

Vulnerable young people in alternative education settings: their sexual health needs, experience and use of sex education and sexual health services

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Summary

Most surveys of young people fail to include the most vulnerable in society. Yet there is a strong association between deprivation, both in terms of material and family support, and risky health-related behaviours, so we would expect higher rates of risky behaviour amongst the most vulnerable. This study hopes to address this gap by researching vulnerable young people in Alternative Education Settings (AES) to better understand the factors which exacerbate their risky behaviour and potentially perpetuate health inequalities.

We accessed young people in 12 AES and trained researchers supported pupils to complete anonymous questionnaires in private.

Data were collected from 151 young men and 69 young women in AES, mean age 15.9 years. In the same geographical areas, using the same methods and compatible questionnaires, we collected data from 2085 young men and 1939 young women in mainstream schools, mean age 15.5 years. This allows us to compare the general and sexual health-related behaviours of young people in AES and mainstream school settings.

The questionnaire covered a range of health-related behaviours including substance use and sexual activities (including non-use of contraceptives). We also collected data on social background, family composition, family processes, future aspirations, attitudes to education, attitudes towards sexual health and contraception and peer health behaviours.

In this summary we focus on experience of sexual intercourse, but the results are similar for other health-related behaviours. There was no significant gender difference within AES for sexual experience, with 62% of females and 68% of males reporting sexual debut. However, both AES females and males reported significantly higher rates of sexual intercourse than their mainstream counterparts (41% and 37% respectively for mainstream females and males).

Multivariate modelling attenuated the increase in risk for sexual experience among AES young people compared to their mainstream school counterparts when the following factors were fitted: age, gender, deprivation, family composition, parental monitoring, parent-child connectedness, disengagement from education, future aspirations and peer health behaviours. In particular, expecting to have a child in the near future, having low levels of parental monitoring and being disengaged from education were significant predictors of sexual risk. These factors were also effective at attenuating the higher levels of smoking, alcohol use and cannabis use seen for AES (subject to minor differences between models).

Our findings show that the health behaviours of young people in AES are influenced by those around them, including family and friends. This may result in shared perspectives and cultural norms developing, with young people seeing being disengaged from education, having low educational aspirations and expecting to have a child in the near future as normative behaviour. This suggests that policies aiming to help young peoples' self worth and mutual respect are likely to be helpful, as may interventions designed to promote young peoples' engagement in education and dissuade a "romanticised" view of parent-hood. In addition, it is important to develop parenting skills, both with existing parents and prospective parents, such that pupils' family life is more supportive among AES pupils.

Introduction

Health inequalities in Scotland are widening (Scottish Government 2009) however population-wide studies do not routinely include vulnerable young people and thus they may be under represented in such research. There are calls to target the most vulnerable groups to better understand factors which exacerbate ill health and perpetuate inequalities (Graham and Kelly 2007).

Sexual health typifies this issue. Recent research conducted in Scotland suggests that young people from socially deprived areas have poorer sexual health. Data collected from a representative sample of young people in Scotland as part of the *SHARE* study explored the predictors of early sexual risk, defined as experiencing early sexual intercourse, coercion, non-use of condoms, STIs and regret. Deprivation, living with a single biological parent, low levels of parental monitoring, living in a care or foster home and limited educational and career aspirations were each independently associated with increased sexual risk (Henderson, Wight et al. 2002; Wight and Henderson 2004). Other research which focused on teenage pregnancy and terminations also highlighted similar risk factors (Bonell, Strange et al. 2003; Buston, Williamson et al. 2007). These risk factors are also associated with exclusion from school (Raffaele Mendez 2003), which can increase social exclusion and promote engagement in subsequent anti-social and risky behaviour (Hemphill 1996).

Unfortunately, most surveys of young people overlook the *most* vulnerable in society. For example the evaluation of Healthy Respect 2 in Scotland depended on measuring the sexual health outcomes of young people in mainstream secondary schools. Within the mainstream schools setting we achieved a participation rate of 88% of young people within S4 (mean age 15.5 years) (Healthy Respect Phase Two Programme Evaluation Report 2010). The missing 12% of young people was divided between temporary absentees, temporary exclusions and those referred to alternative education settings.

We therefore sought to address this gap by collecting sexual health data from young people in alternative education settings (AES). This allowed us to compare the sexual health risks and needs of these young people with those in mainstream schools using data from two large school based surveys in Scotland, *SHARE* (Henderson et al 2007) and Healthy Respect 2 (Healthy Respect Phase Two Evaluation Report 2010) and one in England, *RIPPLE* (Stephenson et al 2008).

Aims

To develop the evidence base in Scotland which is relevant to sexual health inequalities. We were specifically interested in quantifying the sexual health needs of young people in alternative education settings in central Scotland and as such those unlikely to appear in main stream studies.

- I. What are the sexual health needs of this vulnerable group? More specifically, what is their:
 - a. practical sexual health knowledge;
 - b. attitudes towards using condoms effectively;
 - c. use of condoms and contraceptives;
 - d. quality of sexual relationships (in particular, experience of coercion);

- e. awareness of sexual health services;
- f. and use of these services?

2. How do these differ compared with pupils in mainstream schools?

Methods

Ethical approval for the study was granted by Edinburgh Napier University's Ethics Committee.

AES Design

A single cross-sectional self complete survey of young people aged between 14-17 years was conducted in alternative education settings (AES) in a total of four local authorities in the east and west of the central belt in Scotland. The local authorities were chosen to match the Healthy Respect 2 intervention area and comparison area (Healthy Respect Phase Two Programme Evaluation Report 2010). A total of 17 alternative education settings were identified through the official lists of local authorities and these included special schools, residential schools and special education units attached to mainstream schools. Permission to conduct the study was sought from senior management in each education setting. Twelve schools agreed to take part (Appendix 1). Two reasons were given for non participation. The first was time constraints and the second was that the content of the questionnaire was thought to be 'too sensitive' for students. Two alternative education settings did not respond to our offer to join the study.

Researchers worked with teachers in selecting pupils for the study. The teachers had three key roles. The first was to identify those who met our entry criteria: aged between 15 and 16 years and exclude those who were unable to participate in the study (e.g, compromised by any disability or likely to be uncomfortable with the research or research topic). The second was to contact parents or carers by letter on behalf of the research team. The letters were accompanied by an information sheet which explained the study and what it involved and offered parents and carers the opportunity to remove their child(ren) from the study. Teachers then approached the young people who were eligible to take part in the study to establish whether they were interested in doing so. If so they were asked to meet with a researcher. A total of 233 pupils were approached by researchers and asked to take part in the study and 219 agreed.

Thirty trained fieldworkers consented the young people on to the study and distributed and collected the self-administered questionnaires. The questionnaire included questions on socio-cultural (family) background; sexual experience; contraceptive use; quality of relationship with partner; future aspirations; awareness of and use of sexual health services; rating of these services; and practical sexual health knowledge. It was based on a subset of questions from an instrument which was used in large surveys in mainstream education settings namely the evaluation of SHARE, RIPPLE and Healthy Respect 2. The questionnaire was piloted in alternative education settings before the main study began. The main aim was to test young people's comprehension of the questions and their ability to respond to the questions. Some minor alterations followed but these did not alter the meaning of any of the questions. Some young people required help to complete the questionnaire e.g., those with reading difficulties.

All questionnaires in the main study were completed in private rooms to ensure privacy and took on average between 30-40 minutes to complete. A researcher was on hand to provide help and advice. Those with reading difficulties or those who did not understand the questions were assisted by the researcher. This ranged from reading the questionnaire or conducting a research interview based on the questionnaire. Upon completion each young person was given a leaflet which provided information and the contact details of local organisations that offered help and advice on sexual and other health topics. All pupils also received a leaflet about Childline.

HR2 Design

As part of the evaluation of Healthy Respect 2 (HR2), three waves of cross-sectional survey data were collected from pupils in S4 (aged 15/16, mean age 15.5) between 2007 and 2009. 14 schools in 4 local authorities participated in the research, with permission to access the pupils granted from the director of education in each local authority and the head teacher of each respective school. Pupils were given self-complete questionnaires and asked to complete them under examination conditions. Trained researchers were available to answer any questions that pupils had and to ensure that privacy was maintained. Further information is available from the Healthy Respect 2's final report (Healthy Respect Phase Two Programme Evaluation Report 2010).

Due to slight variations in the questionnaires used in 2007 and 2008/9, the comparisons made in this report are based on data collected in 2008/9. This gave a sample of 1939 young women and 2085 young men.

Statistical methods

Data Preparation

Data cleaning and preparation revealed that there was a wider age range within the AES sample (10.0 to 18.4 years) than within the HR2 sample (14.2 to 17.9 years), and as such, the decision was made to exclude AES questionnaires outside the HR2 age range from univariate and multivariate analyses. This resulted in the elimination of 5 questionnaires.

Data Analysis

The quantitative data were analysed within the Statistical Package for Social Sciences (SPSS) version 15. The statistical analysis involved producing descriptive statistics (Table 1 in Appendix 2), univariate analysis to describe statistically significant differences between: AES males and females; females in AES vs females in mainstream; and males in AES vs males in mainstream. This was followed by multivariate logistic regression which identified predictors of early sexual debut.

Univariate analyses were produced for the outcomes cigarette smoking, drunkenness, cannabis use, sexual experience and protected sex. For those outcomes where statistically significant differences in behaviours were observed at univariate level, multivariate analyses were conducted in order to ascertain what factors explained the variation in experiences observed.

As the main outcomes were binary, logistic regression was used. Where questions contained missing data, these were dummy coded in order that the responses of respondents to other questions were retained in the analyses. Due to the small sample size of the AES sample, separate multivariate analyses for gender were not undertaken and as such this has been adjusted for in all multivariate level findings. Similarly, as AES numbers per AES setting were small, no clustering was undertaken to adjust for the likelihood that school level effects would be seen within the data. It is thus possible that the standard errors, and hence the significance levels were marginally inflated.

Results

Pupil age

The mean age of the combined AES and HR2 sample was 15.5 years. In order to test whether the mean ages of pupils in the AES and HR2 samples were similar; an independent samples t-test was undertaken. Pupils in AES were found to be significantly older than pupils in HR2 settings (AES 15.9 years vs. HR2 15.5 years, $t(214)=6.02$, $p<0.001$, unequal variances assumed). While significant, 0.4 of a year translates to 3 months difference in age between the samples, which in real terms is fairly modest. However, as the difference in age was significant, all multivariate analyses undertaken adjust for age to reduce the likelihood that any statistical differences observed between AES and HR2 pupils are related to age.

Descriptive and univariate statistics

There was no significant difference in the rates of sexual experience for young women and men in AES settings (62% vs 68% respectively), although both have significantly higher rates than their peers in mainstream schools (41% and 37% respectively). Those and all the descriptive statistics related to the questionnaire can be viewed in Table 1 in Appendix 2. The univariate statistical analysis was conducted in three steps. First, we compared males and females in AES. Second, we compared AES females with female pupils in mainstream schools and third, we compared AES males with male pupils in mainstream schools.

For pupils in AES settings, univariate analyses revealed that boys had significantly higher levels of self esteem than girls, especially relating to their own body image. Although boys were significantly more likely than girls to report that they perceived themselves to be failures, task orientated malaise (e.g. difficulties in day to day concentration) and feelings of low self worth were significantly higher for AES girls than boys. Girls were also significantly less likely than boys to report that they enjoyed school and more likely to report that they wanted to leave as soon as they could.

Unsurprisingly, boys were significantly more likely than girls to report that they participated in traditional male orientated activities in their spare time, such as participating and watching sport, or “going out on the pull”. They also reported more favourable attitudes towards risk-orientated activities such as exploring strange places and doing frightening things.

Looking specifically at sexual health variables, girls were significantly more likely than boys to report that their parents would disapprove of them having sex whilst boys were significantly more likely to report that losing their virginity would increase peer respect. Girls had significantly higher levels of practical sexual health knowledge than boys, and were also more likely to have visited a sexual

health drop-in, whereas boys reported significantly higher levels of sexual health learning via pornography and the internet. As expected, sexually active pupils were more knowledgeable about sexual health than those who were not sexually active (see Appendix 3 for more detail).

Boys were also significantly more likely to report that they saw pregnancy as a risk that you had to take in order to enjoy sex. Finally, boys were significantly more likely to report that they had found their first experience of penetrative sex to be enjoyable and that it had made them feel proud, whilst girls were more likely to report that it had been embarrassing.

Table 1 also shows that when AES females were compared to mainstream females, almost everything was significantly different and, as expected, AES females had poorer outcomes. Likewise, when AES males were compared with mainstream males, AES males had poorer outcomes. However, it was of note that AES males did not differ with regard to self esteem or general malaise, while AES females had much poorer results than mainstream females for these dimensions. Looking specifically at sexual activity, it can be seen that pupils in AES were on average 6 months younger at penetrative sex debut than pupils in mainstream schools, although no difference was found for reported age of sexual partners.

Multivariate Analyses

The multivariate results are presented in detail in Appendix 3 and are summarised below in the text and Table 2. A multivariate analysis means that each variable is adjusted for all the other variables in the model.

Please note that school setting, AES vs mainstream, was statistically significant in the univariate analyses. However, this was attenuated (reduced to non significance) for all the outcomes when adjustment was made for explanatory variables. The arrows in Table 2 show the direction of the effect for the AES group when compared with those from mainstream settings. For instance, females reported smoking significantly more than males, but they reported cannabis use significantly less than males. When 'NS' is shown rather than an arrow, it means that the variable was non significant for a particular outcome. For instance, young people's age at the time they completed their questionnaires was non significant for all outcomes except penetrative sex. All results reported are statistically significant at the 0.05 level or less.

Table 2 shows that females reported significantly higher levels of smoking, drunkenness and penetrative sex than males, but reported lower levels of cannabis use. Pupils' age (being older than 15.5 years) was only significantly associated with increased rates of penetrative sex. Fathers' employment status was not associated with any of the outcomes except being protected at most instances of sex. For that outcome it was only when pupils had a missing value for their fathers' employment status (versus reporting he worked full time) that this was associated with a reduction in protection at most instances of sex. Likewise, mothers' employment status was generally not associated with the outcomes, except for reported penetrative sex. For that outcome mothers who worked part-time were associated with lower levels of penetrative sex than those who worked full-time. Living with a single parent versus both parents was associated with increased rates of all the outcomes except being protected at most instances of sex. Likewise, living with a reconstituted family increased the risk of smoking, cannabis use and penetrative sex. Being looked after (residential care, foster home or not living with either biological parent) predicted higher rates of smoking, cannabis use and penetrative sex.

Table 2 Summary of Multivariate Analysis

Predictors in fully adjusted multivariate model	Outcome variables				
	Smoking	Drunkenness	Cannabis use	Penetrative Sex	Protected at most instances of sex
Education setting					
AES vs. mainstream	NS	NS	NS	NS	NS
Gender					
Female vs. male	↑	↑	↓	↑	NS
Age					
>15.5 vs <15.5	NS	NS	NS	↑	NS
Father's employment status					
part-time vs. full-time work	NS	NS	NS	NS	NS
not working vs. full-time work	NS	NS	NS	NS	NS
missing vs. full-time work	NS	NS	NS	NS	↓
Mother's employment status					
part-time vs. full-time work	NS	NS	NS	↓	NS
not working vs. full-time work	NS	NS	NS	NS	NS
missing vs. full-time work	NS	NS	NS	NS	NS
Household composition					
single parents vs. both parents	↑	↑	↑	↑	NS
reconstituted family vs. both parents	↑	NS	↑	↑	NS
LAC vs. both parents	↑	NS	↑	↑	NS
missing vs. both parents	↑	NS	NS	NS	NS
Parental monitoring					
low vs. high	↑	↑	↑	↑	NS
Parent-child connectedness					
low vs. high	NS	NS	↑	NS	↓
Spending money					
>£25 vs. <£25	↑	↑	↑	↑	NS
Frequency of family disagreements					
>weekly vs. <1weekly	↑	↑	↑	↑	NS
School leaving					
Leave as soon as legal vs. stay longer	↑	↑	↑	↑	↓
missing vs. stay longer	↑	NS	NS	↑	NS
Proportion of friends who smoke					
>half vs. <half	↑	↑	↑	N/A	N/A
missing vs. <half	↑	NS	↑	N/A	N/A
Future aspiration: will go to university in next 3 years					
not likely vs. likely	NS	NS	NS	NS	NS
unlikely vs. likely	NS	NS	NS	NS	NS
missing vs. likely	↑	NS	NS	NS	NS
Future aspiration: will have a child in next 3 years					
not likely vs. likely	N/A	N/A	N/A	↓	NS
unlikely vs. likely	N/A	N/A	N/A	↓	NS
missing vs. likely	N/A	N/A	N/A	NS	NS

An increase in reported levels of smoking, drunkenness, cannabis use and penetrative sex was associated with four factors: 1. low levels of parental monitoring (for instance young people having rules around letting parents know where they are going, who they are going out with, when they will return, letting their parent(s) know if their plans change and a parent waiting up for their child to return home); 2. high spending money (over £25); 3. high number of family disagreements (more than weekly); and 4. planning to leave school as soon as legally possible. Planning to leave school early was also associated with lower rates of protection at most instances of sex. The proportion of friends reported to smoke was fitted for all the substance related outcomes and reporting that over half your friends smoked, as expected, predicted higher levels of smoking, drunkenness and cannabis use. Future aspirations did not generally retain their significance in multivariate analysis, with two exceptions. First, missing an answer to aspiring to go to university in the next 3 years was associated with increased rates of smoking. Second, reporting that it was not likely or that you were unsure that you would have a child in the next 3 years was associated with decreased rates of penetrative sex.

Discussion and Conclusions

Young people in Alternative Education Settings (AES) with no sexual experience had significantly lower sexual health knowledge than those with sexual experience. This suggests that staff in AES settings may provide bespoke sex education to those sexually active, but consequentially leave those not sexually active lacking in knowledge and perhaps more vulnerable as a result.

Young people in AES share similar views to their mainstream school counterparts about being pressured into sex, regretting sex and condom use. However, overall the findings strongly suggest that young people in alternative education settings have poorer health-related behaviours compared with their peers in mainstream education. This holds for smoking, alcohol use and cannabis use. With respect to sexual health more young people in alternative education settings were sexually active, used condoms less, and made more use of emergency contraception. As such they represent a particularly vulnerable group in society and one which may not be easily targeted by mainstream public health programmes operating at the population level. Although a relatively modest survey in terms of sample size, this report is the first in Scotland to provide quantitative evidence of the substantial health gap between young people in alternative education settings and mainstream schools.

It is highly likely that young people in alternative education settings are drawn from particular sections of society which could provide the key to explaining why they have poorer health related behaviours. Our findings help to do this by highlighting relative importance of influences which shape these young people's lives.

Smoking, drinking to excess, cannabis use and less contraceptive use were attributed to: being relatively deprived; not living with both biological parents (except contraceptive use); having less supportive family processes (lower parental monitoring, more spending money and poorer connectedness, except smoking); having low educational aspirations; and smoking among one's peers. Of course not all health behaviours were related to the same set of influences. Having sex was related to the same factors, in particular, sexual experience was related to being older, being female, having a father who was unemployed, not living with biological parents, low parental monitoring and wanting a child. Although a different group of young people, studies among young people in care settings also suggest that health may be influenced by factors other than setting, for example being female (Villegas et al 2010).

We therefore conclude that the health (including the sexual health) of young people in alternative care settings is influenced by those around them including family and friends. Furthermore we think this results in shared perspectives for example low educational aspirations and wanting a child. These become socially accepted norms. This is eloquently portrayed by Heather O'Neill's novel of young girl who was brought up in poverty by her drug using father (O'Neil 2008). A strong influence on the adoption of these norms are young people's reactions to the environment in which often include poor attachment, difficulty in handling change and lack of resilience (Stein 2006).

The issue here is that the individual, although an actor in their own environment, is shaped by the social norms and conventions in which they live. This leads to them making decisions which impact on their life. For example by not using contraceptives they may experience adverse consequences such as sexually transmitted infections or the lack of economic opportunity as a result of having a family in young adulthood. The key question for services and policy makers therefore is how best to engage with young people and ultimately how to address these issues including developing new norms.

It is clear that AES pupils have much poorer outcomes than their counterparts in mainstream schools, across almost every item measured.

As expected, there are clear gender differences between AES males and females, with boys having higher self esteem and better general malaise. This suggests that AES females internalise their challenges more than AES males, and thus the AES females have particularly low self-esteem and general malaise. In addition, males are more inclined towards risk taking.

This suggests that policies aiming to help young peoples' self worth and mutual respect are likely to be helpful. In addition, it is important to develop parenting skills, such that pupils' family life is more supportive among AES pupils.

Likely, it would also be helpful to address cultural attitudes and norms around early motherhood, as it is clear that visualising a child over the next few years is a key predictor of early sexual debut.

Future research

It would be valuable to create and evaluate interventions aimed at reducing the poor outcomes for AES variables. As suggested above these interventions may include: whole school interventions aimed at changing school culture and ethos; anti-bullying campaigns; changing attitudes and norms towards early motherhood; interventions to improve AES females self-esteem and general malaise; and parenting interventions to improve family life for AES pupils. Finally, as the practical sexual health knowledge of non-sexually active AES pupils is poorer than their mainstream counterparts, then there is place for a specially designed sex education package. Certainly, among mainstream school pupils, practical sexual health knowledge has been significantly improved by school based sex education across a number of rigorous evaluations (Henderson et al. 2007; Stephenson et al. 2008).

The evidence presented suggests that some young people are likely to have a cluster of health related behaviours e.g., they smoke, drink to excess and have risky sex. One particular group may be those in care including formal care settings. We think further work is required to identify these groups and better understand choices they make in relation to their health. This would also include their relationship with health services including sexual health services.

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APPENDIX I Alternative Education Settings in the Study

Alternative Education Setting	Type of young people	Age range	Type of Education
E1	Special educational needs	12-16 years	Special Educational Needs (SEN)
E2	Require personal, social & practical skills to move from school to work	15-17 years	Standard Grades, word processing skills, job search skills, workshops and work placements
E3	Academic difficulties, literacy issues	12-16 years	Individualized education, develop personal and social skills
E4	Pregnant girls or young mothers	Under 16 years	Standard Grades
E5	Social, emotional and behavioural difficulties	12-16 years	Individualized education, develop personal and social skills
E6	Social, emotional and behavioural difficulties, Academic difficulties	14-17 years	Additional support needs, develop personal and social skills
E7	Academic difficulties	16-19 years	Job search skills, workshops and work placements
E8	Social, emotional and behavioural difficulties, Academic difficulties	16-19 years	Additional support needs, develop personal and social skills
W9	Physical disabilities, range of complex learning difficulties	5-18 years	Additional support needs, develop personal and social skills
W10	Social, emotional and behavioural difficulties and/or moderate learning difficulties	14-18 years	Vocational skill development
W11	Special educational needs	5-19 years	Special Educational Needs (SEN)
W12	Social Emotional and Behavioural Difficulties	12-17 years	Social Emotional and Behavioural Difficulties (SEBD)

APPENDIX 2 Descriptive Statistics

Table 1 Descriptive statistics

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Pocket money (mypocketr)²³					
£25 and over		50.8	51.4	20.5	23.2
£24 and under		49.2	48.6	79.5	76.8
Future aspiration: future job/apprenticeship (fajob)²³					
Likely		53.6	63.6	38.2	50.4
Unsure		37.5	30.8	36.4	30.2
Unlikely		8.9	5.6	25.4	19.5
Future aspiration: training scheme (fatrain)²³					
Likely		34.5	32.8	23.5	25.6
Unsure		45.5	44.8	40.9	40.9
Unlikely		20.0	22.4	35.6	33.5
Future aspiration: college or university (fauni)²³					
Likely		71.4	54.6	87.2	76.7
Unsure		17.5	33.1	9.6	16.3
Unlikely		11.1	12.3	3.2	7.0
Future aspiration: unemployed (faunemp)²³					
Likely		7.5	13.9	13.9	10.3
Unsure		39.6	41.0	22.0	22.7
Unlikely		52.8	45.1	64.0	67.1
Future aspiration: living with a partner (falivwit)¹²³					
Likely		27.6	48.0	17.3	21.5
Unsure		43.1	35.4	41.6	45.5
Unlikely		29.3	16.5	41.1	33.0
Future aspiration: have a child (fachild)²³					
Likely		26.3	29.4	4.3	7.5

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	Unsure	22.8	35.7	13.7	19.0
	Unlikely	50.9	34.9	82.0	73.5
Family structure: (fsstructure) ²³					
	Single natural parent	38.8	37.7	23.3	24.9
	Reconstituted family	9.0	13.2	9.4	8.3
	Both natural parents	41.8	39.2	64.1	64.0
	Care	10.4	9.9	3.2	2.8
Change in care: (sa_carechanger) ¹					
	Change	14.8	21.4	n/a	n/a
	No change	85.2	78.6	n/a	n/a
Spare time: exercise (usportr) ¹²³					
				0.0	0.0
	Weekly or more	47.6	81.3	33.9	67.2
	Less than weekly	36.5	13.4	32.0	18.6
	Never/Not Applicable	15.9	5.2	34.1	14.3
Spare time: read books (ureadr) ²³					
	Weekly or more	23.8	11.1	31.2	20.0
	Less than weekly	22.2	20.6	14.9	14.4
	Never/Not Applicable	54.0	68.3	53.9	65.6
Spare time: watch sport (uwatchsr) ¹					
	Weekly or more	16.1	48.4	n/a	n/a
	Less than weekly	27.4	28.6	n/a	n/a
	Never/Not Applicable	56.5	23.0	n/a	n/a
Spare time: go out with partner (udater) ³					
	Weekly or more	54.7	60.0	51.4	42.3
	Less than weekly	17.2	16.3	20.0	22.6
	Never/Not Applicable	28.1	23.7	28.6	35.1
Spare time: hang around (uhangr) ²³					
	Weekly or more	53.1	54.3	30.1	38.0
	Less than weekly	20.3	26.8	22.0	23.3
	Never/Not Applicable	26.6	18.8	47.9	38.7

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
Spare time:computer games (ucgamesr) ¹²³		68	151	1939	2085
Weekly or more		37.5	80.6	27.1	64.7
Less than weekly		31.3	13.4	23.8	20.4
Never/Not Applicable		31.3	6.0	49.1	14.9
Spare time:go to clubs (udiscor) ²³					
Weekly or more		28.6	38.2	5.6	8.1
Less than weekly		42.9	31.3	27.6	24.4
Never/Not Applicable		28.6	30.5	66.8	67.5
Spare time: go on the pull (sa_gopullr) ¹					
Weekly or more		22.2	52.3	n/a	n/a
Less than weekly		27.0	18.9	n/a	n/a
Never/Not Applicable		50.8	28.8	n/a	n/a
Self esteem: satisfied with looks (selookr) ¹					
Agree		60.0	88.1	69.1	84.8
Disagree		40.0	11.9	30.9	15.2
Self esteem: proud of my body (sebodyr) ¹²					
Agree		36.9	76.3	53.6	78.7
Disagree		63.1	23.7	46.4	21.3
Self esteem: like myself (seliker) ¹²³					
Agree		58.5	89.6	84.7	94.6
Disagree		41.5	10.4	15.3	5.4
Self esteem: failure (sefailr) ¹²³					
Agree		26.2	14.0	8.9	7.3
Disagree		73.8	86.0	91.1	92.7
Exciting things:explore strange places (rskstranger) ¹²³					
Agree		34.8	58.0	55.7	65.5
Unsure		36.4	21.7	35.2	27.7
Disagree		28.8	20.3	9.0	6.8
Exciting things: frightening things (rskfrightr) ¹					
Agree		41.8	59.0	40.2	62.9

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Unsure		16.4	20.9	27.7	22.3
Disagree		41.8	20.1	32.1	14.8
Exciting things: new and exciting experiences (rsknewr) ³					
Agree		57.6	70.8	57.9	69.9
Unsure		22.7	13.2	26.3	20.7
Disagree		19.7	16.0	15.9	9.4
Exciting things: exciting friends (rskfriends)					
Agree		60.6	55.6	50.7	54.2
Unsure		27.3	29.9	35.4	34.1
Disagree		12.1	14.6	13.9	11.7
Parental monitoring:back by certain time (pmtimer) ²³					
Always		32.8	32.6	66.1	56.5
Sometimes		43.3	41.0	28.9	34.6
Never		23.9	26.4	5.0	8.9
Parental monitoring: carer stay up until home (pmstayupr) ²³					
Always		55.4	49.7	74.3	64.6
Sometimes		32.3	32.4	20.7	26.9
Never		12.3	17.9	4.9	8.5
Parental monitoring: text/call if change of plan (sa_telltextr)					
Always		60.0	56.9	n/a	n/a
Sometimes		18.5	26.4	n/a	n/a
Never		21.5	16.7	n/a	n/a
Parental monitoring: really know where you are (pmreallyr) ³					
Always		61.5	57.6	71.9	66.9
Sometimes		30.8	31.9	24.9	27.4
Never		7.7	10.4	3.2	5.7
Mother employ (memplyr) ²³					
Full time employed/student		23.5	32.5	49.9	53.9
Part time employed		17.6	11.9	26.6	23.0
Unemployed		44.2	37.1	11.8	11.7

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Unsure/no female guardian		14.7	18.5	11.7	11.4
Father employ (femployr) ²³					
Full time employed/student		55.9	51.7	77.4	79.5
Part time employed		7.4	5.3	4.5	3.8
Unemployed		8.8	20.5	7.0	7.2
Unsure/No male guardian		27.9	22.5	11.1	9.5
Family disagreements (pdisagreer) ²³					
Weekly or more		50.8	40.1	53.5	47.3
Less than weekly		49.2	59.9	46.5	52.7
Family time: eat a meal (pmealr) ²³					
Weekly or more		56.3	61.3	77.9	78.2
Less than weekly		28.1	29.6	10.0	9.7
Never/Not Applicable		15.6	9.2	12.1	12.1
Family time: sport (psportr) ²³					
Weekly or more		18.8	22.8	7.0	7.5
Less than weekly		26.5	39.0	19.3	20.0
Never/Not Applicable		54.7	38.2	73.7	72.5
Family time: go places together (pplacesr) ²³					
Weekly or more		50.8	45.5	20.4	20.6
Less than weekly		33.3	37.3	41.4	40.8
Never/Not Applicable		15.9	17.2	38.2	38.6
Family time: do other things as a group (pfamilyrr) ²³					
Weekly or more		25.0	29.3	65.2	64.1
Less than weekly		31.3	42.9	23.6	24.5
Never/Not Applicable		43.8	27.8	11.2	11.4
Describe guardian: sense when upset (pdupsetr)					
Agree		67.7	66.9	77.0	70.8
Unsure		21.0	23.0	12.8	20.7
Disagree		11.3	10.1	10.2	8.5
Describe guardian: control everything (pdcontrolr) ¹					

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	Agree	27.0	39.7	29.9	31.0
	Unsure	23.8	11.8	16.0	17.0
	Disagree	49.2	48.5	54.1	52.0
Describe guardian: encourage talking (pdtalkr) ²³					
	Agree	51.6	56.9	64.0	58.9
	Unsure	17.7	16.1	19.1	23.5
	Disagree	30.6	27.0	17.0	17.6
Describe guardian: treat me like a baby (pdbabyr)					
	Agree	14.5	14.3	18.1	14.5
	Unsure	17.7	8.3	11.1	10.1
	Disagree	67.7	77.4	70.8	75.4
General malaise: able to concentrate (fconcnr) ¹³					
	Better or Same as usual	74.2	89.1	70.2	81.4
	Less than usual	25.8	10.9	29.8	18.6
General malaise: capable about decisions (fcapabler) ²³					
	Better or Same as usual	77.0	86.0	87.0	94.0
	Less than usual	23.0	14.0	13.0	6.0
General malaise: enjoy normal activity (fnormalr) ¹					
	Better or Same as usual	74.6	87.4	81.9	88.3
	Less than usual	25.4	12.6	18.1	11.7
General malaise: losing confidence (fxconfidr)					
	Better or Same as usual	70.5	82.4	68.4	84.0
	Less than usual	29.5	17.6	31.6	16.0
General malaise: think self worthless (fworthlessr) ¹					
	Better or Same as usual	72.1	85.3	81.3	89.0
	Less than usual	27.9	14.7	18.7	11.0
General malaise: feel reasonably happy (fokr)					
	Better or Same as usual	79.7	86.3	79.1	88.3
	Less than usual	20.3	13.7	20.9	11.7
School changes (sa_schowmanyr)					

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	I school	40.3	37.6	n/a	n/a
	More than I school	59.7	62.4	n/a	n/a
Leave school (sa_scleave) ¹²³					
	Yes	67.9	82.8	19.9	26.7
	No	32.1	17.2	80.1	73.3
School environment: like school (schliker)					
	Agree	52.5	65.4	53.4	51.7
	Unsure	19.7	7.4	21.4	19.9
	Disagree	27.9	27.2	25.2	28.5
School environment: skip school (schskipr) ²					
	Agree	31.7	25.6	19.4	23.9
	Unsure	13.3	15.0	12.1	13.3
	Disagree	55.0	59.4	68.5	62.7
School environment: skive (sa_sckiver)					
	Agree	18.6	29.8	n/a	n/a
	Unsure	22.0	13.7	n/a	n/a
	Disagree	59.3	56.5	n/a	n/a
School environment: teachers never trust (schtrustr) ²³					
	Agree	18.3	30.1	23.3	31.3
	Unsure	28.3	25.6	39.2	36.4
	Disagree	53.3	44.4	37.5	32.3
School environment: treat pupils with respect (schrespectr) ³					
	Agree	66.7	64.9	47.4	44.5
	Unsure	11.7	12.7	31.2	29.2
	Disagree	21.7	22.4	21.4	26.3
Friends: female (frfemaler) ¹²³					
	About half and under	63.5	84.2	49.2	91.1
	Over a half	36.5	15.8	50.8	8.9
Friends: male (frmaler) ¹²					
	About half and under	69.4	46.1	85.6	46.5

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	Over a half	30.6	53.9	14.4	53.5
Friends: left school (frleftschr) ²³					
	About half and under	55.6	61.6	95.4	95.9
	Over a half	44.4	38.4	4.6	4.1
Friends: smoke cigarettes: (frsmoker) ²³					
	About half and under	42.9	53.6	85.6	88.6
	Over a half	57.1	46.4	14.4	11.4
Friends: friends have sex (frsexr) ²³					
	About half and under	48.3	51.1	73.6	77.5
	Over a half	51.7	48.9	26.4	22.5
Difficult making new friends (popxmfrdsr)					
	Agree and unsure	46.0	40.4	43.8	35.5
	Disagree	54.0	59.6	56.2	64.5
Has never been bullied (popxbullr) ²³					
	Agree and unsure	63.5	65.7	54.0	63.2
	Disagree	36.5	34.3	46.0	36.8
Gets drunk at least once a week(alcuse) ³				100.0	100.0
	Yes	40.9	42.3	20.2	18.3
	No	59.1	57.7	79.8	81.7
Smokes cigarettes at least once a week (smokeuse) ²³					
	Yes	56.1	65.3	30.5	25.4
	No	43.9	44.7	69.5	74.6
Smokes cannabis at least once a month (druguse) ²³					
	Yes	39.1	34.7	13.9	19.8
	No	60.9	65.3	86.1	80.2
Talk about sex: with mum (ctmum)					
	Never Discussed	14.8	22.3	11.1	22.5
	Yes	50.8	39.2	60.3	41.0
	No	34.4	38.5	28.6	36.5
Talk about sex: dad (ctdad) ¹					

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Never Discussed		19.3	24.8	24.1	22.9
Yes		14.0	36.4	18.6	44.8
No		66.7	38.8	57.3	32.2
Talk about sex: partner (ctpartner)²					
Never Discussed		12.5	16.2	23.3	21.8
Yes		78.1	77.9	72.2	73.8
No		9.4	5.9	4.5	4.4
Talk about sex: teacher (ctteacher)					
Never Discussed		11.7	15.3	10.7	14.2
Yes		63.3	61.1	62.5	63.8
No		25.0	23.7	26.8	22.0
Talk about sex: friends (ctfriends)²³					
Never Discussed		4.7	10.3	2.2	5.4
Yes		76.6	79.4	94.3	88.5
No		18.8	10.3	3.5	6.2
Parents talk: discussed ok to have sex (tpoksexr)²³					
Yes		54.8	46.8	31.6	27.7
No		45.2	53.2	68.4	72.3
Parents talk: discussed avoid sti (tpstir)²³					
Yes		59.7	56.9	45.7	43.6
No		40.3	43.1	54.3	56.4
parents talk: discussed contraception (tpcontrar)²³					
Yes		73.0	65.0	59.5	49.3
No		27.0	35.0	40.5	50.7
parents talk: discussed pregnancy (tppregnantr)³					
Yes		62.9	59.7	54.7	39.0
No		37.1	40.3	45.3	61.0
Parent attitudes: should be in loving relationship before sex (sa_seloving)²³					
Agree		50.0	35.5	52.4	38.3
Unsure		42.2	46.1	42.6	55.6

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Parent attitudes: disapprove of me having sex (sa_sepsex) ¹²³	Disagree	7.8	18.4	4.9	6.1
	Agree	45.3	22.9	50.6	31.7
	Unsure	34.4	46.4	35.7	51.8
	Disagree	20.3	30.7	13.7	16.6
Parent attitudes: want condom use (sa_sepcondom) ²³	Agree	79.7	74.5	88.9	81.1
	Unsure	6.3	19.1	9.5	17.5
	Disagree	14.1	6.4	1.5	1.4
Parent attitudes: pill (sa_seppill) ²³	Agree	52.4	42.1	51.5	40.5
	Unsure	33.8	46.4	43.2	53.6
	Disagree	11.1	11.4	5.3	5.9
Parent attitudes: kick me out if pregnancy (sa_sepkickout) ²³	Agree	17.2	20.7	17.0	16.3
	Unsure	25.0	37.9	26.2	39.0
	Disagree	57.8	41.4	56.8	44.7
Sex education at right time (setime)	at right time	72.7	75.8	80.6	77.8
	too early	7.3	10.0	7.0	8.2
	too late	20.0	14.2	12.4	14.0
School sex education:contraception (secontra)	Yes	87.7	86.0	93.2	91.8
	No	7.0	6.6	5.0	4.7
	Don't Know	5.3	7.4	1.8	3.5
School sex education: help about contraception (semacontra) ²³	Yes	73.7	80.2	86.6	88.7
	No	14.0	9.9	11.0	8.1
	Don't Know	12.3	9.9	2.3	3.2
School sex education: help about sti (semasti) ²³					

	AES		Mainstream	
	Female (%)	Male (%)	Female (%)	Male (%)
N	68	151	1939	2085
Yes	78.9	76.7	85.7	87.4
No	12.3	11.7	12.0	9.4
Don't Know	8.8	11.7	2.3	3.2
School sex education: using condoms properly) (secondoms) ³				
Yes	76.8	80.7	82.1	84.2
No	14.3	10.1	14.3	12.0
Don't Know	8.9	9.2	3.5	3.8
School sex education: avoiding sti's (sesti) ³				
Yes	89.3	83.3	91.0	91.9
No	5.4	6.7	7.2	5.6
Don't Know	5.4	10.0	1.8	2.6
Knowledge questions: not pregnant first time girl has sex (knowledge1r) ²				
incorrect	26.6	24.3	5.2	8.0
correct	73.4	75.7	94.8	92.0
Knowledge questions: oral sex safer than penetrative sex (knowledge2r) ¹²³				
incorrect	85.5	63.2	65.4	51.7
correct	14.5	36.8	34.6	48.3
Knowledge questions:all sti's can be cured (knowledge3r) ²³				
incorrect	28.6	33.1	15.7	18.4
correct	71.4	66.9	84.3	81.6
Knowledge question: sti's and no signs (knowledge4r) ²³				
incorrect	29.0	38.8	17.5	25.6
correct	71.0	61.2	82.5	74.4
Knowledge questions:under 16 doctor will tell parents if pregnant (knowledge5r) ²³				
incorrect	53.2	56.4	23.1	35.3
correct	46.8	43.6	76.9	64.7
Knowledge questions: can get pregnant if sex standing up (knowledge6r) ²³				
incorrect	37.1	41.3	24.9	27.8
correct	62.9	58.7	75.1	72.2
Knowledge questions: can get pregnant even if man withdraws(knowledge7r)				

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	incorrect	54.8	49.3	54.3	52.3
	correct	45.2	50.7	45.7	47.7
Knowledge questions: condoms more protection against stis than pill (knowledge8)					
	incorrect	29.5	29.2	30.5	29.1
	correct	70.5	70.8	69.5	70.9
Knowledge questions: chlamydia is not a sti (knowledge9r) ²³					
	incorrect	24.1	33.6	14.0	21.3
	correct	75.9	66.4	86.0	78.7
Knowledge questions: you should leave a space at tip of condom (sa_tfcondomspacer) ¹					
	incorrect	78.6	74.4	36.0	26.6
	correct	21.4	25.6	64.0	73.4
Knowledge questions: if you use lube it should be oil based (knowledge10r) ²³					
	incorrect	54.4	62.9	77.7	64.3
	correct	45.6	37.1	22.3	35.7
Knowledge question: morning after pill (knowledge11r)					
	incorrect	80.6	82.5	60.1	81.5
	correct	19.4	17.5	39.9	18.5
Knowledge score (out of 8 - AES not asked all 12 questions in initial pilot) (nototal) ²³					
	0	7.4	5.3	0.1	0.2
	1	1.5	7.9	2.8	3.9
	2	11.8	7.9	6.5	5.7
	3	13.2	6.6	12.6	12.9
	4	13.2	15.2	20.9	24.6
	5	19.1	23.8	27.8	27.7
	6	22.1	22.5	21.6	19.4
	7	10.3	8.6	7.5	5.1
	8	1.5	2.0	0.1	0.4

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Where learned about sex: female carer (smmumr) - Where learned about sex items are not comparable with mainstream as asked in a different format (mainstream were asked to identify top 3 sources of information and AES were to identify simply whether they had learned about sex from the different sources)					
	Learned	73.8	57.0	n/a	n/a
	Did not learn	26.2	43.0	n/a	n/a
Where learned about sex: male carer (smdadr)					
	Learned	33.3	56.2	n/a	n/a
	Did not learn	66.7	43.8	n/a	n/a
Where learned about sex: other family (smfamilyr)					
	Learned	52.5	56.7	n/a	n/a
	Did not learn	47.5	43.3	n/a	n/a
Where learned about sex: school sex ed (smser)					
	Learned	91.9	88.0	n/a	n/a
	Did not learn	8.1	12.0	n/a	n/a
Where learned about sex: friends (smfriendsr)					
	Learned	80.3	80.3	n/a	n/a
	Did not learn	19.7	19.7	n/a	n/a
Where learned about sex: partner (sm partnerr)					
	Learned	68.9	74.8	n/a	n/a
	Did not learn	31.1	25.2	n/a	n/a
Where learned about sex: internet (smwebr)					
	Learned	27.1	55.5	n/a	n/a
	Did not learn	72.9	44.5	n/a	n/a
Where learned about sex: magazines (smmagsr)					
	Learned	39.3	47.3	n/a	n/a
	Did not learn	60.7	52.7	n/a	n/a
Where learned about sex: television (smtvr)					
	Learned	55.7	63.3	n/a	n/a
	Did not learn	44.3	36.7	n/a	n/a
Where learned about sex: sexual health services (smservicesr)					

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	Learned	61.7	48.5	n/a	n/a
	Did not learn	38.3	51.5	n/a	n/a
Where learned about sex: pornography (smpornr)					
	Learned	5.0	60.0	n/a	n/a
	Did not learn	95.0	40.0	n/a	n/a
Recognize HR logo (hrlogo) ²³					
	Yes	40.0	38.5	19.4	18.9
	No	60.0	61.5	80.6	81.1
Heard about HR logo (hrheard) ³					
	Yes	14.5	15.0	8.4	7.7
	No	85.5	85.0	91.6	92.3
Attitudes: not embarrassing to use condom (aconemb) ²³					
	Agree	62.9	67.4	92.9	93.1
	Unsure	22.6	11.6	5.2	5.3
	Disagree	14.5	21.0	1.9	1.7
Attitudes: pregnancy is a risk have to take (apregrisk) ¹²³					
	Agree	17.5	36.5	21.3	26.3
	Unsure	33.3	27.0	17.9	17.7
	Disagree	49.2	36.5	60.9	56.0
Attitudes: condom would reduce sex enjoyment (aconred) ²³					
	Agree	33.3	47.4	11.3	24.5
	Unsure	28.6	23.7	29.7	31.5
	Disagree	38.1	28.9	59.1	43.9
Attitudes: will tell partner how far want to go (afargo) ²					
	Agree	54.0	47.8	69.5	53.3
	Unsure	25.4	32.4	19.4	29.6
	Disagree	20.6	19.9	11.2	17.1
Attitudes: fear pregnancy (apreg) ²³					
	Agree	46.4	50.8	74.4	64.5
	Unsure	30.4	26.2	13.5	19.5

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Disagree		23.2	23.0	12.1	16.0
Discuss condom before sex (fstalkcon) ²³					
Yes		57.9	48.4	74.0	66.9
No/Unsure		42.1	51.6	26.0	33.1
Always use condoms (fsalwcon) ²³					
Yes		70.5	59.1	83.9	78.9
No/Unsure		29.5	40.9	16.1	21.1
Get condoms on your own (agetcon)					
Easy		66.7	75.9	65.2	81.3
Unsure/difficult		33.3	24.1	34.8	18.7
Suggest condoms to partner (asugcon) ³					
Easy		62.9	61.5	67.0	71.4
Unsure/difficult		37.1	38.5	33.0	28.6
Use condom properly (aeasycon) ²					
Easy		71.0	79.6	65.4	82.6
Unsure/difficult		29.0	20.4	34.6	17.3
Forced sex: so turned on couldn't stop (fpsturn)					
Agree		6.3	10.4	8.7	16.1
Unsure		25.4	17.2	18.6	19.7
Disagree		68.3	72.4	72.7	64.2
Forced sex: because drunk (fpsdrink)					
Agree		20.6	14.8	19.7	22.7
Unsure		20.6	30.4	24.6	27.2
Disagree		58.7	54.8	55.7	50.1
Forced sex: nobody would find out (fpsxknown) ²					
Agree		19.0	7.6	9.1	12.8
Unsure		15.9	19.7	19.6	20.2
Disagree		65.1	72.7	71.3	67.0
Forced sex: had sex with them before (fpssexb)					
Agree		20.6	14.3	20.1	23.2

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	Unsure	23.8	24.8	20.8	23.0
	Disagree	55.6	60.9	59.1	53.7
Aware of health services: free condoms (hsfreecond) ¹²³					
	Yes	100.0	100.0	79.6	76.7
Aware of health services: emergency contraception (sa_hsmornpill) ¹²³					
	Yes	100.0	100.0	58.1	31.9
Aware of health services: free contraception (sa_hspill) ¹²³					
	Yes	100.0	100.0	50.3	27.5
Aware of health services: advice (sa_hssex) ¹²³					
	Yes	100.0	100.0	56.1	43.1
Used health services for sexual health (hssh) - Can't compare with mainstream as mainstream pupils were provided with a larger range of service options. Our best estimate is mainstream females					
	Yes	59.7	41.5	n/a	n/a
Have had sex (heint) ²³					
	Yes	61.9	67.9	40.6	37.2
	No	38.1	32.1	59.4	62.8
Prior to sex: whether ready or not (sa_hstkready) ²³					
	Yes	15.4	23.4	16.7	18.2
Prior to sex: how to protect against sti's (sa_hstkprotect) ²³					
	Yes	48.7	43.5	35.7	31.9
Prior to sex: how to protect against pregnancy (sa_hstkpregnant) ²³					
	Yes	43.6	44.6	39.2	33.6
Prior to sex: getting condoms (sa_hstkcondom) ²³					
	Yes	46.2	57.0	43.4	44.2
Prior to sex: use condoms properly (sa_hstkconduse) ²³					
	Yes	46.2	52.2	34.9	35.9
Prior to sex: other contraception (sa_hstkpill) ²³					
	Yes	50.0	32.6	36.7	20.1

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
Prior to sex: something else (sa_hstkothe) ²³		68	151	1939	2085
Yes		13.6	13.0	2.7	5.9
Prior to sex: did not talk to professional (sa_hstknone) ²³					
Yes		57.1	64.2	54.7	54.1
First use of health service: aimed at people like me (hsvme) ³					
Agree		30.2	30.7	49.3	60.1
Unsure/Disagree		69.8	69.3	50.7	39.9
First use of health service: good source of information (hsvgood) ³					
Agree		73.8	54.8	82.5	74.5
Unsure/Disagree		26.2	45.3	17.4	25.5
First use of health service:appropriate accessible and friendly (hsvfriendly) ²³					
Agree		65.3	54.3	84.6	77.0
Unsure/Disagree		34.7	45.6	15.3	23.0
First use of health service:made me happy way treated (hsvhappy) ²³					
Agree		71.4	63.2	85.5	79.6
Unsure/Disagree		28.6	36.8	14.6	20.4
First use of health service:easier to buy condoms from machine (hsvbuyc)					
Agree		22.4	29.3	24.8	34.0
Unsure/Disagree		77.6	70.7	75.2	66.0
Sexual expectations: when will you first have sex (sa_befsex) ³					
not until married		13.6	16.4	6.1	5.9
not until engaged		18.2	6.6	18.0	11.7
not until going steady		13.6	19.7	22.6	13.7
not until in love		13.6	14.8	13.2	24.0
when sexually attracted		40.9	42.6	40.1	44.7
Sexual expectations: age of first sex (sa_befsexage) ³					
20 and older		21.7	12.9	10.3	9.7
by age 19		8.7	1.6	8.2	4.8
by age 18		13.0	9.7	11.7	13.5
by age 17		0.0	9.7	16.8	19.4

	AES		Mainstream	
	Female (%)	Male (%)	Female (%)	Male (%)
N	68	151	1939	2085
by age 16	4.3	22.6	17.2	25.3
Don't Know	52.2	43.5	35.8	27.2
Friends respect me more if had sex (sa_beffriends) ²				
Agree/Unsure	50.0	65.0	23.1	59.7
Disagree	50.0	35.0	76.9	40.3
Gender of first sexual partner (fsgender) ¹				
Male	97.6	3.0	99.0	6.0
Female	2.4	97.0	1.0	94.0
Protection: nothing was used (fsxcontr) ²³				
Yes	31.6	43.5	18.6	15.6
No	68.4	56.5	81.4	84.4
Protection: withdrawal (fswithd) ²³				
Yes	30.8	33.7	17.3	14.2
No	69.2	66.3	82.7	85.8
Protection: condom (fscondom) ²³				
Yes	56.1	46.7	63.6	66.5
No	43.9	53.3	36.4	33.5
Protection: pill (fspill) ¹²³				
Yes	17.9	34.5	12.8	13.8
No	82.1	65.5	87.2	86.2
Protection: emergency after pill (fsmorn) ²³				
Yes	10.5	20.3	5.4	4.3
No	89.5	79.7	94.6	95.7
Protection: other (fsother) ²³				
Yes	8.3	16.1	0.7	1.5
Protection: don't know (fsdk) ²³				
Yes	20.0	43.3	1.4	1.6
Talk before sex (fstalkc) ³				
Yes	25.0	23.5	43.1	43.2

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
Can't Remember		27.3	26.5	23.5	25.4
First sex under influence (fsdrunk) ³					
Yes		34.1	43.6	28.5	33.0
Timing: happened spur of the moment (fstimingr)					
Planned		12.2	13.8	23.2	25.5
Unplanned		80.5	77.7	71.1	68.4
Can't Remember		7.3	8.5	5.7	6.0
First sex regret (fsregretr) ²					
Right Time		31.0	47.9	49.1	54.8
Not Right Time		42.9	33.3	40.3	30.0
Don't Know		26.2	18.8	10.6	15.2
Pressure (sa_behsexpressure) ¹²³					
No Pressure		87.8	91.7	40.4	38.6
he/she put pressure on me		9.8	6.3	14.4	16.0
i put pressure on him/her		2.4	2.1	45.2	45.4
First sex partner (fspartner) ²³					
Yes		61.9	48.9	59.4	53.6
How long went out before sex (fsptimer)					
3 months and under		51.9	71.2	53.9	59.6
Over 3 months		48.1	28.8	46.1	40.4
First sex: pleasurable (fswpleasure) ¹³					
Agree		53.5	83.0	61.0	92.9
Unsure		30.2	11.7	16.2	4.2
Disagree		16.3	5.3	22.8	3.0
First sex: felt closer to them (fswclose)					
Agree		69.8	58.4	62.5	70.8
Unsure		23.3	27.0	15.9	16.0
Disagree		7.0	14.6	21.6	13.2
First sex: felt embarrassed (fswmemb) ¹					
Agree		39.5	8.1	23.2	14.0

	N	AES		Mainstream	
		Female (%)	Male (%)	Female (%)	Male (%)
		68	151	1939	2085
	Unsure	23.3	17.4	20.3	16.8
	Disagree	37.2	74.4	56.5	69.2
First sex: after felt worried (fswworry)					
	Agree	28.6	17.2	38.8	21.3
	Unsure	14.3	23.0	16.7	18.6
	Disagree	57.1	59.8	44.5	60.1
First sex: after felt proud (fswproud) ¹					
	Agree	14.0	48.9	15.3	56.8
	Unsure	34.9	33.0	29.2	25.6
	Disagree	51.2	18.2	55.5	17.6
First sex: friends respected me more (fswfresp) ¹					
	Agree	4.7	31.0	6.0	33.8
	Unsure	32.6	34.5	27.3	36.5
	Disagree	62.8	34.5	66.8	29.7
Protected: how often protected against pregnancy (fswpillr) ²³					
	under half the time	52.5	48.9	32.3	30.9
	most of the time	47.5	51.1	67.7	69.1
Protected: condom use (fswcondr) ²³					
	about half the time and under	48.8	54.3	34.4	30.9
	most of the time	51.2	45.7	65.6	69.1

¹ significant difference between AES males and females

² significant difference between females in AES and mainstream schools

³ significant difference between males in AES and mainstream schools

APPENDIX 3 Detailed Multivariate Results

Cigarette smoking

In order to test whether pupils in the AES sample were more likely than pupils in the HR2 sample to report that they smoked cigarettes at least once a week, logistic regression analyses were undertaken (see Table 3 for results). In the unadjusted model (Model 1) it can be seen that pupils in AES were 4.1 times more likely than mainstream pupils to report that they smoked cigarettes at least once a week. Age became insignificant once gender was fitted, suggesting that the effect observed was not related to the age difference between AES and mainstream pupils (Model 2). Girls were 1.3 times more likely to smoke than boys (Model 2). Adjusting for parental employment status reduced the risk of smoking for AES pupils to 3.9 times more likely (Model 3). Adding household composition reduced the risk of smoking for AES pupils to 3.6 (Model 4). The family process variables are significant predictors of smoking, however, fitting them does not help explain the difference between AES and mainstream pupils in terms of the smoking outcome (Model 5). Including the age at which young people envisioned leaving school and whether they would attend university reduced the odds of smoking to 2.0 for AES pupils (Model 6). Further adjustment for the proportion of peers who smoked cigarettes (Model 7) attenuated the difference in smoking seen between AES and mainstream pupils to non-significance.

Table 3: Variation in AES and mainstream pupils smoking behaviours

N=3450	Model 1 OR (95% CI)	Model 2 OR (95% CI)	Model 3 OR (95% CI)	Model 4 OR (95% CI)	Model 5 OR (95% CI)	Model 6 OR (95% CI)	Model 7 OR (95% CI)
smokes cigarettes at least once a week							
mainstream	1.00	1.00	1.00	1.00	1.00	1.00	1.00
AES	4.07 (3.04, 5.44)	4.17 (3.11, 5.59)	3.93 (2.91, 5.32)	3.60 (2.66, 4.89)	3.76 (2.67, 5.29)	2.01 (1.32, 3.07)	1.37 (0.84, 2.24)
gender							
male		1.00	1.00	1.00	1.00	1.00	1.00
female		1.26 (1.10, 1.44)	1.26 (1.10, 1.45)	1.26 (1.10, 1.45)	1.30 (1.12, 1.50)	1.43 (1.22, 1.69)	1.36 (1.14, 1.62)
age							
< mean age (15.5 years)		1.00	1.00	1.00	1.00	1.00	1.00
> mean age (15.5 years)		1.13 (0.98, 1.29)	1.13 (0.99, 1.30)	1.12 (0.97, 1.28)	1.15 (1.00, 1.33)	1.17 (1.00, 1.38)	1.15 (0.97, 1.36)
father's employment status							
full time			1.00	1.00	1.00	1.00	1.00
part time			0.86 (0.60, 1.23)	0.80 (0.56, 1.15)	0.75 (0.51, 1.09)	0.70 (0.47, 1.05)	0.64 (0.41, 1.01)
not working			1.25 (0.97, 1.61)	1.13 (0.87, 1.47)	1.18 (0.90, 1.55)	1.11 (0.82, 1.49)	1.04 (0.75, 1.44)
missing			1.30 (1.04, 1.62)	1.06 (0.84, 1.34)	1.13 (0.88, 1.45)	1.05 (0.80, 1.38)	0.97 (0.71, 1.31)
mother's employment status							
full time			1.00	1.00	1.00	1.00	1.00
part time			0.90 (0.76, 1.07)	0.94 (0.79, 1.11)	0.93 (0.78, 1.12)	0.96 (0.79, 1.16)	0.96 (0.77, 1.18)
not working			1.00 (0.81, 1.24)	0.99 (0.80, 1.23)	1.02 (0.82, 1.29)	1.00 (0.80, 1.28)	0.99 (0.76, 1.30)
missing			0.93 (0.74, 1.18)	0.88 (0.70, 1.11)	0.91 (0.71, 1.16)	0.85 (0.65, 1.11)	0.84 (0.63, 1.13)
household composition							
biological parents				1.00	1.00	1.00	1.00
single parents				1.59 (1.34, 1.89)	1.45 (1.22, 1.75)	1.43 (1.17, 1.74)	1.36 (1.10, 1.68)
reconstituted household				1.77 (1.40, 2.24)	1.63 (1.28, 2.08)	1.60 (1.23, 2.08)	1.43 (1.07, 1.90)
LAC				2.76 (1.91, 3.97)	2.91 (1.98, 4.28)	2.47 (1.62, 3.76)	2.21 (1.39, 3.51)
missing				1.08 (0.52, 2.26)	1.12 (0.50, 2.49)	0.97 (0.39, 2.44)	0.59 (0.20, 1.73)
parental monitoring							
high					1.00	1.00	1.00
low					1.32 (1.13, 1.54)	1.31 (1.11, 1.55)	1.32 (1.10, 1.59)
parent-child connectedness							
high					1.00	1.00	1.00
low					1.17 (1.01, 1.36)	1.11 (0.94, 1.31)	1.11 (0.93, 1.33)
spending money							
£24 and less per week					1.00	1.00	1.00
£25 and over per week					1.39 (1.17, 1.64)	1.30 (1.08, 1.56)	1.25 (1.02, 1.53)
frequency of family disagreements							
less than weekly					1.00	1.00	1.00
at least once a week					2.33 (1.99, 2.79)	2.31 (1.95, 2.73)	2.17 (1.81, 2.60)
school leaving							
stay on beyond minimum leaving age						1.00	1.00
leave as soon as reach minimum leaving age						2.82 (2.35, 3.39)	2.11 (1.72, 2.58)
missing						5.02 (1.75, 14.39)	5.42 (1.65, 17.84)
future aspirations: will go to university in next 3 years							
likely						1.00	1.00
not likely						0.99 (0.73, 1.35)	1.20 (0.84, 1.70)
unsure						1.08 (0.77, 1.52)	1.22 (0.83, 1.78)
missing						1.59 (0.95, 2.64)	2.03 (1.17, 3.52)
proportion of friends who smoke							
< half							1.00
> half							10.31 (8.00, 13.16)
missing							16.67 (5.89, 45.45)

Drunkennes

In order to test whether pupils in the AES sample were more likely than pupils in the HR2 sample to report that got drunk at least once a week, logistic regression analyses were undertaken (see Table 4 for results). In the unadjusted model (Model 1) it can be seen that pupils in AES were 3.2 times more likely than mainstream pupils to report that they drank to the point of drunkenness at least once a week. When gender and age was fitted, age was attenuated, and the model did not significantly affect the difference between AES and mainstream pupils weekly drunkenness, suggesting that the effect observed was not related to the age difference between AES and mainstream pupils (Model 2). Girls were 1.1 times more likely to get drunk weekly than boys (Model 2). Adjusting for parental employment status and family composition further reduced the odds of weekly drunkenness for AES pupils to 3.1 (Model 3). Adding household composition reduced the risk of weekly drunkenness for AES pupils to 2.9 (Model 4). The family process variables help reduce the odds of weekly drunkenness for AES pupils to 2.5 (Model 5). Including the age at which young people envisioned leaving school and whether they would attend university reduced the odds of smoking to 1.1 for AES pupils (Model 6). Further adjustment for the proportion of peers who smoked cigarettes (Model 7) attenuated the difference in odds of drunkenness seen between AES and mainstream pupils to non-significance.

Table 4: Variation in AES and mainstream pupils drinking behaviours

N=3460	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)
smokes cannabis at least once a month							
mainstream	1.00	1.00	1.00	1.00	1.00	1.00	1.00
AES	3.17 (2.37, 4.23)	3.14 (2.34, 4.22)	3.10 (2.28, 4.20)	2.87 (2.11, 3.90)	2.53 (1.80, 3.58)	1.07 (0.70, 1.64)	0.71 (0.45, 1.13)
gender							
male		1.00	1.00	1.00	1.00	1.00	1.00
female		1.12 (0.96, 1.35)	1.12 (0.96, 1.31)	1.12 (0.96, 1.31)	1.18 (1.00, 1.39)	1.34 (1.11, 1.61)	1.26 (1.03, 1.53)
age							
< mean age (15.5 years)		1.00	1.00	1.00	1.00	1.00	1.00
> mean age (15.5 years)		1.16 (0.99, 1.35)	1.15 (0.99, 1.35)	1.14 (0.98, 1.33)	1.18 (1.00, 1.39)	1.20 (1.00, 1.44)	1.19 (0.98, 1.43)
father's employment status							
full time			1.00	1.00	1.00	1.00	1.00
part time			1.38 (0.96, 1.98)	1.30 (0.90, 1.87)	1.30 (0.89, 1.91)	1.22 (0.80, 1.86)	1.22 (0.78, 1.91)
not working			1.03 (0.77, 1.39)	0.94 (0.69, 1.27)	1.01 (0.74, 1.25)	0.93 (0.66, 1.32)	0.89 (0.62, 1.27)
missing			1.22 (0.95, 1.56)	0.99 (0.76, 1.28)	1.10 (0.84, 1.45)	1.08 (0.79, 1.46)	0.98 (0.71, 1.36)
mother's employment status							
full time			1.00	1.00	1.00	1.00	1.00
part time			0.89 (0.73, 1.08)	0.92 (0.76, 1.13)	0.95 (0.77, 1.17)	1.04 (0.83, 1.31)	1.06 (0.83, 1.35)
not working			0.87 (0.68, 1.12)	0.87 (0.68, 1.12)	0.96 (0.74, 1.25)	1.00 (0.75, 1.33)	0.99 (0.73, 1.34)
missing			1.26 (0.98, 1.61)	1.19 (0.93, 1.53)	1.24 (0.95, 1.62)	1.05 (0.78, 1.42)	1.10 (0.81, 1.49)
household composition							
biological parents				1.00	1.00	1.00	1.00
single parents				1.62 (1.34, 1.96)	1.48 (1.21, 1.81)	1.37 (1.09, 1.71)	1.30 (1.03, 1.64)
reconstituted household				1.68 (1.30, 2.19)	1.52 (1.16, 2.00)	1.35 (1.00, 1.84)	1.21 (0.88, 1.66)
LAC				2.18 (1.48, 3.21)	2.05 (1.36, 3.11)	1.47 (0.93, 2.34)	1.15 (0.70, 1.89)
missing				2.33 (1.16, 4.70)	2.81 (1.33, 5.95)	2.00 (0.81, 4.93)	1.57 (0.58, 4.24)
parental monitoring							
high					1.00	1.00	1.00
low					1.83 (1.52, 2.20)	1.70 (1.38, 2.08)	1.70 (1.38, 2.11)
parent-child connectedness							
high					1.00	1.00	1.00
low					1.07 (0.90, 1.27)	0.94 (0.77, 1.14)	0.93 (0.76, 1.13)
spending money							
£24 and less per week					1.00	1.00	1.00
£25 and over per week					1.73 (2.08, 1.45)	1.63 (1.34, 2.01)	1.62 (1.31, 2.00)
frequency of family disagreements							
less than weekly					1.00	1.00	1.00
at least once a week					2.38 (1.99, 2.83)	2.34 (1.93, 2.84)	2.19 (1.79, 2.67)
school leaving							
stay on beyond minimum leaving age						1.00	1.00
leave as soon as reach minimum leaving age						3.94 (3.26, 4.81)	3.13 (2.54, 3.87)
missing						2.60 (0.98, 6.93)	1.98 (0.70, 5.61)
future aspirations: will go to university in next 3 years							
likely						1.00	1.00
not likely						0.62 (0.45, 0.85)	0.66 (0.47, 0.92)
unsure						0.92 (0.65, 1.30)	0.95 (0.66, 1.36)
missing						1.12 (0.65, 1.93)	1.24 (0.71, 2.18)
proportion of friends who smoke							
< half							1.00
> half							4.72 (3.75, 5.92)
missing							2.14 (0.86, 5.32)

Cannabis use

In order to test whether pupils in the AES sample were more likely than pupils in the HR2 sample to report that they smoked cannabis at least once a month, logistic regression analyses were undertaken (see Table 5 for results). In the unadjusted model (Model 1) it can be seen that pupils in AES were 4.2 times more likely than mainstream pupils to report that they used cannabis at least once a month. Adjusting for age and gender, age was attenuated, and the model did not significantly affect the difference between AES and mainstream pupils smoking behaviours, suggesting that the effect observed was not related to the age difference between AES and mainstream pupils (Model 2). Girls were less likely to smoke cannabis monthly than boys. Adjusting for parental employment status and family composition further reduced the odds of monthly cannabis use for AES pupils to 3.8 (Model 3). Adding household composition reduced the risk of using cannabis monthly for AES

pupils to 3.4 (Model 4). The family process help reduce the odds of monthly cannabis use for AES pupils to 3.3 (Model 5). Including the age at which young people envisioned leaving school and whether they would attend university reduced the odds of monthly cannabis use to 1.9 for AES pupils (Model 6). Further adjustment for the proportion of peers who smoked cigarettes (Model 7) attenuated the difference in odds of monthly cannabis use between AES and mainstream pupils to non-significance.

Table 5 Variation in AES and mainstream pupils cannabis use

N=3459	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)
smokes cannabis at least once a month							
mainstream	1.00	1.00	1.00	1.00	1.00	1.00	1.00
AES	4.19 (3.12, 5.16)	3.93 (2.92, 5.29)	3.80 (2.79, 5.18)	3.43 (2.50, 4.70)	3.26 (2.31, 4.61)	1.87 (1.23, 2.86)	1.25 (0.78, 2.00)
gender							
male		1.00	1.00	1.00	1.00	1.00	1.00
female		0.67 (0.56, 0.78)	0.66 (0.56, 0.78)	0.65 (0.55, 0.77)	0.68 (0.57, 0.81)	0.69 (0.57, 0.84)	0.58 (0.47, 0.71)
age							
< mean age (15.5 years)		1.00	1.00	1.00	1.00	1.00	1.00
> mean age (15.5 years)		1.00 (0.85, 1.18)	1.00 (0.85, 1.18)	0.99 (0.74, 1.17)	1.01 (0.85, 1.19)	1.07 (0.89, 1.29)	1.03 (0.85, 1.26)
father's employment status							
full time			1.00	1.00	1.00	1.00	1.00
part time			1.09 (0.73, 1.63)	1.00 (0.66, 1.51)	0.95 (0.62, 1.46)	0.95 (0.60, 1.51)	0.93 (0.56, 1.54)
not working			1.16 (0.86, 1.58)	1.04 (0.76, 1.41)	1.09 (0.79, 1.50)	1.03 (0.73, 1.46)	0.95 (0.65, 1.39)
missing			1.48 (1.15, 1.90)	1.18 (0.90, 1.54)	1.26 (0.96, 1.67)	1.36 (0.99, 1.81)	1.23 (0.89, 1.71)
mother's employment status							
full time			1.00	1.00	1.00	1.00	1.00
part time			0.96 (0.78, 1.18)	1.02 (0.83, 1.25)	1.02 (0.82, 1.26)	1.09 (0.86, 1.38)	1.12 (0.87, 1.43)
not working			0.89 (0.69, 1.15)	0.87 (0.67, 1.13)	0.91 (0.69, 1.19)	0.92 (0.69, 1.24)	0.91 (0.66, 1.25)
missing			1.05 (0.80, 1.37)	0.98 (0.75, 1.28)	1.00 (0.75, 1.32)	0.91 (0.67, 1.24)	0.92 (0.66, 1.28)
household composition							
biological parents				1.00	1.00	1.00	1.00
single parents				1.70 (1.39, 2.08)	1.53 (1.24, 1.89)	1.44 (1.14, 1.81)	1.35 (1.05, 1.73)
reconstituted household				2.26 (1.74, 2.94)	2.01 (1.53, 2.65)	2.05 (1.53, 2.75)	1.85 (1.34, 2.54)
LAC				3.22 (2.18, 4.74)	3.27 (2.18, 4.91)	2.72 (1.75, 4.24)	2.25 (1.38, 3.66)
missing				1.90 (0.88, 4.08)	2.22 (1.00, 4.93)	1.99 (0.79, 5.02)	1.46 (0.52, 4.12)
parental monitoring							
high					1.00	1.00	1.00
low					1.72 (1.42, 2.09)	1.62 (1.31, 2.00)	1.66 (1.32, 2.08)
parent-child connectedness							
high					1.00	1.00	1.00
low					1.31 (1.10, 1.56)	1.24 (1.02, 1.50)	1.25 (1.02, 1.54)
spending money							
£24 and less per week					1.00	1.00	1.00
£25 and over per week					1.49 (1.23, 1.81)	1.44 (1.17, 1.77)	1.39 (1.11, 1.74)
frequency of family disagreements							
less than weekly					1.00	1.00	1.00
at least once a week					2.08 (1.73, 2.49)	1.93 (1.59, 2.35)	1.74 (1.41, 2.15)
school leaving							
stay on beyond minimum leaving age						1.00	1.00
leave as soon as reach minimum leaving age						2.67 (2.17, 3.28)	1.86 (1.48, 2.33)
missing						0.72 (0.25, 2.10)	0.45 (0.14, 1.42)
future aspirations: will go to university in next 3 years							
likely						1.00	1.00
not likely						0.74 (0.53, 1.03)	0.82 (0.57, 1.17)
unsure						0.90 (0.63, 1.28)	0.95 (0.64, 1.39)
missing						1.07 (0.61, 1.88)	1.24 (0.68, 2.23)
proportion of friends who smoke							
< half							1.00
> half							8.20 (6.49, 10.42)
missing							5.32 (1.94, 14.71)

Penetrative sex

In order to test whether pupils in the AES sample were more likely than pupils in the HR2 sample to report that they had had penetrative sex by mean age 15.5 years, logistic regression analyses were undertaken (see Table 6 for results). In the unadjusted model (Model 1) it can be seen that pupils in AES were 3.2 times more likely than mainstream pupils to report that they had had penetrative sex. Adjusting for age and gender did not significantly affect the difference between AES and mainstream pupils risk of sexual activity, suggesting that the effect observed was not related to the age difference between AES and mainstream pupils (Model 2). Girls were 1.5 times more likely

to have experienced penetrative sex than boys (Model 2). Adjusting for parental employment status further reduced the odds of being sexually active for AES pupils to 3.2 (Model 3), whilst adding household composition reduced the odds to 2.8 (Model 4). The family process whilst significant in predicting penetrative sex, did not further reduce the odds of sexual activity for AES pupils relative to mainstream pupils (Model 5). Including the age at which young people envisioned leaving school, whether they would attend university and whether they expected to have a child (Model 6) attenuated the difference in odds of being sexually active seen between AES and mainstream pupils to non-significance.

Table 6: Variation in AES and mainstream pupils sexual activity

N=3094	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)
has had penetrative sex						
mainstream	1.00	1.00	1.00	1.00	1.00	1.00
AES	3.23 (2.36, 4.42)	3.93 (2.92, 5.29)	3.17 (2.29, 4.40)	2.85 (2.05, 3.97)	2.83 (1.97, 4.08)	0.92 (0.58, 1.46)
gender						
male		1.00	1.00	1.00	1.00	1.00
female		1.50 (1.28, 1.77)	1.16 (1.01, 1.33)	1.16 (1.02, 1.33)	1.19 (1.03, 1.37)	1.30 (1.11, 1.53)
age						
< mean age (15.5 years)		1.00	1.00	1.00	1.00	1.00
> mean age (15.5 years)		1.00 (0.85, 1.18)	1.32 (1.15, 1.51)	1.32 (1.15, 1.51)	1.34 (1.16, 1.54)	1.37 (1.17, 1.61)
father's employment status						
full time			1.00	1.00	1.00	1.00
part time			0.89 (0.63, 1.26)	0.82 (0.58, 1.17)	0.80 (0.56, 1.16)	0.67 (0.45, 1.01)
not working			1.14 (0.88, 1.47)	1.03 (0.79, 1.34)	1.10 (0.84, 1.45)	0.98 (0.72, 1.32)
missing			1.12 (0.89, 1.40)	0.89 (0.70, 1.14)	0.97 (0.75, 1.25)	0.92 (0.69, 1.21)
mother's employment status						
full time			1.00	1.00	1.00	1.00
part time			0.71 (0.60, 0.84)	0.74 (0.63, 0.88)	0.75 (0.62, 0.89)	0.78 (0.64, 0.95)
not working			0.79 (0.63, 0.98)	0.79 (0.64, 0.99)	0.83 (0.66, 1.04)	0.85 (0.66, 1.10)
missing			1.28 (1.02, 1.61)	1.21 (0.96, 1.52)	1.24 (0.97, 1.58)	1.02 (0.78, 1.34)
household composition						
biological parents				1.00	1.00	1.00
single parents				1.68 (1.41, 1.99)	1.57 (1.32, 1.89)	1.52 (1.25, 1.86)
reconstituted household				2.06 (1.62, 2.61)	1.96 (1.53, 2.51)	1.95 (1.49, 2.54)
LAC				2.27 (1.53, 3.36)	2.35 (1.55, 3.54)	1.86 (1.18, 2.93)
missing				2.16 (1.06, 4.40)	2.01 (0.93, 4.33)	2.34 (0.97, 5.67)
parental monitoring						
high					1.00	1.00
low					1.29 (1.11, 1.50)	1.20 (1.01, 1.41)
parent-child connectedness						
high					1.00	1.00
low					1.02 (0.87, 1.18)	0.94 (0.07, 1.11)
spending money						
£24 and less per week					1.00	1.00
£25 and over per week					1.70 (1.44, 1.70)	1.65 (1.32, 1.98)
frequency of family disagreements						
less than weekly					1.00	1.00
at least once a week					1.82 (1.57, 2.11)	1.74 (1.47, 2.04)
school leaving						
stay on beyond minimum leaving age						1.00
leave as soon as reach minimum leaving age						2.91 (2.40, 3.54)
missing						5.43 (1.62, 18.20)
future aspirations: will go to university in next 3 years						
likely						1.00
not likely						1.26 (0.91, 1.75)
unsure						1.10 (0.86, 1.41)
missing						1.81 (0.80, 4.10)
future aspirations: will have a child in next 3 years						
likely						1.00
not likely						0.51 (0.36, 0.70)
unsure						0.60 (0.42, 0.85)
missing						1/0.56 (0.29, 1.12)

Protected sex at sexual debut

There was no significant difference seen in the usage of contraceptive use at sexual debut either before or after adjustment for age between AES and mainstream pupils (see Table 7).

Table 7: Variation in AES and mainstream pupils contraceptive use at sexual debut

	Model 1*	Model 2**
	OR (95% CI)	OR (95% CI)
used contraception inc. EC72 at sexual debut		
mainstream	1.00	1.00
AES	0.81 (0.54, 1.22)	0.83 (0.54, 1.25)
used contraception exc. EC72 at sexual debut		
mainstream	1.00	1.00
AES	0.78 (0.52, 1.16)	0.77 (0.51, 1.16)

* unadjusted model

** adjusted for age and gender

Protected sex at most instances of sex

In order to test whether pupils in the AES sample were more likely than pupils in the HR2 sample to report protected sex at most instances of sex, logistic regression analyses were undertaken (see Table 8 for results). In the unadjusted model (Model 1) it can be seen that pupils in AES were less than half as likely as mainstream pupils to report that they had been protected at most instances of sex. When gender and age was fitted, age was attenuated, and the model did not significantly affect the difference between AES and mainstream pupils being protected at most instances of sex suggesting that the effect observed was not related to the age difference between AES and mainstream pupils (Model 2). There was no gender difference in the reporting of being protected at most instances of sex (Model 2). Adjusting for parental employment status improved the odds of being protected at most instances of sex for AES pupils to 0.4 (Model 3), the odds remained the same when both household composition was added (Model 4) and family process variables were included (Model 5). Including the age at which young people envisioned leaving school and whether they would attend university (Model 6) improved the odds of being protected at most instances of sex to 0.6 and attenuated the difference in odds of being protected at most instances of sex seen between AES and mainstream pupils to non-significance.

Table 8: Variation in AES and mainstream pupils protected sex at most instances of sex

N=1296	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)	OR (95% CI)
has been protected against pregnancy at most instances of sex						
mainstream	1.00	1.00	1.00	1.00	1.00	1.00
AES	0.37 (0.25, 0.54)	0.39 (0.26, 0.57)	0.44 (0.29, 0.67)	0.44 (0.29, 0.67)	0.42 (0.27, 0.66)	0.64 (0.36, 1.13)
gender						
male		1.00	1.00	1.00	1.00	1.00
female		1.06 (0.83, 1.35)	1.09 (0.85, 1.39)	1.07 (0.84, 1.37)	1.01 (0.78, 1.31)	1.06 (0.80, 1.40)
age						
< mean age (15.5 years)		1.00	1.00	1.00	1.00	1.00
> mean age (15.5 years)		0.80 (0.62, 1.01)	0.80 (0.62, 1.02)	0.81 (0.63, 1.03)	0.78 (0.60, 1.01)	0.76 (0.56, 1.00)
father's employment status						
full time			1.00	1.00	1.00	1.00
part time			0.79 (0.58, 1.08)	0.78 (0.57, 1.07)	0.84 (0.61, 1.17)	0.83 (0.59, 1.18)
not working			0.69 (0.47, 1.01)	0.71 (0.48, 1.04)	0.69 (0.46, 1.02)	0.73 (0.48, 1.12)
missing			0.49 (0.34, 0.71)	0.51 (0.35, 0.74)	0.51 (0.35, 0.75)	0.57 (0.38, 0.87)
mother's employment status						
full time			1.00	1.00	1.00	1.00
part time			0.62 (0.34, 1.13)	0.61 (0.34, 1.12)	0.59 (0.32, 1.10)	0.70 (0.36, 1.36)
not working			0.94 (0.61, 1.46)	0.97 (0.63, 1.52)	0.94 (0.60, 1.48)	1.00 (0.61, 1.64)
missing			0.84 (0.58, 1.23)	0.87 (0.58, 1.29)	0.90 (0.59, 1.35)	0.89 (0.57, 1.39)
household composition						
biological parents				1.00	1.00	1.00
single parents				0.98 (0.73, 1.31)	1.00 (0.73, 1.36)	1.03 (0.74, 1.44)
reconstituted household				1.03 (0.69, 1.53)	1.05 (0.70, 1.57)	1.15 (0.75, 1.77)
LAC				0.68 (0.38, 1.22)	0.70 (0.39, 1.26)	0.91 (0.48, 1.73)
missing				0.44 (0.15, 1.26)	0.44 (0.14, 1.44)	0.49 (0.13, 1.86)
parental monitoring						
high					1.00	1.00
low					0.82 (0.62, 1.09)	0.87 (0.64, 1.17)
parent-child connectedness						
high					1.00	1.00
low					0.69 (0.53, 0.90)	0.69 (0.52, 0.91)
spending money						
£24 and less per week					1.00	1.00
£25 and over per week					1.11 (0.84, 1.15)	1.13 (0.85, 1.54)
frequency of family disagreements						
less than weekly					1.00	1.00
at least once a week					0.87 (0.66, 1.14)	0.86 (0.64, 1.15)
school leaving						
stay on beyond minimum leaving age						1.00
leave as soon as reach minimum leaving age						0.51 (0.38, 0.69)
missing						0.81 (0.26, 2.55)
future aspirations: will go to university in next 3 years						
likely						1.00
not likely						0.97 (0.61, 1.53)
unsure						1.11 (0.75, 1.66)
missing						1.79 (0.58, 5.45)
future aspirations: will have a child in next 3 years						
likely						1.00
not likely						1.44 (0.93, 2.24)
unsure						1.18 (0.73, 1.91)
missing						0.83 (0.31, 2.23)

Self-esteem

There was no significant difference seen in self-esteem either before or after adjustment for age between AES and mainstream pupils (see Table 9).

Table 9 Variation in AES and mainstream pupils' self esteem

	Model 1*	Model 2**
	OR (95% CI)	OR (95% CI)
has poor self esteem		
mainstream	1.00	1.00
AES	1.04 (0.77, 1.40)	1.31 (0.96, 1.80)
has high levels of malaise		
mainstream	1.00	1.00
AES	0.84 (0.62, 1.13)	0.97 (0.71, 1.32)

* unadjusted model

** adjusted for age and gender

Age at sexual debut

For those pupils reporting that they were sexually active at the time of data collection, the mean age for sexual debut was 14.4 years. In order to test whether the mean age at sexual debut differed for pupils in the AES and HR2 samples, an independent samples t-test was undertaken. Pupils in AES were found to be significantly younger at sexual debut than pupils in HR2 settings (AES 13.8 years vs. HR2 14.4 years, $t(123)=-2.867$, $p<0.005$, unequal variances assumed).

Age of partner at sexual debut

For those pupils reporting that they were sexually active at the time of data collection, the mean age of their sexual partners was 15.2 years. In order to test whether the mean age of sexual partner differed for pupils in the AES and HR2 samples, an independent samples t-test was undertaken. No significant difference was seen in the reported age of sexual partner at sexual debut (AES 14.9 years vs. HR2 15.2 years, $t(1249)=-1.037$, $p=0.300$, equal variances assumed).

Sexual Health Knowledge

Of the 12 sexual health knowledge questions that were asked to HR2 and AES pupils, 8 items were comparable across all versions of the questionnaires. A total score for sexual health knowledge was created by summing the number of correct responses that pupils gave.

The overall sexual health knowledge score was 4.16 (s.d. 1.46). In order to determine if the sexual health knowledge of pupils in AES differed from those in the HR2 sample, an independent samples t-test for comparison of means was undertaken. No significant difference in sexual health knowledge was observed, suggesting that AES pupils were as knowledgeable as their peers in mainstream schools (AES 4.4 vs. HR2 4.5, $t(216)=-0.694$, $p=0.589$, equal variances not assumed).

However, as sexual health knowledge is significantly correlated with whether or not a pupil is sexually active ($\chi^2(1)=27.59$, $p<0.001$), the decision was made to conduct a sub-group analysis. The results of this showed that pupils who were sexually active in AES settings were significantly more

knowledgeable than pupils who were sexually active in the HR2 sample (AES 5.2 vs. HR2 4.7, $t(138)=3.312$, $p<0.001$, equal variances not assumed). For those pupils who were not sexually active, the opposite pattern was observed, with pupils in the AES sample being less knowledgeable about sexual health than pupils in the HR2 sample (AES 3.3 vs. HR2 4.5, $t(62)=-4.773$, $p<0.001$, equal variances not assumed).

APPENDIX 4 AES Questionnaire

The following pages contain the AES questionnaire.

**THE SEXUAL ATTITUDES AND LIFESTYLE
QUESTIONNAIRE: YOUR ATTITUDES, BELIEFS AND
BEHAVIOUR**

Your answers will remain confidential and will not be seen by:

- anyone at school,
- or your family.

So, please be honest about how you feel and what you think.

FOR ADMINISTRATION PURPOSES ONLY
(AES – pilot 7):

DATE _____

SCHOOL NUMBER _____

SComplete(C) or PC or ResearcherC

EA..... or.....SA orPA

“CODENAME” _____

By answering these questions you will help us find out more about young people and relationships.

There are no 'right' or 'wrong' answers - we just want to know what you think, and something about your experiences.

Young people have different sexual experiences at different ages.

We are interested in your ideas and experiences whatever they are, so please answer these questions as fully and honestly as possible.

Please read the instructions carefully.

If you are not sure what a question means, please put up your hand and one of the researchers will come and help you

ABOUT YOURSELF


*1. **An easy start. Are you male or female?**

(Please tick *only one box*)

male ₀

female ₁

*2. **What month and year were you born? Write it in the space (e.g. 08/93)**

 _____ / _____
(month) (year)

*3. **Do you know your postcode?**

If so, tick 'yes' and write it down, if no tick 'no'.

₁ **yes**, my postcode is:



eg. E H 1 4 8

G 6 6 7

₂ no

*4. **Each week, how much money do you get to spend on what you want?**

Nothing ₁


Less than £7 ₂

£7-£12 ₃

£13-£18 ₄

£19-24 ₅

£25-29 ₆

£30 or more ₇ Please write in  _____

5. **Is it likely that you will be doing the following in 3 years' time?**
 (Please tick **one box per line**)

	likely	unsure	unlikely
a) be in a secure job/apprenticeship?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) be in a training scheme? (e.g. Skillseekers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) be at college or university?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) be unemployed/in casual work?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) be living with boyfriend/girlfriend or husband/wife?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) have a child/children?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

*6a. **Over the past 2 years, which adults have you stayed with most of the time?**
 (Please tick **all that apply**)

my mother	<input type="checkbox"/> ₁
my father	<input type="checkbox"/> ₂
my step-mother (father's partner)	<input type="checkbox"/> ₃
my step-father (mother's partner)	<input type="checkbox"/> ₄
my grandmother	<input type="checkbox"/> ₅
my grandfather	<input type="checkbox"/> ₆
I live in a foster home	<input type="checkbox"/> ₇
I live in a care home	<input type="checkbox"/> ₈
other (please state)	<input type="checkbox"/> ₉

 _____

- *6b. Over the past 2 years, have you had a change in who looks after you most of the time (e.g. parent(s)/guardian(s)/carer(s))?
(Please tick *all that apply*)

- | | | |
|---|--------------------------|---|
| stayed with the same parent(s)/guardian(s)/carers | <input type="checkbox"/> | 1 |
| 1 change in who looks after me most | <input type="checkbox"/> | 2 |
| 2 changes in who looks after me most | <input type="checkbox"/> | 3 |
| 3 changes in who looks after me most | <input type="checkbox"/> | 4 |
| 4 changes in who looks after me most | <input type="checkbox"/> | 5 |
| 5 or more changes in who looks after me most | <input type="checkbox"/> | 6 |

7. Where did you grow up? (e.g. Penicuik) Please write in

 _____

8. Here is a list of things that teenagers sometimes do in their free time, when they aren't at school. What do you do?
(Please tick *one box per line*)

- | | more
than
once a
week | about
once a
week | less
often | never/not
applicable |
|---|--------------------------------|--------------------------|--------------------------|--------------------------|
| a) exercise or do sports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) read books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) go to watch sport matches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) go out with my
boyfriend/girlfriend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) hang around the street or park | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) play computer games/games
consoles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) go to discos or clubs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) go on the 'pull' | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. How much do you agree or disagree?
(Please tick **one box per line**)

	strongly agree	agree	disagree	strongly disagree
a) most of the time I am satisfied with the way I look	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am proud of my body	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I like myself	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am a failure	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

***10. Please say how much you agree or disagree.**
(Please tick **one box per line**)

	strongly agree	agree	unsure	disagree	strongly disagree
a) I like to explore strange places	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) I like to do frightening things	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) I like new and exciting experiences, even if I have to break the rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) I prefer friends who are exciting and unpredictable	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

ABOUT YOUR FAMILY

- *11. These questions are about the rules for going out in your spare time (evenings/weekends/holidays).
(Please tick *one box per line*)**

	always	usually	sometimes	never
a) do you have to be back by a certain time?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) does anybody stay up until you get home?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) do you have to telephone/text your parents/guardians/carers if there is a change of plans?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) do your parents/guardians/carers <u>really</u> know where you are?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- *12. Please tell us if your mother/female guardian/female carer is:
(Please tick *all that apply*)**

in full time paid work	<input type="checkbox"/>	1
in part time paid work	<input type="checkbox"/>	2
in full time housework	<input type="checkbox"/>	3
unemployed	<input type="checkbox"/>	4
a student	<input type="checkbox"/>	5
sick/disabled	<input type="checkbox"/>	6
retired	<input type="checkbox"/>	7
not sure	<input type="checkbox"/>	8
I don't have a mother/female guardian/female carer	<input type="checkbox"/>	9

- *13. Please tell us if your father/male guardian/male carer is:**
(Please tick *all that apply*)

- in full time paid work ₁
- in part time paid work ₂
- in full time housework ₃
- unemployed ₄
- a student ₅
- sick/disabled ₆
- retired ₇
- not sure ₈
- I don't have a father/male guardian/male carer ₉

- 14. How often do you have serious disagreements or arguments with your parents/guardians/carers about things (for instance drinking, your friends, homework, tidiness or what you wear)?**
(Please tick *only one box*)

I seriously disagree or argue with my parents/guardians/carers...

- every day ₁
- most days ₂
- weekly ₃
- less often ₄
- never ₅

15. Here is a list of things which some families do together. How often do you do each thing?

(Please tick one box per line)

	more than once a week	about once a week	less often	never/not applicable
a) eat a meal together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) go for a walk or play sport together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) go places together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) do other things as a family group	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. How would you describe your parents/guardians/carers?

(Please tick one box per line)

My parents/guardians/carers...

	strongly agree	agree	unsure	disagree	strongly disagree
sense when I'm upset about something	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
try to control everything I do	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
encourage me to talk about my difficulties	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
treat me like a baby	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

HOW YOU FEEL

17. Over the past couple of months have you...
(Please *circle one answer per line*)

- | | | | | |
|--|---------------------------------|---------------------------------|-------------------------------------|-----------------------------------|
| a) been able to concentrate on whatever you're doing? | better than usual ₁ | same as usual ₂ | less than usual ₃ | much less than usual ₄ |
| b) felt capable about making decisions about things? | more so than usual ₁ | same as usual ₂ | less so than usual ₃ | much less than usual ₄ |
| c) been able to enjoy your normal day-to-day activities? | more so than usual ₁ | same as usual ₂ | less so than usual ₃ | much less than usual ₄ |
| d) been losing confidence in yourself? | not at all ₁ | no more than usual ₂ | rather more than usual ₃ | much more than usual ₄ |
| e) been thinking of yourself as a worthless person? | not at all ₁ | no more than usual ₂ | rather more than usual ₃ | much more than usual ₄ |
| f) been feeling reasonably happy, all things considered? | more so than usual ₁ | same as usual ₂ | less so than usual ₃ | much less than usual ₄ |

SCHOOL/EDUCATION SETTING

18a. How long have you been at your current school/educational environment?


 _____

18b. How many different secondary schools/educational environments have you attended?


(Please tick *only one box*)

- 1 school ₁
- 2 schools ₂
- 3 schools ₃
- 4 schools ₄
- 5+ schools ₅

18c. How many exams are you doing this year?

How many standard grades are you doing in total?  _____

How many are at credit/general level?  _____

How many are at general/foundation level?  _____

Other examinations  _____

Don't know ₉₉

***19. Are you planning to leave school when you are 16 years old?**
(Please tick **only one box**)

Yes, leave as soon as possible ₁

No, leave at an older age ₂

Don't know ₃

20. How much do you agree with the following statements about this educational environment you are in now?
(Please tick **one box per line**)

	strongly agree	agree	unsure	disagree	strongly disagree
a) I like this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) when I get the chance I skip/not attend this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) when I get the chance I skive/not try at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) teachers in my school never trust pupils to organise things	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) teachers in my school treat pupils with respect	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

21. Think about your friends, how many:
(Please tick **one box per line**)

	none	a few to a third	about half	most	all
a) are female?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) are male?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) have left school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) smoke cigarettes most days?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) get drunk most weeks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) do you think have had penetrative sex?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

22. Do you agree or disagree?
(Please tick **only one box**)

	agree	unsure	disagree
a) I find it difficult making new friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) I have never been bullied at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

ALCOHOL AND DRUGS

- *23. In the last twelve months, how often have you got drunk?**
*(Please tick **only one box**)*

- | | |
|----------------------------|---------------------------------------|
| Never | <input type="checkbox"/> ₁ |
| Less than once a month | <input type="checkbox"/> ₂ |
| About once a month | <input type="checkbox"/> ₃ |
| About 2 or 3 times a month | <input type="checkbox"/> ₄ |
| About once a week | <input type="checkbox"/> ₅ |
| More than once a week | <input type="checkbox"/> ₆ |

- *24. In the last twelve months, how often have you smoked tobacco (cigarettes)?**
*(Please tick **only one box**)*

- | | |
|----------------------------|---------------------------------------|
| Never | <input type="checkbox"/> ₁ |
| Less than once a month | <input type="checkbox"/> ₂ |
| About once a month | <input type="checkbox"/> ₃ |
| About 2 or 3 times a month | <input type="checkbox"/> ₄ |
| About once a week | <input type="checkbox"/> ₅ |
| More than once a week | <input type="checkbox"/> ₆ |
| Every day | <input type="checkbox"/> ₇ |

- 25. In the last twelve months, how often have you used cannabis (hash, weed, grass)?**
*(Please tick **only one box**)*

- | | |
|----------------------------|---------------------------------------|
| Never | <input type="checkbox"/> ₁ |
| Less than once a month | <input type="checkbox"/> ₂ |
| About once a month | <input type="checkbox"/> ₃ |
| About 2 or 3 times a month | <input type="checkbox"/> ₄ |
| About once a week | <input type="checkbox"/> ₅ |
| More than once a week | <input type="checkbox"/> ₆ |

SEX EDUCATION

- 26. Are you comfortable talking about sex with the following people?**
(Please tick **one box per line**)

	never have / does not apply	Yes- comfortable	No- uncomfortable
Mother/female guardian/female carer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Father/male guardian/male carer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Boyfriend/girlfriend	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Sex education teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

- 27. Have your parents/guardians/carers talked to you about the following in the last year?**
(Please tick **one box per line**)

	very often	quite a lot	just a little	not at all
when it is okay to have penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
how to avoid sexually transmitted infections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
contraception (ways to avoid pregnancy when having penetrative sex e.g. condoms, the pill)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
getting pregnant/getting someone pregnant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

28. Do you know your parents/guardians/carers views on the following topics?
(Please tick one box per line)

My parents/guardian/carers...

	strongly agree	agree	unsure	disagree	strongly disagree
a) thinks people should be in a loving relationship before having penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) would disapprove of me having penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) would want me to use <u>condoms</u> if I had penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) would want me/the person I had penetrative sex with to go on the <u>pill</u> if I had penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) might "kick me out" if I got pregnant/got a girl pregnant while I was still at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

- *29. Did you have any sex education in any school?**
(Please tick **only one box**)

no ₂ if 'no',  go to question **32**

yes ₁ if 'yes',  please answer the questions below

- 30. For you, did your sex education at school start...**
(Please tick **only one box**)

at about the right age ₁

too early ₂

too late ₃

- 31. In your school sex education, were the following topics talked about?**
(Please tick **one box per line**)

	yes	no	don't remember it being discussed
a) contraception (ways to avoid pregnancy when having penetrative sex e.g. condoms, the pill)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) where to get help about contraception	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) where to get help about sexually transmitted infections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) how to use condoms properly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) how to avoid sexually transmitted infections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

32. Do you think the following statements are true or false?

<i>(Please tick one box per line)</i>	true	false	don't know
a) a girl <u>cannot</u> get pregnant if it is the first time she has sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) overall, oral sex is safer than penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) all diseases caught from having sex can be cured with medical treatment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) if someone has a infection caught from having sex, they may show no sign of it at all	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) a girl under 16 thinks she may be pregnant: doctors will tell her parents if she seeks advice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) a girl can get pregnant if she has sex standing up	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) a girl can get pregnant if the man/boy withdraws before ejaculation/coming	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) condoms (when properly used) provide more protection against sexually transmitted infections than the pill	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) chlamydia is <u>not</u> a sexually transmitted infection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) when putting on a condom you should leave a space at the tip	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k) if you use a lubricant with a condom it should be oil based (e.g. vaseline, massage oil)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

33. Do you know when emergency contraception ('the morning after pill') can be used?

*(Please tick **one box**)*

the morning after	up to two days later (48 hours)	up to three days later (72 hours)	up to a week later (168 hours)	don't know
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

34. From where have you learned about sex?
(Please tick one box per line)

	Learned a lot	Learned a little	Learned nothing
a) my mother/female guardian/female carer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) my father/male guardian/male carer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) other family members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) school sex education class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) boyfriend/girlfriend	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) the internet/web	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) magazines	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) television	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) sexual health service(s) / drop-in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k) pornography (porn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃



* 35a. Do you recognise the logo above? (👉)

yes ₁ → If 'yes', where have you seen it? ✍️ _____

no ₂

* 35b. Other than the logo, have you seen or heard anything about HEALTHY RESPECT?

yes ₁ → If 'yes', what did you see or hear? ✍️ _____

If 'yes', where did you see or hear it? ✍️ _____

no ₂

YOUR ATTITUDES/VALUES

Please answer the following questions based on what you think NOW about these issues.

- 36. Below are some things people say about relationships and sex. We would like to know what your views are. Do you agree or disagree:**
(Please tick **one box per line**)

	agree	unsure	disagree
it is not embarrassing to use a condom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
pregnancy is a risk you have to take to enjoy penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
using a condom would reduce sexual enjoyment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
if things got sexual I will tell my partner exactly how far I want to go	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
one of the things I fear most about sex is becoming pregnant/getting someone pregnant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

- 37. In the future, if you have penetrative sex with someone and don't want to get pregnant/get them pregnant, do you plan to:**
(Please tick **one box per line**)

	plan to	unsure	do not plan to
discuss condoms before having penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
<u>always</u> use a condom during penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

38. Would it be easy or difficult for you to:
(Please tick **one box per line**)

(Please tick **one box per line**)

	easy	unsure	difficult
get condoms of your own	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
suggest using condoms to a partner	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
use a condom properly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃





We now want to learn about your attitudes to **FORCING** people to have penetrative sex.

39. I might force someone to have penetrative sex if:
(Please tick **one box per line**)

	agree	unsure	disagree
a) I was so turned on I couldn't stop	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) we'd both been drinking	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) I thought nobody would find out	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) I'd had penetrative sex with him/her before	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

HEALTH SERVICES

***40a. Can you think of any health services, clinics or places you could visit if you wanted to get the following?**

- | | yes | Where? (please give all names) |
|--|---------------------------------------|---|
| a) free condoms | <input type="checkbox"/> ₁ |  _____ |
| b) emergency contraception (the "morning after" pill) | <input type="checkbox"/> ₁ |  _____ |
| c) free contraception (e.g. the pill) | <input type="checkbox"/> ₁ |  _____ |
| d) advice on penetrative sex (e.g. pregnancy, sexually transmitted infections) | <input type="checkbox"/> ₁ |  _____ |

40b. Have you used any sexual health services, clinics or drop-ins ?

- Yes ₁
- No ₂


*41. Have you ever had penetrative sex?

no ₂ if 'no',  PLEASE GO TO question **43**

yes ₁ if 'yes',  PLEASE GO TO question **42**

*42. BEFORE you FIRST had penetrative sex, did you talk to a doctor, nurse or other professional about...


(Please tick *all that apply*)

	Yes	No
a) whether or not you were ready to have penetrative sex	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
b) how to protect yourself against sexually transmitted infections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
c) how to protect yourself/the person you had penetrative sex with against pregnancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
d) getting condoms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
e) how to use condoms properly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
f) getting other types of contraception (e.g. the pill)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
g) something else (please state)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
 _____		
h) I did not talk to a professional before I had penetrative sex for the first time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀

43. IF you have used a sexual health service, thinking about the **FIRST** time you attended, how much do you agree or disagree with the following:
(Please tick **one box per line**)

	agree	unsure	disagree
a) it was aimed at people like me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) it was a good source of information for young people about sexual health and relationships	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) it was friendly, accessible and approachable	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) I was happy with the way I was treated	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) it's easier just to buy condoms from a machine than to get them from a health service	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

BEHAVIOUR

If you **HAVE** had penetrative sex,
please  go to question 45

If you **HAVE NOT** had penetrative sex,
please  go to question 44

44. When do you expect to **first** have penetrative sex?

A. *(Please tick **only one box**)*

- | | |
|----------------------------|---------------------------------------|
| not until I'm married | <input type="checkbox"/> ₁ |
| not until I'm going steady | <input type="checkbox"/> ₂ |
| not until I'm in love | <input type="checkbox"/> ₃ |
| when sexually attracted | <input type="checkbox"/> ₄ |
| don't know | <input type="checkbox"/> ₅ |

Again, when do you expect to **first** have penetrative sex?

B. *(Please tick **only one box**)*

- | | |
|------------------|---------------------------------------|
| when 20 or older | <input type="checkbox"/> ₁ |
| by the age of 19 | <input type="checkbox"/> ₂ |
| by the age of 18 | <input type="checkbox"/> ₃ |
| by the age of 17 | <input type="checkbox"/> ₄ |
| by the age of 16 | <input type="checkbox"/> ₅ |
| don't know | <input type="checkbox"/> ₆ |

C.

*(Please tick **only one box**)*

- | | agree | unsure | disagree |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| my friends would respect me more if
I'd had penetrative sex | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |


Now,  please go to question 60

For those who HAVE had penetrative sex

Please answer the following questions about your **first** experience of having penetrative sex.

***45.** When you **FIRST** had penetrative sex, how old were you?

 _____


***46.** When you **FIRST** had penetrative sex, how old was the person you had penetrative sex with?  _____

***47.** Was the **FIRST** person you had penetrative sex with male or female?
(Please tick **only one box**)

male ₀

female ₁

***48.** When you **FIRST** had penetrative sex, did you or the person you had penetrative sex with use protection against pregnancy or sexually transmitted infections?
(Please tick **all that apply**)


	Yes	No
Nothing was used to protect against pregnancy or sexually transmitted infections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
penis pulled out before ejaculation/"cumming"	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
condom was used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
I/the person I had penetrative sex with was on the pill	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
I/ the person I had penetrative sex with used emergency contraception (the 'morning after pill')	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
other (please describe below)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
 _____		
don't know	<input type="checkbox"/> ₇	<input type="checkbox"/> ₀

- *49. **Did you talk about protecting yourself from pregnancy and sexually transmitted infections with the person you had penetrative sex with BEFORE having penetrative sex for the FIRST time?**
(Please tick **only one box**)

yes ₁
no ₂
can't remember ₃

- *50. **Were you drunk or stoned when you FIRST had penetrative sex?**
(Please tick **only one box**)

no ₂

yes ₁ → If 'yes', what drink/drugs had you had?  _____

- *51. **Which of these statements best describes how the FIRST time you had penetrative sex came about?**
(Please tick **only one box**)

it just happened on the spur of the moment ₁
I expected it to happen soon, but was not sure when ₂
I planned it myself, without the person I had sex with ₃
we planned it together ₄
it was completely unexpected ₅
can't remember ₆

- *52. **Looking back now to the FIRST time you had penetrative sex, which of these statements applies?**
(Please tick **only one box**)

I wish I'd waited longer ₁
I wish I'd not waited so long ₂
it was at about the right time ₃
it shouldn't have happened at all ₄
don't know ₅

- *53. When you FIRST had penetrative sex which of these was true?
(Please tick **only one box**)

he/she put pressure on me ₁
 there was no pressure either way ₂
 I put pressure on him/her ₃

- *54. Thinking of the FIRST time you had penetrative sex, was the person you had penetrative sex with a boyfriend or girlfriend?

No ₀ if 'No' ,  please go to questions **56**

Yes ₁ if 'Yes' ,  please go to the question below (**55**)

- *55. If the person was your boyfriend/girlfriend at the time you FIRST had penetrative sex, how long had you gone out with him/her before you had penetrative sex?
(Please tick **only one box**)

less than 1 week ₁
 between 1 and 2 weeks ₂
 between 2 weeks and 1 month ₃
 between 1 month and 3 months ₄
 between 3 months and 6 months ₅
 between 6 months and 1 year ₆
 over 1 year ₇

***56. Thinking about when you FIRST had penetrative sex, how much do you agree or disagree that:**
(Please tick *one box per line*)

	Agree	unsure	disagree
a) it was pleasurable	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) I felt closer to him/her	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) I felt embarrassed	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) afterwards I felt worried	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) afterwards I felt proud	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) my friends respected me more	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

The next questions involve thinking carefully about ALL the times you have had penetrative sex ever

*57. How many people have you had penetrative sex with EVER?  _____

*58. How often were you or the person you had penetrative sex with protected against pregnancy? (Do not count emergency contraception – “the morning after pill”)?
(Please tick *only one box*)

- | | | |
|---------------------|--------------------------|---|
| never | <input type="checkbox"/> | 1 |
| not very often | <input type="checkbox"/> | 2 |
| about half the time | <input type="checkbox"/> | 3 |
| most of the time | <input type="checkbox"/> | 4 |
| always | <input type="checkbox"/> | 5 |
| don't know | <input type="checkbox"/> | 6 |

*59. How often did you or the person you had penetrative sex with use a condom?
(Please tick *only one box*)

- | | | |
|---------------------|--------------------------|---|
| never | <input type="checkbox"/> | 1 |
| not very often | <input type="checkbox"/> | 2 |
| about half the time | <input type="checkbox"/> | 3 |
| most of the time | <input type="checkbox"/> | 4 |
| always | <input type="checkbox"/> | 5 |
| don't know | <input type="checkbox"/> | 6 |

NOW ON TO SOMETHING COMPLETELY DIFFERENT!
TELEVISION AND FILMS


60. On an average school day, how many hours do you spend watching TV/DVDs (outside of school)?


- less than one hour per day ₁
- 1-2 hours per day ₂
- 2-4 hours per day ₃
- 4-6 hours per day ₄
- 6-8 hours per day ₅
- more than 8 hours per day ₆


61. On an average weekend, how many hours do you spend watching TV/DVDs?

- less than one hour per day ₁
- 1-2 hours per day ₂
- 2-4 hours per day ₃
- 4-6 hours per day ₄
- 6-8 hours per day ₅
- 8-10 hours per day ₆
- more than ten hours per day ₇


62. What are your 3 favourite TV programmes?


 _____


 _____

 _____

63. Finally, what are your 3 favourite films?

 _____

 _____

 _____

😊 THANK YOU FOR FILLING IN THIS QUESTIONNAIRE 😊



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