

## **PSE - 100 WORD COMMENTS**

### **Background and contents**

In addition to inviting written submissions from organisations in the traditional format, 100 word comments were invited specifically to encourage young people, parents, teachers and other interested individuals to engage with the Committee (as part of its ongoing focus on inclusivity).

A large number of 100 word comments have been received and are divided into categories below, and each submission has its own number, for ease of reference. The categories are:

Representatives of organisations – pages 1 to 5

Young people – pages 5 to 13

Teachers – pages 13 to 19

Parents – pages 19 to 22

Adults reflecting on PSE in their schooling – pages 22 to 28

Further submissions - pages 28 to 38

### **Representatives of organisations**

1. Anti-racism and equality education should be a critical part of PSE as part of social wellbeing. Pupils must learn about rights and responsibilities and how to put these into practice; we believe that learning about the history and present reality of racism and how to advance racial equality are essential to pupils' social development. With unacceptable occurrences of racist incidents, bullying, and hate speech in schools and with the highest percentage of perpetrators of racist hate crimes being young white men, PSE could play a crucial role in challenging prejudicial beliefs and cultivating a commitment to racial equality and rights. – Coalition for Racial Equality and Rights.

(Rebecca Marek, Coalition for Racial Equality and Rights)

2. RSPB Scotland welcomes the opportunity to input into the Committee's discussions on Personal and Social Education.

We would propose that alongside the statutory requirements from Outdoor Learning in the Curriculum for Excellence, PSE could benefit from the inclusion of how the outdoors and nature could be of benefit to pupils' mental wellbeing, role as a responsible citizen and career choices.

Pupils could be advised of the multiple mental and physical health benefits of greenspaces and being outdoors. Pupils could be taught the Scottish Outdoor Access Code as well as how to identify wildlife crime and the appropriate steps in reporting it. Outdoor education would also help develop the young workforce

and highlight careers in the outdoors, which will increasingly become relevant. These suggestions would contribute to school leavers being informed, well-rounded citizens aware of their responsibilities to the natural environment, receptive to what is required to safeguard it and be decisions makers of the future.

(Rea Chris- RSPB Scotland)

3. Age-appropriate, brain-based education is suitable for pupils irrespective of sexual identity or faith. Compulsory, simple, interactive lessons on:
  - how the brain learns, seeks rewards, novelty, and avoids pain
  - the unique vulnerability of the adolescent brain to all addictions (drugs, alcohol, nicotine, junk food, internet-gambling, -gaming and -pornography)
  - the mental and physical health risks, social and relationship harms from excessive use of internet pornography
  - Legal risks of compulsive use of pornography including child-on-child sexual abuse and possession of child abuse imagery
  - Active learning through 24 hour screen fasts and junk food fasts to experience the subconscious 'urges' that drive mindless behavior. (Mary Sharpe, Advocate, Chief Executive Officer, The Reward Foundation)
4. The Duke of Edinburgh's Award is excited by the recent broadening of PSE into the areas of citizenship and skills. Developing engaged citizens is a core part of a DofE Award, which requires volunteering in the community. Additionally, schools now have the opportunity to highlight peer education and leadership, skills supported by DofE programmes. Some schools have also taught hard skills such as First Aid and Heart Start as part of their DofE offering in PSE classes. We encourage the continued broadening of PSE classes. (Ms Jamie Mitchell, The Duke of Edinburgh's Award)
5. I believe that PSE sessions should provide an opportunity for young people to learn practical skills that they can use to improve their mental wellbeing, in particular anxiety and depression. When young people learn about subjects like dealing with negative self-talk and mindfulness we are providing them with knowledge that they can draw on throughout their lives. Also, this can potentially avert escalating mental health issues in their adult life as they are able to identify problems quickly and find solutions. (Lisa Donaghy, Glasgow Life)
6. The National Parent Forum of Scotland fully support the six topic areas of PSE stated in CfE: Mental, Emotional, Social and Physical Wellbeing; Planning for Choices and Changes; Physical Education, Physical Activity and Sport; Food and Health; Substance Misuse; and Relationships, Sexual Health and Parenthood. However, we would like to see all schools prioritise PSE as it is vital for the good wellbeing of our young people, in our experience too often schools forgo PSE if there is an extra commitment to slot into the timetable on any given day ( for example immunisations). Schools should carefully consider their demographic to ensure that each pupil receives PSE that is focused and useful without being too narrow. Many pupils are leaving school without basic lifeskills that could be taught in PSE and this should be addressed. (Clair Halliday, National Parent Forum of Scotland)

7. Research shows a strong link between pupil's social and emotional functioning, and academic achievement. It also tells us that many young people possess negative attitudes towards mental health difficulties in peers and find it difficult to tell others about problems. At Samaritans, we believe that educating young people about emotional health in PSE will result in improved wellbeing and better access to the right support, earlier. That's needed now more than ever, as Scottish Government evidence shows that emotional problems have worsened among our young people in recent years. (Jen Gracie, Samaritans Scotland)
8. We discuss physical health on a daily basis, but mental health isn't part of everyday conversations. Young people don't feel comfortable talking about things that impact on their mental health, including bullying, LGBT issues and life changes.

Literacy, numeracy and health and wellbeing are key for the Scottish Attainment Challenge. While literacy and numeracy are benchmarked and tested for progression, that is not done for health and wellbeing.

PSE is the opportunity to discuss all the factors that contribute to young people experiencing mental health problems, taking an early intervention approach and supporting the development of coping strategies.

(Laura Sharpe, See Me Children and Young Person's Officer)

9. Personal safety of our young people is a key driver to them becoming safe, healthy and responsible citizens. They need to be furnished with key information that can help them keep safe. Water proves a disproportionately high risk to young people in Scotland than that of their counterparts in the rest of the UK. Within PSE children can be given the opportunity to participate in water safety awareness. National water safety organisations freely provide materials for use by teachers. Partnerships can be accessed to deliver locally tailored knowledge and skills that they might use to keep safe and level out this Scottish inequality. (Kenny MacDermid, National Drowning Prevention Coordinator, The Royal Life Saving Society)
10. On behalf of the National Youth Assembly of the Church of Scotland, I would like to strongly encourage members of the committee to consider a sizable education on Mental Health into the PSE curriculum including warning against stigmatisation and poor use of language i.e. referring to people as 'mental'. Mental Health was a key topic of the youth assembly this year and given the vast range of people it affects in Scotland many felt this would be a crucial step. (Andrew MacPherson, Moderator of the National Youth Assembly, Church of Scotland)
11. The value of Outdoor Learning and Residential Outdoor Experiences to a child's PSE are immeasurable. Recent research through [Brilliant Residentails](#) has proven increase in attainment as a result of children attending a residential. To my knowledge, hardly any money from the attainment fund has been spent on residential experiences, despite this being a cornerstone of the 'London Project' on which the current project is modelled.

Children's self-worth, horizons, environmental awareness are all improved as a result of attending a residential. Proof? Read our impact reports [here](#) and [here](#). Ardroy, the charity I work for also is involved in developing Outdoor Learning in Schools, which should be regular, meaningful and progressive." I would welcome an opportunity to discuss this further with the Education Committee. (Phil Thompson, Ardroy Outdoor Education Centre)

12. Please note the Vision 2030+ Report: Concluding Report of the Learning for Sustainability National Implementation Group and the government-endorsed entitlement for "all learners" to have "Progressive and curriculum-led approaches to outdoor learning" (Recommendation 1)  
<https://education.gov.scot/improvement/lfs1vision>  
Potential to contribute to PSE noted in this summary/interpretation:  
<https://www.johnmuirtrust.org/vision2030>  
Please note that the Real World Learning Network (in conjunction with Education Scotland colleagues and Peter Higgins, chair of the government's Learning for Sustainability Implementation Group) is developing a clearer set of Actions arising from the **Vision 2030+ Report** – draft/further info available on request. Recent significant research on the contribution of residential experiences may also be of interest <http://learningaway.org.uk/residentials/evidence/independent-evaluation-of-learning-away/> (Scotland is represented on a UK consortium; there is a current #BrilliantResidentials campaign). (Rob Bushby, John Muir Award manager)
13. Personal safety of our young people is a key driver to them becoming safe, healthy and responsible citizens. They need to be furnished with key information that can help them keep safe. Accidents and unintentional injuries are a high risk to young people in Scotland. Within PSE, children can be given the opportunity to participate in safety awareness in order to reduce their chances of an accident or injury. (Carlene McAvoy, Community Safety Development Officer, ROSPA)
14. Please consider mandatory Mental Health education in the PSE curriculum. Teaching children to recognise early signs of mental illness, to know where and how support can be found would be invaluable. Further, introducing children to the range of experiences involved in mental illness, as well as some of the more commonplace themes could go a long way to reducing stigma. School is the ideal means for this as it allows the entire future population to be better aware of mental health issues, which in turn creates an environment in which mental health is regarded very differently - this is an opportunity to drastically reduce stigma, and change how people access emotional support when needed. (Elliot Porter. Mental Health Officer, Glasgow University Students' Representative Council.)
15. We deliver an externally-evaluated evidence based sexual violence prevention programme funded by the Scottish Government in 18 local authorities are working with Zero Tolerance, Social and Public Health Sciences Unit at University of Glasgow, and Dr Nancy Lombard at Glasgow Caledonian University to develop and evaluate a Whole School intervention to support schools to tackle GBV. We would welcome a greater focus in PSE on issues relating to sexual violence such as gender stereotyping, impacts of exposure to

pornography and prevalence of sexually explicit images involving young people. Staff training is essential to ensure issues are tackled in the context of gender inequality, in connection with *Equally Safe* strategy. (Kathryn Dawson - Rape Crisis Scotland)

16. Personal safety of our young people is a key to them becoming responsible citizens. To grow into well rounded confident individuals they must be furnished with key information that will keep them safe. Water proves a disproportionately high risk to young people in Scotland than that of their counter parts in the rest on the UK. Within PSE children should be given the opportunity to participate in water safety education and swimming to give them the knowledge and skills that they need to keep safe and level out this inequality. (Water Safety Scotland, ROSPA)
  
17. Please find below a submission on PSE content from academics based at the MRC/CSO Social and Public Health Sciences Unit, University of Glasgow, who have a specific interest in young people's sexual health and wellbeing.

Based on our recent research and work with schools around sexual health and wellbeing, we think PSE should create a safe space in which to address: gender inequalities; gender-based violence; seeking sexual health help (& what to expect when you get there); law on sending 'nude pics' (& keeping them on your phone); pleasure; how to communicate about sex; how to have the confidence to negotiate/make decisions in practice; building and maintaining safe relationships (and recognising those that are not); consent and what it looks like; that sex is not compulsory; and the range of options/alternatives available.  
(Dr Carrie Purcell, University of Glasgow)

18. Please find below a (further) submission on PSE content from academics based at the MRC/CSO Social & Public Health Sciences Unit, University of Glasgow. It is based on schools based survey and in-depth work, conducted over many years.

PSE sessions should include a strong focus on mental health. School-based surveys highlight high rates of teenage psychological distress, related to factors such as worries about schoolwork, families/relationships, and appearance. We have found children as young as 10 perceive mental health symptoms as 'rare' and 'weird', and so delay or avoid disclosing these to peers, teachers and parents because they assume they will be stigmatised. This suggests health promotion around mental health and signposting to support services should begin in primary school and continue as a priority within PSE.  
(Dr Helen Sweeting)

**Young people** (includes summaries by teachers of discussions with young people)

19. Feedback from S4 pupils sent by their Modern studies Teacher  
Teachers during PSE should teach pupils about taxes, managing a bank account/ money and buying/ renting a home/flat.

We do the same thing every year and it would be better if we can do different topics. I think we should learn about how to manage a bank account, how to manage taxes, how to write a c/v and how to apply for grants/loans and university

I feel less focus should be put on drugs and alcohol in later school years and we should instead be focusing on more important issues such as what are taxes/ why do we pay them or how to fill in a person specification for a job

I think we should learn more about money and taxes that can be used in the real world. I think mental health should be talked about more to make people affected by it feel less alone. I think more effort should be made to make topics different each year and less repetitive.

How to pay taxes, how to apply for jobs and how to buy shares

I think PSE in schools should teach about how to open a bank account or how to write a c/v. I also think we should be taught about buying a house.

I think that we should be shown how to pay taxes, how to pay bills and how to fill out a /cv in PSE. Also I do not think we should spend time on previous topics that we have learned.

I think that we should get lessons that teach us how to pay bills and taxes in PSE. I don't think we should be spending such a large amount of time every year learning about drugs and alcohol.

I think they should talk about things like mental health issues and how to make a c/v. They should also tell us about how to apply for jobs, sometimes PSE should be study periods around prelims and exams.

We should be shown

- How to manage bills/ taxes
- How to qualify/ apply for university/college
- How to fill out job applications
- How to structure a c/v
- How to buy/ rent a house/car effectively.

PSE what should be removed- jotter work and less work on employability. What we should get more of is lessons on social issues and current issues.

I think that PSE shouldn't be the exact same lessons every year and have suitable lessons for certain age groups.

PSE should be how to manage a bank account, job interview skills, study skills and a lesson where the pupils choose the subject.

PSE should have lessons on how to pay bills/ taxes, manage bank accounts and stuff to do with wages.

I think PSE should be compulsory for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years to ensure that important subjects like drugs and alcohol awareness are covered. Along with a broader range of sexual health classes that include Homosexuality as well. Life skills should be

taught like how to do taxes. For the seniors PSE should be a time to study and plan for college and university.

PSE should be less formal, more group discussions and practical sessions. There should be more unusual lesson plans and just constant power point slides and video clips from 2005. We should also deal with sensitive issues such as mental health better by having professionals in. We should take important issues more seriously as they could be affecting students and others may be making fun without realising.  
(Anon)

20. We think that there is too much on subjects that don't concern us in PSE, for example the dangers of train tracks, alcoholism and 'buzzing' (which we'd never heard of). Also, it feels as if the PSE teachers try to scare us with the end results, with shocking videos of people dying, rather than educating us on how to actually avoid situations. The PSE programme is abstinence-centred and there is too much fear, not enough education and discussion. (Anon- Views of a group of young people, S1 to S4, attending a high school in Edinburgh)

21. Based on interviews with students PSE must cover coping mechanisms to deal with emotional and mental health issues.

- Relationship skills with peers/colleagues/friends/family and partners.
- Life skills such as interview techniques/ work ethics and career progression.
- Finance- the importance of budgeting and savings- issues with credit cards/overdrafts.
- Pupil autonomy over senior course content. Not all students will need info on higher education.
- Body image/ personal health/ hygiene/sex education.
- Social media- positive and negative aspects of this.

(Kirstie MacLaine)

22. Currently, I am in S6 attending St Paul's RC Academy, Dundee.

I strongly believe that PSE lessons should have a greater focus surrounding mental health awareness.

Along with the help of three others in my school, we created a course that was delivered to S3 PSE classes which raised awareness about mental health. We are awaiting the pupils' evaluations of this course.

I am aware that one of the next steps for Dundee in the Scottish Attainment Challenge includes focusing on mental health and wellbeing. I fully support this as mental wellbeing should be treated as a counterpart to physical health. In my opinion, the best way to achieve this is by integrating mental health awareness into PSE lessons. (Daniel Barile)

23. As a young person my experience of PSE is pretty much non-existent. In my experience a less heteronormative and more inclusive approach should be taken allowing everyone's relationships and sex to be portrayed. Sex should not be stigmatised but instead a focus on safe and healthy sex should be taken. The lessons should also consider modern issues with the rise of snap chat and social media affecting young people lives more and more leading to bullying, sexting, talking to strangers etc. If issues such as STIs, birth control, contraception,

drugs, alcohol, sexuality and relationships were discussed more openly than we young people would not be forced to find this information from unreliable and potentially dangerous sources. (R M McDonald)

24. Please find attached 5 views (in 100 words) from 5 of my PSE Prefects at school. I hope that you find these useful points of view in order to inform the Committee's views on what further work it may wish to undertake on the main issues in relation to the content and delivery of PSE.

a. Personal and social education should be about educating teenagers about the ups and downs of growing up in different environments - whether they be a really welcoming environment or a place where not all things are accepted. PSE should teach these students to become more confident in themselves so that they can leave school self-assured and ready to face any issues with themselves or others. Through PSE, they should also become aware of risks that are to come if they make the wrong decisions and always learn about the long-term effects of anything that they do. Sessions should be positive and should feel relatable so that students will easily learn things from the sessions that they attend.

b. I think personal and social education lessons should be more about life lessons such as learning about taxes/mortgages/paying rent/cooking meals as these are the things I think school prepares you the least for. As well as that I think it is important to include drugs and alcohol and relationships, however maybe fewer sessions on them as often information is repeated.

c. Generally, I think the way in which PSE is going in sexual education and bullying is definitely a good direction and should be continued. However, from my point of view, I think the PSE-lessons should take a turn away from drug and alcohol prevention towards a direction which includes some sort of citizenship education. Many pupils I know complain about a lack of teaching in e.g. how taxes/ mortgages work and what they need to do once they have started life as an adult. Also, PSE in my school might be able to tackle this phenomenon of the "School Bubble" by including perspectives from different social/cultural backgrounds making the students better equipped for life in the 21<sup>st</sup> century.

d. What I think PSE Should be:

- a chance for older children to lead younger children
- open, active and informative sessions with variation
- a place where people can feel as if there is no judgement
- a place where students can discuss relevant and practical issues in their lives
- an opportunity to raise awareness about issues in society

e. I think PSE sessions need to inform and prepare students for life. Sessions need to be age specific to ensure that students have the information they need before they have to use it. PSE sessions should cover sex and relationships, gender and sexuality, financial and practical skills. PSE sessions should invite discussion and reflection.

(Anon)



25. Please find attached a range of views and opinions relating to Personal, Social and Health Education from students at Merchiston Castle School:

- a. I believe Personal and Social Education sessions should be used as a slightly more 'relaxed' way to have an open discussion with pupils based on a wide range of topics. More specifically topics that are not covered in other lessons, for example: dangers of alcohol and drugs in more depth than would be covered in a Biology lesson.

If a PSHE lesson is done in a more relaxed environment, then pupils will be more open in their discussions without having to worry about writing anything down.

I believe we have a good balance of relaxed and serious (when required) PSHE lessons as well as being able to cover a wide range of topics throughout the school year, allowing pupils to expand their knowledge of things that are not necessarily covered in class."

- b. This year in PSHE has been an exciting combination of a number of extremely poignant and personal topics with a real relevancy to life. Lessons such as Sex-Ed for example in which I learnt valuable information as to safe sex and child-birth all of which is crucial in the process of life, part of the success of the lesson was due to the interactive elements that allowed me to have a visual guide as to possible contraceptive methods. The course also gave me in an insight into the ever-changing modern world with crucial life lessons on e-safety as well as exploring the stigma surrounding mental health and eating disorders a deeply moving section of the course for a number of reasons. Overall I think the PSHE course is extremely vital moving forward and has been of large benefit to myself and others.
- c. PSHE lessons should go into deep content on things such as drugs and alcohol and their affects, giving students a reason why not to take them also possibly getting in people who have got it wrong to see their perspective. I think that the lessons should also be more relaxed so that the students feel freer to speak about personal experiences. Also just for the students to enjoy it and really get involved. To provide opportunities for learning about human health and the body - many people are immature about sex education. It's so relevant we need to talk about these things as it's so relevant. Overall, I think we should teach practical things and be more relaxed in lessons.  
(Anon)

26. I am a part of a group of 4 S6 pupils who have rewritten 7 weeks of our school's S3 PSE curriculum to be significantly more inclusive in regard to mental health. Some of us having gone through mental illness and counselling personally, we created lesson plans and PowerPoint presentations using information booklets provided by Mind. These are currently being delivered by all guidance teachers

to their S3 PSE classes. We strongly believe that PSE lessons should focus more upon mental illness and the support available.  
(Abbie Cassidy)

27. I'm currently in sixth year, and generally over the past 6 years my PSE lessons have been pointless. I've learnt nothing. In other areas of school the government has excelled but PSE is a pointless lesson that students care little for. It only actually proves beneficial when we come to apply to UCAS. I recommend the government looks at alternative methods to engage students into learning about sex education, disabilities, drugs, mental health issues, racism and LGBT education. Particularly I suggest you look at the TIE campaign, a positive campaign for inclusive education. Furthermore drugs are a huge problem amongst secondary school pupils, its turning lives upside down and the education lessons we get on drugs in PSE aren't strong enough to prevent the problem in the first place. Drugs are casually taken, daily amongst many school pupils.

You might stereotypically associate this with schools in poorer areas, but this is no longer the case I live in an affluent area and drugs are the biggest problem amongst young people. The government needs to do more to stop kids' lives being ruined so early on. Some starting as young as 13 on weed, then progressing to ecstasy, legal highs and harder drugs. PSE lessons need radical change.  
(Jess)

28. As someone LGBTQ+ who has just left school, I feel that there is a lot more that could be done to educate people in LGBTQ+ issues. They were almost exclusively addressed via other topics such as individuality, bullying, and stereotyping, rather than giving LGBTQ+ issues a dedicated space. More awareness of the vast spectrum of identities, and indeed what it means to identify at all in this context, could go a long way to reducing the prejudice and poor mental health that people such as myself unfortunately still suffer, and to making Scotland as a whole a more welcoming place.  
(Michael Berry)

29. My 16 year old asks that PSE teach practical life skills such as managing a budget, writing a C.V, with less emphasis on 'preaching' about the dangers of underage drinking/sex/drugs as these issues are covered in other classes (although often too late as many in the class have already tried drink/drugs/are sexually active!) My teen wants to know how to function in the adult world-how to apply for housing & other benefits if unemployed, the best way to find a job that's not a zero hours contract, how to afford to be a student without wealthy parents and no grant.

I don't know if this helps but my 16 year old feels that PSE life skills should be about practical advice and help about how to navigate the vagaries of benefit system, how to get a good job, how to manage household bills, Council Tax etc.  
(Chloe Deas)

30. PSE should provide information which creates confident individuals for the 21st century and therefore it should be led by what students want to know about. Nothing should be excluded and dedicated PSE teachers who will not feel inhibited (as subject teachers do) should be willing to explore: power and how it affects gender relationships, the Beauty Myth and its power over girls, racism and white privilege. Detailed and specific information should be shared about sex and sexual relationships, including a woman's expectation that she be an equal partner. (Anon)
31. Personally I think that PSE is a great subject. It allows the pupil to learn life skills and also mental help if that is needed. What I think is needed though is probably more time in PSE as the 1 period just goes by so quickly and if the teacher is moving around the class to talk to everyone, then she sometimes won't get the chance to you. I do think however that the class conversations about drugs, smoking, social life and just behaviour in public are the most beneficial as there are too many people smoking and still doing drugs which have no benefit towards society. (Anon)
32. Personally, I find PSE a complete waste of time. I think this because, for at least my PSE class, we discuss nothing relatively important. For me and my peers, PSE is extremely repetitive as the only topics we really discuss are: alcohol, drugs and how we should be revising for our prelims. We have been taught about alcohol and drugs since S1 which I find useless as I think it pointless to tell teenagers not to drink at all, teenagers are experimenting and it is almost impossible to stop a teenager from drinking alcohol. If alcohol MUST be discussed, I feel it should be discussed at a bare minimum. (Christopher Stevenson)
33. PSE Improvements- There should be more life skills lessons, such as filling out a c/v, learning how to pay taxes/ how to manage a bank account. There should be less lessons on repeated subjects (drugs/ alcohol etc.). There should be more interactive visits and more physical activities.

I would like that they would spend less time teaching us about safety of drugs and the consequences of drug abuse and we should be taught about how to manage a bank account and how to do taxes.

PSE should be not using half the period to write learning objectives and we should learn how to manage our taxes. There should be no more drug/ alcohol talks- we know about them and have had 4 years of lessons. We should also be taught how to take care of a pet. (Anon)

34. Why can't I learn more than the basics of studying to help me get the best grades? Why is there very little material which can help with understanding your identity? Is it really unreasonable to tell people to STOP taking cigarettes and to STOP taking drugs, instead of implying?

PSE sessions should be designed to help young people with everything they may encounter. They should make young people more confident and happy with themselves. (Kyle Henderson)

35. We should be taught about all aspects of our society, and not get sheltered from things. In Catholic high schools, teachers refuse to talk about LGBTI issues. Once we were doing sex ed, and the teacher said 'Just because you are attracted to people of the same sex, it doesn't mean you're gay.' That was the only comment made. (Anon)
36. As a young person I would like you to please consider LGBTI inclusivity within national PSE lessons and support the TIE (Time for Inclusive Education) campaign. TIE campaigns to combat homophobia, biphobia, and transphobia with inclusive education. Despite recent progress towards LGBTI equality, Scottish schools remain breeding grounds for discrimination and prejudice based bullying. Statistics show 90% of LGBTI people have experienced discrimination at school and 27% of all LGBTI people have attempted suicide because of bullying. TIE believes in an education system which is inclusive and free of prejudice for LGBTI youth. (Catriona McCartney)
37. As a member of the LGBT+ community, I would love to see more inclusive and accurate lessons on LGBT+ matters. So far, I have had only one lesson surrounding the basics of the LGBT+ community, which was extremely lacking in a lot of useful information for me and my classmates. I have attended secondary school for 5 years, and I find it terrible that PSE classes are so silent on LGBT+ issues. It has led many people that I know to be misinformed and this deeply saddens me.(Dylan Ritchie)
38. As a S6 student, I believe PSE should be about learning to be a rounded individual and model citizen. Of course this includes the basics of drugs, drink and making sensible choices, which is the traditional areas covered by my PSE classes. However, I feel this should include a wider education on topics such as mental health, basic first aid and basic political proficiency as these are also important. Other topics may include gender spectrum and LGBT+ issues, the importance of feminism, ethnical, religious and cultural education, basic finance skills, basic domestic skills, as well as other skills for life NOT just those involved in career finding. (Eleanor)
39. I am currently a S5 pupil. PSE at my school is different for every year group. We call PSE "Skills Development". This consists of activities and lessons designed by both pupils and teachers from our school. I believe this allows the lessons to be related to the area we find ourselves in. Each year group's activities are tailored to social situations they may find themselves in and what the school sees as important to that year group. When I was in S1 we looked at building relationships, school rules and values, achieving targets and team work all with the support of our S6 buddies. In S2 we looked at both school and personal values and teamwork. S3 looked at what subjects we want to study in S4 and what we want to do in the future and sexual education. S4 focused on study skills and what we will do after school. Finally, S5 - so far - has looked at employability and local charities - through YPI. (John Wilson)
40. For my modern studies assignment I carried out a survey on P.S.E teaching regarding mental illness. This survey was carried out from S4-S6. Personally I think mental illness, sexual relationships, most importantly equality (Race,

Gender, Religion, Sexual orientation and age) as I feel like that is what is needed in the world at this moment. (Nathan McCuaig)

41. From an early age, I believe children should be taught about self-respect, respect for others and about different forms of relationships which reflect our modern world. Moving into the teen years from S1 my view is that young people should absolutely learn the biology of sex and relationships. This should also cover the spectrum of sex (differing biology of humans, not binary M or F and including intersex), sexuality (the spectrum of straight, gay, bisexual relationships and reinforcing the idea of consensual experimentation as being acceptable for teenagers) and gender (explaining clearly what makes up gender and how in this modern world, gender is not binary). Reinforcing a strand of respect as a fundamental human value should help reduce gender and sexuality-based bullying, reducing self-harm, mental illness and suicides. (Stuart Duffy)

**Teachers** (or other staff involved in education)

42. As a PSE teacher I see the subject's importance, but it has a low status and is not prioritised in schools despite the centrality of health and wellbeing within CfE. I think the answer is to make PSE more evidence based; research from biology and especially from psychology can provide a rigorous factual heart to a subject that is too often vague and ineffective. Topics from relationships to bullying, from addiction to citizenship, from stress to study skills, all can be informed by psychology research - a subject already taught in many schools as part of the senior phase.  
(Jonathan Firth)
43. I saw a drop in the quality and breadth of PSE subjects when I came from England to a Highland school. Where there are areas of high teen pregnancy, single parenthood and deprivation I believe it's not only important to support those in these groups, but also to educate more 'fortunate' pupils about the challenges faced by their peers whilst growing up. PSE should prepare pupils to deal responsibly with sex, alcohol/drugs, social behaviour, health & diet, family issues and raise awareness of abuse signs. It should offer impartial advice and information, teach tolerance, offer group activities.  
(Jocasta Mann)
44. Park Primary School is located in the town of Oban, Argyll & Bute. The school role is 252 which includes the ELC. We are currently using the Healthy Schools programme which was developed by North Lanarkshire Council and the NHS. We heard of this website by word of mouth and as we were looking for a more structured approach to teaching HWB we had a look. After discussing it with the whole staff we are now basing our lessons on this approach. The staff like the monthly planner and the link to SHANARRI. The planning page also allows for individual choice and we now have a 3 year rolling programme. (Irene Bissett, Depute Head)
45. I think you need to introduce LGBTI inclusive PSE lessons. I'm a trainee teacher and from being on placement it is abundantly clear that having LGBTI covered

only under a broader basis of discrimination rather than specifically, is in itself discriminatory. The very exclusion of LGBTI context, given that demographic is at the most risk from bullying, self-harm and suicide demonstrates this discrimination and also the need to address it.

I've witnessed LGBTI based bullying in a catholic school among 6th year pupils and it was quite clearly under the radar, because it appeared to be a taboo subject. The very lack of curricular definition and clarity was what made the bullying possible.

By the time GTCS teaching registration standards must be inclusive irrespective of gender, sexual orientation or gender identity - so ought the curriculum and PSE be. This would help increase inclusion and normalise attitudes towards LGBTI, rather than allowing discrimination and exclusion to occur by omission. (Anon)

46. I am a Principal Teacher of Guidance and have been teaching PSE as part of my Guidance remit for the past 17 years. The lessons have changed and developed over the years. I feel it is important that we cover careers education, sexual health and relationships education, social media – safety and the law, drugs, substance abuse(alcohol/smoking/sniffing), driving education, UCAS and college applications, bullying, LGBT, racism, discrimination, young carers, Act now- Terrorism, - all within the broad general education within Health and Wellbeing outcomes and in the senior phase. This will provide the pupils with the best information to develop the 4 capacities. (Anon)

47. I was a Guidance teacher and taught PSE for 15 years in Scotland and now lecture and do research in the area of health and wellbeing in ITE Having a curriculum that gives children the opportunity to learn, discuss and reflect on their own behaviour choices around current areas of the curriculum is highly relevant. In the State of Child health report 2017 (RCPCH, 2017) it highlights the importance that PSE can play to supporting and improving health in young people. A strength of Scottish education is the fact that PSE continues to be a statutory aspect of the curriculum.

It's time to upskill Guidance staff on the theories and pedagogy around health behaviour change, especially if we want to see evidence of positive change and impact on the health and wellbeing of young people (RCPCH, 2017). PSE Guidance Staff have a huge remit and in some cases, PSE will be delivered by non-specialist teachers during tutor time (Thorburn and Dey, 2017).

RCPCH (2017) The state of child health report – 2017 Recommendations for Scotland, available: <http://www.rcpch.ac.uk/system/files/protected/page/SOCH-recommendations-Scotland.pdf>

Thorburn and Dey (2016) Health and wellbeing and wider achievement: An analysis of teachers' practices and learners experiences in Scottish secondary schools, *Studies in Educational Evaluation*, [http://ac.els-cdn.com/S0191491X16300906/1-s2.0-S0191491X16300906-main.pdf?\\_tid=81e352f0-e7c3-11e6-b5f8-00000aab0f26&acdnat=1485873936\\_004a63346f9598a39d0c79f4504cf4ec](http://ac.els-cdn.com/S0191491X16300906/1-s2.0-S0191491X16300906-main.pdf?_tid=81e352f0-e7c3-11e6-b5f8-00000aab0f26&acdnat=1485873936_004a63346f9598a39d0c79f4504cf4ec)

There are other important aspects of PSE but 100 word limit has prevented me from discussing these in any detail.

(Donna Dey)

48. Sexual health and relationship education, Health- mental, social, physical. Online safety. Essential life skills- opening bank accounts, basics of mortgages/loans Employability skills, filling in application forms for employment, or further/higher education, interview skills Alcohol and drug awareness Human rights- UNCRC etc. Study techniques.

As a secondary school teacher, I would like to be involved in this.

(Darren Devlin)

49. As a guidance teacher I feel that with the curriculum framework we have clear guidelines for what has to be covered in the junior phase but there is no real clear direction for the senior phase but we can apply the same principles to this that we develop and implement a curriculum that is suited to the need of our community. I would be very interested in coming to this discussion or being involved in this in anyway at all as I am always looking at ways to update and keep current what we are delivering with our kids. PSE should be, and in my experience is, about the following:

- Planning for choices and change – although could get better support from SDS to develop partnership lessons for delivery
- SHARE – SHARE resources are quite restrictive so got to interpret Es and Os to have lessons suited for age/stage/community and then into senior phase lessons catered for the need of the pupils
- Mental wellbeing – very good resources on Samaritans website, which can be adapted to suit schools which I have done here
- Independent living – blocks of work on money management, bills/taxes would be good
- Substances – although feel that this is preaching to the converted but more and more there is a need to be explicit with the impact and effects of all substances
- Preparing for work – basic health and safety work – not currently covering this but if there was something there would be willing to include this

There are also limitations for what can be delivered but other subjects could address these but put in the correct context of learning, life and work.

(Scott Cockburn)

50. PSE needs to be a core part of the curriculum. Feedback from pupils, teachers and parents suggest that it is most useful when it is delivered as part of a regular, timetabled curriculum throughout the school and not simply through 'PSE days'. We teach 1 period of PSE a week to all pupils from S1-5 and find that this enables us to provide progression and build on key themes such as well-being and resilience throughout the senior school. In addition, partnerships with outside agencies are carefully linked to our own lessons so that we have the opportunity to prepare for external speakers (e.g. the police, mental health practitioners, Teenage Cancer Trust, etc.) and also reflect on and develop their input. Keeping programmes updated and relevant is also important. Having a

designated member of staff in charge of the PSE curriculum also ensures the input is meaningful and appropriate. Happy to provide more information but am conscious that the request was for brief submissions! (Gemma Hay)

51. As a student, and a teacher (who transitioned within a higher education institution), I know that we have come a long way, but that much more still needs to be done. LGBTI inclusion goes beyond simple diversity. It means providing a safe space for young people to live authentically, free from fear and prejudice, safe from dogmatic prejudices or the trans-exclusionary practices of radical feminism. Above all, it means allowing young people to enter into a dialog with positive and successful role models: mentors who can support them in their journey and help them to live the best possible life. (Karen Richmond)
52. I hope the committee will fully support the movement for LGBTI inclusiveness in schools. As a previous school's co-ordinator of sexual health education in Edinburgh schools I am aware that homophobia often goes unchallenged (Mr G Wilson)
53. I am a happily married Lesbian woman who has children and grandchildren. I have worked for the last 17 years in a primary school. I want to respond to this consultation by saying that I still hear the words, gay, poof, queer and lesbian used as derogatory terms week in, week out by the children I work with. This needs to be tackled head on and the best way is the inclusion of LGTBI issues in our national PSE lessons. We need to educate our children and stop ignorance leading to fear and hate. (Georjean Cammisar)
54. A pupil in primary 7 told me (I'm a teacher) when she listened to her SHRE lesson in p7 and it was explained how a man and a woman had sex, she asked "what about gay people?" The teacher shouted at her and told her to leave the class and she had no right asking an inappropriate question. She had just come out to her brother that she was bisexual. It took her another 3 years to tell her mum. Lesbians need to know about dental dams and that they still need to go for a smear test. I know a lot of lesbians think that they don't have to get a smear test because they're not sleeping with men. They also need to talk about the different options when it comes to having children. IVF, artificial insemination and adoption. These students have a right to know the facts and be included. (Anon)
55. In the early nineties I was adviser for equal opportunities and antiracist education in Lothian Region schools. I tried and failed to introduce Stonewall's PSE module on combating homophobia in schools then. I was told by my superiors that this was not appropriate. Everyone was still terrified of clause 28. Those days are over, thank goodness. Stonewall still have the best perspective on counteracting this aspect of bullying and discrimination. It is imperative that both primary and secondary staff have an opportunity to have appropriate pre- and in-service training to give them confidence in dealing with homophobia in all its forms, including that of certain religious groups. (Liz MacInally)
56. I would like to add my backing to the suggestions put forward by TIE with regards to LGBTI education in Scottish schools. As a secondary teacher myself I



have seen first-hand the impact the lack of LGBTI education has had. I believe a more rounded approach to these matters in school would allow our young people AND teachers help deal with the stigma and hatred faced by their friends and colleagues more effectively. (Ross)

57. I support the TIE campaign for LGBTI inclusive education in all schools. I worked in schools in Cumbria, providing counselling and guidance to young people. The subject was skirted around even by caring professionals leaving young people with inadequate knowledge, support and affirmation. I sing with Loud&Proud choir and we have performed in 1 school in Peebles to an LGBTI group and their supporters. More of this style of work by schools would help the isolation young people feel. Dunbar Grammar is the next to take this idea forward. (Edith Wild)

58. I am very pleased to see that you are gathering public view on Personal and Social Education. I believe a well build PSE that would improve the life of so many young people and therefore everyone in the community. Here are my suggestions:

- I think educations on LGBTQ issues are primordial (as every classroom will have at least a student part of that community, or questioning).
- Lessons on happy and healthy sexual life and particularly on consent are needed.
- Gender studies, lessons on women's struggles and history, and on history of racism and activism (how we overcame things, what we still need to achieve) are important to raise awareness and fight prejudices from an early age. As well as workshops on these themes to tackle prejudices.
- Bases of psychology, sociology and law are also important to prepare our youth to their role of citizens, and also help them know themselves as thinking and feeling human beings living in society. (I had these lessons as a student and it changed my life)
- Lessons on critical thinking and how to verify, analyse and understand information are very important (they always were, but in this day and age there is no question that they are). Thank you for reading my point of view. I am a professional teacher and I truly appreciate your efforts. I think building PSE properly is, really, building a better society and giving more chances of happiness and of a full, conscious and responsible life to our youth. (Cécile Simons)

59. "More than half (55 per cent) of lesbian, gay and bi young people experience homophobic bullying in Britain's schools"

The statistics above are alarming! I have taught in the same secondary school in Scotland for the past 9 years, and as an openly gay woman, I'm always interested to see what is being done in schools to educate young people in all LGBT matters.

I feel that it should not just be a one off lesson in their PSE classes with a guidance teacher, but an issue that should be covered throughout the pupils' school careers. Perhaps more involvement from agencies such as Stonewall and guest speakers would really raise awareness in the school community. (Elizabeth Auld)

60. I'm a teacher. Here are my thoughts:

- Make it a certificate course. It's currently viewed as a 'skive'.
  - Ask the pupils' views. What do they want to keep about the current course and what do they want to get rid of?
  - Do we keep it or rebrand it 'Health& Wellbeing' or 'Developing the Young Workforce or bit of both?
  - Provide peer mentors for young people through 'PSE" A bit like police have 'neighbours'...trusted friends/colleagues. Most will fail but some will be a lifeline for vulnerable students.
  - Or make it an hour of yoga a week. Seriously some of our young people are stressed and anxious. It will help, I promise!
- (Anon)

61. As a university lecturer, I feel that I am noticing an increasing lack of skill in two key areas; general literacy (particularly the written word), and critical thought. I wonder whether PSE could be used as a vehicle to develop these skills, given that both are invaluable personally and socially? It is my feeling that courses in Personal and Social Education should focus on transferable skills, and not the ability to memorise and regurgitate information (as so many SQA material does). Students should be given the basic tools for evaluating society and personally articulating their critical thinking.

(Dr Seán McLaughlin)

62. I teach in a primary school in Dunfermline, P6. There are no resources to help teach LGBTI issues in primary school. There is very little guidance. I am scared to teach these issues for fear of getting it wrong or getting a reaction from parents who do not know what guidance allows us to teach in the classroom. I am a gay man, so you can understand how frustrated I feel. If I had been educated in such matters when I was younger this could have made such a difference to me and given me more confidence that took me years to find for myself. You must act. Without exaggerating or being sensationalist, lives may depend on how and when you act. Please act with conviction. Please act now.

(Anon)

63. I think that PSE should be about preparing young people appropriately so that they can be successful and can flourish when they leave school. This will be different for every individual but schools should ensure that the programme is progressive, topical and useful for young people and not just want adults feel they need to know. Some key issues at present and areas that some of our pupils and staff think are important are: Careers & Transferable/Employability Skills/ Mental Health/E-Safety

Positive Relationships, Personal Space and Respect/ Bias/ Study Skills/  
LGBT/Sex Education (but careful not to be too repetitive on this) (Dawn Pirie)

## Parents

64. I am responding in connection with your review of personal and social education in school. As a gay man, married to my partner and who has adopted two boys, PSE has a special relevance to ensure acceptance of my children within the school and wider community. My school have been outstanding in their efforts to pre-teach the class about anticipated issues (e.g. 'families come in different shapes and sizes') before my kids arrived. This doesn't stop kids making fun of what they don't understand but it helps and every child should be afforded the same support, nuanced to fit their needs. My kids continue to need a lot of relationship role modelling too to help them overcome early life trauma. This will help protect them from becoming vulnerable adults and is unavoidably wrapped up in how we teach kids about sexuality and becoming an adult. The best way to do that is with confident teachers working with parents, who together engage with difficult topics, in a safe and supported environment. I hope this helps to inform a useful debate. (Anon.)
65. I am not a PSE teacher at my school but do have two teenage kids and have covered some PSE classes. PSE at the moment seems to be Drugs, Sex and Discrimination. Which are all suitable to be covered but crucial areas are missed in only concentrating on these? Pupils should learn Good will, Community, Love, Relationships, Parenting, Caring for the elderly and disabled. There should also be a part for sharing what young carers do and how their lives are completely taken over by caring for someone else. Kids are selfish and not for any reason other than they don't realise what is done for them and how people are looked after from all walks of life. (Anon)
66. As mum to 3 young people, just recently out of school, I have to say PSE let's pupils down. It is frequently poorly delivered by ill-equipped and embarrassed teachers. It's time to use sexual health nurses. Religious schools owe pupils duty of care & should give contraceptive & safe sex advice. All should use @Tiecampaign material.  
School should be safe space, inclusive and welcoming. (Janice Mills)
67. My daughter is in S5 and considers PSE a lost opportunity. It is cringe-worthy, concentrating on drink, drugs, sex. They need to know practical stuff; how to cook, make minor repairs, detect illness, identify everyday dangers etc, how to work abroad or at home, how to run a budget, how to find accurate information, what their legal rights and responsibilities are by age, how local, national and international events impact upon their lives. They need to be treated in a way which moves from child in S1 to adult by age 17, to learn responsibility by being given it. (R Ritchie)
68. I am writing in support of the Time for Inclusive Education proposals for the inclusion of LGBTQ+ issues within the RSHP / PSE curriculum. I have two children attending a primary school, and as a queer parent, I want to ensure that they and their friends receive a non-judgmental, comprehensive, inclusive education when it comes to issues around gender and sexuality. The Scottish Government has made great strides in recent years towards equality for all adults, and the same should be true for our youngest citizens. (Anon)

69. I am hoping that you cover LGBTIQ issues in PSE design. I brought my children up originally in a heterosexual relationship, married to their dad and later, living with a woman. I brought them up with Humanist values and promote equality, diversity and inclusion in life. They came across many LGB friends in life and so were able to form their own opinions. Not everyone has the opportunity, awareness or support to develop broad minds and open hearts. I hope that Curriculum for Excellence can help right that. I would always be happy to contribute and reflect on policy development. (Barbara Chalmers)

70. Things I'd like my kids to learn about in PSE:

Be proud to be yourself. Get them to learn about their Myers-Briggs personality type and how to use their own strengths to advantage in life.

- Growth mind-sets.
- Dreaming big for themselves and others
- Leadership training and opportunities
- Seeking and getting in touch with their own passions. Then living them.
- Appreciative inquiry.
- Ubuntu
- Caring for others.
- Challenging injustice, stigma, racism, xenophobia, sexism, misogyny, poverty, homophobia, sectarianism. And practical skills about how to do this well.
- Volunteering and community involvement
- Equalities and human rights starts with you. About their rights to hold duty bearers to account. And their responsibilities to uphold the rights of others.
- Exploring your own spirituality
- Keeping yourself mentally well and recognising mental ill health triggers in you and others. Where to get help and who from.
- SafeTALK suicide prevention
- Love/ Relationships.
- Communication skills. How to have critical conversations in an open way.
- Emotional intelligence.
- Exploring sexuality. It's normal. Be proud of who you are.
- Sex. How to, well/How to, safely. For gay and straight pupils and when timing right. Countering peer pressure.
- The boundaries of consent. Really honest talk about this.
- Contraception/ Abortion
- Domestic violence/ Violence against women. Rape.
- Sexting/ Being safe online
- Alcohol and drug abuse
- Healthy eating and physical well-being
- Getting ready for work/ CVs/ Job interview prep
- Money matters. Understanding credit, finance skills. Budgeting. Bank accounts. Finance products. Benefits.
- Ready for leaving home/ How to access services GPs, housing, advice.
- How to be a great neighbour.

(Anon)

71. I'd like to see

- Financial management: how to open a bank account, types of accounts, savings, credit management, pensions, mortgages, renting and rights. Consumer rights.
- Politics and political or community engagement - ways of engaging with community through clubs, charity or sport events. Citizenship, Equality and Human Rights.
- First Aid, Sexual Health, Domestic abuse.

This is what I wish I'd been taught at school, it's better for my 14 year old but not perfect.

I KNOW Scotland has the opportunity to have some of the best young citizens in Europe. I'm currently reading about Denmark. More like that please! (Jane Somers)

72. I think that LGBTI inclusive lessons should be in schools. As the mother of a gay son who for years was bullied because of his sexuality by other students who were ignorant of the facts. Students need to know that everyone is equal and that being LGBT is normal for these people. (Maureen)

73. I speak as the mother of an S1 pupil, I would like to urge you to make sex and relationships education as inclusive as possible, as argued by the TIE campaign, in all Scottish schools, including the Catholic ones. It is vital that all of our young people be nurtured and valued whatever their sexual orientation. Teachers can do so much to promote mutual respect and acceptance - and surely nobody wants the tragedy of more teenagers driven to suicide by homophobic bullying. (Ruth)

74. I have a child in third year at secondary school and a child in primary four. My elder child went through the same primary school as my younger child is attending now, with the same management team.

My sons secondary education in PSE appears to be non-existent. I am led to believe that there is a programme that is meant to be cover by registration teachers, but it appears it is never covered. It also reported that there is a high level of bullying, drug abuse, alcohol abuse and mental health issues, amongst other things, at this school. I feel that perhaps if there was a dedicated slot in the time table to address some of these issues it may help this situation.

PSE is a vital area of education for all young adults at this stage in there development as they have many thoughts and ideas going on in their heads as well as major body changes going on. It should not only cover such major issues as mentioned above but should also cover some basics such as budgeting a house hold budget, politics and the voting system.

Modern topical subjects could be covered such as current affairs, changes to the country after wars or new medicines that may help them, like developments in birth control. Subjects such as being a Young Carer, Disability, Diseases like Cancer or Alzheimer's and bereavement could also be cover.

Just a little bit to give children a better understanding of things that may be happening in their families and how it may affect them or others. Mindfulness and yoga again is a great help as many children struggle with exam stresses and pressures.

Any of these suggestions may be covered in other subjects such as home economics and perhaps social subjects, however, not all students take these subjects after specialisation. It would give students a dedicated member of staff to have faith and trust in as they progress through the school to give continuity of care.

I found a primary level the content of what was delivered at this stage was and still is very good. The basics of a good healthy diet and exercise seemed to be delivered to a fair standard. Also drinking water throughout the day is recommended. The school maintains links with the Dental Health team and work on this at certain times in their education. Links with the School Nurse and maintained and various talks are given at various stages.

Parents took part in the sexual health education too. 'Health week' and 'Walk to school week' is promoted and rewarded. I am aware of external visits from others to deliver subjects considered PSE is also been brought in. I feel at this stage PSE is covered well but as with everything there could always be areas development, by introducing mindfulness or abuse issues. As a parent this is not always communicated to us as it may well be covered, but I am fairly happy with PSE at primary level.

(Pamela Pettit)

### **Young people / adults reflecting on past experiences at school**

75. I'm 20 and the last time I had a PSE class was around two/three years ago. I felt everything was repeated for five years of being there and there wasn't enough on LGBT, specifically same sex relationships. It can make people feel like outsiders in the matter.

LGBT people also need the sexual health information and to feel accepted talking about it. Also, I think mental health should be a big part of it along with more on bullying. As someone who was bullied and suffering from mental illness I feel like it would have helped in being able to talk about it and receiving help.

(Shelby)

76. I attended high school from 2007-2013, during which I attended PSE lessons for 5 years. Amongst topics not properly covered were shortages in information about LGBT+ identities. As a transgender person, this lack of information during PSE led to the disintegration of my focus at school and subsequently poorer grades than I believe I was capable of. School nurses and PSE lessons should be utilised for these kids of issues as nowhere else proactively provides this information. The one video we did see was extremely outdated and stereotypical. (Ash)

77. I grew up gay but the complete absence within my education and environment of anything calculated to support me in living sensibly and with integrity as a young gay man meant that a number of years were given over to instability and anguish. I beg that PSE lessons should include bringing home to young gay people that being gay is an unremarkable condition capable of bringing great joy and fulfilment in enduring relationships.(Paul Brownsey)
78. I'm a gay man in my 50's and still bear the scars of the lack of support as I was growing up. I was depressed and terribly lonely at school. I know things have changed, but not as much as needs be. Teachers need to be supportive of ALL their pupils....so LGBTI lives should be part of Personal and Social Education to indicate that all people are equally valued. Teaching kids to accept LGBTI people will not make any kid 'turn' LGBTI, it'll just help those who are accept themselves, and the need is especially great for kids sent to denominational schools where dogma (and their parents) may tell them they are 'wrong' or 'unnatural'. (Ross Wright)
79. As someone identifying within the LGBT+ spectrum, I think it would have helped me as a young person to have had support through school which affirmed my status and the fact that different sexual and gender identities exist. I think it would also help heterosexual young people to have information given to them about the different identities that exist to show to them that this is normal in life, and also to demonstrate positive ways of interacting with people different to themselves.  
(Fiona McKenzie)
80. PSE classes should include LGBTQ+ issues. When I was in school there was nothing, not a mention of anyone who wasn't straight. Sex education needs to include the other possibilities, not just use a condom. Teenagers need to know that it's normal to have feelings for the same sex, the opposite sex, no attraction at all. It will save lives. Please make a change. (Josie Connell)
81. I'm emailing to ask that you provide information in schools about LGBTQ+ sexualities, genders, and relationships. Young people need to be taught respect, and to have an open mind when it comes to sexualities and genders. Having attended an extremely liberal secondary school, full of different cultures, races, and backgrounds - it seemed bizarre to me that LGBTQ+ education was so non-existent. Even our sexual education was sparse, and not very informative. A complete overhaul in the education of both heterosexual and queer sex and relationships is needed in the Scottish education system. I was lucky enough to grow up in an accepting group of friends, and had, for the most part, supportive teachers - each of whom made my coming out process a non-issue - for the few peers that did have something to say about it, I had a majority who supported me. Others may not be so lucky.(Poppy Lironi)
82. My Brother has a gay son who goes to school. And He seems to be doing well. But in the back of our minds, they are worried about bullying. And it's a catholic school he goes to. Given the way that Catholic Church wants people to bring up their children. In other words control the parents you control their children. They've done it for hundreds of years. Not just Catholics, evangelists, Church of

Scotland, Free Church of Scotland, etc. As a Gay man myself. I went through a lot of bigotry and hatred. But never gave in. Maggie Thatcher clause 28. Was wrong. I don't want the Scottish Parliament to take a leap in the dark especially the atmosphere of Donald Trump around sending us back to 1950's. It's time to get rid of prejudice for good, It does no one any favours. (Daniel McKenna)

83. If anyone found out at school that I was gay and mercilessly bullied me, I believed it would be my fault and that I had no right to complain for I had brought it on myself both for being this way and for being careless enough to be found out. I had a right to know that it is acceptable to be gay, someone should have been there to counter the all-pervasive homophobic 'banter' in the playground. Why wasn't there a known, nominated individual in the school with whom you could speak or come out to? (Anon)
84. I am writing to express my agreement with PSE to be delivered in schools. Prejudice: is often generational and education works, particularly in young people, as well as the parents of young people who would be educated in the reverse. Understanding: I remember being separated into classes of boys and girls for sex education. As girls, we were taught how to put a condom on a banana. But there was never a box I could read the side of to work out that I did not need to suppress my sexuality because I thought it was something the I 'wasn't supposed to think' for many years until I realised later in life that this is what I had done. I wish I had been provided with PSE. I don't understand why this would not be delivered to provide a more balanced, educated and inclusive society. It is ludicrous that this does not exist, given that religious education does. (Jen Crook)
85. PSE I feel is a very wasted time in a student's timetable. Having recently left high school this is certainly how myself and many of my peers felt. I would have this time used for more life skills and life issues.

Mental health education should be something that is definitely integrated into our current system. As many young people are getting more mental health issues this should be a key aspect of the government's improvements of the current system.

However I would like this time to be used more along the lines of tolerance. Recently society has reverted back to many of its intolerable ways and I feel that we should be teaching religious and racial tolerance as well as tolerance for other regions and the rest of the UK especially towards the Anglophobic tendencies that we can swerve to in aspects of the education system. (Connor)

86. I feel passionately about there being little to no mention of rape, rape culture, emotionally abusive relationships or 'slut shaming' in PSE. These are the topics which would have been most useful for me to learn about in school, and I never learnt about them until I was much older and it was too late. I'm now in my 1st year of university, and I only in the last few years found out on my own terms about these things. I know plenty of instances of this happening throughout high



school and it is an issue that needs to be addressed to alert pupils that it's not okay to be treated or treat people this way.(Anon)

87. In my schooldays (1950s to 1962) I don't really know whether PSE really existed, and what I was aware of was having a physical disability (mild cerebral palsy) and I wasn't aware of being gay till my late fifties when I knew that I couldn't work with or bring up children until they were ready to think about what they were going to study at university.

I know other gay men without disabilities who have had this kind of experience. Inside school I didn't really experience bullying, my disability was accepted, but there was isolation from no attempt being made to find suitable sports for me, but outside at home the fact that I wasn't getting to the stage of sexual interest in girls.

I was assumed to be behind after primary education in special schools, and there was something else, getting friendly with younger boys, not yet sexual, and this was "not socially approved of." I think it wore off about seventeen. I don't know whether this was a sign of being gay or an effect of being left out of sports or both. Being out of sports, then because of partial vision making driving impossible, I wasn't going to attract girls anyway.

My version of being "pansy" or "cissy" came outside of school with failure because I had my mother's genes to get very good at drinking (no taste for spirits) and again with the partial vision, not being able to use matches or lighters, I couldn't be got on to smoking. Getting a fright at the offer of a cigarette or cigar got a lecture on manners or a taunt about being afraid.

Lessons PSE should emphasise different kinds of friendships including same sex ones, there needn't be anything to do with sex, and same-sex friendships are perfectly normal. They can lead on to opposite-sex relationships, and if they don't this should be accepted. The lessons should emphasize that LGBT pupils can be just as good at sports as anybody else.

I have found that gay men who were excluded from games as "pansy" usually seem to have been at day schools whether private or state, and those who were at boarding schools had more freedom, often going into outdoor activities. A major barrier to progress is the continuation of religion in schools where the moral attitude is still taken, "Adam and Eve, not Adam and Steve." Religion is able to promote homophobic and other forms of bullying, insisting on everyone getting married to somebody of the opposite sex and having children. Lessons should make it clear that same-sex relationships are no longer a criminal offence, and LGBT pupils should be made aware of how to report assaults and verbal bullying.  
(Charlie Coventry)

88. I am writing to voice my support for LGBTI PSE lessons in Scotland's schools. As a gay man who struggled coming out I think it's important that LGBTI issues are normalised as much as possible in schools and a key part of that is making PSE inclusive.

I'd like to add too that I think the TIE campaign has been a great help in raising support and awareness and hope they can be involved in shaping this discussion.

(Callum Laidlaw)

89. It's been a long time since I was at school, I realise now, things were missing. Modern times need to educate kids how to make friendships alongside the digital world, understanding that real world interactions and hobbies are important. Other skills like, confidence building, assertiveness, employability skills. What are ethics and values, understanding diversity, dealing with problems, having better relationships? (Anon)
90. Thorough, frank and unashamed sex education, covering all forms of sexuality and sexual activity. My PSE sex education was given by embarrassed teachers who spoke only about straight sex, discouraged discussion and put on loads of videos about STIs. With access to all sorts of stuff on the internet nowadays, it is important for kids to get an accurate and realistic sex education (such as Anna Richardson's stuff on Channel 4). (Gavin)
91. As a 60 year old gay man, who has not been involved in the education system since my youth, I was shocked to learn from the T.I.E. campaign that there is no teaching around LGBTI issues in schools today. When I was bullied for being gay at school it was back in the 1970's (when dinosaurs walked the Earth practically!) Since that time there have been so many generally positive changes through legislation setting us on the road to equality so why has education in schools been missed out? These phobias have such a negative and life-long impact on the sufferers as I can confirm. Tragically last year, a teenager called Chloe, ended her life due to homophobic bullying in the Dumfries area. Education is about preparing young folk for life and LGBTI issues are part of life. (Jerry Slater)
92. PSE is an ongoing process – as adults we are always developing personally and socially. However, I believe that as teenagers this is where our personalities start to become the most defined and can lead us to who we become later on life. With this being said, I think classes should focus on the long term and not just something pupils do for an hour a week and never think of again. PSE should be forward looking and taught in a way that thinks of what challenges or obstacles are likely to appear later on in life as well as in the immediate future.

As such, PSE is therefore required to focus on numerous issues, from practical life skills to mental health to healthy relationships. This is not easy, but neither is life. At the age of 24 I think back to my PSE lessons, and although they were not terrible, they did not stay with me. Below I have detailed my main suggestions as to what PSE should pay more attention to.

#### PRACTICAL LIFE SKILLS

- how to open a bank account
- budgeting advice
- how pay day loans work

- how the welfare system functions
- organisations that can assist with issues (ie CAB, Turn2Us etc)
- how to pay bills/set up with an energy provider
- how to register with doctor/dentist
- how to apply for uni/college
- how to write a good CV
- how to write a good cover letter

#### SEX, RELATIONSHIPS & MENTAL HEALTH

- a strong focus on what consent means
- all types of contraception (not just condoms)
- promoting healthy relationships (ie talking about social pressures to engage in sexual acts and the ability to feel comfortable to say no)
- looking at what sex means and its purposes
- discussing what expectations we can have from sex and relationships (ie emotional factors)
- looking biologically at both the penis and vagina to understand how they function and produce pleasure
- discussing porn re the positives, negatives and truths about this
- provide an outlet for those who are suffering from mental health issues to talk

(Nicoletta Primo)

93. I attended high school in Inverness in 2006; I remember the rampant homophobia that ran through the school. At the time, this was reflective of the main views of most people in Inverness. It wasn't an option to be "out. This type of environment made me believe, for a long time, that something was wrong with me. That somewhere a part of me had gone "wrong". It took me a long time to finally accept, and be proud, of who I am. Right now you have a fantastic opportunity to change things for the better, please do include LGBT issues in social education.

(Jazmin MacPherson)

94. LGBTQIA+ inclusive education is essential for so many young Scots. At school was only really told in passing that gay people exist, nothing about any other sexuality or gender identity. I therefore spent years thinking I was wrong for liking both men and women, and for not experiencing sexual attraction. I thought I was broken. No teenager deserves to feel that way. Teaching LGBT+ issues also helps heterosexuals understand us. Bullying often happens due to a lack of understanding. So educate them. Help them understand. I hope you can see how vital this issue is. (Toni Jerrett)

**Submission does not specify a particular perspective / or reflects a number of perspectives** (e.g a teacher and parent who also expresses views on their own education)

95. My name is Jonny Stone; I am LGBT+ editor for a magazine and a probationary educator, and I feel very strongly that PSE lessons must be LGBTI inclusive. This includes non-denominational schools and faith schools in equal measure,

as the number of issues facing the LGBTI community affects us all and should be a universal priority.

We should celebrate the social, political and cultural progress our country has made in protecting the rights of our LGBTI citizens, especially when we consider the struggle our community has faced up until now. However, LGBTI discrimination and misogyny are still prevalent in Scottish schools: 47% of LGBTI pupils asked say they sometimes experience homophobia, bi-phobia and trans-phobia in school, 24% of whom say it occurs regularly and for 20% it is a daily occurrence. As shocking and frustrating as these statistics are, the most saddening revelation is that 72% of those asked deny homophobia, bi-phobia and trans-phobia was ever challenged by their teachers. 86% of those asked say LGBT+ issues were not discussed or taught in a positive way.

These statistics are simply unacceptable in 2017 when a major curriculum area in CFE is supposed to be Health and Well-being, yet LGBTI teenagers continue to be persecuted in their own schools. We thrive to create successful learners, confident individuals, responsible citizens and effective contributors, when our primary focus should be on protecting their identities, social status and safety in and out of the classroom. This resource lists many ways in which schools can actively create an LGBTI-inclusive curriculum.

I hope mine is not the only voice of urgency and concern regarding LGBTI-inclusive education in schools; I understand the [TIE campaign](#) works tirelessly to ensure the protection of LGBTI pupils and their education.  
(Jonny Stone)

96. Scotland has eyes on it from across the world because of its forward thinking and equal rights, LGBT openness and good mental health go hand in hand. I'm sure you're aware of how many suicides there are every year and bullying because of ignorance and hate. You can change this at ground level, please be the ones to again show the world the way forward (Tyhe Paul Egar)
97. PSE should address the issues facing society today. These must give priority to high quality sex and relationships education which includes carefully considered approaches to sexual stereotyping and male denigration of women. Race should also be prioritised, and attitudes to immigration. Thirdly, the growing inequality in our country must be addressed and efforts made to imbue in young people an understanding of rights and fairness. Issues such as freedom of speech and personal freedoms are also important, as is finance and money management. (Pat Sutherland)
98. I believe gender and sexuality are set at (or even before) birth so young people need to know that all people are equal and deserve to be treated so. What better place to learn this than at school where there should be no hidden agenda. Much better than "behind the bike shed" (Rachel Martin)
99. I think there should be more teaching about LGBTI+ in schools because it is important to people to be able to figure out their sexuality and learn that it doesn't matter what gender/sexuality you are. This should be for all ages,

starting early with age appropriate introductions to avoid children growing up with discriminatory attitudes and to normalise different sexualities. (Penny Innes)

100. The principles of C4E reach far beyond the classroom and are based in 4 human characteristics - essential qualities we hope all young people have an abundance of when they leave school. Yet the documented attainment gap confirms this is not the reality. PSE can be the time wider experiences and outcomes are accessed. Research consistently confirms that volunteering and acts of kindness grow young brains, raise self-efficacy and widen horizons. The emphasis should therefore be on active engagement in community life. Youth work with its use of informal education, dialogical and rights based empowerment processes offers a means to strengthen experiences and outcomes. With proper investment and partnership with schools, youth work can enhance attainment through bespoke awards, more of which can be SCQF aligned and accredited. It can also be a buffer to the stressors of school that many excluded young people perceive as barriers to success. Youth work does not select people according to academic performance, sporting prowess or other pre-determined abilities. It simply accepts young people for who they are, wherever they are. It opens doors, lights sparks of interest and explores hidden depths and qualities that young people already have from being a friend, a sibling, a son or daughter and most of all a person with the potential to have an amazing future. (Tila Morris)

101. This should include: Awareness and integration of LGBT issues/ Basic counselling principles (e.g. where do 'beliefs' come from, how does shame impact me) (Anon)

102. Sexual health and Relationship Education e.g. relationships, sexual health including information on breast/testicular cancer, contraception, parenting education, LGBTI+ education and information on how to access support.

- Mental health Education e.g. ways to ensure a positive mental health as well as information on different mental health illnesses e.g. depression, self-esteem/ self-image
- Substance Misuse e.g. alcohol, smoking including vapour pens, drugs including prescription medication, legal highs
- Safety e.g. Travel, on-line safety, child exploitation, children's rights, knife crime, date rape, gender violence, domestic abuse, bullying DYW & Careers education e.g. planning for transitions.
- Most importantly sessions need to be taught by experienced, knowledgeable and interested teachers so that the pupils get a quality experience and not an experience where the session is taught by a staff member who does not want to teach PSHE, as the pupils then miss out on the quality of the experience. In an ideal world Principal Teachers of Pupil Support would be best placed to teach these areas as they then provide support for pupils who have issues in these areas.

(Anon)

103. It is great that you are exploring this issue. Please do also focus on the issue of the negative impact of pornography on the development of healthy young

people. And that respectful relationships and keeping safe should be a core part of the approach. (Dr Deborah Ritchie)

104. Sex education is important, but it needs to be accompanied by very open learning about relationships, responsibility, respect and mutual love. This education should encourage tolerance, understanding and respect for all manifestations of love that is expressed with care for the wellbeing of the other partner. The complexity of mental health issues needs to be urgently addressed and the importance of seeking help. Not only pupils, but also parents and professionals urgently need to be educated in this area in order to make any progress! (Angelika Monteux)

105. Personal and Social Education should consist of:

- Relationships & Social Skills
- Law and Conduct in Society
- Education & Progression Advice and Guidance
- Nutrition and Health
- Mental & Social Health and Human Interaction
- Communication Skills
- Social Etiquette and Behaviour
- Confidence and Self Esteem Classes
- Personal Development
- Goal Setting and Achievement
- Community Activities (e.g. Campaigning, Assisting Elderly, Environmental Clean Up...)
- Activities which increase social involvement and interaction.

(Andrew McKay)

106. I believe that education about caring loving relationships in schools needs to happen it needs to include inflation the promotes equality in all form of consenting adults relationships including same and opposite sex relationships. It should also be acknowledged within schools that some people are transgender and that it's ok to be , of any gender, sexual identity and any orientation. As long as relationships are fully consenting, it's ok to be who you are.

(Anon)

107. If Scotland is to become an equal and inclusive society in practice as well as in rhetoric, I firmly believe that PSE lessons must be LGBTI inclusive, in all schools, and underpinned by legislation and teacher training. I fully support the aims of the TIE campaign.

The nature of Scotland's non-mandatory curriculum should not be accepted as an excuse for lack of or limited action on this issue. It is within the Scottish Government's remit to introduce legislation on this issue, which would act to set a standard requirement for all schools to engage with an inclusive educational approach in order to tackle homophobia, biphobia and transphobia in schools.

This could be achieved alongside the provision of an accessible, LGBTI focused teacher training course which could be developed alongside relevant stakeholders, including TIE. Indeed similar legislation has already been

introduced, such as the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, and the anti-radicalisation strategy, Prevent, as part of the Counter Terrorism and Security Act 2015; each place a number of duties on Local Authorities to ensure that their schools are engaging with the respective issues being legislated upon. (Anon)

108. In order to help young people achieve a sense of belonging and worth, we need to help them to see themselves as having a role to play in their community and in the wider world and as having a purpose in life. We know that we all build our self-esteem through our achievements – not just the academic achievements but those of collaborating with others, skill-building, networking effectively, nurturing our talents and working to make our school/town/world a better place for others. When young people feel that they count, their voice is released and action follows.  
(Clare Fulton)
109. PSE has vast potential, and is important within the context of CfE, particularly around creating confident individuals and effective contributors. All subject teaching can contribute, but PSE should be the linchpin for:
- Equalities - everyone is of equal worth
  - Kindness & compassion - impact of bullying
  - Sexual Health - clear, frank discussion of emotional and physical issues across the board, & on-line risks
  - Healthy lifestyles - food, exercise, mental wellbeing
  - Financial awareness - debt, gambling, planning, banking
  - Political and social engagement - e.g. voting, influencing, volunteering
  - Labour market awareness - work and enterprise in a changing world
  - Self-development
  - Philosophy - question the world and yourself.
- (Colin Brown)
110. The things learned in PSE are outdated and many young people feel no real benefit. It would be more useful to learn basic life skills for example interview skills, how to write a CV, info on buying houses etc. and things that young people will use on later life (David Dunlop)
111. There are certain topics that require more awareness in PSE. One being female health and endometriosis needs more awareness ( I sent an email to MSP's a few weeks back regarding this but no response as of yet) and also mental health as there's still a lot of stigma. (Dionne McFarlane)
112. PSE lessons should contain some contents on dealing with the practicalities of life away from home, in particular financial skills such as budgeting, bills, banking, savings, loans etc. Covering debt and how to avoid it would be useful too! (Anon)
113. PSE should be about building confidence, resilience and self-worth in our young people. Giving young people a safe but challenging environment to

explore relationships and what is a healthy relationship both with them self and others. It should explore ways to build connectedness between them and their world; it should seek to help them identify their aspirations and how to achieve them. It should be seen as a core subject delivered by confident/relevant/committed professionals from a broad range of backgrounds. (Fiona Robertson)

114. Personal and Social Education is about giving every student the opportunity and the tools to “know thyself” and to imagine a fulfilled future self. Equally, every citizen has an obligation to support others’ self-actualisation, and this requires empathy and a fundamental appreciation of others’ life-experiences. Scotland’s ‘Curriculum for Excellence’ sets a valuable framework for this endeavour. As a linguist, I would add that an initial appreciation of linguistic/cultural diversity may be acquired as part of PSE, but this should never substitute for the acquisition of fluency in other spoken *or signed* languages, which affords an inimitable insight into other world-views. (Prof Graham H. Turner)

115. Keep it real. No judgements; do as much listening as teaching; constantly review it to make sure it’s working; keep it current, relevant, fun and engaging. Don’t rant, preach, assume or patronise. Be inclusive and include mental health and wellbeing; stuff on relationships that prevent violence and teach about consent. Make the next generation one that is happy, informed, and free from rape, domestic abuse and coercion. Drug and alcohol awareness, all that stuff about money and financial management; so that we don’t continue to be taken advantage off by bankers, DWP and the like. (F Bennett)

116. PSE is a part of the curriculum that prepares our young people for their future as Scottish citizens, living healthy and happy lives. For 25 years I have researched and witnessed the impact of discrimination, alienation and silence relating to LGBTI lives. All Scotland’s young people have the right to a PSE curriculum that prepares them for the future - futures that are diverse, complex and filled with opportunities and challenges. Ten years ago Scotland made a commitment to changing the lives of LGBTI people for the better. PSE is a necessary part of fulfilling that commitment. (Dr Ian Rivers)

117. I would very much like to see offered:

- A thorough exploration of gender issues.
- A comprehensive discussion of sex, including emotions and relationships and the internet.
- An in depth exploration of the dangers and potential pitfalls of the internet. Internet safety and responsibility.

(Jack Irvine)

118. I would be strongly recommending that at the basis of PSE should be work to encourage and support self-esteem, confidence, and resilience – basically positive mental and emotional health. Also PSE needs to be a whole school



approach involving pupils, parents and staff and link with wider community.  
(Anon)

119. In my opinion, the content of PSE is appropriate but it should be presented by professionals such as health workers or 3rd sector agencies not teachers. It should be provided in context when appropriate to a child not to a year group as part of the teachers work plan, e.g. not all children mature at the same rate so may not be suitable to teach to age but to maturity. The PSE curriculum is outdated, and not kept to a local context, e.g. what is appropriate in Glasgow may not be suitable in a small rural town. (Jean Henretty)

120. Ensure that young people make connections across their community, by contributing to support all ages and disabilities in a range of ways, the need for direct action looking after their environment, their responsibilities as global citizens and reinforce equality, compassion, taking responsibility and putting a code of agreed values first. As citizens, they need to be accountable, persevere, work together, look at the long term, plan and leave the planet in a better state than when they arrived. Be kind and care for one another. (Juli Harris)

121. I would like to see LGBT inclusive education in schools to stop the bullying and harassment of children and young adults suffering from intolerant and uneducated peers and teachers. I support the 5 point pledge by TIE as detailed in the link <https://www.tiepledge.co.uk>.

We have a duty as parents and teachers to educate our children, the adults of the future, that equality is for all. (Lisa Hamilton)

122. Thank you for the chance to respond. Equality needs to be at the heart of PSE. It is the essential core value of social education. There also needs to be a focus on the personal responsibilities that come with their rights. (Lisa)

123. The Beyond School (S6 PSE) programme has four key themes: citizenship, enterprise & financial education, health & well-being and preparation for tertiary education (UCAS) & employment. (Arthur Jamieson)

124. PSE should be about teaching us about ourselves and supporting us to make good choices. We should learn about our bodies, mental health as well and things like LGBTI awareness in attempt to reduce classroom stigma!  
(Logan Unwin)

125. Inclusion of LBGTI in schools must be mandatory. It still horrifies me that it is not. We hear regularly how young LBGT kids take their own lives as they don't understand their sexuality and their friends don't understand them either. My son's school told him he would go to hell. This must stop and it must stop now. I fully support the TIE campaign and need this education in all PSE moving forward. Please help our kids with one of the biggest impacts on their lives  
(Louise Daly)

126. PSE is repetitive year after year we have to fill out questionnaires about who we are and if we are this type of person we should do this type of job. This is

pointless you are filling minds with ideas of jobs they should pursue which could actually be the totally wrong. Instead let them make their own decisions and own choices not based on a silly questionnaire about who you are. If they don't know what they want to do ask them what do u not want to do and go from there or simply just leave it because to be honest you probably didn't know at 15 years old you didn't know you wanted to do this job. Did you?

(Mhari Linklater)

127. I feel that PSE should cover drugs, bullying, mental & physical health and sexual health. I also found visits from police officers helpful too, however, I felt that much of the context covered from 2012/2014 was sugar coated slightly, I don't feel there's any need for the context to be 'PG' as it's young adults who are being spoken to.

(Mhari Thomson)

128. Life skills, employability, budgeting, dealing with people, communication, team building, etc. (Kerry Monteith)

129. My thoughts on PSE:

- Often taught by teachers who do not want to teach it but have been conscripted/timetabled to do so
- The most suited teachers are not utilised
- Pupils seem to think that teachers have no experience of life and therefore know nothing. I was told by a pupil that teenagers know “more about sex than adults”
- Lack of resources particularly access to computers.
- External speakers being unaware of the restrictions and constrictions of working in a school.
- More is expected of PSE and PSE time and it is often timetabled as an afterthought.

(A J Campbell)

130. I think it would be really useful to learn about personal finance - household budget, loans, debt, insurance, pensions etc. Many adults make basic errors understanding this (Pauline Jones)

131. I think in PSE we should have more sexual education that actually delivers what we need to know such as where to seek help if we need it for condoms, STDS, emergency contraceptives etc. I also think we should be made more aware of why we must get the smear and make women and men aware of how to check for breast, cervical and testicular cancers which of course affect a younger group of people. I also believe that mental health is a topic that needs to be spoken about more and how youngsters can seek help if they or someone else is in need.

(Anon)

132. We need better sex education, especially on consent and LGBT+ issues! In school we are only briefly informed about consent which leads to many young people being dangerously vulnerable. Again, we are only briefly taught about the

LGBT+ community (and mostly it's just LG). Improving the LGBT education will help young people understand who they are and make them feel less alone, and thus improving their mental health. Abusive relationships - physical, emotional, romantic and platonic - should be a bigger part of the curriculum too. This is vital to keep young people safe. (Sarah)

133. PSE lessons need to begin engaging with LGBTI+ identities in more genuine, less tokenistic ways. It isn't enough to throw on the "Fit" DVD and call it a day. All pupils, whatever their background, need real life discussions of gender and sexuality so that these ideas can become normalised and lead to more open, tolerant and informed adults. (Scott Purvis)
134. Community learning and Development / social workers should be allowed to teach PSE/ Guidance. They would have a more informal approach to working with young people and also free up subject trained teachers to teach. PSE should focus on mental health, healthy relationships, money, drugs and alcohol, community engagement, cv building, job interview skills and support sessions for young people who might need advice or guidance. By utilising CLD workers who have a more person-centred informal approach it would potentially encourage young people to confide in and be open in their discussions. (Steven Maclennan)
135. PSE should help enable pupils to develop the skills required for life. It should promote the capacities of curriculum for excellence, encouraging successful learners, confident individuals, responsible citizens and effective contributors. Children who are resilient are better able to face difficulties and can bounce back from life's knocks. Equipping pupils to deal with the social media that surrounds them, encouraging them to think of how their actions impact others, teaching them the importance of work skills and people skills are all key components. Additionally pupils should be taught about health, ranging from good food choices to sex education. (Lindsay Brynes)
136. PSE - I believe PSE should teach more about Mental Health and how to look after one's self if struggling - for example who to talk to and who is there for you, what services are there. LGBT inclusive lessons should be taught during this time to allow for understanding of equality and love. PSE should be more about the fundamentals and the goodness in humanity as well as time for the regular, important topics such as car safety, bullying and sex education. (Paul Wilson)
137. I think it is crucial that students of all sexualities and all genders feel included in PSE. It's important for all children to know that the gender you identify with (if any), and your choice of romantic partner(s) (if any) are a personal choice and they are all fine. (Anon)
138. Any PSE programme should be responsive to the needs of the children and young people to whom it is being delivered. Programmes and materials should be regularly reviewed and monitored. To engage children and young people the programmes need to provide current information, presented in a format which is accessible and up-to-date.

Consideration should be given to the use of experts / partners to deliver the programmes wherever possible as they have more credibility with children and young people.

In secondary schools where PTs Guidance are responsible for the planning and delivery of the PSE programme as well as carrying out the functions of the Named Person there is an issue regarding workload and the time invested in ensuring PSE programmes are of a high quality.

Is there an opportunity to consider removal of the term PSE to ensure the focus is on Health and Wellbeing and underlining the fact that all staff have a contribution to make to the programmes? Are there connotations which come with PSE which with CfE it would be helpful to lose?

(Lesley Stopani)

139. 'As a parent and Community Education Worker, who often works with people who feel marginalised, I feel that PSE should be structured from age 3 until 18, with free, age appropriate resources (written for the different stages of a child's life), to normalise and open up conversations about mental health, linked in to the Mental Health Strategy, co-produced with children, young people, teachers and parents. These resources could touch upon empathy, being different, understanding and valuing difference, bullying, and identifying ways to get help and support to protect not only themselves, but also their peers.' (Anon)

140. Personal and social education should include information on kindness, empathy and inclusion of all. It should teach about love and relationships. This would include all forms of relationships. It would also include self-care and assertiveness knowing your boundaries and rights.

For many young people who have been sexually abused this may be the first time they realise that this is the reality. There should be awareness for teachers of this. (Sally Wilson)

141. Please include age-appropriate LGBTI+ issues in national PSE lessons. This material is important for those pupils who are LGBTI+ themselves; so that they have the information they need and know where to seek further support. It is also important that their non-LGBTI+ peers understand the issues, as part of their social education and so that they can contribute to an inclusive society. (Dave Berry)

142. Personal and social education should focus, so far as sex and relationship issues are concerned, on the issues of equality for all, whatever their gender identity or sexual orientation, and on the central importance of consent in sexual relationships. It should explicitly oppose the "double standard" which judges women and girls more harshly than men and boys when it comes to having multiple partners, or casual sex. It should avoid the simplistic "Just say no" approach to drug use, with its pretence that all illegal drugs and associated practices are equally dangerous, and should stress the corruption and coercion often associated with producing and importing illegal drugs. It should stress the

rights students have and will have as citizens and workers, and the importance of exercising them. (Nick Gotts)

143. PSE is a space to think together, to learn together and to be together, with people who are growing up with you. Learning skills to develop and improve personal and social navigation around decisions, risks, challenges and opportunities that are encountered regularly by young people, in a safe space, where thoughts and views can be honestly shared, is the strength, the value and the beating heart of quality PSE. Relationships, community and identity bind us together in PSE, and this environment, where pupils learn skills for everyday life, allows pupils to grow, to mature and then to walk confidently ahead.

A poem:

The PSE lesson, geen tae weekly, is jist like the journey of life,  
You can plan your lesson exactly, but a new topic might be rife,  
So, the PSE curriculum, must be flexible, and the teacher multi skilled,  
Tae teach course choice, relationships, or substance misuse, yes your lesson  
will be filled,  
Of pupils asking questions, that they wadno' ask elsewhere,  
No PSE teacher can afford to be shy, as many topics are laid bare!  
Yes, PSE 's most precious, hid's life skills day in and day oot,  
The most rewarding o' a' lessons, o' that be in no doot!

(Marlyn Firth)

144. Personal and Social Education (PSE) is an invaluable time for learners to reflect on themselves, their skills and values. It should be offered from S1 to S6 covering a range of topics which are relevant to the needs of learners in consideration of their local context. PSE should support pupils' mental and emotional wellbeing as well as contributing significantly to the Wellbeing indicators. PSE should encompass a range of skills for learning, life and work as well as being a vehicle to have ongoing dialogue about progress in learning and next steps, using Profiling as a tool to track their ongoing development. Pupils' voices should be heard and used as feedback to improve this pupil centred course. PSE should also enable learners to consider appropriate and sustainable pathways into further/higher education, apprenticeships or employment. (Karen Smith)

145. PSE should focus on the society we are trying to be. Ensure that we cover discrimination as well as tolerance and embracing those who are different from us. All state sponsored schools should take the same sex / relationship curriculum. We can't have key politicians openly gay and allow schools to opt out of embracing non heterosexual relations.

Disabled people are excluded from society by poor attitudes as well as barriers. This should be addressed. Teach BSL in PSE.

PSE should seek to remove the distance between us. Whether that is religion, race, sexual orientation, ability / disability. Class has long divided us and social mobility is limited by class expectation and privilege. Removing these barriers will level the playing field.

Teach the value of age. We need to improve how older people are seen in our society.

We should expose children to those not like them to widen views and understanding and promote empathy.  
(Jac Ross)

**Submissions received after Friday 17 February 2017.**

**146-**

I am writing to give a short account of my experience of teaching PSE and to offer some suggestions as to how it can be improved. Whilst teaching PSE during the last decade it has become clear that PSE is an add on for most teachers. We are all struggling to find the time to delivery our specialist subjects and therefore spend little or no time planning for PSE. The material we are provided with is not engaging and extremely repetitive. Time is needed to develop the course and to monitor its delivery.

Having mainly taught in Catholic schools I have found sex education severely lacking. There should be a clear set of experience and outcomes that must be delivered in all schools. For example, education in sexual disease and contraceptives should be a compulsory. It is also extremely important that LGBT issues are openly discussed. It is unfortunate that some members of staff use their religion as a platform to promote homophobic attitudes and it is vital that this is dealt with. Faith schools should not be exempt from delivering certain subject matters; they can simply inform staff that they must make clear the views of the given religion whilst delivering these sensitive subject matters  
(ANON)