people. Advice such as deleting social media access is not helpful.

We feel that parents/carers should be more aware of social media and technology, and be knowledgeable on what devices do what. Young people tell us that many parents do not know what they're doing online, and many parents do not ask what they're children are doing. Also, many parents are on devices as much as young people.

How can we be taught to keep safe, have better physical, emotional and mental health when the adults around us do not fully understand the world we are growing up in and understand what we feel is important.

**4. Are you aware of any subject areas in PSHE, which you have not covered which you would like to know more about? If so, please say what those subject areas are. (It may be that your teachers plan to cover these areas later, but please still answer this question if you have something to say on this).**

A common theme raised was a general awareness of unhealthy relationships and mental health. That mental health is a wider issue, for the community to recognise and spot the signs too, for it to be the norm to be talked about.

Young people are telling us they want people to talk to. This should be a range of options from online, to text, face to face to on the phone, for the service options to be clear and when they need it. Young people are also saying they want anonymous reporting (like we have for our hate crime third party reporting centres).

There is also the need to address the impact of technology and social media, the effects of which can be long lasting. We believe that young people should be taught up to date tech information regarding apps and social media platforms used by young people today, and also the social



and emotional strategies to keep safe and healthy with technology being such a big part of everyday lives. .

Technology also impacts on areas such as relationships with controlling behaviours, threats, stalking, all of which young people need to know how to report, where to go and what will happen once they have reported something, to have practical advice and guidance.

Gender equality and gender stereotypes in a wider social understanding, personally and professionally, especially when entering the work place.

**5. If there are any other important points you would like to make on either subjects which have not been captured by these questions, please write them below.**

We believe it is important that the thoughts and views of young people are heard and acted upon. Since April 2017 we have gathered the views of over 3,300 young people across Hampshire, Isle of Wight, Portsmouth and Southampton. This has formed part of our Big Conversation, asking young people which priority is important to them, their thoughts and experiences and their top idea to help. The responses have been diverse and hugely insightful:

<https://www.hampshire-pcc.gov.uk/youth-commission/having-our-say>

In a survey undertaken by the Isle of Wight Public Health (<https://www.iwight.com/azservices/documents/2552-Children-and-young-peoples-survey-2015-final.pdf>) in 2015 (N=920) appearance, self-perception and confidence was seen to be connected to bullying, with 40% of those who experienced bullying believing to be connected with their appearance.

Internet trends in the area indicate that 70% of year 8 and 80% of year 10 students had at least 3 hours screen time per day. Overall, 36% have no adult supervision, with the proportion increasing with age. By Y10, this is around 51%. Of Y10 respondents, 12.5% had sent an intimate image.

We also found that 16% (85) of those with no parental checks talk to people they do not know online.

When looking at data via YouGov we have learnt that here in Hampshire the impact of photos online presents an issue. 15% of respondents said that some social media photos of their past would be embarrassing if found, 2% said it would be a big problem (N=419).