



Healthy Relationships

Appendix A Diary / Log Sheet

Name		Class
Date	Purpose of Session	What have I learned? How do I feel?

Healthy Relationships

Appendix B

Dear Parent/Guardian,

Anytown High School places great importance on the involvement of parents and carers when developing their teaching programmes particularly in more sensitive areas such as Sexual health and Relationships Education.

As part of your child's Personal, Social and Health Education programme he/she will follow a series of sessions on SHRE throughout S1 - S5.

The programme is based on National Guidelines and is developmental, building on the skills and knowledge gained in the primary school and is

"presented in a context that values stable relationships, healthy living and personal responsibility and firmly sets sex education within the wider context of health education, religious and moral education and personal and social education"

(Sex Education in Scottish schools : Scottish Executive 2001)

We do not present a particular viewpoint to pupils but aim to develop pupil's own decision making, personal and inter-personal skills. We do give accurate factual information which is constantly updated and the programme is enhanced by a partnership approach from the school nurses. From time to time your son/daughter may bring home exercises for completion and discussion - we would encourage the completion of these sheets.

The course has been devised after consultation with experienced teachers and representatives from local health authorities and the community.

Your views are very important to the review and ongoing development of the programme and we would urge you to read the enclosed leaflet which outlines the skills and areas of content covered at each stage. The materials and resources will be available to view at the Open Night on September 16th and a member of staff will be available to answer any questions you may have.

If you have any questions or concerns do not hesitate to contact our Sexual Health and Relationships co-ordinator.

Healthy Relationships

Sexual Health and Relationships Education

In order that we can respond to your comments please add your name and your child's class and name at the foot of this form.

Questionnaire for Parents

1. Are you happy with the school programme on Sexual Health and Relationships education?

Yes No Don't Know

Comment

2. Would you like to know more about it?

Yes No Don't know

3. What, if any are your concerns?

4. Would you be interested in any of the following?
(please tick)

receiving a copy of the Scottish Executive's Guide For Parent's and Carers

attending an information session on the school Sexual Health and Relationships Education programme

having the opportunity to see the resources (videos,leaflets,worksheets)

Please use the other side of this form if you wish to add any further comments

If you would like to know more about the programme, please contact

Sexual Health and Relationships Co-ordinator _____

Name : _____

Child's Name : _____

Class : _____

Thank you for completing this form

Healthy Relationships

Sexual Health and Relationships Education

Questionnaire for pupils

Year Group _____

1. Have you received any sexual health and relationships education at school?

Yes No Can't remember

2. If so, was it ...
(please tick)

- very good
- good
- ok
- not good
- bad

3. What was the best thing about the sexual health and relationships education programme?

4. What was the worst thing about the programme?

5. What would you like to know more about next year?

Healthy Relationships

6. Is there anything you would like to know about that was not included in the course?

Yes No

If so, what?

7. Do you think the right things were taught at the right time?

Subject	Too early	Too late	About right
Puberty/periods			
Contraception			
STIs/HIV/AIDS			
Relationships			
Emotions/feelings			
Pregnancy/parenting			
Peer pressure			

8. Any other comments

Thank you for completing this form.

Healthy Relationships

Appendix C

School Visits - Visitor's Checklists

Aim: To ensure contribution is as valuable as possible
To make sure the need of the class/school are being met
To provide input which is relevant to, and supported by, the curriculum to get feedback

1. What content has been requested?

2. In What context does the visit take place? (What precedes and follows your input?)

3. Is it possible to have a preliminary meeting or discussion with the teacher (and pupils) prior to the session?

Yes No

4. Have the pupils identified what they want, or have an opportunity to do so?

Yes No

5. How will this be handled? (e.g. questions asked in class; requests forwarded to you prior to visit; pre-visit discussion with class or group representatives?)

6. What methods will be used? (e.g. groupwork/whole class talk/ workshops?)

7. How will you get feedback?

Healthy Relationships

8. How will this feedback be communicated to the teacher/class?

9. Have you agreed with the teacher what role they will have, and where they will be positioned?

Yes No

10. Is the school aware of your practical requirements?
(e.g. working space for groups A.V. equipment, flipcharts)

Yes No

11. How many pupils will you be working with, and how much time is available?

Healthy Relationships

School Visits - School Checklists

- Aim:** To ensure the visit is as valuable an experience as possible
To ensure relevance to the curriculum, and to your own work with the class
To make sure the visitor's contribution is appropriate to your needs
To get feedback

1. Is the visitor clear about the content required by yourself and your class?
Yes No
2. Have the pupils been involved in organising and / or planning the visit and its content?
Yes No
3. Is it possible to have a preliminary meeting or discussion with the visitor prior to the session (perhaps with pupils or a representative?)
Yes No
4. Do you know the viewpoint/agenda of the agency or individual on the topic? (e.g. who is their parent body? Do they exist to promote a particular viewpoint?)
Yes No
5. What work can you do prior to and following the visit to support, make relevant and reinforce the visitor's input?

6. Does the visitor know how many pupils they will be working with, and how much time is available to them?
Yes No
7. What educational methods will the visitor use, and are they appropriate?

8. Have you checked what practical requirements they have? (e.g. working space for groups, A.V. equipment, flipcharts)
Yes No

Healthy Relationships

9. What role will you play in the session?

10. How will you get feedback from the visitor about the session, and how will you share this with the class?

11. Could the visitor be used in a different way? (e.g. staff training, consultation, service provision?)

Yes No

12. Does the visit have support implications (e.g. if sensitive material is being raised, or if there is likely to be a demand for information following the session) and if so, how will these needs be met?

Yes No

Healthy Relationships

Appendix D

Icebreakers and Energisers

We would like to acknowledge that these icebreakers and games have come from different sources which are difficult to trace although some have been adapted from Pathways to Sexual Health. (see Appendix G. 6)

Introduction Games

- **Name Graffiti** - A creative visual introduction game
Materials - A4 paper/card for each person and coloured pens
Distribute paper and pens
Ask them to
 - Write down the name they want to be called in the group
 - Make a picture related to their name or something about themselves that they want to share.
 - In turn they introduce themselves and talk about their drawing
 - Display on the wall
- **Name Game** - A physical introduction game
Materials - Beanbag
 - The group stands in a wide circle and each says their name in turn
 - Holding the beanbag, one person starts by saying ' My name is _____ and I am throwing the beanbag to _____ '
 - The process is repeated until everyone knows each other's names.
- **I'd like to introduce you..**
Participants are sitting in a circle. One person starts by introducing themselves by saying, 'My name is ____'. The next person introduces the person before plus him/herself. The next person introduces the previous 2 plus herself and so on until the whole group has been introduced.
Variations include adding a hobby or an adjective which starts with the same letter as their name.

Icebreakers

- **Fruit Salad** - A physical exercise
Place chairs in a circle and allocate a fruit to each participant - 4 to 5 different types depending on the number in the group. Remove one of the chairs. The person without the chair should choose a fruit and everyone who was allocated with that fruit should change seats. The aim is for the chairless person to get a chair. Whoever is last should choose the next fruit. This exercise could also be used to split the participants into groups for groupwork. A variation is to ask the chairless person to choose a category which applies to themselves eg. wearing trainers and everyone in that category has to change seats.
- **Human Knot** - A game which builds trust and acceptance
Ask the group to stand shoulder to shoulder in a circle. It is necessary to have even numbers in the group. With eyes closed stretch one hand into the middle and find a hand to hold then the other hand. Everyone should be holding one hand with each hand. They may need guided. They now open their eyes and try to untangle themselves without letting go. If the knot can't be unravelled, start again.

Healthy Relationships

- **I'd like to tell you something ...**

In a round, ask each person to say something about themselves by responding to a simple, non-threatening statement eg. "Something I did at the weekend was ——" or "My favourite soap is ——". A variation of this exercise is to use fantasy type statements eg. "The first thing I'd buy if I won the lottery would be ——"
- **Chinese Whispers**

Select a message which is appropriate for your group and the work you are doing with them. Explain that you are going to whisper the message to the person sitting on your right who will then pass it on to the next person and so on. The person receiving the message shouldn't say anything and the message cannot be repeated. The last person to receive the message should say it aloud. Compare the end result with the original message - this can allow a discussion clear communication.
- **This is me.**

In a round, ask each person to say something about themselves by responding to a simple and non-threatening statement that you have prepared earlier, e.g. " something I did at the weekend", " my favourite soap". A variation of this exercise is to use fantasy type statements e.g. " the first thing I'd buy if I won the lottery". "if I could be anyone in the world, I'd be . . .", " if I could live anywhere in the world, I'd live in . . .", " if I could be Patron Saint of something I'd be Patron Saint of . . .".
- **Word Association**

Introduce a word of your choice and ask the person next to you to say a word associated with your word. If you say "Green", the next person may say "Grass", and so on. Continue going round in this way for a few minutes or until it's clear that everyone is getting fed up with it. A variation is to begin with a word which directly links the exercise into your session. For example, if you're doing a session on safer sex, you could start off with a word like "condom".
- **True or False**

In pairs, ask each person to tell their partner two pieces of information about themselves, one of which is true and the other false, e.g. "I've got two sisters" and "I watch Home and Away every night. The partner has to guess which statement is false, and meanwhile the "liar" keeps defending both statements. Once each partner has had a turn, return to the full group and ask each person to repeat the two statements their partner made. The person can then "own up". This process is repeated until everyone has revealed their false statement.
- **Bingo**

Give each person a "bingo card" comprising of a sheet of paper divide into equal boxes, say 16 in total, each with a category written inside the box, e.g. "likes watching Neighbours", "has brown eyes", "used the bus today", "loves cars", etc. You can choose the categories to suit the group you're working with. Ask the participant to mull around talking to other people in the room and checking out if they fit the boxes on the bingo card. Explain that when you get a "yes" from someone, you write their name in the appropriate box and move onto another person. If you complete a line or diagonal, you yell "HOUSE!!", and the game ends when someone completes their bingo card by getting a name in all sixteen boxes.

Healthy Relationships

- **Robots**

Ask the participant to choose a partner of roughly the same size and call one partner “A” and the other “B”. Explain that all of the “A’s” have to imagine that they are robots with no power to think, and demonstrate how stiffly they walk. Ask the “B’s” to direct their robot or partner round the room making sure that they don’t bump into the furniture, walls or each other. “A’s” should have their eyes closed and use their own version of the stiff, robot walking style. After a few minutes, reverse roles. You could follow this up with a discussion about how it feels to trust your body to another person. While this exercise might have been a laugh, what other situations may this apply to, e.g. what if a partner said “you don’t need to use condoms with me, you’re safe?”
- **Killer**

You will need a folded piece of paper for each member of the group, each of which is blank except for one with an “M” for “murderer” written on it. Everyone sits in a circle where they can see one another. The pieces of paper are distributed but no-one must give the game away by showing any emotion when they look at their piece of paper. “M” will “kill” people by winking at them, but people don’t need to die immediately - they can wait for up to 30 seconds or so before either closing their eyes or falling down to indicate that they’ve been “killed”. The aim for “M” is to “kill” as many people as possible before being spotted and meanwhile everyone who hasn’t been winked at has to try and guess who the murderer is.
- **Knots - an exercise in co-operation**

The facilitator arranges for two people to leave the room prior to the exercise starting. Everyone in the room holds hands in a circle and twists themselves over and under through each other without letting go - someone will end up stretched, others on the floor buried. The two people then enter the room and try to untangle the group. While they’re doing this, the group co-operates in finding out who goes where.
- **Who am I?**

Give each of the participants three post-its and ask them to write one statement on each, e.g. their favourite film, their favourite T.V programme, and their favourite sport. All of the post-its are then stuck quickly on to a sheet of flip chart paper pinned to the wall. Each person has to choose a post-it that someone else has written and try to find the writer by asking one question per person. They are not allowed to ask the direct question “is this your post-it?” but rather, a question that will give them a clue. For example if the post-it has the word “football” on it, they might ask the question, “do you watch a lot of football?” Once they have found the writer, they stick the post-it on them. Repeat this until everyone has had all of their own post-its returned to them. You can choose your own topics to suit the particular group you’re working with.
- **Colours - an exercise in communication skills**

In pairs, ask each person to choose a favourite colour and then try to persuade their partner that her/his colour is far better and that they should change their mind. Allow a few minutes for each person to persuade the other. Spend a few minutes discussing what happened in the group, e.g. did people feel under pressure to agree? Was it easy to stick to your chosen colour? Did the other person listen to you or shout you down?

Healthy Relationships

- **Self - Esteem**

You will need crayons or coloured pens and a sheet of paper for each of the participants. Explain that the exercise isn't about drawing, but will involve using the outline of a plant or flower to show what builds up our self esteem. You can either provide the participants with a ready made outline or ask them to draw their own. Each person has then to fill each leaf or petal with a positive thing that someone has either said to them or done for them that made them feel good, e.g. "My friend said she liked my new haircut", or "My sister gave me a cuddle". Allow time at the end for a round where the participants can share some of the "leaves" but people can choose to "pass" if they want.

- **Happy Birthday**

This exercise involves the participants lining up according to their birth month/day or star sign. Call out "January" and anyone with a birthday in January stands up and forms the beginning of the line. Then shout "February", and so on, until everyone is standing in a line. If more than one person has a birthday in one month, the person whose birthday falls earliest in the month goes first. People can pair off with the person standing next to them.

- **Soaps**

You will need pre-prepared pairs of post-its all relating to your chosen theme or topic. If your theme is "soaps and soap characters", your post-its might include for example, "Eastenders/Bianca", "Home and Away/Alf", "Brookside/Jimmy". Mix up the post-its and stick one to the forehead of each of the participants. Tell the group what the subject of post-its are without completely giving the game away. Explain that first of all they have to find out "Who they are" by moving around the room asking questions, e.g. "am I a woman?", "how often can you see me on tv?", etc. Only simple, one word answers are allowed. Once they know who they are, they then have to find their "partner". Later on, if anyone is stuck, offer some clues until everyone is paired off.

- **Name that Tune**

Before the session, decide how many small groups you want and choose an equivalent number of popular tunes. Then, write the name of each tune on a post-it. If you want to divide a group of twelve people into four small groups of three people, you will need four tunes, each written three times on a post-it. Place all the post-its into a bag and ask each person to take one. On the count of three, ask everyone to move around the room humming the tune written on their post-it and try to identify anyone else who is humming the same tune so that they can join up with them and look for the rest of the team. Once everyone has teamed up, you could ask them to invent a name for their team.

Healthy Relationships

Closing Exercises

- **Self Esteem**

In pairs, ask people to discover something that their partner 'feels good about'. This could be an accomplishment, something they do well, a personality trait, how they dress, etc. Make sure that each pair checks out with their partner what they can feed back to the whole group, if anything. Once each partner has taken a turn, ask each pair to share something of what their partner has said in the full group, e.g. "something that Tom feels good about is his sense of humour". You could follow this up with a brief discussion about why it is often so hard to say positive things about ourselves, e.g. we're brought up not to "show off" or "blow our own trumpet", and yet accepting our good points isn't being big-headed at all.

- **Practising Safer Sex**

You will need post-its and pens for this exercise. Ask the group to spend a few moments reflecting quietly about ways of taking care of our own sexual health. Explain that to finish off on a positive note, each person will be asked to note "one thing I can do to take care of my sexual health is.....". The group can either decide to do this as a round or they can choose to write it privately on a post-it for their own use only. Be sensitive to how difficult and private this task is for everyone and if the group decide on a round make sure to remind people that they can pass as long as they make a mental note of one thing for themselves. Past comments have included, "experiment more with other things we can do sexually", "always have condoms on me", "not feel I have to have sex until I'm ready."

Healthy Relationships

Appendix E Healthy Relationships

Useful websites and helplines

For use with young people

Please note that websites should be reviewed before using with young people to ensure they are still current and that they are age and stage appropriate.

1. www.teenagehealthfreak.org - interactive site for teenagers, includes database covering wide range of health topics
2. www.wiredforhealth.gov.uk - series of websites managed by the Health Development Agency. Useful info. for teachers plus interactive sites for young people.
 - www.welltown.gov.uk 5 - 7 yrs
 - www.galaxy-h.gov.uk 7 - 11 yrs
 - www.lifebytes.gov.uk 11 - 14 yrs
 - www.mindbodysoul.gov.uk 14 - 16yrs
3. www.youngscot.org 12 - 26 yrs
4. www.healthy-respect.com - Scottish Executive funded project in Lothian. Info. section for young people. Aimed at 13 - 25 yrs.
5. www.ruthinking.co.uk - may be filtered, factual info. for under 18s, run in conjunction with Sexwise helpline. Search facility for local services.
6. www.likeitis.org - may be filtered, site aimed at young people, run by Marie Stopes International.
7. www.there4me.com - NSPCC site for 12 - 16 yrs. Gives advice on a wide range of issues.
8. www.brook.org.uk - may be filtered, provides free confidential advice for young people up to age 25.
9. www.kidshealth.org - US. Site but useful
10. www.avert.org - AIDS charity, has quizzes for young people
11. www.childline.org.uk
12. www.channel4.com/health/microsites/0-9/4health/teenlife
13. www.thesite.org - run by YouthNet UK for 16 - 25 yrs. ,magazine format.
14. www.mermaids.freeuk.com - run by a charity which supports people up to 19yrs. with gender issues.

Healthy Relationships

15. www.lgbtyouth.org.uk - national youth organisation committed to the inclusion of lesbian, gay, bisexual and transgender young people.
16. www.hebs.com/thinkaboutit - site aimed at 14 - 17 yr olds, provides reliable information
17. www.lovelife.uk.com - run by Health Promotion Dept. (England) - info. for under 18s
18. www.youth2youth.co.uk - confidential helpline run by young people
19. www.lanlinks.org - a site for young people about their local area, provides links to other sites.

For teacher use

1. www.lanarkshiresexualhealth.org - excellent for local information, has section for parents
2. www.avert.org - run by AIDS charity, teacher information and resource guide
3. www.channel4/learning - support notes and activities for use with videos
4. www.brook.org.uk
5. www.healthy-respect.com
6. www.hebs.scot.nhs.uk
7. www.show.scot.nhs.uk/scieh - good for statistics
8. www.healthpromotingschools.co.uk
9. www.scotland.gov.uk - can download copies of national strategy - Enhancing Sexual Wellbeing in Scotland
10. www.ltscotland.com - can download and order copies of National Guidelines and other reports
11. www.fpa.org.uk
12. www.ncb.org.uk/sef - the Sex Education Forum is the national authority on SHRE. Loads of excellent reference information and factsheets which can be downloaded. Section for teachers on health topics including SHRE. Includes resource reviews.
13. www.wiredforhealth.gov.uk - lots of useful info. eg. answering questions, child protection, confidentiality - in Facts and Figures section.
14. www.bbc.co.uk/relationships
15. www.lgbtyouth.org.uk - includes a guide for teachers and info. on resources
16. www.enable.org.uk - SEN
17. www.me-and-us.com - SEN
18. www.isdscotland.org - good for statistics

Helplines

1. Sexwise - 0800 282930 - Freephone line for 12 - 18 year olds, giving the chance to talk to an adviser about sexual health and relationships
2. National AIDS Helpline - 0800 567 123 - 24 hr. free advice and information about HIV and AIDS
3. FPA Scotland - 0141 576 5088 - Mon - Fri, 9 - 5pm - for contraceptive advice and info. about nearest sexual health service

Healthy Relationships

4. Lanarkshire Linkline - 01698 855588 - 9 - 5pm. - for information about sexual health services in Lanarkshire
5. Brook Advisory Centres - 0800 0185 023
6. Childline - 0800 1111 - 24 hour helpline for young people
7. Gay and Lesbian Switchboard - 0141 332 8372 - 7 - 10pm every night.

Please note that helpline numbers may change - teachers should check before issuing to young people.

Healthy Relationships

Appendix F Useful resources

Videos

- | | | | | |
|----|------------|-------------------|---------|-------------------|
| 1. | Off Limits | In My Experience | 11 - 14 | Channel 4 |
| | | Parenting Stories | 14 - 19 | 4Learning |
| | | Borrow A Baby | 14 - 19 | PO. Box 400 |
| | | Growing Up Gay | 14 - 19 | Wetherby LS23 7LG |
| | | AIDS Special | 9 - 13 | 08701 246 444 |

Summary notes and activities available from www.channel4.com/learning

- | | | | |
|----|----------------|-------------------------|--|
| 2. | Turning Points | Sex Education (11 - 14) | BBC Educational Publishing |
| | Lifeschool | Sex Education (14 - 16) | PO Box 234
Wetherby
West Yorkshire LS23 7 EW
www.bbc.schoolshop.com |

- | | | |
|----|---------------------------------|---|
| 3. | Visiting a Sexual Health Clinic | NHS Lanarkshire
Health Promotion Library
01698 377600 |
|----|---------------------------------|---|

- | | | |
|----|----------------------------------|--|
| 4. | HIV Risky Business | HIV Charity |
| | Free - in all schools (12-15yrs) | CWAC
(Children with AIDS Charity)
9 Denbigh Street
London SW1V 2HF
020 7233 3966 |

- | | | |
|----|----------------------------------|---|
| 5. | At That Age - | |
| | A Work Pack on Teenage Pregnancy | Available from
Education Resources
NLC - 01236 434377
SLC - 01698 429545
and from Health Promotion
Library
01698 377600 |

Healthy Relationships

Packs and books

1.	Sex, Drugs and Alcohol (14 - 19)	TACADE Old Exchange Buildings 6 St. Ann's Passage King Street Manchester M2 6AD 0161 836 6850
2.	'Rollercoaster' - games exploring the ups and downs of puberty. (9 - 13)	Centre for HIV & Sexual Health 0141 226 1900 www.sheffhiv.demon.co.uk
3.	Young Scot - Tutor Resource Kit	Young Scot Roseberry House 9 Haymarket Terrace Edinburgh 0131 313 6800 www.youngscot.org
4.	'Think Respect' - Zero Tolerance	Zero Tolerance Charitable Trust 25 Rutland Street Edinburgh EH1 2AE www.zerotolerance.org.uk
5.	PSHE Activity Bank - Sex Education Coping with Change Self - Esteem Personal Relationships Personal Responsibilities	Folens Publishers Apex Business Centre Boscombe Road Dunstable 0870 609 1237
6.	PSE in Focus - Sex Education (Allerston & Davies)	Nelson Thornes Delta Place 27 Bath Road Cheltenham 01242 267279
7.	101 Games for Social Skills - Jenny Mosley 101 Games for Self - Esteem & Helen Sonnet	LDA Duke Street Wisbech Cambridgeshire 09145 463441

Healthy Relationships

8. Compass - A Manual on Human Rights Education with Young People www.eycb.coe.int/compass

Other Resources

'Baby Think It Over' programme

Contact SLC - Home School Partnership
01698 823076
NLC - NHS Health Promotion Library
01698 377600

Leaflets - eg. 4Boys, 4Girls, Love Stings, Is everybody doing it ?, Pregnancy, Abortion, Contraception, STIs, 4You

Full range available free of charge from NHS Lanarkshire Health Promotion Library

Contact 01698 377600 for order list.
Published by FPA.

FPA
Unit 10
Firhill Business Centre
76 Firhill Road
Glasgow
0141 576 5088
www.fpa.org.uk

Resources for Parents

- | | | | |
|----|---|---------|-----|
| 1. | 'Talking to your kids about sex' | Video | FPA |
| 2. | 'Sex, Storks and Gooseberry bushes' | Video | FPA |
| 3. | 'Talking to your child about sex' | Booklet | FPA |
| 4. | Parents Pac - includes examples of leaflets plus booklet | | FPA |
| 5. | www.lanarkshiresexualhealth.org - has parents section within section on young people | | |
| 6. | www.ncb.org.uk/sef - has factsheets which can be downloaded | | |

Healthy Relationships

Appendix G References

1. Sex Education in Scottish Schools, Scottish Executive, 2001
 - Effective Consultation with Parents and Carers
 - A Summary of National Advice
 - A Guide for Parents and Carers
2. Scottish Executive : Circular 2/2001
3. SLC - Sex Education Guidelines, 2003
4. Scottish Executive Health Education 5 - 14, National Guidelines, 2000
5. HMIE - How Good Is Our School Series E, Two Health Issues, 2003
6. Pathways to Sexual Health, Lothian Health, 1996
7. GGHB - Sexual Health Curriculum
8. Draft - Sexual Health and Relationships Education (Share) - Dixon. H. et al, Health Education Board for Scotland, 2003

Acknowledgements

Thanks to the following people for their help, support and professional advice.

Jill Wilson, Training Manager, BBV & Sexual Health Team - NHS Lanarkshire

Maureen Allan, School Nurse, Blantyre/Hamilton

Lynne Clarke, School Nurse, Motherwell

Wilma Gilluley, Airdrie Academy - NLC.

Steven O'Neill, Carluke High - SLC.

PSE and Guidance staff of Carluke High school who have agreed to pilot the programme.

Jaynie Craig (**Support Officer, Sexual Health and Relationships Education**)