A study to identify the factors of influence on headteachers when considering whether or not to include sex education in the primary curriculum

Thesis

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Thesis Title:
A Study to Identify the Factors of Influence on Headteachers When Considering Whether or not to Include Sex Education in the Primary Curriculum

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CHAPTER 5  METHODOLOGY

This chapter is comprised of a brief exploration of the key issues for research that were considered in relation to this project.

5.1 Qualitative versus quantitative data

In terms of dealing with the data produced...

'Some see quality and quantity as a fundamental dichotomy in social science research' (Robson 1993).

Experimental and survey strategies generally lead to quantitative data analysis, and case studies to qualitative, but there is no best method and the methods used will be largely determined by the kind of research questions one is trying to answer. The methods chosen must be those which are appropriate and which the researcher can understand and handle. Quantitative data are generally analysed by using one of the many computer programme packages available and subjecting them to one or more of the statistical methods which have been developed.

On the other hand, qualitative data have no clearly accepted set of conventions for their analysis, with many qualitative researchers regarding the analysis of the data as more of an art than a science (Robson 1993). This does not obviate the need to deal with the data systematically, and this, like quantitative analysis can be managed through some of the standard packages for computers. The abilities of the human analyst to think clearly and process information in a meaningful and useful manner are
essential (Fetterman 1989). This emphasises the need to be aware of many pitfalls including, overloading data collection, ignoring information which conflicts with hypotheses, and the tendency to interpret co-occurrence as evidence of correlation, and so on.

Qualitative data need to be explored and explanations carefully built, often beginning to analyse the data during the collection, and maintaining this as an ongoing process. Displays, charts, matrices, summary tables, and the like are useful strategies in making sense of qualitative data and helping draw conclusions from it. Issues of credibility, transferability, dependability and confirmability need to be addressed in this type of research.

It seemed to me that the pilot study component of this research would generate qualitative data which would require individual and innovative analysis. Obtaining data from a larger group of heads would need some type of questionnaire or inventory which would produce quantitative data, analysed using the SPSS facilities.

5.2 Interview or questionnaire

The distinction commonly made between what people know, do, think or feel, leads to questions or observations concerned with facts, behaviours, beliefs and attitudes. Details about beliefs and attitudes are relatively more difficult to obtain compared to details about facts or behaviours, and therefore the ways of obtaining the data will depend on the nature of the research. In undertaking research with people the choice of the means of
collecting the data ranges over many different methods, from observation, interviewing or the use of some kind of questionnaire. Some research projects are based on one method, while others use a combination of established methods or develop innovative ones for specific purposes. The particular methods used will depend on the nature of the research, the expected outcomes, the reasons for the project, and a host of other factors which determine what is done. I anticipated using both interviews and questionnaires in this research.

The impersonal, and possibly anonymous questionnaire might have the advantage of obtaining straight, even blunt answers to questions which would be difficult to obtain in an interview. This would be particularly useful in dealing with sensitive issues such as sex education. Questionnaires can reach large and widely distributed groups of people and are relatively cheap to administer. Interviews may be seen as a purposeful conversation between two people, initiated by the researcher for a specific purpose, and ranging from the completely unstructured interview to the totally structured, which differs little from a self administered questionnaire, except that it is delivered face to face. The content for any data collecting device is determined by the research objectives.

Interview techniques are flexible and adaptable. They offer opportunities for modifying a line of enquiry, following up unexpected responses, investigating underlying motives and the interpretation (and possible modification) of non-verbal responses. But the advantages which come from the use of interviews demand considerable knowledge and skill on the part of the interviewer, and the appropriateness of this method. Interviewing
is time consuming and therefore expensive in terms of cost and effort. It allows the researcher to collect data from only one person at a time, the details need to be transcribed after the interview, and possible travelling and appointment costs etc. create further disadvantages. This time/expense factor cuts down on the numbers a researcher can handle and the localities from which they are drawn. Given these considerations the use of an unstructured interview seemed appropriate for the pilot study.

Care over the management of the interview, complete compliance with the schedule, adhering strictly to the parameters of the interview plan, and above all eliminating the numerous possibilities of bias implies a possible lack of standardisation which raises concerns about reliability. There are circumstances when it is difficult to get people to agree to be interviewed either because of the nature of the subject of the interview and/or the need for confidentiality, or even anonymity.

The social interaction of the interview is different to an ordinary conversation and the behaviour of both participants will have a major influence on the outcome of the interview. Social conventions operate strongly in a face to face situation and may prevent a person expressing what he thinks are socially or professionally unacceptable views. It is important to avoid long, biased, ambiguous or double barrelled questions, the use of jargon or 'leading' questions. The use of tape recorders or note-taking also add to the possible difficulties of the interview.

The other common method of data collection is the questionnaire. The self completed questionnaire is very efficient in terms of researcher time and
effort and therefore very cost effective. The constraints of time, cost, distance, size of cohort, one to one contact, need for appointments, are considerably less than for the interview and this often makes the use of one of the questionnaire methods very attractive. But this method is not without its problems. The data are sometimes superficial, there are limits on the degree to which the honesty and seriousness of the answers can be verified. Open-ended questions pose a very time consuming analysis process and there is little control over response rates. Any anonymity which the postal questionnaire might provide creates difficulties for follow-up and reminders. I recognised that the postal questionnaire would enable me to reach a potentially larger group of heads than the interview, would better eliminate my own personal bias, and would enable heads to remain anonymous if they wished.

The preparation and design is important, and attention to presentation details can do much to affect the potential response rates. The use of various rating scales (Likert, Thurstone, Guttman etc) is also a device which is often used to collect survey data.

By way of summary I found that the following questions needed to be addressed with regard to the data collection:

What is the information being sought? What method would be most appropriate to collect the data? Is the collecting technique 'standard' or 'innovative'? Is more than one method being proposed? Are full details of the collecting strategy explained? Is a pilot study being used to develop initial concepts etc.? Is the range of data sought
fairly balanced for all respondents? Are any questions offensive, biased, trivial, ambiguous or 'woolly'?

And similarly, these questions asked concerning measurement issues:
Have all necessary variables to be measured been included? Will more than one measurement strategy be used? What methods of analysis will be used? Are they appropriate? Will they be reliable, valid and credible? Can the results be conveyed in a jargon-free manner to an audience?

5.3 Bias:

Questions of bias can profoundly affect research at all levels and stages of a project. The possibilities for bias are endless and include such areas as; personal bias of researcher, flawed sampling methods, partisan choice of literature, imbalance in the range of variables, and so on. It is vital to be aware of the possible potential for bias at all stages and take action to eliminate or minimise it as far as possible. Bias can completely invalidate the project. Because I am very strongly pro-sex education it was essential that I was vigilant throughout this project to the dangers of bias.

5.4 Desirability, acceptability:

Notions of social and educational desirability and acceptability affect research in two ways. Firstly there is the influence which comes from respondents' perceptions of the research topic which might influence their answers, or in some cases, willingness to participate if they regard the
subject as undesirable. Secondly there is the residual influence in the subject of the research which may be generally regarded by the majority of potential respondents as unacceptable. In dealing with possible individual responses to the subject matter, it is important to present the topic in such a way that any respondent is made to feel that their views will make a vital contribution to the investigation. In dealing with a subject like sex education, which many people find problematic, it would be necessary to present it as an important and necessary topic for consideration, and explain how important respondents' views would be.

5.5 Role:

Educational research has a role to play in the development of education, and may well be more effective when undertaken by teachers, and others who have direct experience of the educational process. Such a person, the practitioner-researcher, is seen to occupy a potentially influential role in undertaking research since they work in the area in which the research is taking place. They will have pre-existing knowledge and experience of the situation as it is and may already perceive what opportunities for change are possible. Such insights which the role provides should inform the design and thrust of any research proposals.

Though the practitioner-researcher is ideally placed for such work, the position is not without problems. Finding the time to follow a full time job and undertake research could be difficult, or they may lack the experience or confidence to pursue the project. They may also have preconceived ideas about the issues and possible solutions, occupy a
position within the hierarchical structure which makes access difficult or find that the subject of the research raises sensitive issues in terms of professional relationships or career prospects.

As a practising head, with longstanding experience and knowledge in developing sex education, I regard myself to be well placed in undertaking this research. I accept the need to be careful of any preconceived ideas or solutions I might have, and to be realistic about demands on my time.

5.6 Research Credibility

Research needs to be believable, both to those who are participating in it and those to whom the findings are addressed. Obviously the research topic must be worthy of investigation with practical and/or theoretical relevance with some clear perception of what effects may flow from the study indicated. This will require that the research subject is clearly defined and implemented with methodology appropriate to the project.

The concept of credibility affects research in two ways. Firstly there is the initial impact of whether or not the subject of the research is to be 'believed in' and likely to be seen as worthwhile, weighty, of interest or potentially valuable to those who are involved with it in some degree. If it is not seen as likely to generate some useful answers, it will probably fail to attract interest or support.

This has implications for areas of research which are contentious or sensitive, and much will therefore depend upon the way these topics are
introduced and launched, as to whether or not they can become serious and viable research projects. As far as sex education is concerned, those heads who are in favour of it will see the research as worthwhile, but it will be essential to convince those who are opposed to it, that their reasons are equally valid and essential in order to obtain a true and balanced understanding of the factors which influence heads.

The second aspect of the credibility concept is whether the finished project, produces results which can be believed. This will be borne out if the findings present a credible body of information which will substantiate claims, validate experiments, confirm theories, promote change or development and/or generate discussion which fulfils the aims of the research.

5.7 Theory and research versus practice

The contribution of research to the development of education cannot be underestimated. There are considerable 'milestones' along the research road which have had substantial effect on the way education has developed. It has not provided all the answers being posed about education, but in many instances, more is known about certain aspects of education than has been put into practice. In the case of sex education, research by Farrell (1978), Goldman and Goldman (1982) and Lewin (1984) has provided the sort of illuminative data to enable its development. The fact that teachers often seem unaware of what research has taken place has probably more to do with communicating the results rather than professional disinterest.
Rapid changes in policy, often driven by political pressures, are not always supported with adequate theory or research before being implemented. Research can define the limits for educational choice, inform discussion of controversial matters, evaluate innovation and change and confirm whether or not aims are being met. Education is highly responsive to changes in society, beliefs, values and behaviours, and teachers' intuition and insight benefit from being verified by scientific means. Arguably, the current situation regarding sex education has been influenced by both political and social factors.

The idea that theory and research, on the one hand, and practice on the other, are in some way competing with, or opposed to each other is a view which is quite untenable. Even at the most simplistic level teachers working in the practical scenarios of their classrooms will think about, ponder, work out (theorise) the work to be done; try out different ideas and experiment with different approaches (research) while building up that body of experience which may be said to make them good teachers (practice). But while these natural and taken-for-granted aspects of the way teachers work would not normally be seen in terms of theory and research versus practice, all that the teacher does and is will be rooted in the theory, research and practice of education.

The education system has been developed over the years, refined and changed, by virtue of those concerned with it proposing theories, supporting, promoting or validating them by research and enabling practice to change and develop gradually into what it currently is. Some areas, like basic education and management skills, have been popular areas of
research and development. Other topics, like sex, drugs, death, abuse, for example have not been popular or easy areas to research and develop.

The training of teachers, the management of the system, the continuing expansion of the body of theory and practice, the development of methods and aids will all have been shaped in some way by some kind of research, and to some extent it could be said that the three elements of theory, research and practice are inter-related and inter-dependent.

5.8 The sample

The use of what might be called an opportunity sample, that is an easily accessible population to the researcher, might be acceptable for a pilot study, but results from this kind of sample could not be used in research which sought to have a wider and more generalised application across the system. Groups of volunteers, one's own colleagues, the neighbouring school, may be quite atypical of others. Care must be taken to include a wide range of respondents, from differing backgrounds, from situations which represent the widest possible range of characteristics found in the group being investigated.

The simplest method is to obtain a random sample, say choosing every 10th name from a list of possible respondents, depending on the sampling ratio to be adopted. There are many acceptable strategies which have been developed to produce 'fair' samples depending on a variety of factors. In some cases, where research is being undertaken using a population, which is identified in a particular way, like for example educational aspects
pertaining to profoundly deaf children, it would be important not to
generalize the findings. Where research is conducted on a confined group, it is essential to fully describe the characteristics of the group to the audience, so that any findings are not thought to apply in general terms. Where it can be shown that any cohort has similar characteristics to others, or reflects a fair cross-section of the system, it might be possible to infer some transferability of the findings.

It is essential to all sampling that the proposed population is carefully defined and described. The sampling methods need to be fully explained in the report. If the sample is non-random the possible effects of this need to be fully discussed and any bias in the sample carefully addressed.

5.9 Analysis and Interpretation:

The analysis must allow the initial hypotheses to be adequately tested and the method used be suitable for the data. It is sometimes helpful to use alternative methods of analysis to enable a more accurate or illuminating understanding of the results. The intention for the pilot study of this project is to analyse a wide-ranging set of reasons from a group of heads about whether or not they include sex education on the curriculum. The initial analysis will use an innovative method to generate a body of statements which other heads will be invited to respond to. It is expected that the responses will discriminate between those heads who favour sex education and those who are opposed to it. The analysis of the responses of the larger group of heads will be undertaken using factor analysis and cross-tabulation techniques. It is hoped that these two
differing methods of analysis will complement each other in supporting the 
research findings.

The findings must be presented in an un-biased manner with particular 
reference being made where they relate to any previous research. It is 
valuable to point up findings likely to be of educational use and to 
explain the way the findings differ from, or support the status quo. 
Naturally care must be taken to see that the findings have been interpreted 
and presented so that they are understood by the intended audience with any 
value judgements being made explicit. Above all it is essential that 
there is no bias in presenting the results.

5.10 Summary of the proposed research design.

My research was prompted in the first place by my own personal interest and 
long-standing developmental work in sex education over many years both as a 
class teacher and head. It was clear to me from my normal contacts and 
general awareness of the kinds of responses to primary sex education that 
it represented a sensitive topic about which opinion was very divided. My 
attendance at seminars and courses on sex education and other related 
topics, and my earlier research into children's, teachers', headteachers' 
and parents' attitudes towards primary school sex education all began to 
confirm my perceptions that headteachers held the key to the introduction 
or exclusion of sex education in their schools, and that if its 
introduction and development was to become widespread and effective it was 
vital to determine what factors influenced heads to include or reject it.
The research falls within the notional area of curriculum development, but also contains aspects of headteachers' attitudes and management strategies, the role and power of the head and the development of sensitive or contentious issues in schools. Two elements of my enquiry, that heads do not necessarily operate consistent strategies in curriculum development (particularly for sensitive issues), and that many of the reasons given for the implementation of sex education in the literature carry little weight in persuading many heads to do so, suggested there existed other more influential factors affecting many heads' decisions - these needed identifying. No study of these factors has been undertaken before.

Other theoretical aspects of the study concern areas of child development, children's needs, changes in society and the educational response to that. These may be seen against what is actually happening in schools, particularly whether sex education has been implemented, or rejected, how and to whom it is being taught, its position in the curriculum as permanent or a random hit and miss item and whether it involves children throughout the school or just 'the leavers', and so on.

I needed to collect both quantitative and qualitative data to illuminate the study as fully as possible. In choosing a procedure which was initially exploratory, enabling heads to freely express their reasons for a particular situation and to eliminate inhibition, and/or researcher bias, an unstructured interview was decided upon at the pilot stage to generate an initial list of reasons why heads had introduced sex education or not. In order to be as precise as possible in estimating the strength and range of the reasons other heads might give, some form of instrument was
necessary which would generate comparable responses from those being questioned. The use of a 'list of statements' questionnaire was decided upon which would combine those statements generated in the pilot study together with other additional statements from other sources and present them to a larger group of heads.

The findings of the study are based on the analysis of this second set of statements. Response to the statements did not allow for any 'don't know - undecided' reply and required each respondent to agree or disagree with each statement. Theoretically agreement or disagreement to each statement reflected a head's preference, or not, for primary sex education.

The unstructured interview used with a small group of heads to pilot the study was planned to eliminate interviewer bias to an absolute minimum. The questionnaire which was developed primarily using the statements generated from the pilot study interviews, enabled a balanced set of statements to be presented to a larger group of heads so that a roughly similar level of agreement and disagreement would be experienced by both sex-educating and non sex-educating heads. The questionnaire enabled respondents to remain anonymous if they wished, to consider the statements before replying, make additional comments, and for the sake of completeness, encouraged responses from all heads whether they agreed with sex education or not. The strategies employed planning and conducting the pilot study interviews and details of the development of the questionnaire are described more fully in Chapter 6.
The questionnaire enabled the collection of data from a large group of heads, representing schools with a wide selection of social backgrounds, and since all heads with 'full career' junior children within the North Kent Area were circularised, no further sampling strategy was required. The response rate of over 70% suggested that most heads recognised the project as worthwhile, and the inference I would draw from that was that the project was seen as socially and educationally desirable, and presented an initial perception of being a credible piece of research.

My own position as both a head, and a strong advocate of sex education gave me considerable insights regarding the reasons being promoted both for and against sex education. With an understanding of staff, pupil, and parent reaction, 'official', diocesan and governor attitudes, and the knowledge of strategies heads can use to promote or block curriculum development I felt I was well placed in the role of practitioner/researcher provided I took all precautions to eliminate my own personal bias in the methodology used.

My basic assumption was that it was important for all children to receive sex education gradually and naturally to assist their personal and sexual development at all stages of their schooling and that the sexual development of a child needs the same sustained attention as their physical, emotional, moral and educational development. To this end the research is aimed at clarifying the factors which both encourage or block the development of sex education so that such policy and management decisions that are aimed at promoting sexual education can begin to be focused on the 'real' issues which particularly impinge on practising heads, rather than
those theoretical reasons which have been promoted through the literature, many of which are probably irrelevant to primary headteachers.

The statements were expected to discriminate between heads who were in favour of sex education and those who were not. Those statements which discriminated strongly, would be useful in providing a greater understanding for developing strategies to address those factors which either prevent or support the introduction of sex education. It is possible that the statements which strongly discriminate could be used as the basis of a scale which could indicate where a person is in terms of their disposition towards sex education, or to provide the basis for the kind of information used in presenting a case for sex education to heads.
6.1 INTRODUCTION

The hypotheses which have been developed in relation to this study are given below. They derive from my belief that heads take decisions about sex education in the primary school in response to influences which come from a narrow range of factors. These influences lie within, or close to the school and most of the wide-ranging reasons for and against sex education from the literature do not feature strongly in this decision-making process.

The hypotheses are:

1. Given the wide range of possible influences which are said to shape curriculum decisions, the key decisions of a head concerning whether or not to implement sex education, will be based on factors relating to Children, Parents/Family, Staff/School and Personal beliefs.

2. There are essential differences between heads who support sex education and those who do not regarding the following:
   a. Their beliefs about children's needs and development.
   b. Their perception of staff/school related issues
   c. Their perception of parent/family factors.

3. Personal reasons are important factors in heads' decisions on sex education.
In order to obtain a set of reasons whether or not to include sex education in the curriculum a pilot study was undertaken during November 1985, in which a small number of heads were asked to explain why they had or did not have sex education on their curricula.

I decided that a group no larger than ten would be appropriate at this stage, and selected ten junior or primary school heads, in the Dartford - Swanley area, at random. I did not wish to tell the heads in advance that I was planning to conduct an investigation into the reasons for including or excluding sex education, because I thought that some would not wish to be interviewed on that subject. Having identified ten possible respondents, I made my request by telephone in the first instance, and asked each one if I could come and speak to them about an issue concerning curriculum development. Eight of the ten agreed to see me, and a suitable time was arranged with each.

6.2 THE SAMPLE

All the respondents were heads of junior mixed, or junior mixed and infant, schools. Three schools drew from similar council housing estates with some additional privately owned housing; three drew from mostly privately owed village and rural housing; one drew from council housing and older, mature town centre properties and the remaining school, though situated on a council estate drew children from a very wide urban and sub-urban area due to its aided church school status. Two heads were female and six
were male. All heads were well established in their schools and had been in post from between 4 and 13 years. One school was a Church Aided school, all the rest were County schools.

6.3 THE APPROACH AND INTERVIEW PROCEDURE

I had decided to use an unstructured interview for this initial meeting, to allow each head considerable freedom to speak about their position regarding sex education. I wished to be as neutral as possible concerning what I said, in order to minimise any bias I might bring to the interview. I was conscious that my own very strong feelings and attitudes regarding the implementation of sex education, should not be conveyed to the respondents if possible.

The intention was to use the comments made by the heads to form statements, reflecting the reasons they gave for the current position regarding sex education in their schools. Their comments would be noted down during the interview and after each interview these would be read back to the respondents to check they were accurate. The heads would then be asked if they had any further comments or questions etc, to add. A typed copy of their comments would be sent to the respondents for their confirmation of the accuracy of the text, before the statements were used. Respondents would be able to add any further comments they wished, at this point also. As far as possible, the resulting statements would be in the form spoken by the respondents.
There were two reasons for using an approach which did not give specific details of the nature of the investigation beforehand. The first, mentioned above, was that I thought some heads would not see me. I thought this could be the case for heads who did not have sex education in their schools, since there might be some reluctance to explain why there was no sex education. I thought this was less likely from those heads who had introduced it, and were giving reasons for its introduction.

The second reason was I had hoped, that by speaking about their reasons for deciding whether or not to introduce sex education, without advanced preparation, the responses would be immediate, and unprepared, and as honest and spontaneous as possible. I accept that if I had given advanced notice of the subject of the study, heads would have had time to reflect and consider their replies, and might have been able to support their position more widely, than when asked to speak on the spur of the moment.

My introduction with each head was to thank them for agreeing to see me. I explained that I was planning to conduct an investigation of the reasons heads have for deciding whether or not to introduce certain innovations or developments into the curriculum. The particular area I wished to investigate was sex education on the primary curriculum.

I explained that I needed to begin to build up a list of reasons heads had for deciding whether or not to include sex education, and that the reasons heads had for and against were both equally important for this research. I said that the reasons they had for their
current positions would give me some idea of the range and category of the kind of reasons used, and how these reasons related to those given in the literature on the subject of sex education and curriculum development.

I said that I hoped to be able eventually to develop a schedule of statements, which might be used to make clear the areas of concern and decision-making in regard to whether or not sex education was included on the primary curriculum. I assured them that any reasons or statements they gave would be confidential, and that if they were used in any list, it would be impossible for them to be traced back to any individual head.

I explained that if each head agreed to speak about the situation regarding sex education for their schools, I would take notes during the conversation and check the details of the reasons they gave with them afterwards, and that I would let them have a copy of the transcript in a few days to check, and that, both after the interview, or when checking the transcript, any further reasons or comments could be added. I then asked if the respondent would be prepared to speak about the situation regarding sex education in their school, and in all eight cases, the heads agreed.

All interviews were started in the same way each time with the question: "Do you have sex education in your school?"

Whether the answer was 'Yes' or 'No', the next question was: "What are the reasons for that?"

I kept any further questions or comments to an absolute minimum. No interview lasted more than half an hour.
6.3-1 DEFINITION OF 'SEX EDUCATION':

No definition of 'sex education' was provided and it was assumed that heads would respond in terms of what they each understood by 'sex education'. It was expected that some information might become available to indicate what each head meant by the term. Details of the description of what took place in schools where sex education was said to exist, would be noted. Such indicators were intended to provide information on how many of the eight schools provided sex education, and to assist in developing a description of what heads mean by 'sex education'.

6.3-2 DEFINITION OF 'HEALTH EDUCATION':

Similarly no formal definition of 'health education' was given during the interview. The relationship between sex education and health education, might be thought to exist in that sex education would form part of any health education scheme. This may not prove to be the case and it is expected that there may be no relationship between health education and sex education in some of the schools.

6.3-3 AMBIGUITY - CONTRADICTION:

It is expected that some ambiguity could exist in some of the replies and reasons heads give. Conflict or contradiction might exist between some of the statements from the same person. It is accepted that personal ambiguity, does not necessarily mean that the respondent is inconsistent or unreliable.

6.3-4 'ACCEPTABLE' - 'ACTUAL' REASONS:

There could be a tendency for some heads to give 'acceptable' reasons or
use certain educational arguments, or administrative conditions, which may not be applicable to other areas of the curriculum. This might mean that some actual reasons for the current situation in a school are unobtainable.

6.4 ANALYSIS OF THE INTERVIEW DATA

Written copies of the heads' interviews were made (see Appendix 6.1) and sent to them individually to enable them to confirm the accuracy of the statements. All copies were returned, confirmed as accurate and without the addition of any further statements or comments. The statements from the heads were combined and sorted into three broad categories (see Appendix 6.2):

1. Reasons for including sex education.
2. Reasons for not including sex education.
3. Other statements.

The reasons, both for and against sex education were then sorted into further categories, and it was found that, whatever side of the debate they supported, most reasons related to the following:

- The Children
- The Parents
- The Staff
- External Factors
- The Head's Personal Reasons
- The Head's Position of Influence.

There were also two further small categories:

- Maintaining the Status Quo
- No Health Education Provision.
The main reasons for and against sex education can be summarised under these headings as follows:

6.4-1 REASONS FOR INCLUDING SEX EDUCATION

A Arising from the CHILDREN:

1. The need for sex information at the junior stage.

Children need to know the physical facts before they leave junior school. This is an important part of a year six child's knowledge.

2. The need for reliable sex information.

 Anyone overhearing children's sex talk and jokes, or becoming aware of the inaccurate information, or misinformation from older siblings, or the random, poorly understood information picked up from the media, will realise that children have many false ideas about sex that need correcting.

3. Children should be able to communicate and discuss sex information.

Children need to develop the skill and confidence to communicate and discuss sexual and moral ideas and topics.

4. Other considerations regarding children.

Sex education at school is important as many children cannot ask adults about sex for a variety of reasons. Most children are not upset by learning about sex. It should be remembered that children do not respond to sex information in the same way adults do.

B. Arising from the PARENTS:

1. Parents want sex education at school.

 Based on previous parents' meetings, or heads' actual or perceived understanding of parents' wishes, it is said that most parents want as wide an education for their children as possible, including sex education.

2. Parental support of sex education.

Sex education is supported and appreciated by the parents.

3. Compensating for parental inadequacy.
Most agree that the sexual education of children is the right and duty of the parents. It is also realised that parents cannot, will not, or do not do it, and shy away from this responsibility, and are far from ideal to tackle it, in which case it is better for the school to do sex education and compensate for parental inadequacy in this matter.

C. Arising from the STAFF:

1. Staff support for sex education.

   Staff were found to be aware of the need for sex education, and generally supportive and in agreement with it.

2. Willingness to teach sex education.

   Class teachers in the classes which normally received sex education generally showed a willingness to teach it.

D. Arising from EXTERNAL FACTORS:

1. LEA - School Governors.

   Heads were unaware of any pressure from the LEA, or any positive influence from governors, to introduce sex education.

2. Official or General sources and Appropriateness etc.

   Heads felt no pressure from official sources, or elsewhere, to introduce sex education. For a variety of reasons it is appropriate to include it in school.

3. Validation by BBC.

   If sex education were not a good thing for junior children the BBC would have been unlikely to promote it and produce the programmes.

4. Social reasons.

   The variety of social conditions and problems associated with the area and/or families created a need for sex education.

E. Arising from reasons PERSONAL TO THE HEAD:

1. Personal experience.

   Decisions to introduce sex education were based on the recognition of need, from the head's personal experience.

F. Arising from the POWER OF THE HEAD:

1. Personally promoted sex education.
In some cases, heads said that they actively promoted sex education and said they would do so in spite of any adverse staff attitudes if necessary.

G. Arising from the STATUS QUO:

1. Sex education already on the curriculum.

Because sex education was already on the curriculum before a new head was appointed, it was said to be considered expedient to allow it to remain. It was said that it could have been difficult to discontinue it, once introduced.

6.4-2 REASONS FOR NOT INCLUDING SEX EDUCATION

A. Arising from the CHILDREN:

1. Sexual behaviour does not need to be learnt.

Sexual behaviour is inherent, a major drive and does not need to be learnt. People in the Third World and slums manage adequately without sex education.

2. Children are not interested in sex.

From family experience and classroom behaviour it is observed that children never ask questions about sex, nor do they speak much about it, as it is not a main element in their lives.

3. Children are too young for sex education in the Junior school.

Children of this age should be left in a state of bliss and only have sex education when they are older.

4. Sex education would create developmental and cognitive problems.

Because children are at different levels of mental and physical development and maturity, sex education could not be presented to to suit all their needs. They also lack emotional maturity to understand fully what is involved, particularly as many sexual ideas are not suitable for them at this age, and so sex education might do more harm than good.

5. Sex education will cause anxiety.

Sex education causes worry and anxiety for secondary children. How much more then would it upset junior children? Sex matters, like other current social problems and questions, even after lengthy discussions still remain worryingly unresolved for them.

6. Other child-related problems.

Once you begin to give sex information there is a danger you will give too much and this could lead to experimentation.
B. Arising from the PARENTS:

1. Parental rights and duties.

The school should not presume to take over certain parental rights and duties.

2. Sex is best taught at home.

Sex should be taught in a loving family situation. at home in accordance with the parents' values.

3. The variety of family moral and sexual behaviour and attitudes would create problems.

Moral, sexual and religious attitudes, behaviours and values differ so much between families, it would be wrong for the school to risk upsetting these, by some form of general sex education.

4. Sex education would create difficulties from parents.

It is not conducive to good school policy to risk generating problems among parents over controversial issues.

5. There is no demand for sex education from the parents.

Parents have never requested sex education. They are very vocal in most matters, and so it follows that they do not want any sex education in school.

C. Arising from the STAFF:

1. Staff are unlikely to want sex education.

Although sex education has not been discussed with the staff, it is felt that they would be unlikely to want to teach it.

2. The staff would feel uncomfortable.

A major factor inhibiting sex education is that the staff would feel uncomfortable teaching it.

3. All the staff would need to agree to sex education.

Sex education could not be introduced unless 100% of the staff were in agreement with it.

D. Arising from EXTERNAL FACTORS:

1. Religious reasons:

There is no positive encouragement from the church authorities to promote sex education. There is a reticence among church people and parents which inhibits it, and attitudes from the hierarchy are
also likely to have a restraining influence.

2. LEA - Governors.

Heads do not know of any LEA policy promoting sex education, and they feel that school governors and/or the Diocesan Authorities would either be neutral, or oppose its introduction.

3. General Influence and Research.

Heads know of no research which supports sex education, nor are they aware of any other pressures which might promote it.

E. Arising from the fact that sex education is INAPPROPRIATE:

1. Effect of the private and personal nature of sex information.

Because of the private and personal nature of sex information and the fact that it is not regarded as part of the normal junior school curriculum, it is inappropriate for it to be introduced.

F. Arising from reasons PERSONAL TO THE HEAD:

1. Personal experience etc.

Some heads say that decisions to exclude sex education are based, among other things, on such matters as; a personal hunch, their own family experience or personal reluctance.

G. Arising from the POWER OF THE HEAD:

1. Position of power.

Heads say that they can hinder or promote sex education, if they wish. The strategy of turning good excuses into valid reasons was also recognised.

H. Arising from the omission of HEALTH EDUCATION:

1. Effect of not having health education.

It seems implicit in stating that there is no health education in a school that there cannot therefore be any sex education.

6.4-3 OTHER RESPONSES

Some responses did not represent a 'reason' for supporting or excluding sex education. Other responses may have represented 'reasons' but conflicted with the head's position or were simply observations (Appendices 6.1 - 6.2).
6.4-4 COMMENTS FROM RESPONDENTS WITH NO SEX EDUCATION IN THEIR SCHOOLS

A. Regarding the absence of HEALTH EDUCATION.

1. Effect of not having health education.

Health education does not form part of the regular curriculum, if it did, sex education might/would constitute part of it.

B. Regarding the definition of SEX EDUCATION.

1. No agreement over sex education definition

What is meant by sex education? There is no common consensus.

C. Regarding FAMILY RESPONSIBILITY.

1. Lack of family based sex education.

Not all families sex educate their children so if they can't, it should not be left to the secondary school.

D. Regarding strategies for the CURRICULUM and PEDAGOGY.

1. Organisation, outcomes and choice.

Sex education would have to be built into the curriculum from a very early stage, and introduced gradually. Teaching the sex facts will not give proper moral guidance. Because of the vast amount of knowledge heads and staff must choose what they believe in and can teach best.

E. Regarding PASTORAL MATTERS.

1. Pupils' problems.

Concern for pupils' problems would be referred to parents.

F. Regarding OTHERS' REQUESTS for sex education.

1. Requests for sex education.

If parents or staff requested sex education it would be agreed to but would go against the grain, however the possibility of having sex education has never been raised or discussed.

6.4-5 COMMENTS FROM RESPONDENTS WITH SEX EDUCATION IN THEIR SCHOOLS:

A. Regarding the absence of HEALTH EDUCATION.

1. Effect of not having health education.
No structured health education so sex education does not form part of it.

B. Regarding personal FAMILY EXPERIENCE.
   1. Decisions based on family experience.

   Some views are admitted to be old fashioned, and based on family experience, and do not support the need for sex education.

C. Regarding FAMILY BEHAVIOURS AND ATTITUDES.
   1. Effect of family attitudes etc.

   Family behaviour and attitudes differ widely, creating no common ground for teaching about sex, therefore children's reactions would range from shock, to being blase.

D. Regarding SOCIAL CLASS.
   1. Effect of class.

   Middle-class parents of former school did their own sex education.

E. Regarding children's KNOWLEDGE.
   1. Children's varied sexual knowledge.

   Doubts about sex education due to the wide and varied knowledge children have, so caution needed so as not to tell children too much, and cause trouble with parents. Children do not think about sex education until it is introduced.

F. Regarding the STATUS QUO.
   1. Status quo effect.

   Sex education was already in place before head was appointed, so it was allowed to continue. Had it not been, it would not have been introduced. At a previous school, staff and governors decided not to introduce sex education, as they did not wish to disturb the status quo.

G. Regarding the DUTY of the school.
   1. Compensatory consideration.

   The school has a duty to compensate for parents who do not sex educate, but this does not imply that it is an obligation.

H. Regarding CULTURAL ISSUES.
   1. Influence of cultural factors.
Some cultural backgrounds would be unfavourable.

I. Regarding informing PARENTS etc.

1. Policy of informing parents.

In some cases letters inform parents and enable them to withdraw children if they wish, in others, parents are not told that sex education will take place in keeping with other contexts.

K. Regarding OTHERS' REQUESTS OR PRESSURES.

1. Hierarchical pressure.

Sex education has not been discussed by the governors and no pressure is felt from them, LEA, DEQ, or any other source.

6.5 RESULTS FROM STAGE 1 OF PILOT STUDY

The presentation of the results from this first part of the pilot study takes account of whether or not the respondents had sex education on their curricula. Tables are set out and the results discussed adopting this method of differentiation which is explained below.

6.5-1 THE CURRENT 'SEX EDUCATION' STATUS OF THE SCHOOLS

Three of the heads said they have sex education in their schools. One head said he had introduced sex education some years ago, but it had fallen into abeyance and had not been taught for the past three or four years. This head said he would re-introduce it as a result of having reconsidered it due to this pilot study. Four heads said there was no sex education in their schools. Seven heads said they had no health education on the curriculum. One head made no statement regarding health education.

6.5-2 THE 'SEX EDUCATION' STATUS OF THE RESPONDENTS

There is a difficulty in determining whether a head is in favour of sex
education or not on the basis of whether he has sex education in his school. Heads who do not have sex education are not necessarily opposed to it, nor are those with sex education necessarily in favour of it. The question whether heads were in favour of sex education or not, was never put directly. There was evidence from the interviews that the four heads who did not provide sex education were opposed to it and the four who supported it were those three heads who currently provided it and the remaining head who said he would re-introduce it. In the case of this pilot study the assumption that heads with sex education on their curricula are in favour of it, and vice versa seems to be supported. The heads therefore formed the two equal groups detailed below:

Opposed to sex education (no SE provided): Respondents 1, 4, 5, 8.

For sex education: (provides/will provide SE): Respondents 2, 3, 6, 7.

6.5-3 REASONS GIVEN BY HEADS WITH/WITHOUT SEX EDUCATION

Most reasons given by all heads fell into a limited number of categories. Table 5 reports the numbers of reasons in six categories, given by heads, according to whether or not they have sex education in their schools. The reasons relating to 'Children' form the largest category in both groups. They represent 38% of the total reasons of those with sex education, and 45% of the total reasons of those without sex education. The second category for both groups concerns 'Parents', forming 30% of the total reasons for those with sex education and 22.5% for those without. Reasons relating to 'Staff' form the third category, with 14% for those with sex education and 17.5% for those without it. The other categories are 'Personal to the Head' 8% (with), 7.5% (without); 'Power of Head' 5% (with), 5% (without); and 'Societal' 5% (with) and 2.5% (without).
Table 5. The number of reasons given by heads in common categories according to sex education status.

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<tr>
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<th>With sex education</th>
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<tbody>
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<td>The numbers in this box refer to respondents' identification numbers.</td>
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<td>Totals</td>
<td>14 11 5 3 2 2</td>
<td>18 9 7 3 2 1</td>
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<tr>
<td>Percentage</td>
<td>38% 30% 14% 8% 5% 5%</td>
<td>45% 22.5 17.5 7.5 5% 2.5</td>
</tr>
</tbody>
</table>

The total number of reasons which fall within the three most numerous categories, account for 82% of the total reasons for those with sex education and 85% of those without sex education. On the basis of the number of reasons given for certain categories the most important factor relates to 'Children', with 'Parents' in second place and 'Staff' third. Proportionately smaller are 'Personal to the Head' fourth, 'Power of Head' fifth and 'Societal' sixth.
The first three categories of 'Children', 'Parents', and 'Staff', could be said to represent the grouping of those people who are central to the educational process of the primary school, and form the interacting triangle of influence on which the character of primary schooling has been forged.

6.5-4 REASONS WHICH WERE NOT COMMON TO BOTH GROUPS

Some responses fell into categories which had a common subject, but were not necessarily reasons, and others formed discrete categories, which were not common to the opposing group. In both cases these categories could not be compared in the same way as those held in common, but are shown in Table 6 below.

Table 6 The number of reasons given by heads in diverse categories according to sex education status.

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<thead>
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<th></th>
<th>With SE</th>
<th>Without SE</th>
<th>With SE</th>
<th>Without SE</th>
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<tbody>
<tr>
<td>5</td>
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<td>5</td>
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<tr>
<td>Totals</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

The categories of 'No official pressure' and 'No health education' might have been reasons or simple comments, depending on how and who used them. In some cases, 'No official pressure' implied a reason for not implementing
sex education, while for heads with sex education, it was unrelated as a reason for sex education. 'No health education' was similar, suggesting 'No health education, therefore no sex education' for some respondents, but not for others. Reasons related to the 'Status Quo', the 'BBC', 'Religion', and 'Not applicable', were all reasons either for or against sex education, and the fact they were mentioned indicates, that for some heads they are significant. Responses relating to 'Governors', were reasons in some instances (e.g. that they might be a restraining influence) and not in others (e.g. that sex education had not been discussed with them).

6.5-5 REASONS GIVEN BY EACH RESPONDENT

Table 7 below shows which categories each respondent referred to in the pilot study interviews. The numbers in the grid indicate the total number of statements made (e.g. Respondent 2 made 1 statement about children and 1 about staff; Respondent 1 made 4 statements about staff, 2 about power and 1 about governors). All heads with sex education give reasons relating to 'Children', and 75% of them refer to 'Parents' and 'Staff'. All heads without sex education refer to 'Parents' and 75% refer to 'Children' and 'Staff'. From the non-comparable section of responses, all heads without sex education refer to 'No health education' and 75% refer to 'Governors' and 'Inappropriate'.

Of the thirteen categories resulting from all responses, the number of separate categories used by each head ranged from 4 to 8. Most heads (62.5%) used 7 or 8, suggesting that most heads had a variety of reasons and observations or comments concerning their sex education status.
Table 7 Categories referred to by each respondent.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Respondents (Identification Numbers)</th>
<th>With sex education</th>
<th>Without sex education</th>
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<td></td>
<td>2 3 6 7</td>
<td>1 4 5 8</td>
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<td></td>
<td></td>
<td>With sex education</td>
<td>Without sex education</td>
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<tr>
<td>Children</td>
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<td>1 9 1 3</td>
<td>3 12 3</td>
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<tr>
<td>Parents</td>
<td></td>
<td>4 4 3</td>
<td>1 4 2 2</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>1 3 1</td>
<td>1 1 2</td>
</tr>
<tr>
<td>Personal Power</td>
<td></td>
<td></td>
<td>1 2 1</td>
</tr>
<tr>
<td>Societal</td>
<td></td>
<td>1 1 1</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Official Pressure</td>
<td></td>
<td>1 3 1</td>
<td>1 2 1</td>
</tr>
<tr>
<td>Governors</td>
<td></td>
<td>1 1 1</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
<td>1 1 1</td>
<td>1 1 1</td>
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<tr>
<td>Status Quo</td>
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<td>2 1 2</td>
<td>1 1 1</td>
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<tr>
<td>B.B.C.</td>
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<td>1 3</td>
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<tr>
<td>Religion</td>
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<td>1 1 2</td>
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<tr>
<td>Inappropriate</td>
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6.5-6 THE 'FIRST' AND 'MAIN' REASONS RESPONDENT

As the pilot study interview was conducted without prior notice of the subject, heads' 'first' reasons might be significant for the sex education status of their schools. They might be important, spontaneous, unguarded, reflex responses for each respondent. They could be simply 'the first thing one thought of', a cliche or stock answer, to gain thinking space for considered responses. But consideration of them may be informative.

Three concerned PARENTS, two CURRICULUM, and one each, STAFF, RESEARCH and PERSONAL. No first statement concerned CHILDREN. Some respondents expressed the idea of certain responses which were particularly important to them, as their 'main', or 'major' reason. The PERSONAL factor is strongly expressed, STAFFING next and PARENTAL third. This form of consideration is both tentative and speculative, but the intention at this pilot stage is to respond to the reasons given, as a basis for the study.
6.6 DISCUSSION OF FINDINGS

Certain issues and questions arise from an examination of the statements made by the heads in the pilot study and these are discussed in this section. It should be noted that before the interviews took place some basic issues were considered which could have had a bearing on the responses made and the interpretation and analysis of them. These issues were:

6.6-1 DEFINITION OF 'SEX EDUCATION'

No definition of 'sex education' was provided and it was assumed that heads would respond in terms of what they each understood by 'sex education'. It was expected that some information might become available to indicate what each head meant by the term. Details of the description of what took place in schools where sex education was said to exist, would be noted. Such indicators were intended to provide information on how many of the eight schools provided sex education, and to assist in developing a description of what heads mean by 'sex education'.

6.6-2 DEFINITION OF 'HEALTH EDUCATION'

Similarly no formal definition of 'health education' was given during the interview. The relationship between sex education and health education, might be thought to exist in that sex education would form part of any health education scheme. This may not prove to be the case and it is expected that there may be no relationship between health education and sex education in some of the schools.
6.6-3 AMBIGUITY - CONTRADICTION

It was expected that some ambiguity could exist in some of the replies and reasons heads gave. Conflict or contradiction might exist between some of the statements from the same person. It was accepted that personal ambiguity, did not necessarily mean that the respondent was inconsistent or unreliable.

6.6-4 'ACCEPTABLE' - 'ACTUAL' REASONS

There could be a tendency for some heads to give 'acceptable' reasons or use certain educational arguments, or administrative conditions, which may not be applicable to other areas of the curriculum. This might mean that some 'actual' reasons for the current situation in a school are unobtainable.

In discussing the results it will be seen that some of these issues did arise and they are referred to as appropriate in the discussion that follows. The question of what is meant by sex education and whether defining it would necessarily affect its introduction did come up. The concept that we must choose what to teach due to the mass of knowledge implies we may not choose sex education. The question of whether sex education needs to be requested by responsible adults before it is considered, or the concern that neglect by parents poses a responsibility for schools, are also important issues. The fact that many schools do not have any health education, and the possible influence of other external factors are considered. Some contradiction and ambiguity was evident and the tendency for some 'acceptable' responses apparent.
The section continues with an examination of the 'first' and 'main' reasons given by heads, to see if there are any important indicators produced by this strategy. The problem of ambiguity, in terms of statements made by heads which seem to contradict their own 'sex education status' or that of their schools is discussed.

Various examples of statements are used to consider the potential they might have to discriminate between sex educators and non-sex educators. And the section ends with a prediction of the sex education status of the heads based upon the statements they made.

6.6-5 THE DISCUSSION

A. What is meant by sex education?

Heads who include something they label 'sex education' on the curriculum, know what they mean by that. Those who do not have sex education, might have considered the matter and decided not to implement it, and they would therefore also have something they label 'sex education', which they decided not to introduce. Heads who have not considered sex education seriously, or in detail, would nevertheless have some kind of definition in their minds of what was meant by the term, and at its most basic, might simply regard it as something to do with teaching children about sex. It is as unlikely that heads who have sex education in their schools will agree the definitions of it, any more than those heads with no sex education in their schools.

In this pilot study the question about definition came only from heads with no sex education in their schools. With such a small number of heads,
that may be insignificant. But 'sex education' has, and has not been introduced by heads, based on what they perceived as 'sex education'. It seems unlikely that even if a definition had been given, all heads would have agreed with it.

It is widely accepted that there is no consensus over what is meant by 'sex education', and while it is possible to say what most primary heads mean by 'sex education', that does not provide a universally acceptable definition.

It might be that the need for an agreed definition is irrelevant, unless it were as basic as:

'Sex education means telling children about sex matters.'

Given the need to consider factual, moral, cultural, emotional, religious and philosophical matters, and so on, with regard to content, timing, and other practical concerns, the difficulties in forging a common understanding of 'sex education become apparent.

Other areas of the curriculum suffer from the same problems in terms of agreeing definitions, but debates over what constitutes, Religious Education, History, Primary Science, Physical Education, Language Skills, and so on, do not hinder the development and inclusion of such areas on the curriculum. The fact that many subjects are specified and determined by the National Curriculum does not mean that there is no longer any argument or discussion over their definitions.

In speaking about 'sex education' using a prescribed definition, is it possible, that many heads would want to add, or subtract from that
definition, in order to fit what they call 'sex education'? Then it would still be the case that heads were referring to slightly different models of what they understood by 'sex education'. How different is that to the case of any other subject where what one head means by it, differs from the definition of another; yet both refer to it in discussing the curriculum?

B. There is too much knowledge for us to teach. We must choose. The variety and volume of the subject matter, and expanding areas of appropriate activities, are increasing steadily, and all heads agree that choices are necessary for a manageable curriculum. To some extent the rationale of a National Curriculum, is about establishing necessary and important elements first, to be nationally applied, and to enable choice for other subjects, areas and interests, within the time left that is not taken up with National Curriculum studies. The debate will be over what to include, and reasons for the choice, and the educational philosophy which underpins that, and these choices will be affected by many of the influences examined in this study.

C. Sex education has never been requested or discussed by staff or parents. This raises several questions. The first is whether sex education, or any other subject which is not prescribed by the National Curriculum, should depend upon being requested by staff or parents, before being discussed or considered for inclusion in the curriculum. The second is to consider what influence differently held perceptions of other people or circumstances can have on curriculum innovation and development. There may
be a similarity between the fact that children soon perceive who will respond to their sex enquiries and therefore whom they will or will not ask and teachers or parents who have an interest in sex education but decide there is no point in approaching some heads whom they believe are not in favour of it. Similarly heads may be reluctant to broach the subject with parents or teachers whose opinions they perceive to be different from their own. The lack of some form of 'request' and subsequent non-discussion appear to be elements more of non-provision than the provision of sex education. That might seem self evident, except that discussion could lead to both implementing, and excluding. Where discussions have taken place, it is more likely to result in the introduction of sex education.

D. If parents do not sex educate, schools should.
The recognition of this situation by heads who do not include sex education suggests that they have more important reasons not to introduce it. But the principle of complementing, or compensating for parental inability, inadequacy or neglect, is widely accepted in the educational system.

Schools teach moral and ethical principles, religious concepts, safety skills, good manners and behaviour, self respect, consideration for others, and a range of social and personal skills. In many schools these skills are regarded as important and increasingly it is suggested that such matters are less often taught at home. As a principle, compensatory aspects of schooling are well established, but not applied to all circumstances.
E. Sex education without health education.

For a head to comment on this situation, might suggest an acceptance that it would be more usual to find sex education as an element of a wider health education provision in a school. There are examples of health education schemes which do not include sex education. In this pilot study, all schools with sex education made such provision without a health education scheme in place. Similarly some schools provide some kind of anti-sex abuse/safety education without sex education or health education on the curriculum. The fact that sex education is found in isolation to general health education, might indicate that some heads attach particular importance to it.

F. Influence of some external factors.

Socio-economic class, and different cultural backgrounds are mentioned, recognising that such factors can have an influence, though it is not clear in this pilot study whether they are relevant to the schools concerned. What happened at a head's previous school, tends to have some bearing on what he intends considering for his 'new' school. And so whether or not there was sex education, parental or governor opposition, or that the whole idea fizzled out, might be an important factor for future decisions.

G. Factors concerning families (own or others).

The difficulties arising from the wide range of family behaviour and attitudes are referred to, implying that children will bring to sex education a range of knowledge and values which could be problematic. As these remarks are from heads with sex education on the curriculum, the
difficulties, anticipated, or experienced, have not caused those particular heads from implementing sex education. Reference to one's own family, led one head to be convinced of the need for sex education and another, to see no need for it. In both cases, the head's personal experience influenced his/her consideration of sex education.

H. Is sex education a duty or obligation schools should accept?
One head said he did not consider it an obligation, others, both those with and without sex education, implied a duty, by stating that if parents did not sex educate their children, the school should. In some cases this formed one of the reasons given for sex education, and in others it did not. Where a head said she would implement, in spite of the staff if necessary, sex education was a matter of considerable importance, and for the head who stated that he did not want sex education in his school, it was equally important to exclude it. There is a legal duty laid upon governors of primary schools (except for voluntary aided and special agreement primary schools) to decide whether the school should provide sex education, and if so its content and organisation and to keep a written record of their decisions. The governors of all maintained schools (except special schools) must have a written statement of whatever policy they adopt on sex education and to make it available to parents on request. It is possible for governors to decide not to have sex education other than those aspects of reproduction and growth found in the National Curriculum Science Order. Therefore it is still possible for those deciding whether or not to introduce it to maintain they have neither an obligation nor a duty to do so. I would expect the influence of the head in these decisions to be very significant.
6.7 CONSIDERING 'MAIN' AND 'FIRST' REASONS

Neither the 'Main' reasons nor the 'First' reasons given by all respondents made reference to factors concerning 'Children', but statements concerning 'Children' were the most numerous from both groups of heads, compared to all other categories. As far as 'First' reasons are concerned the one common factor for both groups of heads is 'Parents'.

This changes when considering the heads' 'Main' reasons, when 'Staff' and 'Personal' factors are evident for heads without sex education, but a wider spread of different factors are referred to by heads with sex education. The only common factor is 'Personal', which is referred to by one of the heads with sex education.

In addition to the first three categories which seem the most important to all heads (Children, Parents, Staff), the only other common factor is 'Personal' which is numerically small. Where statements form categories which are not shared by both groups, e.g. the 'Inappropriate' category, they tend to support the views of the heads of the originating group.

Although categories which are common to both groups, share the common subject of that category they spring from a different philosophy or set of beliefs. By comparing the statements within each category it can be seen that some statements are more likely to apply to including sex education and others to excluding it. By considering the extent to which statements correlated with whether the respondents' schools had sex education or not it could be possible to develop a list of statements which
had a high probability of discriminating between the sex educators and non-sex educators.

Some examples of statements given in the first three categories, will serve to illustrate whether or not certain statements might discriminate. In the listings below, some statements which might discriminate, from all those given, within the designated categories, are compared.

Heads with no sex education

Category: Children.

1. Children are not used to talking about sex matters.
2. Anyone who says children do not need sex education has obviously never overheard children's sex talk and jokes.
3. It is best left until much later when they are older.
4. They need to know these facts before they leave junior school.
5. It will cause concern and worry for too many children.
6. It does not generally worry the children though one or two are upset.

Category: Parents.

7. No parents have ever requested it. I don't think there is any demand.
8. The general feeling is that the parents would like the school to do it.
9. I think it would cause certain difficulties among the parents.
10. It is appreciated by the parents.

Category: Staff.

11. I cannot imagine any of the staff wanting to do it.
12. All the staff agreed to sex education in the 4th. Year.

Agreement with any of these statements would suggest the respondent indicating approval or disapproval of sex education in the primary school.
Other statements did not seem to have the same capability of discriminating but were also important. For example:

**Heads with no sex education**

Category: Official Influence.

13. I am not aware of any official advice on the subject.

Category: Health Education.

15. Health education does not form part of our regular curriculum.

**Heads with sex education**

14. I am not aware of any pressure or advice from higher up.

16. There is no specific health education in school.

Agreement with statements such as these would not suggest whether the respondent was likely to exclude sex education or not, but the lack of health education, or an unawareness of official advice, stated by a head with no sex education, might imply a reason for not having it. Such statements would not discriminate but they would inform the situation, and possibly indicate which factors are important and influential.

No such implication is present in either response to statements such as:

17. Heads can hinder or promote certain developments.

18. My feelings are based on my family experience.

Some statements therefore appear to have the capability of discriminating, others might discriminate depending on their context, while others would not discriminate at all. In regard to the examination of the reasons heads have for their decisions on sex education, all three types of statement are important.
The intention for the eventual design of the list of statements, is to present those which are predicted to discriminate, as the major component, but to include others which will help to inform and increase understanding of the reasons heads use to support their decisions.

High levels of ambiguity, or cognitive dissonance, even ambivalence, are sometimes found in areas of life where a person's public duty interacts with his private values. It is often not possible (or desirable) for a head to implement his own value system or beliefs within his public institution, and therefore it is often necessary to act on the basis of ambiguities, even tolerating ambiguous situations as part of the need to minimise stress and conflict.

In this pilot study, one head, who disagreed with sex education, allowed it to remain on the curriculum. Another, who promoted sex education in a previous school and his present one, has allowed it to lapse. A third, recognises the fact that many parents cannot, and do not sex educate their children, and that such matters should not be left to the secondary school, but he confirms his belief that sex education is very much a matter to be dealt with by the family, and that it is not practical to include it on the primary curriculum.

6.7-1 AMBIGUITY - CONTRADICTION

It was expected that some ambiguity could exist in some of the replies and reasons heads gave. Conflict or contradiction might exist between some of the statements from the same person. It was accepted that personal
ambiguity, did not necessarily mean that the respondent was inconsistent or unreliable.

It may be important to recognise the existence of ambiguity or contradiction within the replies of some heads in explaining diverse views and attitudes, and ways in which their management of the curriculum has to form a balance between competing influences.

6.7-2 THE 'SEX EDUCATION' STATUS OF THE HEAD

It is generally thought that heads fall into two categories 1) Opposed to sex education in the primary school; 2) In favour of sex education in the primary school. A third category is possible, and that is a head who is neutral about sex education in the primary school. No such category of head has ever been referred to in any of the literature, nor has any head, with whom I have had contact in any of my own work indicated such a position, to date. Within the for/against categories there will be varying strengths of opinion giving a whole range of views from those who are very strongly for sex education to those who are equally very strongly against it.

Therefore, in regard to categories 1 and 2 there are four possible circumstances in relation to the head and the sex education provision of a school.

A. Opposed to sex education with no sex education in the school.
B. Opposed to sex education with sex education in the school.
C. For sex education with no sex education in the school.
D. For sex education with sex education in the school.
INTRODUCTION

The first stage of the pilot study generated 130 statements (Appendix 6 6.1 and 6.2). All these original statements came from the non-structured, free-ranging responses to the initial questions of whether or not there was sex education on the curriculum, and the reasons for this situation. There was no formal control or direction over what was said. All statements were made without the chance to consider, or reflect upon the replies although the checking process after each interview enabled heads to confirm what they had said, and add to it, or modify it if necessary.

A second stage of the pilot study was planned to refine the development of statements and the design of the eventual list.

Reasons for this second stage were:

1. To provide a further opportunity for heads to reconsider and reflect upon their original replies, confirming or amending them, or adding to them, as the case may be.

2. To present all respondents with the total range of all responses made, enabling them to respond to statements from others which might modify or extend their revised responses.

This would enable some insights into whether heads changed their views, or added to them as a result of this re-presentation, and the potential for all heads to respond to all statements would allow a better determination of which statements appeared to differentiate between the providers and non-providers of sex education. It would also allow some consideration of the degree of consistency heads had with replies given in the earlier
interview, both in regard to the internal consistency of their original responses, and the extent to which responses to statements from others are consistent with their earlier opinions.

6.8-1 THE SAMPLE

The heads who had participated in stage 1 of the pilot study had been offered some feedback of the results of the initial interview. This was sent to them in a summarised form, together with a covering letter, list of all the responses made, and a check-list set of all the statements. The letter explained the reasons for this second stage, and asked for their further involvement. All heads cooperated in this second stage.

6.8-2 THE CHECK-LIST

This subdivided the responses given into 'Reasons for including sex education' and 'Reasons against introducing sex education', each sub-section had the additional comments from the heads in that category, which were not reasons, as such, included at the end of the sub-section. The statements were arranged in groups according to the main categorisation used initially, and these were titled on the check-list.

The response columns were to enable heads to record whether they agreed or not, or were undecided about each statement, and the 'Own Comment ?' was for them to show if they recognised a particular statement as being theirs, from the initial interview. There was plenty of space for any additional comments, observations, and so on, that heads might wish to make.
6.8-3 INTERNAL CONSISTENCY OF HEADS' REPLIES

Table 8 below sets out how heads' responses compared on the second presentation with the responses they gave initially. In the table, the 'Number of Statements' refers to the number of statements each head made during the initial interview. Where the second response is the same as the original, it is deemed to 'Agree', where it is the opposite it is recorded as 'Disagree' and if the head responded 'Undecided' to his original statement, that is recorded. The 'No Comment' section refers to the few occasions when heads did not respond at all to one of their original statements.

Table 8 Degree of consistency of heads' replies

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>4</th>
<th>5</th>
<th>8</th>
<th>1</th>
<th>3</th>
<th>6</th>
<th>2</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex Education Status</td>
<td>Without Sex Education</td>
<td>With Sex Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Statements</td>
<td>30</td>
<td>14</td>
<td>13</td>
<td>19</td>
<td>23</td>
<td>10</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>12</td>
<td>4</td>
<td>17</td>
<td>18</td>
<td>10</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>83%</td>
<td>86%</td>
<td>31%</td>
<td>89%</td>
<td>78%</td>
<td>100%</td>
<td>58%</td>
<td>82%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>7%</td>
<td>69%</td>
<td>-</td>
<td>4%</td>
<td>-</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>7%</td>
<td>-</td>
<td>-</td>
<td>17%</td>
<td>-</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>No Comment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6%</td>
</tr>
</tbody>
</table>
The degree of consistency ranged from 31% to 100%. Six heads (75%) had internal consistency levels of 78% or more, which suggests a high level of the replication of answers. Each group had one member who recorded a score considerably lower than the rest of the group. On the second stage, HT8 agreed with only 31% of his original statements, and HT2 agreed with only 58% of his. The average scores for each group (showing them with and without the group's low scorer) are:

Table 9  Levels of agreement for all heads.

<table>
<thead>
<tr>
<th>Sex Education Status</th>
<th>Without Sex Education</th>
<th>With Sex Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Scorer out/in</td>
<td>out/in</td>
<td>out/in</td>
</tr>
<tr>
<td>Agree</td>
<td>86%/72%</td>
<td>87%/79.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5%/21%</td>
<td>3%/11%</td>
</tr>
<tr>
<td>Undecided</td>
<td>6%/4%</td>
<td>7%/8%</td>
</tr>
<tr>
<td>No Comment</td>
<td>4%/3%</td>
<td>2%/1.5%</td>
</tr>
</tbody>
</table>

Excluding the low scorer in each group the percentages for both groups are virtually the same. When the low scorer is included the percentages are still very similar.

The responses of four of the respondents were used for a tentative detailed consideration of the statements with which they no longer agreed in this second stage. This was undertaken to see what explanations for these changes might be evident. In two of the cases there was some suggestion that the changes were brought about by the influence of having sight of others' statements. In the third case it seemed to be the result of
reconsideration, and reflection of his previous views. The fourth example is very confused and no particular explanation presented itself.

6.9 ANALYSIS UNDERTAKEN TO SELECT STATEMENTS FOR THE FINAL QUESTIONNAIRE

The level and balance of the responses for each statement were considered, together with any comments, and these were recorded by way of a written 'discussion' and evaluated on the basis of whether or not they discriminated between the two groups, or were of some other descriptive or informative value in respect of the main aim of the research.

This resulted in the retention, exclusion, revision, or amalgamation of the statements. The following examples will illustrate this process:

(NB Throughout this study, Heads with sex education in school, i.e. Sex Education Head Teachers, are referred to as 'SEHTs', and Non Sex Education Head Teachers are referred to as 'NonSEHTs')

Statement 1. At the primary level the children will only need to be told the physical facts.

50% of the heads in both groups agree, and 50% disagree with the statement.

Discussion: This statement does not necessarily refer to sex information being given at school and so those NonSEHTs who agree with it could indicate their acceptance of junior-aged children being told the 'physical facts' but not in school. The SEHTs agreeing with the statement presumably imply that such information be given at school. However it is not clear whether HTs from either group, who agree with this statement, do so because they feel that sex education for children of this age should concern only the 'physical facts'. It could therefore follow that HTs who disagree with it, do so because they feel that sex education encompasses more than just the 'physical facts', or for a variety of other reasons.

Evaluation: This statement is not useful in its present state to differentiate between the two groups. It is not clear from the responses what the HTs mean.
Recommendation: The statement should be redesigned to read:

At the primary school the children will need to be told the physical facts.

Statement 108. I don't think it fits in with the normal Primary curriculum.

100% of SEHTs disagree and 75% of NonSEHTs agree.

Discussion: Self evidently SEHTs would disagree with this since they include it as part of their 'normal' curriculum.

Evaluation: Differentiates, leave as set down.

Statement 5. I overheard fourth year children talking about sex and some of what they said was wrong, misinformed or misguided, so we felt the need to correct this.

There is no NonSEHT who agrees with this and only 50% of the SEHTs agree.

Discussion: This is a particular, personal statement by one respondent and seems to represent an experience not shared by many others. It also presents three separate facets with which one would need to relate in order to respond, namely: a) the need to have overheard children talking, b) the implied discussion and subsequent decision-making denoted by the use of the term 'we', and, c) feeling the need to do something about this in school.

Evaluation: In its present form this statement is of little value. The concepts it contains would need to be presented in a different form.

Recommendation: The idea that children have misinformation, and need to talk about sex matters is more reliably dealt with in statements 8 and 9. The idea about staff discussion and implementation is also better dealt with in 26 - 28, therefore the statement will be deleted.

This process reduced the number of statements to 115, by causing 15 statements to be deleted; 53 were left as they were set down in the original check-list; 40 were revised with textual alterations; 14 were variously combined to make 5 revised statements and 8 were made into statements with two or more sections. These statements will now be used (with other additional statements [see Appendix 7 - 7.1]) to provide a pool
of statements from which the final list of statements will be selected (see Appendix 7.2).

The decision whether to include statements or not was based primarily on whether they discriminated between the two groups of heads. There were other reasons for retaining statements which did not necessarily discriminate (e.g. to illuminate other aspects of the schools' sex education provision; to reflect the awareness of 'official' attitudes, and so on). Some statements posed other problems which needed careful consideration in deciding whether or not they needed to be retained. The kind of problems posed were:

a) Statements which receive similar, or identical responses from both groups:
   i) Those receiving agreement (e.g. 14, 25, 47, 83).
   ii) Those receiving disagreement (e.g. 58, 67).

b) Statements which were not applicable to all respondents:
   i) Such as referred to a previous school (e.g. 17, 51). 
   ii) Such as referred to family experience (e.g. 35).
   iii) Such as referred to personal experience (e.g. 5).

c) Statements which contained ambiguity (e.g. 36, 45, 57).

d) Statements which required 'interpretation':
   i) Interpretation by the respondent (e.g. 36, 127).
   ii) Interpretation of the response by the analyst (e.g. 21 - 23, 31, 126).

e) Statements which appear similar but do not receive the same responses as might be expected (e.g. 15/16, 42/106, 107/108).

f) Statements containing more than one main point (e.g. 21, 45).

6.9-1 ADDITIONAL STRATEGIES FOR THE ANALYSIS

If the check-list had had the additional response options listed below some of the problems which arose might have been obviated. Whether or not the inclusion of these options would benefit any subsequent check-list needs further consideration.
i) Don't know.
ii) Not Applicable.
iii) A reason to a) include sex education.
    b) exclude sex education.

The rationale for iii above is that unless respondents nominate statements as factors in their decision-making strategy when considering whether or not to include sex education it is not always clear how, or indeed if, their responses are meant to indicate a reason for their current position.

6.9-2 ADDITIONAL STATEMENTS

The re-presentation of the complete range of responses, and the additional opportunity, and invitation, to the respondents to add to their earlier responses, did not significantly enlarge the number or scope of the categories which were initially apparent. Compared to the literature regarding the curriculum in general, and the development of the sex education component, within the primary curriculum in particular, many factors which are said to influence the curriculum are not referred to at all. Factors which have an important place in the literature should be introduced into the final check-list of statements to test if they feature significantly as factors of influence on heads' decisions. Among such additional factors, for example, are:

Media influence,
Political constraints,
Management strategies.
6.9-3 DEVELOPMENT PROCESS FOR THE FINAL LIST OF STATEMENTS

From the Pilot Study, a list of statements, together with alternatives for some, and additional statements from other sources, was constructed. This list, and those statements from the list of Additional Statements which had not been incorporated, formed a pool of statements from which a smaller number would be selected for use in the Final List of Statements.

All these statements were subjected to a re-examination, the main criterion for which was to decide whether a response which either agreed or disagreed with any given statement was likely to discriminate between whether the respondent would agree with the implementation of sex education in the primary school or not.

Other statements which included aspects of information which would be of use to the project, but which did not necessarily conform to the main criterion, for example, the involvement of the school governors in relation to sex education decisions, prompted the collection of such information through the 'School Detail' list in the final package.

This process of revision and re-examination produced a Third Draft of the List of Statements which totalled 95 statements and by a further process of re-examination and the revision of the order and clustering of the statements, a final draft was achieved, comprising 83 statements, forming the List of Statements to be used.
6.9-4 FORMAT OF THE FINAL LIST OF STATEMENTS

The statements were to be presented with the three main categories first, in order of the emphasis given by the respondents. Each cluster would be titled to indicate the subject of that section of the List. Responses would be recorded by means of a six-point scale ranging from 'Strongly Agree' to 'Strongly Disagree', with no neutral or 'Undecided' mid-point, to ensure a measure of agreement/disagreement for each statement.

The List of Statements was checked for possible ambiguity, and the time needed for the response procedure. It had already been determined that the optimum time a head might be prepared to spend on this task was no more than 15 minutes, and 75 - 80 statements were thought likely to be the maximum number of statements possible. In the event 83 were selected finally, and these took in the region of 10 minutes to complete. This balance and level seemed appropriate.
CHAPTER 7. THE RESULTS

This chapter begins with a brief description of the location of the North Kent Area and demographic details of the respondents and their schools (7.1). The overall responses from the heads in terms of the total levels of agreement/disagreement to the questionnaire statements are set out in Table 10 which is followed by the reporting of these levels of agreement/disagreement in 10.2.

The questionnaire statements were subjected to elementary linkage analysis (7.3) and this resulted in the identification of twelve clusters, which are detailed and described. A reduced correlation matrix was constructed for the first seven clusters (7.4), from which it was seen that clusters 1 to 4 inter-correlated strongly. The statements identified by the linkage analysis were then subjected to factor analysis (7.5) and four factors were identified.

In 7.6 a comparison of the responses of headteachers to the statements identified in factors 1 to 4 according to their sex education status is reported upon. The chapter concludes with 7.7 in which further comparisons are made between the heads' responses using other demographic criteria.

7.1 Details of the Area, Schools and Respondents
The North Kent Area of the K.C.C. is comprised of several towns - Chatham, Gillingham, Rochester and Sittingbourne together with many small villages in rural and semi-rural settings. Geographically it is considerably
Map of Kent showing the location of the North Kent Area of the Kent Education Committee where the research for this study was conducted.
spread out with most of its population centred on the towns. The schools serve a wide and varied school population in schools which range from small village schools to larger town schools with two or three form entry. From a total population of about 283,000 approximately 80% (228,000) live in the larger towns. The ethnic population of about 11,500 is mostly Asian and centred on the conurbations. People work in the service industries, light manufacturing, tourism, farming, the cement industry, transport and the distribution trades. There are 77 schools which cover the junior age range in the Area and of the 77 headteachers circularised, 54 replied, giving a response rate of 70%.

From table 10 it can be seen that the number of schools included reflects a reasonable balance between Junior Mixed (48%) and Junior Mixed and Infant (52%) schools and that the proportion of those schools in the sample is similar to those in the Area. A similar proportion of county schools and church schools is reflected in the sample compared with the Area. Just over twice as many County Schools (69%) are represented compared to Church Schools (32%). Of the Church Schools, most are Church of England (total \( N = 11, 20\% \)) with 6 Roman Catholic Schools (11%). In comparing the different denominations in the church school category it can be seen that there is a slightly higher proportion of Church of England schools and a lower proportion of Roman Catholic schools in the sample compared to the Area figures. The majority of schools are in the groups 3 to 6 range, with group 5 \( (N = 14, 17\%) \) having the slightly largest numbers. Most schools provide health education \( (N = 47, 87\%) \), with only three (6%) saying that they do not. Almost all (29 out of 31) sex educating schools have health education. Proportionately, slightly fewer non-sex educating
schools have health education (17 out of 21). At least one school has sex education but no health education. At least two, possibly five, have neither health nor sex education.

Table 10. The percentage of schools in the Area compared with those in the sample.

<table>
<thead>
<tr>
<th></th>
<th>Total no. of schools in Area</th>
<th>%</th>
<th>Total no. of schools in sample</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Mixed and Infant</td>
<td>44</td>
<td>57%</td>
<td>28</td>
<td>52%</td>
</tr>
<tr>
<td>Junior Mixed</td>
<td>33</td>
<td>43%</td>
<td>26</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>County Primary</td>
<td>55</td>
<td>71%</td>
<td>37</td>
<td>69%</td>
</tr>
<tr>
<td>Church Schools</td>
<td>22</td>
<td>29%</td>
<td>17</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
</tr>
<tr>
<td>Church of England</td>
<td>12</td>
<td>55%</td>
<td>11</td>
<td>65%</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>10</td>
<td>45%</td>
<td>6</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Just over half (54%) have a published statement for sex education in their schools. About a third (32%) have statements in preparation, and a minority (N = 8, 15%) do not have statements or did not reply. 44 heads (82%) stated that their governors had discussed sex education. 43 heads reported that they had been consulted, and in consultation 41 heads said that the governors had agreed with their opinions. 42 heads said they agreed with the governors. The fact that 82% of governors are said to have discussed sex education, does not necessarily mean that they have all come to a firm or final decision on the matter.
governors have not yet discussed sex education, the prediction of the heads is that they will include or exclude the topic in roughly the same proportion as those schools where the decision has already been taken. All six heads expect the governors to agree with them.

Only 4 (7%) of the heads decided to remain anonymous, in returning the statements. The 93% who did not wish to remain anonymous, comprised 16 (30%) women and 34 (63%) men.

7.2 Levels of agreement / disagreement to the statements

The level of agreement or disagreement with the statements shown in Tables 11 - 17 is reported below according to the general categories used in the list of statements presented to the heads. In some cases there is almost universal agreement or disagreement while others show wider divisions of opinion. Many of the statements which record high levels of (dis)agreement seem to suggest considerable support for sex education, while some have an ambivalence which neither supports nor opposes it. When these issues are considered in later discussions it may be problematic to interpret how some of the responses heads have given, relate to their sex education status, given that 40% of heads said they do not have sex education in their schools and 60% who do.

7.2-1 Children

The overwhelming majority of heads agree that sex information is an important part of a child's knowledge (64%) and that children have many false ideas about sex (92%). Many heads agree that most 8-10 year olds know something about intercourse (78%) and that children need to know the
Table 11 Total levels of agreement or disagreement from all heads to all the statements in the questionnaire. ('Children' Category).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1. Children have many false ideas about sex.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>2. Children need to know the physical facts before they leave the primary school.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>3. These days most children between 8-10 know something about intercourse.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>4. Primary age children are likely to be worried by talking about sex.</td>
<td>51</td>
<td>59</td>
</tr>
<tr>
<td>5. Sex information is an important part of a child's knowledge.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>6. Older children at primary school need to discuss sex and moral topics.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>7. Children need to communicate about sex values in a clear, simple, reliable way.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>8. Children do not think about sex unless they have sex education at school.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>9. Children should receive sex education in school because they find it hard to talk to their parents about sex.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>10. Children are too shy to ask their teachers about sex.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>11. Children do not respond to sex information in the same way adults do.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>12. Sex education should be left until the secondary school.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>13. Sex education would stir up trouble with some children and encourage them to experiment.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>14. Children below the age of 11 are not interested in sex.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>15. Sex education would probably upset more children than it would satisfy.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>16. Many sexual ideas are unsuitable for children and would do them harm.</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>17. The age at which menstruation begins is gradually becoming younger.</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
physical facts before they leave the primary school (82%). The vast majority agree that the age when menstruation begins is gradually becoming younger (90%) (statements 1, 2, 3, 5, 17). 90% of heads agree that children need to communicate about sex values in a clear, simple, reliable way, with nearly as many agreeing that older primary children need to discuss sex and moral topics (80%). Fewer heads feel that children should receive sex education in school because they find it hard to talk to their parents about sex (61%) or that they are too shy to ask their teachers about sex (69%) (statements 6, 7, 9, 10).

Most heads disagree with the idea that children do not think about sex unless they have sex education at school (86%) or that children below the age of 11 are not interested in sex (80%). A similar number disagree that sex education would probably upset more children than it would satisfy (82%) or that it would stir up trouble with some children and encourage them to experiment (72%). However heads are evenly divided over the notion that many sexual ideas are unsuitable for children and would do them harm (50%/50%), 41% of heads think primary age children are likely to be worried by talking about sex and 25% say sex education should be left until the secondary school (statements 4, 8, 12, 13, 14, 15, 16). Most heads agree that children do not respond to sex information in the same way adults do (88%) (statement 11).

7.2-2 Staff and School

78% of heads perceive that staff are broadly supportive of the idea of sex education though 61% would not introduce sex education unless they had 100% backing from staff. About 70% of heads agree that the age, sex and
Table 12 Total levels of agreement or disagreement from all heads to all the statements in the questionnaire ('Staff and School' Category).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. If a teacher wanted to teach sex education I would not object.</td>
<td>49</td>
<td>71</td>
</tr>
<tr>
<td>19. The regular class teacher should take the sex education lessons.</td>
<td>51</td>
<td>71</td>
</tr>
<tr>
<td>20. Staff are broadly supportive of the idea of sex education.</td>
<td>51</td>
<td>78</td>
</tr>
<tr>
<td>21. The fact that teachers are in loco parentis does not entitle them to assume the role of parents in giving sex information.</td>
<td>51</td>
<td>72</td>
</tr>
<tr>
<td>22. I would not introduce sex education unless I had 100% backing from staff.</td>
<td>51</td>
<td>61</td>
</tr>
<tr>
<td>23. The age, sex and marital status of teachers are irrelevant to their ability to work with children in sex education.</td>
<td>51</td>
<td>69</td>
</tr>
<tr>
<td>24. Sex education fits in with the normal primary curriculum.</td>
<td>51</td>
<td>74</td>
</tr>
<tr>
<td>25. I have not been able to find enough spare money to support the intro­duction of sex education.</td>
<td>50</td>
<td>74</td>
</tr>
<tr>
<td>26. The family atmosphere of a primary school makes it easy to implement sex education.</td>
<td>51</td>
<td>86</td>
</tr>
<tr>
<td>27. Sex education should be established as an integral part of the school's Personal Development strategy.</td>
<td>51</td>
<td>80</td>
</tr>
</tbody>
</table>
marital status of teachers are irrelevant to their ability to work with children in sex education (69%); that they would not object if a teacher wanted to teach sex education (71%), and that regular class teachers should take the sex education lessons (71%) (statements 18, 19, 20, 22, 23).

Nearly three quarters of heads agree that the fact that teachers are in loco parentis does not entitle them to assume the role of parents in giving sex information (72%) (statement 21).

There is substantial support for the concept that the family atmosphere of a primary school makes it easy to implement sex education (86%) which should be established as an integral part of the school's Personal Development strategy (80%). Nearly 75% of heads disagreed that they had been unable to find enough spare money to support the introduction of sex education (74%) and there is wide agreement that sex education fits in with the normal primary curriculum (74%) (statements 24, 25, 26, 27).

7.2-3 School governors

A substantial majority of heads agree that in coming to a view regarding sex education, governors would be guided by the opinions of the head (88%) and that in order to introduce sex education the governors would need 'educating' about it (74%) (statements 29, 30).

Heads are evenly divided over whether or not governors' attitudes would have a restraining influence on the introduction of sex education (50%/50%)
Table 13 Total levels of agreement or disagreement from all heads to all the statements in the questionnaire. ('School Governors' Category).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>School Governors</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>28. The school governors don't know any more than I do about sex education.</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>29. In coming to a view regarding sex education, governors would be guided by the opinions of the head.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>30. In order to introduce sex education the governors would need 'educating' regarding it.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>31. Governors' attitudes would have a restraining influence on the introduction of sex education.</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 14 Total levels of agreement or disagreement from all heads to all the statements in the questionnaire. ('LEA and Diocese' Category).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>L.E.A. and Diocese</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>32. There has been no pressure upon me to introduce sex education from the Local Education Authority.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>33. The attitudes of the Diocesan officers might have a restraining influence on the introduction of sex education</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td>34. The promotion of sex education by some LEAs confirms its acceptability on the primary curriculum.</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>35. As far as I know there have been no INSET courses regarding the implementation of sex education in primary schools.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>36. There is no positive pressure coming from the church to implement sex education.</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>
while slightly more agree that governors do not know any more than they do about sex education (56%) (statements 28, 31).

7.2-4 LEA - Diocese

Almost all heads agree that there has been no pressure from the Local Education Authority (94%) or from the church to implement sex education (93%). A large majority of heads report no knowledge of INSET courses regarding the implementation of sex education in primary schools (86%) but a majority agree that the promotion of sex education by some LEAs confirms its acceptability on the primary curriculum (66%) (statements 32, 34, 35, 36).

Just over half of the heads disagree that Diocesan officers' attitudes might have a restraining influence on the introduction of sex education (52% - statement 33) which is similar to their responses regarding governors' attitudes.

7.2-5 Parents and families:

Nearly nine out of ten heads agree that sex education is really the parents' job, but they shy off it (86%) (statement 45).

A large majority agree that it is preferable to consult parents over whether or not to implement sex education (80%) and only 22% say they would
Table 15 Total levels of agreement or disagreement from all heads to all the statements in the questionnaire. ('Parents and Families' Category).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Parents and Families</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. It is preferable to consult parents over whether or not to implement sex education.</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>38. Most parents are in favour of sex education in the primary school.</td>
<td>51</td>
<td>86</td>
</tr>
<tr>
<td>39. Parents can be very vocal and organised, therefore if the issue of sex education was so important to them they would insist that it be included on the curriculum.</td>
<td>51</td>
<td>59</td>
</tr>
<tr>
<td>40. When parents know sex education is dealt with in school, it makes it easier for them to communicate with their children.</td>
<td>51</td>
<td>74</td>
</tr>
<tr>
<td>42. Sex education could cause certain difficulties among the parents.</td>
<td>51</td>
<td>66</td>
</tr>
<tr>
<td>43. In many families the subject of sex is taboo, so the parents would not want sex education at school.</td>
<td>51</td>
<td>53</td>
</tr>
<tr>
<td>44. Sex education is appreciated by the parents.</td>
<td>51</td>
<td>82</td>
</tr>
<tr>
<td>45. Sex education is really the parents' job, but they shy off it.</td>
<td>51</td>
<td>86</td>
</tr>
<tr>
<td>46. Sex education does not interfere with the privacy of the family.</td>
<td>50</td>
<td>86</td>
</tr>
<tr>
<td>47. Sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families.</td>
<td>51</td>
<td>78</td>
</tr>
<tr>
<td>48. School is not the best place to teach about sex. It should be done in the family if possible.</td>
<td>51</td>
<td>74</td>
</tr>
<tr>
<td>49. It is not practical to include sex education on the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation.</td>
<td>51</td>
<td>69</td>
</tr>
</tbody>
</table>
be very reluctant to involve the parents in sex education decisions. Most heads agree that parents are in favour of sex education (86%) and appreciate it (82%) in the primary school (statements 37, 38, 41, 44).

Over 80% of heads agree that sex education does not interfere with the privacy of the family (86%) nor is it too private and personal a topic to be considered at primary school (80%). There is also wide agreement from heads that when parents know sex education is dealt with in school, it makes it easier for them to communicate with their children (74%) (statements 40, 46, 55).

The idea that parents can be very vocal and organised, so that if the issue of sex education was so important to them they would insist that it be included on the curriculum is not accepted by 59% of heads, but many heads agree that sex education could cause certain difficulties among the parents (66%) while just over half agree that for many families the subject of sex is taboo, so the parents would not want sex education at school (53%). 22% of heads agree that primary sex education is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families and over a third say it is not practical to include sex education because it is very much a family matter, to be expressed and explained in a loving family situation (35%) (statements 39, 42, 43, 47, 49).

Most heads maintain that school is not the best place to teach about sex as it should be done in the family if possible (74%) (statement 48).
Nearly all heads agree that society benefits from responsible sexual attitudes and decision making (98%) and that learning about sex will help children cope with many of the problems they will encounter in our society (80%). Similarly almost all heads accept that many young people no longer regard sex as being sanctioned and approved only in marriage (98%) and they accept that sex education will not encourage premature sexual activity (74%). Barely half the heads agree that without sex education it is impossible to provide adequate anti-child-abuse teaching (53%) though two thirds agree that if we are going to overcome the AIDS problem, children will need to learn about sex as early as possible (66%) (statements 52, 54, 59, 61, 62, 63).

There is almost complete disagreement with the idea that because sex is inherent and a major drive, no one has to learn about it (94%) and a large majority disagree that sex education is unnecessary because there is already too much sex in our society at present (88%). 90% of heads disagree that children get enough sex information from the mass media, so they really don't need any more at school and most agree that children need reliable sex information at school in order to counterbalance that which comes from the media (82%). About two thirds agree that healthy adult living requires some form of sexual activity (68%) while about the same number do not agree that the more religious you are, the more conservative you will be about sex (67%). Opinion over whether it is wrong for sex education to be promoted by a commercial concern is fairly evenly divided with 51% agreeing that it is (statements 50, 51, 53, 56, 65, 66, 67).
<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Sex education is unnecessary because there is already too much sex in our society at present.</td>
<td>51 88</td>
<td></td>
</tr>
<tr>
<td>51. Because sex is inherent and a major drive, no one has to learn about it.</td>
<td>51 94</td>
<td></td>
</tr>
<tr>
<td>52. Sex education will not encourage premature sexual activity.</td>
<td>51 74</td>
<td></td>
</tr>
<tr>
<td>53. Healthy adult living requires some form of sexual activity.</td>
<td>50 68</td>
<td></td>
</tr>
<tr>
<td>54. Many young people no longer regard sex as being sanctioned and approved only in marriage.</td>
<td>51 98</td>
<td></td>
</tr>
<tr>
<td>55. Sex is too private and personal a topic to be considered at primary school.</td>
<td>51 80</td>
<td></td>
</tr>
<tr>
<td>56. The more religious you are, the more conservative you will be about sex.</td>
<td>50 67</td>
<td></td>
</tr>
<tr>
<td>57. As our society becomes more multicultural, it is becoming less appropriate to offer sex education in school.</td>
<td>51 82</td>
<td></td>
</tr>
<tr>
<td>58. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.</td>
<td>51 86</td>
<td></td>
</tr>
<tr>
<td>59. Learning about sex will help children cope with many of the problems they will encounter in our society.</td>
<td>51 80</td>
<td></td>
</tr>
<tr>
<td>60. The sort of personal/family problems a headteacher advises on is a reason why schools should do sex education.</td>
<td>51 55</td>
<td></td>
</tr>
<tr>
<td>61. Society benefits from responsible sexual attitudes and decision-making.</td>
<td>51 98</td>
<td></td>
</tr>
<tr>
<td>62. Without sex education it is impossible to provide adequate anti child-abuse teaching.</td>
<td>51 53</td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>63. If we are going to overcome the AIDS problem, children will need to</td>
<td>51</td>
<td>66</td>
</tr>
<tr>
<td>learn about sex as early as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. Sex education must be OK for primary schools or the BBC would not</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>have produced programmes and materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. Children get enough sex information from the mass media, so they</td>
<td>51</td>
<td>90</td>
</tr>
<tr>
<td>really don't need any more at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. Children need reliable sex information at school in order to counter</td>
<td>51</td>
<td>82</td>
</tr>
<tr>
<td>balance that which comes from the media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67. It is wrong for sex education to be promoted by a commercial concern.</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>68. Present political pressure on the curriculum acts against the</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>introduction of sex education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69. The National Curriculum makes the introduction of sex education more</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>difficult.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70. I am not aware of any Official publications on the subject.</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>71. Teachers' training courses should include some preparation for sex</td>
<td>51</td>
<td>92</td>
</tr>
<tr>
<td>education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72. I am not aware of any college or university courses having been</td>
<td>51</td>
<td>82</td>
</tr>
<tr>
<td>arranged to promote sex education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73. I do not know of any research which supports sex education in primary</td>
<td>51</td>
<td>78</td>
</tr>
<tr>
<td>schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. I have read articles in support of primary sex education in various</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>teachers' publications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75. One factor which influences a head's decision concerning sex education</td>
<td>51</td>
<td>84</td>
</tr>
<tr>
<td>an understanding of the needs of the community, served by the school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Over 80% of heads do not agree that as our society becomes more multicultural, it is becoming less appropriate to offer sex education in school (82%) nor that it is unnecessary in a middle to upper class neighbourhood, as the parents will do their own (86%) (statements 57, 58).

43% of heads say that present political pressure on the curriculum acts against the introduction of sex education (57%) and 35% agree that the National Curriculum also makes the its introduction more difficult (65%) (statements 68, 69).

There is considerable agreement that teachers' training courses should include some preparation for sex education (92%) though a large majority of heads say they are not aware of any college or university courses having been arranged to promote sex education (82%). Most heads say they do not know of any research which supports sex education in primary schools (78%). Just over half are unaware of any Official publications on the subject (57%) though the same percentage say they have read articles in support of it in various teachers' publications (57%) and 40% agree that it must be OK for primary schools or the BBC would not have produced programmes and materials (statements 64, 70, 71, 72, 73, 74).

While over 80% agree that one factor which influences a head's decision concerning sex education is an understanding of the needs of the community, served by the school (84%) far fewer agree that the sort of personal/family problems they advise on provide reasons why schools should include sex education (56%) (statements 60, 75).
### Table 17: Total levels of agreement or disagreement from all heads to all the statements in the questionnaire. ('Personal to the Head' Category).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Personal to the Head</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76. Sex education is an area which I think I could deal with.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>77. I would prefer not to have sex education in my school.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>78. The introduction of sex education in the school was promoted by me.</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>79. I am personally opposed to sex education in the primary school.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>80. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>81. Before one decided to introduce sex education, one would need a lot more information about it.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>82. A Headteacher can personally hinder or promote the introduction of sex education into her/his school.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>83. I would introduce sex education in spite of the staff if necessary.</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>
Almost every head agrees that they can personally hinder or promote the introduction of sex education into their schools (98%) and 29% say they would introduce sex education in spite of the staff if necessary. Nearly three quarters agree that through their experience of working with children in class they can see the need for all children to be properly informed in school about sex (74%) (statements 80, 82, 83). A large majority agree that sex education is an area which they think they could deal with (80%) and 20% said they would prefer not to have sex education in their schools. 23% of heads are personally opposed to sex education in the primary school and 56% said that they had promoted the introduction of sex education in the school. Over two thirds said that before they decided to introduce sex education, they would need a lot more information about it (68%) (statements 76, 77, 78, 79, 81).

A correlation matrix was calculated to show the correlation coefficients (Pearson) for all possible pairs of statements. This enabled the identification of the strength with which each statement correlated with all other statements in the questionnaire. By counting the number of coefficients which were at the $0.001 < p < 0.01$ 2 tailed level of significance (each assigned 1 point) and $p < 0.001$ 2 tailed level (each assigned 2 points) for each statement, a total could be obtained which empirically ranged from 0 to 77 which represents the strength of the links between that statement and all others in the questionnaire.

The adoption of these levels of significance was based on the default
marking of significance levels by one and two as denoted respectively by SPSS PC+. The 2 tailed level was adopted as, at this stage, it was considered inappropriate to differentiate between correlation values, the direction of which could be reasonably predicted in advance and those where this was not possible. It is accepted that a degree of arbitrariness resides in the procedure followed, but it can be justified on the grounds that this was an exploratory procedure designed to identify, in relative terms only, those items which were most closely linked to others in the questionnaire. The order of statements based on this measure is shown in Table 18 below:

The statement which had the highest degree of correlation with the others was statement 24 'Sex education fits in with the normal primary curriculum'. In contrast, statement 67 'It is wrong for sex education to be promoted by a commercial concern' did not correlate significantly with any of the others. Table 18 shows clearly that strong associations were present among many of the statements included in the questionnaire.

In order to identify strongly correlated clusters of statements McQuitty's (1958) Elementary Linkage Analysis was employed. Pairs of statements which had their highest correlation coefficient with one another were identified and these pairs used to form the core statements for each cluster. Twelve such pairs were identified. Around these pairs, first order 'cousins' were attached by determining which statements had their highest correlation with the core statements. Second order cousins were then identified - i.e. statements having their highest correlation with the first order statements. This process was continued until all statements
were allocated a place in one of the clusters. The final make-up of the clusters is described in Table 19 below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>Statement</th>
<th>Score</th>
<th>Statement</th>
<th>Score</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
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<td>81</td>
<td>6</td>
</tr>
<tr>
<td>49</td>
<td>72</td>
<td>9</td>
<td>54</td>
<td>35</td>
<td>13</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>55</td>
<td>72</td>
<td>58</td>
<td>52</td>
<td>63</td>
<td>13</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>65</td>
<td>72</td>
<td>19</td>
<td>47</td>
<td>64</td>
<td>13</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>26</td>
<td>71</td>
<td>2</td>
<td>45</td>
<td>31</td>
<td>12</td>
<td>30</td>
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<td>71</td>
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<td>78</td>
<td>37</td>
<td>62</td>
<td>11</td>
<td>56</td>
<td>4</td>
</tr>
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<td>7</td>
<td>69</td>
<td>16</td>
<td>35</td>
<td>68</td>
<td>11</td>
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<td>51</td>
<td>35</td>
<td>4</td>
<td>10</td>
<td>74</td>
<td>3</td>
</tr>
<tr>
<td>44</td>
<td>67</td>
<td>3</td>
<td>33</td>
<td>69</td>
<td>10</td>
<td>83</td>
<td>3</td>
</tr>
<tr>
<td>76</td>
<td>67</td>
<td>18</td>
<td>32</td>
<td>82</td>
<td>10</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>66</td>
<td>50</td>
<td>32</td>
<td>34</td>
<td>9</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>66</td>
<td>21</td>
<td>30</td>
<td>22</td>
<td>8</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>77</td>
<td>66</td>
<td>39</td>
<td>28</td>
<td>36</td>
<td>8</td>
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<td>52</td>
<td>27</td>
<td>54</td>
<td>8</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>8</td>
<td>23</td>
<td>59</td>
<td>8</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>57</td>
<td>64</td>
<td>29</td>
<td>20</td>
<td>61</td>
<td>8</td>
<td>67</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>63</td>
<td>25</td>
<td>16</td>
<td>72</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18 The strength with which each statement correlates with all other statements in the questionnaire.
Table 19. The structure of the twelve clusters identified.

<table>
<thead>
<tr>
<th>Core Statements</th>
<th>Total number of cousins</th>
<th>Total no. of statements</th>
<th>Correlation Coefficient for pair of Core Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st. 2nd. 3rd. 4th. 5th.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 65 : 66</td>
<td>6 3 2 1</td>
<td>14</td>
<td>-84</td>
</tr>
<tr>
<td>2. 24 : 27</td>
<td>6 4 2 3 1</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>3. 15 : 77</td>
<td>5 4 3</td>
<td>14</td>
<td>78</td>
</tr>
<tr>
<td>4. 7 : 5</td>
<td>1 2 2</td>
<td>7</td>
<td>71</td>
</tr>
<tr>
<td>5. 72 : 73</td>
<td>4 1</td>
<td>7</td>
<td>68</td>
</tr>
<tr>
<td>6. 82 : 61</td>
<td>4 2</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>7. 69 : 68</td>
<td>2</td>
<td>4</td>
<td>62</td>
</tr>
<tr>
<td>8. 50 : 51</td>
<td></td>
<td>2</td>
<td>59</td>
</tr>
<tr>
<td>9. 10 : 4</td>
<td>1</td>
<td>3</td>
<td>52</td>
</tr>
<tr>
<td>10. 63 : 59</td>
<td></td>
<td>2</td>
<td>52</td>
</tr>
<tr>
<td>11. 34 : 64</td>
<td></td>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>12. 48 : 45</td>
<td></td>
<td>2</td>
<td>44</td>
</tr>
</tbody>
</table>

After examining the clusters they were titled to indicate their main characteristics and the concepts they contained:

Cluster 1. Basic reasons for and against sex education (Social factors - Values - Media - Society - Families)

Cluster 2. Focus on the school provision of sex education (Sex education as an element of the curriculum - Children's needs - Staffing implications)

Cluster 3. Parents', Headteachers' and children's responses to sex education (Parental attitudes and children's responses)
Cluster 4. Issues relating to children and family
(Children's needs and parental factors)

Cluster 5. External - Academic and official factors
(Publications, research and academic issues)

Cluster 6. Headteacher's power, values and social issues

Cluster 7. Political and management factors

Cluster 8. Societal concepts

Cluster 9. Children's communication

Cluster 10. Social problems

Cluster 11. 'Official' acceptability

Cluster 12. Parental responsibility

Tables 20 and 21 show all the statements comprising these clusters in a diagramatic format. The nuclei of the clusters' (the core pair of statements and 1st cousins) are discussed below.

Cluster 1. Basic reasons for and against sex education:

The issue of children being bombarded with sexual information and misinformation from the mass media forms the core of this cluster. Implicit in this are the two arguments that no sex education is needed since so much sex information is socially available, or, because of the intrusive and indiscriminate nature of mass media information, sex education is required to give order and balance to this uncontrolled input.

Statements which tend to embrace the arguments for the non-provision of primary school sex education, suggest that sex matters are too private and personal, are unsuitable or harmful or inappropriate because of wide and differing family values. 'Better class' parents might be said to provide their own sex education, and if parents wanted it in school they are
sufficiently vocal and organised to call for it. Those who recognise that children need reliable sex information to counter the influence of the mass media claim that the family atmosphere in the primary school makes it an appropriate setting for such provision.

Cluster 2. Focus on the school provision of sex education:
Central to this cluster are the ideas that sex education fits in with the normal primary curriculum and should be part of the school's personal development policy. This is supported by the concepts that teachers' training should include sex education. Since teachers are perceived as being broadly in favour of sex education, such teaching should normally be undertaken by the class teachers. Experience from working with children tends to confirm their need for sex education in the primary school. These ideas are opposed by the claim that sex education is rightly a family responsibility and should be imparted within a loving family situation.

Cluster 3. Parents', headteachers' and children's responses to sex education:
This cluster is based on a head's expression of a preference not to have sex education in her/his school. Some of the reasons suggested are the probability that more children would be upset than satisfied; it would stir up trouble and encourage experimentation, therefore it would be best left for the secondary school. These views are countered by the claims that most parents are in favour and support primary school sex education, and that children need to have certain factual information before leaving the primary stage.
Table 20
Clusters 1, 2 and 3 in diagramatic form showing core statements and cousins
Cluster 4. Issues relating to children and family:
This cluster is based on very positive reasons for providing sex education. These are that sex information is an important part of a child's knowledge and children need to discuss and communicate about sex and moral issues in a clear, simple reliable way.

Cluster 5. External - Academic and official factors:
The notion that sex education is not being encouraged, supported or promoted by significant external agencies is implied in most of the statements in this cluster. The lack of awareness of supporting research, academic courses, official publications, In Service Training and the probability of school governors being no better informed than heads, suggests that little or no support exists for sex education from these sources.

One minor element of support could be seen in the mention of supporting articles in teachers' publications, but 'teachers' publications' might not be seen as being highly placed in the hierarchy of supporting literature.

Cluster 6. Headteacher's power, values and social issues:
This cluster includes the concepts: that society benefits from responsible sex attitudes and decisions; that girls are menstruating earlier; that sex outside marriage is more accepted and that the church is not seen as bringing any positive pressure for sex education. There is also the ambivalence of perceptions that children do not respond to sex information in the same way as adults. These concepts offer some insights into the
diverse social factors and values which could impinge on the kind of decisions heads take.

Linked with these concepts is the significant element of power in a head's position to be able to personally hinder or promote the introduction of sex education.

Cluster 7. Political and management factors:
Factors arising from current political pressures, including the continuing development of the National Curriculum and the managerial needs of funding and subject information are linked in this cluster.

Cluster 8. Societal concepts:
The concepts in this cluster support the notions that there is too much sex in society anyway without adding to it by providing sex education, and as sex is inherent it does not have to be learnt.

Cluster 9. Children's communication:
The shyness and anxiety children exhibit in relation to sex matters serve as reasons against sex education, but are linked in this cluster with the hypothesis that without it, schools cannot provide adequate anti child-abuse teaching.

Cluster 10. Social problems:
The ideas in this cluster are supportive of sex education as providing help with the social problems children will encounter, and particularly the need for countering HIV/AIDS.
Table 21
Clusters of Factors Relating to Children and Families

Cluster 1: Factors relating to children and families.
35. One factor which influences a head's decision concerning sex education in an understanding of the needs of the community, served by the school.
37. It is preferable to consult parents over whether or not to implement sex education.
38. I would be very reluctant to involve the parents in sex education decisions.
39. The sort of prenatal/family problems a headteacher addresses on in a reaction why schools should do sex education.
40. Older children at primary school need to discuss sex and moral topics.
41. Children need to communicate about sex values in a clear, simple, reliable way.
42. Sex information is an important part of a child's knowledge.

Cluster 2: Headteachers' power, values and social issues.
39. In order to introduce sex education the governors would need 'educating' regarding it.
40. There is no positive pressure coming from the church to implement sex education.
41. The age at which menstruation begins is gradually becoming younger.
42. Very young people no longer regard sex as being abnormal and approved for marriage only in marriage.
43. A headteacher can personally hinder or promote the introduction of sex education into their school.
44. Society benefits from responsible sexual attitudes and decision-making.
45. Children do not respond to sex information in the same way adults do.

45. There has been no pressure upon me to introduce sex education from the Local Education Authority.
46. As far as I know there have been no INSET courses regarding the implementation of sex education in primary schools.
47. The school governors don't know any more than I do about sex education.
48. I am not aware of any courses or university courses having been arranged to promote sex education.
49. I do not know of any research which supports sex education in primary schools.
50. I have not been able to find enough support to the introduction of sex education.
51. I have not been able to find enough support to the introduction of sex education.
52. The National Curriculum makes the introduction of sex education more difficult.
53. Present political pressure on the curriculum adds against the introduction of sex education.
54. Before sex education is introduced, sex education would need a lot more information about it.
55. Sex education is necessary because there is already too much sex in our society at present.
56. Sex education is necessary because there is already too much sex in our society at present.
57. Sex education is important because it is a major drive, so one has to learn about it.
58. Sex education is important because it is a major drive, so one has to learn about it.
59. Sex education is really the parents' job, but they say off it.
60. School is not the best place to teach about sex. It should be done in the family if possible.
Cluster 11. 'Official' acceptability:
It is being suggested in this cluster that 'official' support for sex education, by say, the local authority or the BBC, endorses it and helps promote its introduction and development in schools.

Cluster 12. Parental responsibility:
The fundamental concept of sex education as the responsibility of the parents, with the family being the ideal environment for such enlightenment, is embodied in this cluster.

7.4: REDUCED CORRELATION MATRIX
It can be seen from the make-up of the clusters in Table 19, 20 and 21 that there are forty two statements forming the core pairs and first cousins of the first seven clusters. This represents about half the total number of statements presented to the respondents.

A reduced correlation matrix was calculated with these forty two statements, arranged in order of their clusters. Table 22 reports the percentage of significant correlation coefficients at the p < 0.01 1 tailed level between clusters in relation to the number of coefficients in each cell. For example, for cluster one, eight statements were correlated with eight statements in cluster two and of all possible correlations 67% were significant at this level.

Again, the concern of this exploratory procedure is strictly relative and was adopted in order to give a sense of within cluster and between cluster linkage.
Table 22 The percentage of significant correlations (p < 0.01) between clusters

<table>
<thead>
<tr>
<th>Clusters</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>82%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>46%</td>
<td>58%</td>
<td>81%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>6%</td>
<td>0%</td>
<td>11%</td>
<td>17%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

It is apparent from this table that the items in clusters 1 to 4 inter-correlate with each other to a substantial degree. Clusters 5 to 7 showed few significant correlations with each other, nor with any of the clusters in the 1 to 4 group.

The way clusters 1 to 4 correlate can be shown diagramatically in Table 23 below.

A listing of the 26 statements contained in the nuclei of clusters 1 to 4 shows that they nearly all (96%) relate to Children, Parents/Family, School, Teachers, Headteachers. Thus factors relating to that triangle of influence (Children - Parents - Teachers) which is central to the life of the primary school are seen to be closely inter-related and significant to headteachers when thinking about sex education issues.
The issues found within these statements are generally representative of reasons for or against sex education and through the analytical process they appear to be the central and most significant sub-set of factors included within the whole range of the statements presented to the headteachers in this study. If they are considered in relation to the general categories of: Children - Staff and School - Parents and Family - Personal to the Head; some idea of the main areas upon which heads have focused is seen.

It was decided to include the forty two statements which formed the central structure of the first seven clusters identified in a factor analysis to further clarify their inter-relationships.
7.5 FACTOR ANALYSIS OF THE 42 STATEMENTS IDENTIFIED BY LINKAGE ANALYSIS

The 42 statements found within the nuclei of the first seven clusters were subjected to factor analysis (Principal Components Analysis followed by varimax rotation). Seven factors were identified with eigen values greater than one, but the plot of the eigen values suggested the start of a 'scree' after the first four factors. It was decided therefore to retain four factors for rotation.

Table 24 reports the factors which emerged from this process. Loadings <0.5 are not shown. Statement 70 is associated with factor 4, but has a loading under 0.5. This cutoff point for loadings provides the clearest 'simple structure' pattern (i.e. all statements except 70 have a strong loading on one and only one factor).

To reflect the composition of the factors which have been identified they have been given the following titles:

Factor 1. Basic/Primary Reasons For/Against Sex Education
   Relating to: Children's Needs - Children's Responses - Parental and Family attitudes - Personal to the Head - Teachers' Attitudes - School/Curriculum Context.

Factor 2. Social Factors Mediated by the Head
   Relating to: Social Context - Head's Personal Power.

Factor 3. Academic/Governors' Influence

Factor 4. Official (Political) / Managerial Factors
Table 24  Four sex education factors identified by factor analysis

<table>
<thead>
<tr>
<th>Statements (abbreviated)</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. fits prim. curriculum</td>
<td>.896</td>
</tr>
<tr>
<td>80. child informed in sch. about sex</td>
<td>.847</td>
</tr>
<tr>
<td>65. enough sex info. from media</td>
<td>-.842</td>
</tr>
<tr>
<td>66. reliable info. to counter media</td>
<td>.822</td>
</tr>
<tr>
<td>55. too private and personal</td>
<td>-.813</td>
</tr>
<tr>
<td>27. Sex edn. integral part PDS</td>
<td>.811</td>
</tr>
<tr>
<td>12. left until sec. school</td>
<td>-.804</td>
</tr>
<tr>
<td>77. prefer no sex edn.</td>
<td>-.785</td>
</tr>
<tr>
<td>20. staff support sex edn.</td>
<td>.785</td>
</tr>
<tr>
<td>49. Sex is a family matter</td>
<td>-.779</td>
</tr>
<tr>
<td>26. fam. atmos. - easy to implement</td>
<td>.766</td>
</tr>
<tr>
<td>47. inappropriate - wide attitudes</td>
<td>-.760</td>
</tr>
<tr>
<td>15. upset more children than satisfy</td>
<td>-.738</td>
</tr>
<tr>
<td>7. need to communicate about sex</td>
<td>.728</td>
</tr>
<tr>
<td>6. need to discuss sex/moral topics</td>
<td>.723</td>
</tr>
<tr>
<td>44. sex edn. appreciated by parents</td>
<td>.722</td>
</tr>
<tr>
<td>5. sex import. part child's knowledge</td>
<td>.711</td>
</tr>
<tr>
<td>13. trouble - encourage experiment</td>
<td>-.679</td>
</tr>
<tr>
<td>38. parents favour prim. sex edn.</td>
<td>.662</td>
</tr>
<tr>
<td>58. unnecessary mid/up. class neigh'd.</td>
<td>-.643</td>
</tr>
<tr>
<td>19. class teacher to take sex lessons</td>
<td>.643</td>
</tr>
<tr>
<td>9. child'n. - hard to talk to parents</td>
<td>.642</td>
</tr>
<tr>
<td>2. need to know the physical facts</td>
<td>.617</td>
</tr>
<tr>
<td>16. many sex ideas unsuitable</td>
<td>-.554</td>
</tr>
<tr>
<td>71. T. training to include sex edn.</td>
<td>.550</td>
</tr>
<tr>
<td>82. HT can hinder/promote sex edn.</td>
<td>.744</td>
</tr>
<tr>
<td>36. no church pressure for sex edn.</td>
<td>.681</td>
</tr>
<tr>
<td>54. young ? sex only in marriage</td>
<td>.677</td>
</tr>
<tr>
<td>61. benefits from responsible sex atts.</td>
<td>.619</td>
</tr>
<tr>
<td>17. menstruation becoming younger</td>
<td>.609</td>
</tr>
<tr>
<td>11. not respond to sex info. as adults</td>
<td>.544</td>
</tr>
<tr>
<td>72. col/univers. courses for sex edn ?</td>
<td></td>
</tr>
<tr>
<td>73. research supporting prim. sex edn ?</td>
<td>.815</td>
</tr>
<tr>
<td>28. govs. know no more than heads</td>
<td>.693</td>
</tr>
<tr>
<td>39. if important parents would insist</td>
<td>.681</td>
</tr>
<tr>
<td>35. no INSET courses re. prim. sex edn.</td>
<td>.543</td>
</tr>
<tr>
<td>74. read articles support. prim. sex edn.</td>
<td>.526</td>
</tr>
<tr>
<td>69. N.C. - intro. of sex edn. difficult</td>
<td>-.517</td>
</tr>
<tr>
<td>25. no spare money to support sex edn.</td>
<td></td>
</tr>
<tr>
<td>68. pol. pressure - intro. of sex edn.</td>
<td>.736</td>
</tr>
<tr>
<td>81. need more information about it</td>
<td>.735</td>
</tr>
<tr>
<td>70. unaware of Official publications</td>
<td>.669</td>
</tr>
</tbody>
</table>
Table 25 Summary of the statements in factors 1 to 4 according to category.

<table>
<thead>
<tr>
<th>Factor 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children: 2. 5. 6. 7. 9. 13. 15. 16. 65. 66.</td>
</tr>
<tr>
<td>Personal to the Head: 77. 80.</td>
</tr>
<tr>
<td>Parents and Families: 38. 44. 47. 49. 55. 58.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children: 11. 17.</td>
</tr>
<tr>
<td>Personal to the Head: 82.</td>
</tr>
<tr>
<td>General and Societal: 54. 61.</td>
</tr>
<tr>
<td>L.E.A. and Diocese: 36.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Families: 39</td>
</tr>
<tr>
<td>School Governors: 28.</td>
</tr>
<tr>
<td>L.E.A. and Diocese: 35.</td>
</tr>
<tr>
<td>General and Societal: 72. 73. 74.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and School: 25.</td>
</tr>
<tr>
<td>Personal to the Head: 81.</td>
</tr>
<tr>
<td>General and Societal: 68. 69. 70.</td>
</tr>
</tbody>
</table>
The 42 statements which were subjected to this analysis can be arranged into certain categories according to their content. These categories have been designated:

- Children, Staff and School, General and Societal
- Personal to the Head, Parents and Family, School Governors, L.E.A. and Diocese.

The distribution of statements in these categories within the four factors identified is shown in Table 26 below.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Children</td>
<td>10</td>
</tr>
<tr>
<td>Staff and School</td>
<td>7</td>
</tr>
<tr>
<td>Parents and Families</td>
<td>6</td>
</tr>
<tr>
<td>Personal to the Head</td>
<td>2</td>
</tr>
<tr>
<td>L.E.A. and Diocese</td>
<td>1</td>
</tr>
<tr>
<td>School Governors</td>
<td>1</td>
</tr>
<tr>
<td>General and Societal</td>
<td>2</td>
</tr>
</tbody>
</table>

At this stage it is useful to examine the types of statements forming these categories, and summarise the main issues which they contain. It was seen earlier that 96% of those 26 statements within this larger group which comprised the nuclei of the four inter-correlated clusters related to the close school context. When the whole sub-set of 42 statements is examined
it can be seen that the majority (76%) of the statements remain focused on the close context of the school (i.e. Children 12, Staff and School 8, Personal to the Head 4, Parents and Family 7, School Governors 1 = 32) with 10 (24%) other statements which are not.

The commentary which follows considers the four factors in relation to these categories (and briefly introduces the issues which have been identified through the analytical process so far).

Factor 1. Basic/Primary Reasons For/Against Sex Education
(Relating to Children's needs - Children's responses - Parental and family attitudes - Personal to the head - Teachers' attitudes - School/curriculum context)

The main areas concerning children relate to the concepts that sex information is an important part of a child's knowledge and children need to know the physical facts, discuss sex and moral topics and communicate about sex at the primary stage (Statements 2, 5, 6, 7). Children should receive sex education in school because they find it hard to talk to their parents about sex (Statement 9).

Some heads claim children need reliable sex information at school in order to counter balance that which comes from the media (Statement 66), others contend that children get enough sex information from the mass media, so they really do not need any more at school (Statement 65). It is also thought by some, that many sexual ideas are unsuitable for children and would do them harm, and that sex education might upset children, stir up trouble and encourage them to experiment (Statements 13, 15, 16).
The family atmosphere of a primary school is said to make it easy to implement sex education and as sex education fits in with the normal primary curriculum it should be established as an integral part of the school's Personal Development strategy (Statements 24, 26, 27).

On the other hand the question of whether sex education should be left until the secondary school is considered (Statement 12).

Other issues relating to school and staff are concerned with whether staff are broadly supportive of the idea of sex education, whether the regular class teacher should take the sex education lessons (Statements 19, 20) and the notion that teachers' training courses should include some preparation for sex education (Statement 71).

With regard to parents and families, the claim that sex education is appreciated by the parents, most of whom are in favour of it in the primary school (Statements 38, 44) is considered together with the ideas that sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families; the private and personal nature of the topic and that sex education is said to be very much a family matter, to be expressed and explained in a loving family situation (Statements 47, 49, 55). The idea that sex education is not necessary in a middle to upper class neighbourhood as the parents will do their own (Statement 58), is also included.

One basic personal preference has been shown to be of importance to heads (which was expressed in the statements in the negative mode) that they would prefer not to have sex education in their school (Statement 77). Another factor based on the personal experience of the head is, that by
working with children in class, the need is seen for all children to be properly informed in school about sex (Statement 80).

Factor 2. Social factors mediated by the head
(Relating to the social context - Heads' personal power)

Consideration is given to the concepts that society benefits from responsible sexual attitudes and decision-making (Statement 61); that many young people no longer regard sex as being sanctioned and approved only in marriage (Statement 54) and that there is no positive pressure coming from the church, to implement sex education (Statements 36).

Questions concerning children's physical development in terms of the fact that the age at which menstruation begins is gradually becoming younger (Statement 17) and the notion that children do not respond to sex information in the same way adults do (Statement 11) are also included.

The concept of the head's power is seen in the notion that a headteacher can personally hinder or promote the introduction of sex education into her/his school (Statement 82).

Factor 3. Academic and Governors' influence

Academic support to promote, sustain, train, research and disseminate information and expertise concerning areas of the curriculum is fundamental in influencing development. Therefore the awareness of college or university courses, sex education research, INSET courses and published
articles on primary sex education (Statements 35, 72, 73, 74), might be expected to be of influence.

Consideration is given to the premise that parents can be very vocal and organised so if the issue of sex education was so important to them they would insist that it be included (Statement 39) and that the school governors do not know any more than the head does about sex education (Statement 28).

Factor 4. Official (political), managerial factors.

Two basic principles in curriculum development are presented:

a) The need for adequate information on which to base decisions - (Statement 81), and

b) Sufficient funding for it - (Statement 25).

An awareness of Official publications on the subject (e.g. from the Government and L.E.A.) (Statement 70) is also considered, which might be influential on heads. The lack of time to implement areas of the curriculum because of the legal requirements in the National Curriculum and other political pressures could make the introduction (or retention) of sex education more difficult (Statements 68, 69) is included in this factor.
Tables 27 to 30 report the comparisons made between heads according to their sex education status. The heads' sex education status is determined by whether or not they have sex education in their schools. Throughout the report/discussion, heads with sex education in their schools (i.e. 'sex educating headteachers') are referred to as SEHTs and 'non-sex educating headteachers' as NonSEHTs.

These comparisons are based on t-tests and were calculated after recoding item responses so that a high score consistently represents a pro-sex education stance. The comparisons are presented within the framework of the categories introduced above.

Factor 1. Basic/Primary Reasons For/Against Sex Education
(Relating to Children's needs - Children's responses - Parental and family attitudes - Personal to the head - Teachers' attitudes - School/curriculum context)

This factor discriminates between SEHTs and NonSEHTs on the basis that SEHTs are seen to be considerably more strongly in agreement with those statements which support sex education or more strongly in disagreement with those which oppose it, compared to NonSEHTs. This is demonstrated by a detailed examination of the statements which comprise this factor. The statements are considered in each case within their categories.

7.6-1 Children:
All the statements differentiated between the two groups of heads except statements 13 and 16. Responses to the ideas that much sexual information
Table 27: The Responses of Sex Educating Headteachers and Non-Sex Educating Headteachers to Factor One Items (independent t-tests)

<table>
<thead>
<tr>
<th>Statements - Items</th>
<th>NonSEHTs</th>
<th>SEHTs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean s.d.</td>
<td>Mean s.d. t.</td>
</tr>
<tr>
<td>24. Sex education fits in with the normal primary curriculum.</td>
<td>2.3 1.5</td>
<td>3.9 1.1 -4.42</td>
</tr>
<tr>
<td>60. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex.</td>
<td>2.3 1.9</td>
<td>4.1 1.0 -4.24</td>
</tr>
<tr>
<td>65. Children get enough sex information from the mass media, so they really don’t need any more at school.</td>
<td>3.5 1.5</td>
<td>4.6 0.6 -3.47</td>
</tr>
<tr>
<td>66. Children need reliable sex information at school in order to counter balance that which comes from the media.</td>
<td>3.5 1.5</td>
<td>4.2 0.9 -2.20</td>
</tr>
<tr>
<td>55. Sex is too private and personal a topic to be considered at primary school.</td>
<td>2.8 1.8</td>
<td>4.1 0.9 -3.59</td>
</tr>
<tr>
<td>27. Sex education should be established as an integral part of the school's Personal Development strategy.</td>
<td>2.5 1.5</td>
<td>4.1 1.2 -4.21</td>
</tr>
<tr>
<td>12. Sex education should be left until the secondary school.</td>
<td>2.9 1.7</td>
<td>4.0 1.3 -2.56</td>
</tr>
<tr>
<td>77. I would prefer not to have sex education in my school.</td>
<td>2.8 2.0</td>
<td>4.3 1.0 -3.65</td>
</tr>
<tr>
<td>20. Staff are broadly supportive of the idea of sex education.</td>
<td>2.6 1.3</td>
<td>4.1 0.9 -4.70</td>
</tr>
<tr>
<td>49. It is not practical to include sex education on the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation.</td>
<td>1.8 1.6</td>
<td>3.6 1.1 -4.57</td>
</tr>
<tr>
<td>26. The family atmosphere of a primary school makes it easy to implement sex education.</td>
<td>3.0 1.0</td>
<td>3.8 1.0 -2.82</td>
</tr>
</tbody>
</table>

(Table continued)
<table>
<thead>
<tr>
<th>Statements - Items</th>
<th>NOSEHTs</th>
<th>SEHTs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>s.d.</td>
</tr>
<tr>
<td>47. Sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families.</td>
<td>2.7</td>
<td>1.8</td>
</tr>
<tr>
<td>15. Sex education would probably upset more children than it would satisfy.</td>
<td>3.2</td>
<td>1.4</td>
</tr>
<tr>
<td>7. Children need to communicate about sex values in a clear, simple, reliable way.</td>
<td>3.2</td>
<td>1.2</td>
</tr>
<tr>
<td>6. Older children at primary school need to discuss sex and moral topics.</td>
<td>2.8</td>
<td>1.0</td>
</tr>
<tr>
<td>44. Sex education is appreciated by the parents.</td>
<td>2.8</td>
<td>0.9</td>
</tr>
<tr>
<td>5. Sex information is an important part of a child's knowledge.</td>
<td>3.2</td>
<td>1.1</td>
</tr>
<tr>
<td>13. Sex education would stir up trouble with some children and encourage them to experiment.</td>
<td>3.1</td>
<td>1.1</td>
</tr>
<tr>
<td>(not significant p. &gt; 0.05) (d.f. = 47)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Most parents are in favour of sex education in the primary school.</td>
<td>2.8</td>
<td>1.0</td>
</tr>
<tr>
<td>58. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.</td>
<td>3.6</td>
<td>1.8</td>
</tr>
<tr>
<td>(not significant p. &gt; 0.05)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The regular class teacher should take the sex education lessons.</td>
<td>2.6</td>
<td>1.5</td>
</tr>
<tr>
<td>9. Children should receive sex education in school because they find it hard to talk to their parents about sex.</td>
<td>2.1</td>
<td>1.3</td>
</tr>
<tr>
<td>2. Children need to know the physical facts before they leave the primary school.</td>
<td>2.9</td>
<td>1.4</td>
</tr>
<tr>
<td>16. Many sexual ideas are unsuitable for children and would do them harm.</td>
<td>2.2</td>
<td>1.2</td>
</tr>
<tr>
<td>(not significant p. &gt; 0.05) (d.f. = 47)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71. Teachers' training courses should include some preparation for sex education.</td>
<td>3.7</td>
<td>1.0</td>
</tr>
<tr>
<td>(not significant p. &gt; 0.05)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.B. In the above table all the t values are significant (p < 0.05) and there are 48 degrees of freedom, except where shown.
is unsuitable and harmful to children (statement 16) or of children being
drawn into trouble and experimentation as a result of sex education
(statement 13) were not significant.

Heads differed significantly in their responses to the issues of the
influence on children of sex information through the mass media, and the
need to compensate for this in school, with almost all SEHTs strongly
agreeing (Statements 65, 66). Similarly there was greater agreement from
SEHTs (95% - 100%) that children needed to know the physical facts and be
able to discuss and communicate about sexual matters than NonSEHTs (60% -
75%) (Statements 2, 6, 7).

Compared with NonSEHTs, SEHTs gave considerably higher levels of agreement
to the concept that sex information was an important part of a child's
knowledge, and the need for sex education because of children's poor
communication on these matters with their parents (Statements 5, 9).
Contrariwise NonSEHTs were less likely to disagree that sex education would
upset more children than it would satisfy, than SEHTs (Statement 15).

7.6-2 Staff and School:
NonSEHTs agree less (75%) than SEHTs (90%) that the family atmosphere of a
primary school makes it easy to implement sex education (Statement 26). but
the difference between the two groups is considerably wider over whether
sex education fits in with the normal primary curriculum and should be
established as an integral part of the school's Personal Development
strategy (Statements 24, 27). Between 90% to 93% of SEHTs agree with this
compared to 50% to 60% of NonSEHTs. SEHTs tend to disagree more than
NonSEHTs with the proposition that sex education should be left until the secondary school (Statement 12).

The issues of whether staff are broadly supportive of the idea of sex education, and whether the regular class teacher should take the sex education lessons (Statements 19, 20) discriminate between the two groups strongly. Between about 85% to 97% of SEHTs agree strongly with these two items compared with only 50% to 55% of NonSEHTs. The responses concerning the notion that teachers' training courses should include some preparation for sex education (Statement 71) were not significant.

7.6-3 Parents and Families:

There is greater strong agreement from SEHTs (97% - 100%) that sex education is appreciated by the parents, most of whom are in favour of it in the primary school (Statements 38, 44) than NonSEHTs. Fewer NonSEHTs agree with these points (60% - 70%) and then at a weaker level of agreement.

There are wide differences between the groups over the ideas that sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families; the private and personal nature of the topic and that sex education is very much a family matter, to be expressed and explained in a loving family situation (Statements 47, 49, 55). Between 40% to 65% of NonSEHTs agree with these concepts compared with 81% to 94% of SEHTs who strongly disagree. Responses to the idea that sex education is not necessary in a middle to upper class neighbourhood as the parents will do their own (Statement 58)
were not significant.

7.6-4 Personal to the Head:
97% of SEHTs disagree strongly with the very basic preference not to have sex education in their school compared with the 45% of NonSEHTs who agree with it (Statement 77).

Another factor based on the personal experience of the head, that by working with children in class, the need is seen for all children to be properly informed in school about sex discriminates between the heads with 94% of SEHTs agreeing strongly, while NonSEHTs are split 50/50 over whether they agree or not (Statement 80).

Factor 2. Social factors mediated by the head (Relating to the social context - Heads' personal power)
Items comprising this factor do not discriminate between SEHTs and NonSEHTs and there is a large degree of similarity in the responses of all heads to these statements.

7.6-5 General and Societal
There is wide agreement from all heads (95% - 100% NonSEHTs, 97% - 100% SEHTs) that society benefits from responsible sexual attitudes and decision-making (Statement 61) and that many young people no longer regard sex as being sanctioned and approved only in marriage (Statement 54).

7.6-6 L.E.A. and Diocese
It is also recognised by 94% NonSEHTs and 88% SEHTs that there is no
Table 28. The Responses of Sex Educating Headteachers and Non-Sex Educating Headteachers to Factor Two Items (independent t-tests)

<table>
<thead>
<tr>
<th>Statements - Items</th>
<th>NonSEHTs</th>
<th>SEHTs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>s.d.</td>
</tr>
<tr>
<td>82. A headteacher can personally hinder or promote the introduction of sex</td>
<td>4.5</td>
<td>1.0</td>
</tr>
<tr>
<td>education into her/his school.</td>
<td>4.5</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.18</td>
</tr>
<tr>
<td>36. There is no positive pressure coming from the church to implement sex</td>
<td>4.2</td>
<td>0.7</td>
</tr>
<tr>
<td>education.</td>
<td>3.9</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.98</td>
</tr>
<tr>
<td>(d.f = 40)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Many young people no longer regard sex as being sanctioned and approved only</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>in marriage.</td>
<td>4.0</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.43</td>
</tr>
<tr>
<td>61. Society benefits from responsible sexual attitudes and decision-making.</td>
<td>4.4</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>4.5</td>
<td>0.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-0.69</td>
</tr>
<tr>
<td>17. The age at which menstruation begins is gradually becoming younger.</td>
<td>3.8</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>3.9</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-0.08</td>
</tr>
<tr>
<td>(d.f = 47)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Children do not respond to sex information in the same way adults do.</td>
<td>4.1</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>3.8</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.84</td>
</tr>
</tbody>
</table>

N.B. In the above table there are 48 degrees of freedom, except where shown.

There is almost identical agreement from 87% to 90% of SEHTs and 85% to 90% of NonSEHTs that the age at which menstruation begins is gradually becoming younger (Statement 17) and that children do not respond to sex information in the same way adults do (Statement 11). Agreement with this could suit either position in the sex education argument, depending on what the
respondent meant by it.

7.6-8 Personal to the Head:

95% of NonSEHTs and 100% of SEHTs strongly agree that a headteacher can personally hinder or promote the introduction of sex education into her/his school (Statement 82).

Factor 3. Academic and Governors' influence

As with factor 2, most items on this factor do not discriminate between SEHTs and NonSEHTs.

7.6-8 L.E.A. and Diocese / General and Societal

Large majorities of heads from both groups (75% to 85% of NonSEHTs and 81% to 87% of SEHTs) say that they are unaware of any college or university courses, or INSET courses having been arranged to implement or promote sex education or of any research which supports primary sex education (Statements 35, 72, 73). Rather more NonSEHTs (70%) say they have read published articles in support of primary sex education than SEHTs (46%) (Statement 74).

7.6-9 Parents and Families:

There is some discrimination of the heads in response the idea that if parents do not ask for sex education, some would see it as a reason for claiming it was not wanted since parents can be very vocal and organised, and if it was so important to them they would insist that it be included because 50% of NonSEHTs agree strongly compared to 39% of SEHTs who agree at a weaker level (Statement 39).
School Governors:

There is a very similar level of agreement from both SEHTs (54%) and NonSEHTs (60%) for the notion that the school governors do not know any more than the head does about sex education (Statement 28). Implicit in this response is the concept that governors are not perceived as experts in the matter and will need guidance and advice in performing their duties in this regard.

Factor 4. Official (political), managerial factors.

Any discrimination between the heads on this factor is only slight.

Personal to Head

Responses to the proviso that before heads considered introducing sex education they would need more information on which to base their decisions (Statement 81) were not significant.

School and Staff

69% of NonSEHTs and 77% of SEHTs implied that insufficient funds was not a factor in determining whether or not to implement sex education (Statement 25).

General and societal

Responses to the statement regarding an awareness of Official publications on the subject (e.g. from the Government and L.E.A.) (Statement 70) were not significant.
Table 21: The Responses of Sex Educating Headteachers and Non-Sex Educating Headteachers to Factor Three Items (independent t-tests)

<table>
<thead>
<tr>
<th>Statements - Items</th>
<th>NonSEHTs Mean s.d.</th>
<th>SEHTs Mean s.d.</th>
<th>t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>72. I am not aware of any college or university courses having been arranged to promote sex education.</td>
<td>3.5 1.5</td>
<td>3.6 1.3</td>
<td>-0.35</td>
</tr>
<tr>
<td>73. I do not know of any research which supports sex education in primary schools.</td>
<td>3.7 1.4</td>
<td>3.2 1.6</td>
<td>1.13</td>
</tr>
<tr>
<td>28. The school governors don't know any more than I do about sex education.</td>
<td>2.9 1.4</td>
<td>2.8 1.7</td>
<td>0.34</td>
</tr>
<tr>
<td>39. Parents can be very vocal and organised, therefore if the issue of sex education was so important to them they would insist that it be included in the curriculum.</td>
<td>2.6 1.6</td>
<td>2.2 1.4</td>
<td>0.96</td>
</tr>
<tr>
<td>35. As far as I know there have been no INSET courses regarding the implementation of sex education in primary schools.</td>
<td>3.8 1.1</td>
<td>3.8 1.4</td>
<td>-0.12</td>
</tr>
<tr>
<td>74. I have read articles in support of primary sex education in various teachers' publications.</td>
<td>2.6 1.5</td>
<td>2.4 1.5</td>
<td>0.50</td>
</tr>
</tbody>
</table>

N.B. In the above table there are 48 degrees of freedom, except where shown.

55% of NonSEHTs and 68% of SEHTs disagree that sex education is difficult to implement because of the legal requirements in the National Curriculum (Statement 69). However 65% of NonSEHTs agree and 68% of SEHTs disagree that other political pressures act against the introduction (or retention) of sex education (Statement 68).
Table 30 The Responses of Sex Educating Headteachers and Non-Sex Educating Headteachers to Factor Four Items (independent t-tests)

<table>
<thead>
<tr>
<th>Statements - Items</th>
<th>NonSEHTs</th>
<th>SEHTs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean s.d.</td>
<td>Mean s.d</td>
</tr>
<tr>
<td>69. The National Curriculum makes the introduction of sex education more difficult.</td>
<td>2.3 1.3</td>
<td>1.5 1.2</td>
</tr>
<tr>
<td>25. I have not been able to find enough spare money to support the introduction of sex education.</td>
<td>1.9 1.6</td>
<td>1.2 1.4</td>
</tr>
<tr>
<td>68. Present political pressure on the curriculum acts against the introduction of sex education.</td>
<td>2.8 1.3</td>
<td>1.6 1.2</td>
</tr>
<tr>
<td>81. Before one decided to introduce sex education, one would need a lot more information about it.</td>
<td>3.6 1.4</td>
<td>3.0 1.5</td>
</tr>
<tr>
<td>(not significant p. &gt; 0.05)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70. I am not aware of any Official publications on the subject.</td>
<td>3.2 1.4</td>
<td>2.5 1.8</td>
</tr>
<tr>
<td>(not significant p. &gt; 0.05)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.B. In the above table all the t values are significant (p < 0.05.) and there are 48 degrees of freedom, except where shown.

7.7 Comparison of Heads using other demographic criteria.

7.7-1 Male - Female comparison

Very few statements differentiate between heads according to their sex. Those which do (p < 0.05 1 tailed level) are shown in the table below arranged according to factors they are in.

Significant statements in factor 1 discriminate quite strongly between male and female heads with the mean for males totalling 46.4 and for females 37.2 (p < 0.05 1 tailed level). From the other three factors, only one statement in factor 4 discriminates.
Those statements which are significant in factor 1 relate to children (Statements 5, 6, 7, 13, 65); parents and the family (Statements 44, 47, 49); personal to the head (Statement 77) and staff and school (Statements 12, 20, 71).

Male heads recognise more strongly than female heads that sex information is an important part of a primary school child's knowledge and they need to discuss sex and moral topics and communicate about sex values in a clear, simple, reliable way. Conversely female heads are more likely than male heads to think that sex education could stir up trouble with some children and encourage them to experiment and that as children get enough sex information from the mass media they do not need any more at school (Statements 5, 6, 7, 13, 65).

Male heads are less likely to express the preference not to have sex education in their schools (Statement 77).

Male heads agree more strongly than female heads that teachers' training courses should include some preparation for sex education; that staff are broadly supportive of the idea of sex education and that sex education should not be left until the secondary school (Statements 12, 20, 71).

Male heads recognise more strongly than female heads, that sex education is appreciated by the parents and do not see the concept that because some regard sex education as very much a family matter, to be expressed and explained in a loving family situation as necessarily making it impractical to include on the curriculum (Statements 44, 49).
Table 31 A Comparison of Heads' Responses to the Statement According to their Sex.

<table>
<thead>
<tr>
<th>Statements - Items</th>
<th>Male Mean</th>
<th>s.d.</th>
<th>Female Mean</th>
<th>s.d.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor 1.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. Children get enough sex information from the mass media, so they really don't need any more at school.</td>
<td>4.4</td>
<td>1.1</td>
<td>3.7</td>
<td>1.2</td>
<td>1.90</td>
</tr>
<tr>
<td>5. Sex information is an important part of a child's knowledge.</td>
<td>4.0</td>
<td>1.2</td>
<td>3.4</td>
<td>1.0</td>
<td>1.74</td>
</tr>
<tr>
<td>6. Older children at primary school need to discuss sex and moral topics.</td>
<td>3.8</td>
<td>1.1</td>
<td>3.1</td>
<td>1.1</td>
<td>1.97</td>
</tr>
<tr>
<td>7. Children need to communicate about sex values in a clear, simple, reliable way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Sex education would stir up trouble with some children and encourage them to experiment.</td>
<td>3.7</td>
<td>1.2</td>
<td>2.8</td>
<td>1.3</td>
<td>2.28</td>
</tr>
<tr>
<td>77. I would prefer not to have sex education in my school.</td>
<td>3.9</td>
<td>1.5</td>
<td>3.1</td>
<td>1.9</td>
<td>1.78</td>
</tr>
<tr>
<td>12. Sex education should be left until the secondary school.</td>
<td>3.8</td>
<td>1.4</td>
<td>3.0</td>
<td>1.8</td>
<td>1.80</td>
</tr>
<tr>
<td>20. Staff are broadly supportive of the idea of sex education.</td>
<td>3.7</td>
<td>1.2</td>
<td>3.0</td>
<td>1.4</td>
<td>1.87</td>
</tr>
<tr>
<td>71. Teachers' training courses should include some preparation for sex education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Sex education is appreciated by the parents.</td>
<td>3.8</td>
<td>1.0</td>
<td>3.0</td>
<td>1.1</td>
<td>2.35</td>
</tr>
<tr>
<td>49. It is not practical to include sex education on the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation.</td>
<td>3.3</td>
<td>1.6</td>
<td>2.1</td>
<td>1.3</td>
<td>2.40</td>
</tr>
<tr>
<td>47. Sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families.</td>
<td>3.8</td>
<td>1.5</td>
<td>3.1</td>
<td>1.5</td>
<td>1.65</td>
</tr>
<tr>
<td><strong>Factor 4.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. I have not been able to find enough spare money to support the introduction of sex education.</td>
<td>1.1</td>
<td>1.3</td>
<td>2.3</td>
<td>1.8</td>
<td>-2.63</td>
</tr>
</tbody>
</table>

N.B. In all cases in this table p < 0.05, and each statement has 49 degrees of freedom, except where shown.
Similarly male heads disagree more strongly than female heads that sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families (Statement 47).

In factor 4 there is only one statement which is significant and this relates to resource financing. Male heads seem less likely to be concerned about finding enough spare money to support the introduction of sex education than female heads, when considering the introduction of sex education (Statement 25).

In terms of the gender of NonSEHTs and SEHTs, 65% of male heads have sex education in their schools compared to 44% of female heads.

7.7-2 School Type (J.M. or J.M.I.)
Factor four discriminates between heads on the two types of schools with the mean for Junior mixed heads at 10 and that for Junior mixed and Infant heads at 13 (p = .041).

7.7-3 Group number of school (approximate roll size)
There is some evidence that the larger a school is in terms of the number of children on roll the greater the likelihood that it will include sex education.

7.7-4 Heads' scores for all items in each of the four factors in terms of their support for sex education.
Each heads' scores across items defining each factor, were totalled and compared on each dimension. The results for total scores on factor 1 run from a lowest total of 33 to a highest of 124. A simple histogram
revealed that these scores peak in three places, suggesting that heads fall into three general categories of 'anti sex educators'; 'pro sex educators' and 'enthusiastic sex educators'. About 13% of heads form the anti set, with the rest evenly divided between the pro group (44%) and the enthusiasts (43%).

The spread of scores for factor 2 is considerably narrower, from 16 to 30 and forms a gradual curve indicating fewer heads in the lower scores with most in the 25 to 30 band. The statements in this factor do not discriminate between NonSEHTs and SEHTs and the scores suggest that there is a range of items over which heads agree, which while they seem to be sex education-related do not seem to influence heads' sex education decisions.

Factor 3 has a spread of scores from 2 to 29 peaking at between 17 and 21 and approximating to a standard distribution curve. Similarly factor 4 has a spread of scores from zero to 25 with the majority ranging from 7 to 14, peaking at 11 and also approximating to a standard distribution curve.

7.8 ANALYSIS BY CROSS TABULATION

INTRODUCTION

The data from the heads were also analysed by forming cross-tabulations of SEHTs/NonSEHTs by each questionnaire item. The Chi Square test was applied to assess whether the statements discriminated between the nonSEHTs and SEHTs. On the basis of this analysis the statements were grouped into four categories.
1. Statements which discriminate (chi square values have associated \( p < 0.05 \)).

2. Statements which probably discriminate (chi square values have associated \( p < 0.1 \) but \( > 0.05 \)).

3. Statements which do not discriminate on account of the similarity of the patterns of response.

4. Statements which do not discriminate due to the wide spread of responses across the six response options.

Each of these categories is explained below, with an example of a statement in each set.

**7.8-1 STATEMENTS WHICH DISCRIMINATE**

An example of this type of statement is given below.

**Example 1.**

44. Sex education is appreciated by the parents.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>NonSEHT</td>
<td>5.0</td>
<td>35.0</td>
<td>35.0</td>
<td>25.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEHT</td>
<td></td>
<td></td>
<td></td>
<td>35.5</td>
<td>25.8</td>
<td>38.7</td>
</tr>
</tbody>
</table>

Chi Square: Value: 20.146 \( p: 0.0005 \) d.f. 4 \( p < 0.05 \)

All SEHTs agree (36% 'Tend to agree' 26% 'Agree' 39% 'Strongly agree').
60% NonSEHTs agree. The majority of NonSEHTs cluster around the mid-
responses (35% each 'Tend to disagree' and 'Tend to agree' = 70%).

7.8-2 STATEMENTS WHICH PROBABLY DISCRIMINATE

Some statements were in a borderline category, where it was not possible to
establish discrimination as in example 1 above.

In this category, 0.05 < p < 0.1 and the response percentages and
distribution supported a common sense judgement of some discrimination,
they were deemed to be in the second category of 'Statements which probably
discriminate'. An example of this type of statement is given below.

Example 2. Sex education should be left until the secondary school.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>NonSEHT</td>
<td>20.0</td>
<td>20.0</td>
<td>25.0</td>
<td>15.0</td>
<td>5.0</td>
<td>15.0</td>
</tr>
<tr>
<td>SEHT</td>
<td>54.8</td>
<td>16.1</td>
<td>9.7</td>
<td>16.1</td>
<td>3.2</td>
<td></td>
</tr>
</tbody>
</table>

Chi Square: Value: 10.264 d.f. 5 0.05 < p < 0.1 p: 0.068

65% of NonSEHTs disagree (20% 'Strongly disagree', 20% 'Disagree' and 25%
'Tend to disagree'). 81% of SEHTs also disagree but with a much stronger
emphasis (55% 'Strongly disagree', 16% 'Disagree' and 10% 'Tend to
disagree').

7.8-3 STATEMENTS WHICH DO NOT DISCRIMINATE (SIMILAR)

A third category was identified where the response pattern was similar for
SEHTs and NonSEHTs. These statements did not discriminate.
Example 3. 32. There has been no pressure upon me to introduce sex education from the Local Education Authority.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>NonSEHT</td>
<td>6.5</td>
<td>3.2</td>
<td>5.0</td>
<td>40.0</td>
<td>55.0</td>
<td></td>
</tr>
<tr>
<td>SEHT</td>
<td>5.0</td>
<td>3.2</td>
<td>16.1</td>
<td>22.6</td>
<td>51.6</td>
<td></td>
</tr>
</tbody>
</table>

Chi Square: Value: 4.496  p: 0.343  d.f. 4

All NonSEHTs and 90% of SEHTs agree.  55% of NonSEHTs and 52% of SEHTs 'Strongly agree'.

7.8-4 STATEMENTS WHICH DO NOT DISCRIMINATE (WIDE-SPREAD)

The final non-discriminating category consists of those statements where the response patterns for both groups are widely spread across the six Agree/Disagree cells and fall within a 40:60 ratio of agreement - disagreement. In the example below opinion is divided almost 50:50 for all heads.

Example 4. 62. Without sex education it is impossible to provide adequate anti child-abuse teaching.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Tend to Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>NonSEHT</td>
<td>5.0</td>
<td>20.0</td>
<td>25.0</td>
<td>20.0</td>
<td>20.0</td>
<td>10.0</td>
</tr>
<tr>
<td>SEHT</td>
<td>3.2</td>
<td>16.1</td>
<td>29.0</td>
<td>19.4</td>
<td>19.4</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Chi Square: Value: 0.365  p: 0.996  d.f. 5

The pattern of response is almost identical for both groups. NonSEHTs are split 50/50, and SEHTs 48% disagree 52% agree.
7.6-5 STATEMENTS WHICH DISCRIMINATE BETWEEN SEHTs and NonSEHTs

The complete list of statements which discriminate between the two groups of heads is given below.

Table 32 Statements which discriminate between SEHTs and NonSEHTs
(Chi Square: p < 0.05 for all statements)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Children need to know the physical facts before they leave the primary school.</td>
</tr>
<tr>
<td>5</td>
<td>Sex information is an important part of a child's knowledge.</td>
</tr>
<tr>
<td>6</td>
<td>Older children at primary school need to discuss sex and moral topics.</td>
</tr>
<tr>
<td>7</td>
<td>Children need to communicate about sex values in a clear, simple, reliable way.</td>
</tr>
<tr>
<td>9</td>
<td>Children should receive sex education in school because they find it hard to talk to their parents about sex.</td>
</tr>
<tr>
<td>18</td>
<td>If a teacher wanted to teach sex education I would not object.</td>
</tr>
<tr>
<td>19</td>
<td>The regular class teacher should take the sex education lessons.</td>
</tr>
<tr>
<td>20</td>
<td>Staff are broadly supportive of the idea of sex education.</td>
</tr>
<tr>
<td>24</td>
<td>Sex education fits in with the normal primary curriculum.</td>
</tr>
<tr>
<td>26</td>
<td>The family atmosphere of a primary school makes it easy to implement sex education.</td>
</tr>
<tr>
<td>27</td>
<td>Sex education should be established as an integral part of the school's Personal Development strategy.</td>
</tr>
<tr>
<td>38</td>
<td>Most parents are in favour of sex education in the primary school.</td>
</tr>
<tr>
<td>44</td>
<td>Sex education is appreciated by the parents.</td>
</tr>
<tr>
<td>40</td>
<td>When parents know sex education is dealt with in school, it makes it easier for them to communicate with their children.</td>
</tr>
<tr>
<td>43</td>
<td>In many families the subject of sex is taboo, so the parents would not want sex education at school.</td>
</tr>
<tr>
<td>47</td>
<td>Sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families.</td>
</tr>
<tr>
<td>46</td>
<td>Sex education does not interfere with the privacy of the family.</td>
</tr>
</tbody>
</table>

(continued)
49. It is not practical to include sex education in the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation.

50. Sex education is unnecessary because there is already too much sex in our society at present.

55. Sex is too private and personal a topic to be considered at primary school.

57. As our society becomes more multicultural, it is becoming less appropriate to offer sex education in school.

58. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.

65. Children get enough sex information from the mass media, so they really don't need any more at school.

68. Present political pressure on the curriculum acts against the introduction of sex education.

74. I have read articles in support of primary sex education in various teachers' publications.

77. I would prefer not to have sex education in my school.

80. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex.

7.8-6 COMPARING THE STATEMENTS IN FACTORS 1 TO 4 WITH THEIR DISCRIMINATORY STATUS AS DETERMINED FROM THE CROSS-TABULATION TABLES

Nineteen of the 27 statements which strongly discriminated are in Factor 1, Factor 2 has nil, Factors 3 and 4 have one each. Six remaining statements are not in Factors 1 - 4. Comparing the statements in Factors 1 - 4 with their discriminatory status from the cross-tabulation analysis gives further meaning to the Factors. Tables 33 - 37 show that 92% of the statements in Factor 1 strongly discriminate between SEHTs and NonSEHTs. All statements in Factor 2 are in the 'similar' non-discriminating category. Factor 3 has 83% of its statements distributed between the two non-discriminating categories, and in Factor 4 all statements are distributed across all of the discriminatory /non-discriminatory categories.
<table>
<thead>
<tr>
<th>Factor 1</th>
<th>Discriminated or Prob. discriminated</th>
<th>Didn't discriminate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discriminate</td>
<td>Prob. Discriminate</td>
</tr>
<tr>
<td></td>
<td>Similar</td>
<td>Varied</td>
</tr>
<tr>
<td>24. Sex education fits in with the normal primary curriculum.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>80. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>65. Children get enough sex information from the mass media, so they really don't need any more at school.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>66. Children need reliable sex information at school in order to counterbalance that which comes from the media.</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>55. Sex is too private and personal a topic to be considered at primary school.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>27. Sex education should be established as an integral part of the school's Personal Development strategy.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>12. Sex education should be left until the secondary school.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>77. I would prefer not to have sex education in my school.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>20. Staff are broadly supportive of the idea of sex education.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>49. It is not practical to include sex education on the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation.</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

continued
2. Children need to know the physical facts before they leave the primary school.

9. Children should receive sex education in school because they find it hard to talk to their parents about sex.

19. The regular class teacher should take the sex education lessons.

36. Most parents are in favour of sex education in the primary school.

58. Sex education is not necessary in a middle to upper class neighbourhood.

13. Sex education would stir up trouble with some children and encourage them to experiment.

5. Sex information is an important part of a child's knowledge.

44. Sex education is appreciated by the parents.

7. Children need to communicate about sex values in a clear, simple, reliable way.

6. Older children at primary school need to discuss sex and moral topics.

15. Sex education would probably upset more children than it would satisfy.

38. Most parents are in favour of sex education in the primary school.

58. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.

19. The regular class teacher should take the sex education lessons.

9. Children should receive sex education in school because they find it hard to talk to their parents about sex.

13. Sex education would stir up trouble with some children and encourage them to experiment.

5. Sex information is an important part of a child's knowledge.

44. Sex education is appreciated by the parents.

7. Children need to communicate about sex values in a clear, simple, reliable way.

6. Older children at primary school need to discuss sex and moral topics.

15. Sex education would probably upset more children than it would satisfy.

38. Most parents are in favour of sex education in the primary school.

58. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.

19. The regular class teacher should take the sex education lessons.

9. Children should receive sex education in school because they find it hard to talk to their parents about sex.

13. Sex education would stir up trouble with some children and encourage them to experiment.

5. Sex information is an important part of a child's knowledge.

44. Sex education is appreciated by the parents.

7. Children need to communicate about sex values in a clear, simple, reliable way.

6. Older children at primary school need to discuss sex and moral topics.

15. Sex education would probably upset more children than it would satisfy.

38. Most parents are in favour of sex education in the primary school.

58. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.

19. The regular class teacher should take the sex education lessons.

9. Children should receive sex education in school because they find it hard to talk to their parents about sex.

13. Sex education would stir up trouble with some children and encourage them to experiment.

5. Sex information is an important part of a child's knowledge.

44. Sex education is appreciated by the parents.

7. Children need to communicate about sex values in a clear, simple, reliable way.

6. Older children at primary school need to discuss sex and moral topics.

15. Sex education would probably upset more children than it would satisfy.

38. Most parents are in favour of sex education in the primary school.
Table 34 A comparison of the statements in Factor 2 with their discriminatory status based on the crosstabulation tables.

<table>
<thead>
<tr>
<th>Factor 2.</th>
<th>Discriminated or Prob. discriminated</th>
<th>Didn't discriminate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discriminate</td>
<td>Prob. Discriminate</td>
</tr>
<tr>
<td>82. A headteacher can personally hinder or promote the introduction of sex education into her/his school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. There is no positive pressure coming from the church to implement sex education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. Many young people no longer regard sex as being sanctioned and approved only in marriage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Society benefits from responsible sexual attitudes and decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The age at which menstruation begins is gradually becoming younger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Children do not respond to sex information in the same way adults do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 35  A comparison of the statements in Factor 3 with their discriminatory status based on the crosstabulation tables.

<table>
<thead>
<tr>
<th>Factor 3.</th>
<th>Discriminated or Prob. discriminated</th>
<th>Didn't discriminate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discriminate</td>
<td>Prob. Discriminate</td>
</tr>
<tr>
<td>72. I am not aware of any college or university courses having been</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>arranged to promote sex education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73. I do not know of any research which supports sex education in</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>primary schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78. The school governors don't know any more than I do about sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Parents can be very vocal and organised, therefore if the issue of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sex education was so important to them they would insist that it be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>included in the curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. As far as I know there have been no INSET courses regarding the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implementation of sex education in primary schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. I have read articles in support of primary sex education in various</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>teachers' publications.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 36  A comparison of the statements in Factor 4 with their discriminatory status based on the crosstabulation tables

<table>
<thead>
<tr>
<th>Factor 4.</th>
<th>Discriminated or Prob. discriminated</th>
<th>Didn't discriminate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discriminate</td>
<td>Prob. Discriminate</td>
</tr>
<tr>
<td>69. The National Curriculum makes the introduction of sex education more difficult.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>25. I have not been able to find enough spare money to support the introduction of sex education.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>68. Present political pressure on the curriculum acts against the introduction of sex education.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>81. Before one decided to introduce sex education, one would need a lot more information about it.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>70. I am not aware of any Official publications on the subject.</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

Table 37  Remaining statements which discriminated but which did not feature in Factors 1 to 4.

18. If a teacher wanted to teach sex education I would not object.

40. When parents know sex education is dealt with in school, it makes it easier for them to communicate with their children.

46. Sex education does not interfere with the privacy of the family.

43. In many families the subject of sex is taboo, so the parents would not want sex education at school.

57. As our society becomes more multicultural, it is becoming less appropriate to offer sex education in school.

50. Sex education is unnecessary because there is already too much sex in our society at present.
CHAPTER 8 DISCUSSION OF STATEMENTS WHICH DISCRIMINATE BETWEEN 
NonSEHTs AND SEHTs.

8.1 FACTOR 1

Factor 1 is entitled 'Basic/Primary reasons for/against sex education' and 
of the 25 statements it contains, 23 (92%) are discriminatory.

8.1-1 STATEMENTS CONCERNING CHILDREN

What the child needs to know and the worthwhileness of knowledge 
(Statements 2, 5, 6).

93% - 97% of SEHTs agree (including 71% - 81% positively) with all three 
statements. The level of agreement from NonSEHTs (60% - 70%) is lower and 
includes a lower positive level (15% - 45%) of agreement. The majority of 
NonSEHTs (50% - 80%) cluster around the 'Tend to agree/disagree' mid-point 
options.

These statements emphasise sex information as an important part of a 
child's knowledge and deal with children's needs - the need to know the 
basic sex facts and to discuss sex and moral topics at primary school.
They carry with them, either specifically or by implication, the concept of 
what knowledge is regarded as worthwhile. The substantial and strong 
agreement from SEHTs, compared to the lower and weaker level of agreement 
from NonSEHTs demonstrates the importance SEHTs place on these statements.

Status or level of the child's communication skills (Statements 7, 9).
All SEHTs agree with Statement 7, the majority (74%) responding positively.
While 75% of NonSEHTs also agree, their level of agreement is towards the 
mid-point, with only 45% agreeing positively. Statement 9 receives 75%
agreement from SEHTs but 65% disagreement from NonSEHTs.

These statements discriminate due to the strong belief of SEHTs that children need to be given sex information in school and the opportunity to discuss it and develop necessary communication skills, particularly between themselves and their parents. Children's needs in gaining this worthwhile knowledge and the development of communication skills are an important influence on SEHTs.

NonSEHTs respond less to these influences both in terms of their lower response level, and the tendency for their majority to be in the 'Tend to ..' categories. It cannot be deduced from NonSEHTs' level of disagreement with the concept of poor child/parent communication as a reason for school sex education (Statement 9) whether they see that as meaning 'Parents don't, so the school should...' or disagree that sex education would improve child/parent communication.

Children's need for sex information is well documented in the literature (e.g. Hyett 1935; Linner 1972; see page 188), and their need for communication skills (e.g. Curry 1934; S.B.C. 1971; see page 202). These two basic needs are influential on heads, discriminate between them and support the idea that heads have differing perceptions of the children.

8.1-2 STATEMENTS CONCERNING STAFF

Class Teacher's Role (Statement 19).
The strong agreement (84%) from SEHTs for class teachers to take sex education as a matter of school policy, but less agreement (55%) at a weaker level, from NonSEHTs (Statement 19) shows the different perceptions held of the staff as the appropriate agent for sex education and the influence this could have on school policy. A school policy which determines class teachers as the appropriate sex educators (e.g. C.A.C.E. 1967) suggests that all class teachers (or all Yr 6 teachers etc.) are deemed suitable on account of their status. Implicit in this is the idea of 'normality'; that it is part of the teacher's normal role, a normal part of the curriculum, and so on. It is their status as class teachers and not because they are in loco parentis that is relevant.

Head's Perception of Teachers' Attitudes (Statement 20).

The 50% split in NonSEHTs' responses concerning their perception of teachers' attitudes to sex education (Statement 20), which cluster around the mid-responses, suggests uncertainty or hesitancy in recognising staff support for sex education. The 97% agreement of SEHTs, weighted towards the strong levels, shows that SEHTs recognise supportive attitudes from staff. It is not possible to say from the data whether this understanding comes as a result of having sex education on the curriculum, or whether SEHTs were aware of staff support before implementing it.

The head's perception of teachers' attitudes whether actual or imagined, will be very influential in the decisions made. Heads do not want conflict and will see the potential for it from teachers they perceive as
opposed to sex education (e.g. Wake 1966; Fidge 1978b), but will be encouraged by teachers who support it (e.g. N.E.A. 1965; Yarber 1979).

Heads' and teachers' perceptions of each other have a reciprocal effect and where heads are perceived to be reluctant about sex education teachers will tend to keep quiet about it, similarly heads who are keen to promote it might be 'supported' by teachers who, though not keen, realise it is expedient to do so. Heads who think staff are not in favour of sex education, even though they would like to promote it, might be reluctant to do so until either staff attitudes, or the staff themselves, change. This means that the influence of perceived attitudes could create situations where things are very different to how they seem.

8.1-3 STATEMENTS CONCERNING THE SCHOOL

Nature of the Primary School and Curriculum (Statements 24, 26).

Half the NonSEHTs disagree that sex education fits in the normal primary curriculum (Statement 24), contrasting with 90% of SEHTs who do (including 70% positive agreement). There is the same percentage and level of agreement from SEHTs that the family atmosphere of the primary school influences the introduction of sex education (Statement 26) compared to fewer (75%) NonSEHTs whose agreement is at the lower level.

School Policy (Statement 27).

There is substantial strong agreement (93%) from SEHTs that sex education
should be established as part of the school's Personal Development strategy (Statement 27). 60% agreement at the weaker level from NonSEHTs suggests that they are considerably less influenced by this factor.

Arguments for and against the appropriateness of sex education in the primary school (e.g. Dearden 1976; R.S. 1982) take account of these school-related issues. The heads' perceptions of both the relationship of sex education to the primary curriculum, and the family atmosphere of the school, are factors which discriminate.

8.1-4 STATEMENTS CONCERNING PARENTS

Parental Attitudes (Statements 38, 44).

The response patterns to Statements 38 and 44 are very similar. Almost all (97%) SEHTs strongly agree that parents are in favour of sex education (Statement 38), and all agree that parents appreciate it being given in school (Statement 44). While 60% - 70% NonSEHTs agree with these two statements the level of agreement is considerably weaker. It is likely that SEHTs' perceptions of positive parental attitudes were formed before implementing sex education, and they would certainly be confirmed as a result of it. Clearly NonSEHTs' weaker and possibly more tentative perceptions have not received the same kind of confirmation in their own schools. Any potential influence NonSEHTs may have had from these concepts has been outweighed by other considerations not to implement.
There is substantial evidence in the literature that most parents are in favour of sex education and appreciate it taking place in primary school. The strength of heads' perceptions of this potential parental support and approval will be an important influence on what they decide.

8.1-5 STATEMENTS CONCERNING THE FAMILY

Negative Factors from Family (Statement 47).

94% of SEHTs strongly disagree with Statement 47. NonSEHTs are equally divided (50% - 50%) in their opinion, with their responses spread across the response cells. SEHTs' responses to Statement 6 (Children need to discuss sex and moral topics) match their responses to this statement almost exactly. There is no similar link with NonSEHTs' responses.

Statement 47 discriminates, supporting the notion that SEHTs reject almost entirely negative reasoning based on the idea that wide differences in moral or behavioural norms within families make sex education inappropriate. It is unlikely that SEHTs are saying that these differences do not matter or that they are not factors in shaping the curriculum. They are more likely saying that these differences exist throughout society, cannot be avoided, and would therefore need to be addressed by children through sex education.

NonSEHTs are equally divided over this issue. Those who agree with this statement could be doing so to rationalise their position, or are
confirming that the differences are too great to accommodate in school. Those who disagree, might be saying that these family differences are not a reason to exclude sex education, but for whatever other reasons they have, not to include it, they do not have to deal with these issues in their own schools.

Implied in this statement is the idea that catering for diversity causes difficulties. This circumstance could also prevail in terms of racial, cultural, religious, emotional, developmental and social diversity. Arguments involving diversity are found in rejecting topics like sex education, but are readily accommodated in, say the teaching of reading, sport, religious and moral education, and so on.

'Sex Education is Best at Home' Concept (Statement 49).

81% of SEHTs disagree with Statement 49, their responses almost equally distributed in the three disagreement cells. The opposite response is given by 65% of NonSEHTs, who agree strongly with this statement (including 45% at the positive level).

Most respondents will probably see Statement 49 claiming sex education as the business of the family (a matter for the family), but it could be problematic. Firstly it contains a slight ambiguity and could be taken to refer to the content of sex education as primarily only to do with family matters. Some heads believe sex education includes far more than matters of the family. Secondly, the family atmosphere (see Statement 26) of the primary school with all that that implies, is a characteristic of the
school which virtually all heads would purport to be striving for. There is some conflict between NonSEHTs' responses to this statement and statement 26 (family atmosphere of primary school). They agreed that the family atmosphere in school was conducive to sex education but are now responding that being a family matter it would be impractical to conduct it in school. SEHTs largely disagree with Statement 49 and in this respect do not conflict and are in very similar agreement with statement 26. The impracticality of school-based sex education raised in this statement could reflect similar reasons NonSEHTs applied to statement 47.

Statement 49 might represent the ideal, but not the reality, because most families are not the venue for sex education.

8.1-6 GENERAL AND SOCIETAL STATEMENTS

Social Attitudes (Statement 55).

A similar pattern of response exists for Statement 55, with 94% of SEHTs disagreeing (including 81% positively) and 60% of NonSEHTs also disagreeing (20% in each of the three options).

Almost all SEHTs strongly disagree with the idea that sex is too private and personal to be handled in primary school (Statement 55), compared with 60% NonSEHTs. There is discrimination in the fact that SEHTs' agreement is substantial and NonSEHTs' views are fairly evenly spread across all options. The response patterns here are very similar to those for
statement 46 (Sex education will interfere with family privacy) which also discriminates.

The private or secret nature of sex information has long since ceased to exist, and such information and influences from society are particularly transmitted through the mass media. Children are no longer 'shielded' from such information and therefore they will receive it whatever the attitudes or wishes of the families are. There is a strong relationship with the responses to statement 65.

Social Class (Statement 58).

About two thirds (65%) of NonSEHTs and almost all (97%) of SEHTs disagree that middle/upper class parents sex educate their own children (Statement 58). Whether parents from higher socio-economic levels sex educate their own children or not does not negate the need for sex education for SEHTs, but this is a reason for not implementing sex education for 35% NonSEHTs. The socio-economic factor also relates to many other aspects of this study, like: sexual attitudes and behaviours, levels of understanding and vocabulary, attitudes towards school and so on, all of which could influence sex education decisions.

Mass Media (Statement 65).

100% of SEHTs (including 97% at the positive level) and 70% of NonSEHTs (55% at the positive level) agree that the sex information children get
from the media is not sufficient, or suitable to be considered adequate sex
education (Statement 65). There is differentiation between the levels of
response (which are weaker and more widely spread for NonSEHTs), and an
element of ambiguity from most NonSEHTs who are saying that the provision
to counter media factors should be made at school, but are not making that
provision. For SEHTs there is no contradiction.

8.1-7 STATEMENTS PERSONAL TO THE HEAD

Personal Stance Against Sex Education (Statement 77).

97% of SEHTs positively disagree that they would prefer not to have sex
education in their schools (Statement 77). Responses for NonSEHTs are
more evenly divided. 55% of NonSEHTs disagree with the statement, but a
large minority of 45% of NonSEHTs agree that they prefer not to have sex
education. These responses are similar to those for Statement 79.

It is recognised that not all NonSEHTs are personally opposed to sex
education, as these responses show, though a substantial minority are.
The sex education status of heads was discussed earlier and the categories
there showed that some heads will be in one or other of the two categories
used in this discussion 'reluctantly'. If heads are in a category which
is opposed to their personal wishes, there are obviously other, more
important pragmatic, prudent, professional or political reasons which
influence their decisions more than their personal ones.
The realisation that children need to be properly informed about sex, in school, based on the personal experience of working with children in class (Statement 80) is shown to be a very strongly shared experience by most (90%) SEHTs who strongly agree. It is possible that this factor informed the original decision to implement sex education, and has reinforced and confirmed that position, since. Only 50% of NonSEHTs share this experience, but not as strongly as SEHTs, and the other half, disagree with this statement.

It is less likely that adults who disagree with sex education, or who are not prepared to address these matters with children, will readily perceive children's needs in this area, and children seem to recognise unease or unwillingness, and avoid the subject with such adults. It is not surprising that the result of the willingness of some adults to be responsive to such questions from children, not only encourages such enquiry, but enables the adult to form a better understanding of the child's needs, based on experience.

8.2 STATEMENTS IN FACTOR 1 WHICH PROBABLY DISCRIMINATE

Age sex education should begin (Statement 12).

The statement is that sex education should be left for the secondary school (Statement 12). Implied in this statement is the concept that it should not start before the age of 12. Most heads (NonSEHTs 65%, SEHTs 81%)
disagree with this, implying it should begin in the primary phase. The statement discriminates on the basis of the strong level of disagreement from SEHTs, 71% at the positive level as opposed to 40% NonSEHTs.

The literature strongly supports starting within the primary age-range or before. The age at which heads say sex education should begin (in or out of school) will be influenced by their perceptions of the sexual nature of the child. If sex education should not be left until the secondary school it is implied that it should begin in the primary school which is problematic for the 65% of NonSEHTs who agree with this, but do not have sex education, unless they are interpreting the statement to mean 'after the age of 12'. In that case it is possible for them to say sex education should begin before the age of 12..., but not in school. It is difficult to say whether these NonSEHTs are confused, hypocritical, or simply rethinking their position as a result of the questionnaire, but as in other statements the inconsistency raises particular questions as to what other factors negate this seemingly positive attitude towards primary sex education.

Child's Response to Certain Information (Statements 13, 15).

Most heads (NonSEHTs 63%; SEHTs 81%) think that sex education would not encourage sexual experimentation (Statement 13). 75% NonSEHTs and 90% SEHTs agree that sex education will not upset more children than it will satisfy (Statement 15). These responses reflect a slightly lower percentage of response, at a weaker level for NonSEHTs when compared with SEHTs.
Mass Media (Statement 66).

Most heads (SEHTs 97%, NonSEHTs 75%), agree that children need reliable sex information to counterbalance the information from the media (Statement 66). There is differentiation between the levels of response with more than half (52% SEHTs compared to 30% NonSEHTs) in the 'Strongly agree' option. Some ambiguity is apparent, as NonSEHTs are seemingly saying that the provision to counter media factors should be made at school, but they are not making that provision. For SEHTs there is no contradiction.

8.3 NON-DISCRIMINATORY STATEMENTS IN FACTOR 1

Support Systems (Statement 71).

There is strong agreement from both groups (85% NonSEHTs, 97% SEHTs) for the inclusion of some preparation for sex education in teacher-training facilities (Statement 71). This need is recognised in the literature. Improved training will support and benefit the position of SEHTs and might have long-term influence on NonSEHTs.

Unsuitability of some Sexual Ideas (Statement 16)

55% of NonSEHTs and 43% of SEHTs agree that there are many unsuitable sexual ideas which will harm children. These responses raise questions about heads' understanding of the extent of children's sexual knowledge.
8.4 GENERAL CONCLUSION

The responses to the statements in Factor 1 are characterised by a clear divide between the high levels of support for sex education from SEHTs and the lower levels, or lack of support from NonSEHTs.

The very strong measure of support for sex education from SEHTs, which was to be expected, confirmed their status as sex educating headteachers, who approved of Primary sex education, and have implemented it. Their levels of support for sex education generally ranged well into the 90% (plus) levels.

There was some measure of support for sex education from NonSEHTs but this was often within the 50% - 60% range, and even then tended to be at the weaker level. In some cases the difference between the two groups was not so great (e.g. Statements 7 and 9) but the level of agreement from NonSEHTs was always considerably weaker. In other cases (e.g. Statement 49) there was clearer opposition to sex education shown. The fact that between 50% - 60% of NonSEHTs reflect some degree of support for sex education raises more questions which would need further investigation.

What are the other more influential factors which override this tentative support? Are these responses more expedient than real? Is it a response which is not of immediate consequence and therefore does not matter very much? Is it a delaying ploy? It would be of considerable value to investigate these issues further in order to clarify these matters.
8.5 FACTOR 2

While most of the statements in Factor 1 discriminated between SEHTs and NonSEHTs, in Factor 2 (Social Factors), none of the statements discriminates, and all belong to the non-discrimination category based on the similarity of responses from all heads. This means that the statements are equally applicable to both groups of heads, as in the case of Statement 82, for example, which concerns the capability of all heads to hinder or promote sex education, or expresses a widely held opinion, like Statement 61, that society benefits from responsible sexual decision-making. Below is a more detailed examination of the statements in Factor 2.

Child's response to sex information (Statement 11).

The concept that children do not respond to sex information like adults (Statement 11) is found as a defence against criticism that they are not mature enough to receive it, or it will upset them, and so on. It has been used by sex educators to assure their public that children will accept sex information, naturally, 'normally' like other facts and ideas they learn about. The substantial agreement from both groups (NonSEHTs 85%, SEHTs 87%) poses the question what NonSEHTs mean by it. If they mean the same as SEHTs why is this not also a factor of influence? If not, could they mean that unlike adults, children cannot make a mature response and so cannot easily handle sex information which will have some adverse effect on them, and this interpretation influences NonSEHTs to exclude the subject?

Child's physical maturation (Statement 17).
Preparation for puberty is given as one of the major reasons for primary school sex education and SEHTs' 90% agreement to the statement that the age of the menarche is getting younger (Statement 17) is expected. NonSEHTs agree this is true (90%) but do not address this fact at school. They either do not see it as a factor with any implications for the curriculum, or if they think children should be told or taught about it then that presumably would have to be done at home (or at least not in school).

Church influence (Statement 36).

43 heads responded to Statement 36, not all of these were heads of church schools. Of the 17 church schools in the cohort (31%), only 33% Roman Catholic and 40% Church of England schools had sex education. Between 60% - 67% church school heads are therefore NonSEHTs. Most heads (94% NonSEHTs, 88% SEHTs) feel strongly that there is no positive pressure coming from the church to implement sex education (Statement 36). Influence from this factor will, like that from the lack of support from the LEA, have no effect on SEHTs who have introduced it but might influence NonSEHTs whose position could be said to be supported by the fact that the churches seemingly do not want sex education.

Heads seem unaware of initiatives from the churches, other Christian institutions, and other faiths, in respect of sex education, which though not numerous, are promoted from time to time. Heads are also generally unaware that there is a vocal lobby for the provision of a particular kind of sex education, which is evident through opposition to what is claimed to
be the liberal, harmful and amoral programmes of sex education being
developed and promoted by secular and some church agencies (e.g. see Drake
1968; Fidge 1978; McCleod and Davies 1992).

Social attitudes (Statement 54).

100% NonSEHTs and 97% SEHTs agree that many young people do not regard sex
as being sanctioned and approved only in marriage. The public perception
that most young people are sexually active, is well reflected by these
responses. The recognition of early sexual activity is a reason which
probably influences SEHTs to introduce sex education, before children
become sexually active, so that the decisions they make can be informed and
responsible. It is difficult to reconcile the NonSEHTs' response other
than by seeing it as their confirmation of the present social situation.
The fact that they do not provide sex education suggests they are not
influenced by this behaviour. There is a body of opinion which claims
that premature sexual activity is the result of sex education, which could
influence some NonSEHTs.

Societal outcomes (Statement 61).

95% NonSEHTs and 100% SEHTs agree strongly that society benefits from
responsible sexual attitudes and decisions (Statement 61). Developing
responsible sexual attitudes and the skills for making appropriate
decisions, need not presuppose that these skills and attitudes are best (or
only) developed through sex education in school, and so there is no
ambiguity for NonSEHTs who agree. It is probable that SEHTs imply in their response that better sexual attitudes and decisions flow to benefit society through the introduction of sex education.

Personal power of the head (Statement 82).

All heads overwhelmingly recognise (NonSEHTs 95% SEHTs 100%) the personal power they have to promote or hinder the implementation of sex education in their schools (Statement 82). Having the power is the crux of the matter, even though heads may decide not to exercise it.

8.5-1 General Conclusion:

While all the statements in Factor 2 receive very similar responses from both groups of heads, giving the impression that there is considerable agreement between them on these social matters, this is unlikely to be the case. Influence attached to these statements seems to depend on the meaning heads give them. For each statement it is possible to have common responses based on differing meanings. So as the discussion above suggests for example, heads agreeing that children do not respond to sex information as adults do could mean that they accept it like any other new information, normally (SEHTs) or that they are not yet mature enough to handle it (NonSEHTs); or in agreeing that heads can equally hinder or promote sex education, it is self evident that each group would have an opposing stance, etc. This raises a note of warning that apparent agreement could conceal the differing positions of the two groups.
83% of the statements in Factor 3 (Academic/Governors' Influence) do not discriminate between SEHTs and NonSEHTs, and these statements come from both the 'similar' category and the 'wide spread of responses' category.

Sex education articles (Statement 74)

70% of NonSEHTs say they have read articles in teachers' publications, which support sex education (Statement 74) compared to 52% of SEHTs who say they have not. It seems that NonSEHTs are not persuaded by these articles, and that only a minority of SEHTs (48%) who have introduced sex education, have read supportive articles about it. Articles about sex education, either fail to convey a convincing argument, are taken less seriously or not believed, as the majority of heads who have read them are NonSEHTs, and remain NonSEHTs. The chances that SEHTs have read them is about 50/50. It is possible that committed SEHTs would not need, or bother to read them.

It is difficult to know what to make of this information, since my expectation was that fewer NonSEHTs would have read such articles compared with SEHTs. Unlike research dissemination which is known to be poorly read, articles tend to have more appeal and are more widely circulated in popular and professional publications. This phenomenon needs further consideration and explanation. This statement is the only one in this Factor which discriminated between the two groups of heads.
LEA influence (Statement 35).

The level of strong agreement from both groups (NonSEHTs 85%, SEHTs 87%) to Statement 35 with heads saying that they are unaware of any INSET regarding the implementation of sex education confirms their perceptions that there has been no pressure from the LEA (Statement 32). The lack of provision by the LEA was not a factor which hindered the implementation of sex education by SEHTs. It is not possible to say what influence these conditions may have had on the decisions of NonSEHTs other than to conject that they may have encouraged, eased or supported their decisions not to implement.

Support systems (Statement 72).

A large percentage of all heads, (75% NonSEHTs, 87% SEHTs) agree that they are unaware of college/university courses to promote sex education (Statement 72). These responses are very similar to those about the lack of INSET by the LEA. The lack of INSET/courses has not deterred SEHTs from providing sex education, but it could influence NonSEHTs not to implement.

Research (Statement 73).

It is not surprising for 80% of NonSEHTs to say, very strongly, that they know of no research that supports primary school sex education (Statement 73), but unexpected that 81% of SEHTs say the same thing. Any research supporting primary sex education therefore has had virtually no impact on its introduction, since most heads are unaware of it.
60% of NonSEHTs and 53% of SEHTs agree with the statement that school governors know no more about sex education than they do. So both groups are fairly evenly divided on this issue. If you agree with this statement you are saying that the governors either know as much, or less about sex education as you, but certainly not more. In other words, that they are no better than you at knowing about sex education, and may not be as good. You could simply mean they are just the same as you. If you disagree, you seem to be saying that you think they do know more than you or that they are better than you at knowing what to do about sex education. When these positions are applied to both groups of heads, who are fairly evenly placed in terms of agreement/disagreement, a very complex state of affairs seems to exist.

On the one hand heads could be questioning why their traditional role in determining particular aspects of curriculum development should be handed over to the governors. On the other hand they may be saying if the governors become 'legalistic' in exercising their decision (as opposed to the shared consultative style of decision-making) then they will have to be responsible for finding out all about sex education. Other heads might be implying that the governors are welcome to get on with it as it's not the kind of decision they want to make. All this can only be very speculative, but it does expose a confused relationship between heads and governors over this issue. While not included in this Factor, it is of interest to note that between 85% - 90% of all heads said they thought
governors would be guided by the heads' opinions in matters of sex education (Statement 29).

Parents (Statement 39).

NonSEHTs are divided 50% - 50% and 61% of SEHTs disagree that vocal and organised parents would insist on sex education if it were so important to them.

NonSEHTs who agree are saying, we do not have sex education and clearly the parents don't want it. SEHTs could be responding to parental pressure or requests or simply agree that in some cases parents could be vocal, but that need not have been the case in their schools. Heads who disagree could be saying that parental insistence was not an influence on their decision, or that this is not their perception of the way parents are. As with the governors' issue, this also suggests some confusion over the perception of parental influence of sex education decisions.

8.6-1 General Conclusions:

The common theme running through the statements in Factor 3 seems to be the reflection of an attitude from SEHTs that these issues do not matter very much because they have implemented sex education anyway. For example, the lack of INSET provision, or not knowing of supporting research did not deter them. Common to NonSEHTs is the idea that these issues support or confirm their position. For example, parents are not demanding sex education, or none of the articles I have read has persuaded me to
implement it, so we do not have sex education. It could be tentatively suggested therefore that while these issues provide some heads with reasons for their position, those who disagree with that point of view do not perceive them as failing to offer support, but rather that they do not matter.

8.7 FACTOR 4

The five statements in Factor 4 (Official (Political)/Managerial Issues) are widely spread across the four discriminatory categories.

Political (Statement 68).

Statement 68 discriminates. 68% of SEHTs disagree that present political pressure on the curriculum (Statement 68) makes the introduction of sex education more difficult, and the 32% who do, are at the weaker level of agreement. 65% of NonSEHTs agree that political pressure does act against the introduction of sex education (responses tending towards the midpoint). This gives a mirror image to the responses and discriminates on that basis and the fact that SEHTs' disagreement is more strongly weighted compared to NonSEHTs' agreement.

SEHTs seem quite sure that political pressure on the curriculum is not a hindering factor. It seems unlikely they are suggesting that it is a positive factor, but like other issues, not sufficiently influential to deter them from implementing sex education. Because of the weaker level of agreement from NonSEHTs it seems likely that they are perceiving the
notion of political pressure in fairly general terms within the framework of the current work over-load, being experienced by heads as the result of changes and revisions in educational provision. The political factors (see pages 77 - 88) have recently become more overt and the view expressed that at times they could be considered in terms of interference. The responses for this statement are similar to those for statement 69 which also appears to differentiate.

National Curriculum (Statement 69).

68% of SEHTs and 55% of NonSEHTs disagree that the National Curriculum makes it more difficult to introduce sex education. Between 32% and 45% of heads therefore say that it does. The majority of NonSEHTs responses are within the two 'Tend to..' options but the majority of SEHTs responses are in the stronger levels of disagreement. This suggests that the demands of the National Curriculum are less likely to influence SEHTs than NonSEHTs. Because of the minimal inclusion of some basic aspects of human biology in the Science section of the National Curriculum, some NonSEHTs may consider that nothing more is required.

Information before Deciding (Statement 81).

75% of SEHTs and 63% of NonSEHTs agree that more information would be needed before implementing sex education. SEHTs are either agreeing with the general principle of basing decisions on a grounding of sufficient information or saying in retrospect that they found out about sex education before implementing it. While some NonSEHTs may genuinely be saying that
they have yet to find out more about sex education before they can come to
a decision others may not. I would suspect that some NonSEHTs confirm the
prudent and professional wisdom of seeking more information before
implementation possibly as a ploy for delaying the need to decide the
issue.

Support systems (Statement 70).

70% of NonSEHTs say they are unaware of 'Official publications' about sex
education, compared to 52% of SEHTs. This means that only 30% - 48% of
heads say they are aware of 'Official publications', and since official
Circulars, HMI Reports, DES publications, etc., are sent to all schools it
could be asked, why heads are unaware of them. This statement probably
discriminates between the two groups of heads.

An understanding of an 'Official' view of sex education, and the implied
support that might have on its introduction plays little or no part in
influencing the decisions of well over half of all heads. It could be
suggested that the reason for this lies in the information over-load heads
have been subjected to during the recent rounds of educational reform and
the fact that sex education did not rank as a top priority when the data
for this study was being collected. Since 1986 legal requirements have
been in place regarding sex education and when the Questionnaire was sent
out some of those had still not been met by some schools in this study.

School policy (Statement 25).
Regarding funding (Statement 25), SEHTs strongly say (77%) that they had sufficient funds to implement sex education. The fact that 69% of NonSEHTs implied that they would have had sufficient funds for sex education, suggests that the lack of funds was not a factor in most heads' decisions. A higher proportion of NonSEHTs (31%) said lack of finance was a factor against implementing sex education. Those SEHTs (23%), who said they had insufficient funds, overcame that fact. Funding issues are less likely to influence SEHTs than NonSEHTs.

8.7-1 General Conclusion:

There are two themes in this Factor. Political Influence and the need for more Information both seem to provide the NonSEHTs with an element of support or a ploy to remain non-sex educating. The other three statements are in the 'not very important or not an issue' category for both groups of heads, though NonSEHTs are more likely to be marginally influenced by them. There is less cohesion in this Factor compared with the first three.

8.8 STATEMENTS WHICH DO NOT APPEAR IN FACTORS 1 TO 4

BUT WHICH STRONGLY DISCRIMINATE BETWEEN SEHTs AND NonSEHTs

Table 37 reports those remaining six statements (Statements 18, 40, 43, 46, 50, 57) which strongly discriminate between SEHTs and NonSEHTs but which do not form part of Factors 1 to 4. Because they discriminate strongly it could be prudent to consider them at the end of this section so that any insights they reveal regarding potential influence on heads' sex education decisions are not lost.
School policy (Statement 18).

For 50% of NonSEHTs to say (at the weaker level of agreement), they would not object to a teacher giving sex education (Statement 18), suggests they would allow a kind of 'solo' or 'sporadic' amount of sex education, even though there was no formal or regular sex education in the school. This suggests that what is being allowed may not be consistent with the head's overall school policy and says something about the head's perception of the nature of sex education.

90% of SEHTs agree. It might be asked why 10% of SEHTs disagree. It is possible that some heads might not allow every teacher to take sex education, even if they wished to, either because they regarded certain teachers as unsuitable or that school policy meant a teacher had an age group which did not have sex education on its syllabus.

Parent - Child communication (Statement 40).

87% of SEHTs strongly agree that sex education in school improves child/parent communication, compared to 50% of NonSEHTs (40% at the weakest level). This statement discriminates between the two groups, and supports one of the outcomes claimed for sex education, that communication skills are improved. There is also a strong link between heads' views on improved child/parent communication resulting from sex education and the need to promote sex education because of poor child/parent communication in the first place (see Statement 9).
There is concern about parents' views (Went '1985) and these will influence heads depending on how they perceive them. There is substantial evidence of parents' positive attitudes to sex education (see from page 139), but the fact that NonSEHTs are unlikely to experience this from their parents and the hesitancy in believing it applies to their situation seems to be reflected in their responses. Communication and parental attitude factors are important influences on heads' decisions.

Taboo factor from family (Statement 43).

Most NonSEHTs (70%) perceive sex as a taboo topic in many families which is why parents would not want to have sex education in school (Statement 43). Fewer SEHTs agree with this (42%), and at a weaker level, and the majority of SEHTs (58%) disagree strongly. The taboo on sexual issues (e.g. Hall 1953; Ollendorf 1966; Chanter 1966; Goldman and Goldman 1982) is still an influential factor on some heads. The statement discriminates, supporting the notion that SEHTs are less affected by the negative influence of the taboo concept.

36 Family privacy not affected (Statement 46).

All SEHTs agree very strongly that family privacy is not infringed by sex education (Statement 46). 65% of NonSEHTs agree but at a weaker level. Responses here for both groups are similar to those for statement 55 (too private and personal for primary school).

Social attitudes (Statement 50).
Statement 50, that sex education is unnecessary because of too much sex in society anyway, is typical of the kind of glib remark which is sometimes heard and while rejected by the majority of all heads (70% - 97%), there is a significant minority of NonSEHTs (30%) who agree with this reason for not having sex education. The influences from society are set out in Chapter 1 particularly transmitted through the mass media.

There is a very strong relationship between this statement and the responses to Statement 65.

Cultural (Statement 57).

97% of SEHTs strongly agree that sex education is not rendered inappropriate because our society is becoming more multicultural. 60% of NonSEHTs (at a weaker level) also agree. The pattern of response to Statement 57 is similar for Statements 50, 55, 58 and 65 where certain social factors elicit similar levels of response from the two groups of heads.

There are difficulties which present themselves due to cultural and religious factors but this calls for the need to be aware of the differences and to accommodate and provide for them, rather than reject the idea of sex education. This seems implicit in SEHTs' replies, but has not influenced 40% of NonSEHTs.
SUMMARY OF HEADS' RESPONSES TO THE STATEMENTS IN FACTORS 1 to 4 AND THE REMAINING DISCRIMINATING STATEMENTS

The responses to all the statements in Factors 1 to 4, together with those remaining six statements which were found to discriminate strongly, but were not included in the four Factors, are summarised below.

CHILDREN

SEHTs strongly recognise that sex information is an important part of children's knowledge. They strongly agree that children need to receive sex education at primary school and that it should not be left until secondary school. They strongly believe that primary aged children should know the physical facts about sex, be able to discuss sex and moral topics and communicate about sex values in a clear, simple reliable way particularly as most young children find it hard to communicate with their parents about sex.

SEHTs do not believe that sex education would upset more children than it would satisfy nor that it would cause trouble and encourage experimentation. They also strongly agree that children need reliable sex information to counter balance information from the media.

NonSEHTs' agreement with these views is considerably less and weaker than SEHTs. They disagree strongly with the need to provide sex education for the primary children.

These responses indicate that SEHTs and NonSEHTs have different perceptions of the importance and content of children's sexual knowledge, what informa-
tion, cognitive and communicative skills are needed, the effect on the
children of this information and where and when, these needs should be met.

All heads strongly agree that the age at which menstruation begins is
gradually becoming younger and that children do not respond to sex
information the same way adults do.

There is no clear discrimination between the two groups of heads by the
concept that many sexual ideas are unsuitable and harmful for children.

STAFF AND SCHOOL
SEHTs strongly recognise that staff are broadly supportive of sex education
and that the class teacher should take sex education lessons. They would
allow a teacher who wanted to teach sex education to do so. They agree
that sex education fits in the primary curriculum and should be part of the
school's Personal Development Scheme and that it is facilitated by the
family atmosphere of a primary school.

For the most part no more than half NonSEHTs agree with the above factors
and only then at the weaker levels. There are differences between the two
groups, in the perception of teachers' attitudes, the expectation of their
involvement in sex education, the development of school policies and the
relationship of sex education to the primary curriculum and school ethos.

All heads strongly rejected the idea that not being able to find enough
spare money to support the introduction of sex education was a major
consideration in deciding whether or not to include it.
GOVERNORS

There is no clear discrimination between heads from the concept that school governors do not know anymore than heads about sex education.

LOCAL EDUCATION AUTHORITY

All heads strongly agree that they are unaware of INSET courses regarding the implementation of sex education in primary schools.

DIOCESE

Most heads strongly agree that there is no pressure from the church to implement sex education.

PARENTS AND FAMILY

SEHTs strongly recognise that parents are in favour of and appreciate primary school sex education and that sex education eases communication between them and their children. They strongly disagree that different family sexual behaviour and moral attitudes make primary sex education inappropriate or that sex education interferes with family privacy.

NonSEHTs' responses to these factors show lesser and weaker levels of agreement, with the majority clustering around the mid-responses of only 'tending to...' agree or disagree.

NonSEHTs strongly recognise that parents would not want sex education at school because in many families the subject of sex is taboo or it is very much a family matter to be expressed and explained in a loving family situation.
SEHTs take the opposite view.

NonSEHTs and SEHTs have different perceptions of parents' attitudes, behaviours and responses to sex education, and of the relationship of sex education to family issues.

There is no clear discrimination between heads from the idea that parents can be vocal and organised so if sex education was important to them they would insist it be included in the curriculum.

GENERAL AND SOCIETAL

SEHTs strongly disagree that sex education is unnecessary because there is too much sex in our society at present or that children get enough sex information from the mass media that they do not need any at school. They do not consider sex matters as too private and personal to be considered at primary school nor that it is inappropriate to offer sex education the more multicultural society becomes. SEHTs do not believe that middle to upper class parents will necessarily sex educate their children. SEHTs agree that the National Curriculum does not make the introduction of sex education more difficult.

NonSEHTs' disagree with these factors but at a weaker level, and in fewer numbers than the SEHTs. There is a considerable difference between the two groups of heads in their perceptions of the effect of various social factors on the introduction of sex education.
NonSEHTs agree that the present political pressure on the curriculum acts against the introduction of sex education. SEHTs disagree with this. Most NonSEHTs say that they have read articles in support of primary sex education in various teachers' publications though fewer SEHTs have read articles in support of it.

All heads strongly agree that many young people no longer regard sex as being sanctioned and approved only in marriage and that society benefits from responsible sexual attitudes and decision-making. They also strongly agree that teachers' training should include preparation for sex education but say that they do not know of any college/university courses arranged to promote sex education or any research supporting it in primary schools.

PERSONAL TO THE HEAD

SEHTs strongly agree that their belief in the need for all children to be properly informed in school about sex stems from their experience of working with children in class. NonSEHTs largely disagree with this.

While SEHTs strongly disagree that they would prefer not to have sex education in school disagreement with this concept from NonSEHTs is considerably smaller and weaker.

All heads strongly agree that they can personally hinder or promote the introduction of sex education. There is no clear discrimination from the concept that before deciding to introduce sex education, heads would need a lot more information about it.
CHAPTER 9 SOME CONCLUSIONS

From the evidence provided in the responses there is support for the following main conclusions:

9.1 Many of the reasons given in the literature, both for and against sex education are not relevant to primary heads.

Some fundamental reasons for education are also prominent reasons of sex education e.g. preparation for adulthood, the education of the whole person, the benefit to society by the acquisition of knowledge and skills. Reasons for sex education in the literature are more specific. Many reasons for and against sex education have much common ground and in understanding the reasons within these areas of commonality one needs to recognise the moral/philosophical positions of the protagonists in the debate and/or the implied social mechanisms which they believe operate.

Reasons for sex education are summarised in the literature review (pages 282 - 295) and listed in detail in Appendix 4. They are concerned mainly with children, social and societal factors and parental and family issues. They have little to do with school management, the influence of the inter-relationship of other significant adults in the school arena (teachers, governors and other officials), institutional or political influence or the head's personal attitudes and the power structure which surrounds the head's role.

Some of the main reasons in the literature claim that sex education allows children to develop skills for decision-making, enables positive personal
growth, engenders confidence and self esteem and helps form good attitudes. It corrects wrong attitudes and is essential at the pre-pubertal stage to enable a clear understanding of 'the facts of life', preparing children for puberty and adolescence. Sex education is necessary because of earlier physical maturity.

Sex education corrects misinformation and provides an adequate basic sexual vocabulary. It satisfies natural curiosity and allows the exploration of values. Sex education enables communication, informs children about their physical development, helps them understand their emotions and alleviates worries about sex. It affords children protection from abuse, or in coping with it.

Children have a fundamental right to sex information and guidance and they request or desire and appreciate it. Teenage sex has implications for sex education and it is cheaper to provide the young with adequate sex education than to cope with the social effects of not providing it. Sex education will prepare children for the sexual world they are already encountering, and combat adverse effects of the media. There is a widely held belief that schools should include sex education.

Parents fail to sex educate their children adequately (or at all) and the overwhelming majority want and appreciate sex education in school. It imparts family and parenting skills, enhances communication between parent and child and improves personal relationships.
Reasons for sex education are generally considered to be positive, enlightened, forward-looking, even radical. But this is not necessarily the case, and some contributors to the debate have identified 'hidden reasons', claiming that much 'mainstream' sex education is more to do with control over children's sexuality than enlightenment and freedom. They suggest that sex education is meant to repress sexual activity, to warn and deter and promote the attitude that children should know about sex but avoid it. To warn of dire consequences and promote negative inhibitive attitudes, forms a hidden agenda for some forms of sex education. It has also been argued that some sex education is promoted for reasons of social and political control.

My expectations were that reasons concerned with children's personal and physical development (statements 2, 5, 17, 27), attitude development (statements 1, 6, 47, 52), communication skills (statements 4, 9, 10, 40), safety skills (statements 62, 63), the development of values (statements 6, 7), societal benefits (statement 61) and helping children understand social, commercial and media pressures (statements 59, 66, 67) would be the most influential.

Of these nearly half (47%) were found to discriminate (or probably discriminate): personal and physical development (statements 2, 5, 27), attitude development (statements 6, 47), communication skills (statements 9, 40), the development of values (statements 6, 7), helping children to understand society, commercial and media pressures (statement 66) to be the most influential.
Reasons against sex education are discussed in the literature review (pages 314 - 327) and in Appendix 4. They focus on alleged detrimental and harmful outcomes for children and society, difficulties in addressing developmental, emotional, cultural issues, etc. Others concern parents' rights and responsibilities, the avoidance of conflict, the private and personal nature of sex, curriculum and training issues, lack of official support, unsuitability of the subject to the primary curriculum, concepts of innocence - readiness - latency and appropriateness.

Some reasons against sex education are based on the ideas that children are at different developmental stages in the same primary class. They are too young and there is a need to preserve their innocence and recognise the latency period. Sex education would arouse curiosity, encourage experimentation and promiscuity, spread disease and put children into moral danger. Others argue if you tell children how horrible some sex-related matters could be, they won't go and 'do it'.

The subject would be taught badly by inadequate teachers unless they were approved, vetted, trained and reliable. School is the wrong place. Where it has been introduced, political pressure has aimed at controlling its development, opposing excessive ways and the use of offensive books. There has been far too little research into the effects of sex education so until the effects are more fully known caution is urged.

It drives wedges between the family, church and school, usurps parents' responsibilities, and is a private matter between parent and child. Sex
education denies parents their primary right to sex educate their own children. Parents' rights are promoted as a necessary safeguard to ensure the right kind of sex education.

Claims are made that sex education has been hijacked by a 'sex education industry', and this, as with secular commercialism, supports calls for its modification and purification. The thrust to radically alter society and the concept of the family, was made through sex education and has been seen as one of the most damaging threats to society. The state of society is the result of the sex education programmes given. The international nature of the population-control lobby has motivated action to stop sex education which has the aim of excercising absolute social control.

It is claimed that current sex education is destroying the foundations of society, and a counter-attack is called for to defend what is decent and right. Culture, local custom, and religious precepts have long been issues which have provided opposition to sex education. Anticipation of difficulties in regard to these factors could engender caution in a head when considering whether or not to implement sex education. The provision of moral considerations is a further requirement made by many to secure the 'right kind of sex education'.

Some heads feel a duty to meet the needs of all their pupils, as fully and as sensitively as possible. Others may find the attempt to try to 'please all yet please none', an effort not worth taking. The uncertainty of how best to accommodate differing positions could suggest potential conflict, and act as a negative influence.
My expectations were that two factors, not prominent in the literature, would be influential, namely the personal opposition of some heads (statements 77, 79) and the lack of official support (statements 32, 35, 70, 72), together with other factors in the literature especially: the claim that sex education is unnecessary (statements 8, 14, 50, 51, 65), the need for safeguards (statement 81), the problems of unpleasant/unsuitable ideas (statement 16), detrimental outcomes (statements 4, 13, 15), no research (statement 73) and community/cultural matters (statements 33, 36, 56, 57, 75), societal issues (statements 50, 54, 65, 67), Parent/Family matters (statements 41 - 43, 46, 47, 54, 55, 60), and School related issues (statements 12, 25, 31, 33, 48, 49, 68, 69, 71).

Just over a third (36%) of those reasons were most influential:

Personal opposition (statement 77), the lack of official support (statement 70) the claim it was unnecessary (statements 50 65), detrimental outcomes (statements 13, 45), societal issues (statements 50, 65), Parent/Family (statements 43, 46, 47, 55), and School related issues (statements 12, 49, 68, 69).

The developmental process of identifying, collating and refining the statements to be used in the final questionnaire (see pages 345 - 387) relied on the reasons from the literature as well as those contributed by heads in the Pilot Study. The resulting distillation of 83 statements represented that wide-spread set of reasons for and against sex education, which would discriminate between SEHTs and NonSEHTs. It was expected that agreement/disagreement with the statements would predictably 'fit' or reflect the sex education status of any head.
Only 27 statements in the four factors identified were discriminatory, and in addition to the 6 remaining discriminating statements identified by cross-tabulation process, constitute a total set of 33 statements which define those reasons which discriminate strongly between SEHTs and NonSEHTs. A comparison between these discriminating statements and the reasons given in the literature review for and against sex education, will show that many of the latter are not relevant to primary heads.

9.2 The focus of head teachers' responses to the idea of sex education in the primary school are predominantly people-oriented.

The 33 discriminatory statements are fairly evenly divided with 15 reasons against and 18 reasons for sex education. Ten statements concern children, three relate to staff, three concern the nature of the primary school and curriculum, eight are about parents/family, seven are general/social and two are personal to the head. Twenty six statements are very closely school-based, of which 23 relate to people within the school 'triangle'. The remaining seven include four which are politically/officially linked with school, two have social implications and one refers to the widely held belief of the private nature of sex.

9.3 Most of the statements which discriminate originate from reasons given by heads in the pilot study.

Of the 33 discriminatory statements, 26 (79%) originate from reasons given by the heads in the pilot study. If those 27 statements which, by means of the cross-tabulation tables, were found to discriminate strongly between SEHTs and NonSEHTs are examined, 23 (85%) originate from the reasons given by the heads in the pilot study (see Appendix 6).
9.4 At no point did any heads, in the pilot study or during the collection of the main data, add or suggest further statements. Such comments and observations which were made by some respondents did not constitute the basis for additional or further statements to be produced. This suggests that whatever the reasons individuals have for their sex education status, they were able to express them through their responses to the questionnaire. It is therefore inferred that the range of statements was sufficiently wide to accommodate the variety and strength of reasons heads had, and recognised by them as such.

9.5 Both groups of heads accept that they have the personal power to hinder or promote the development of sex education in their schools.

All SEHTs and all but one NonSEHTs consider themselves to have the personal power to hinder or promote sex education.

9.6 School governors are not perceived by heads as being very influential concerning the implementation of sex education.

This conclusion is based on the responses to statements 29 and 30 which show that 88% (90% of SEHTs and 85% of NonSEHTs) of all heads consider that the governors would be guided by them in coming to a view about sex education and almost three quarters (74% = 71% of SEHTs and 75% of NonSEHTs) of all heads say that in order to introduce sex education the governors would need educating about it. 44 (82%) of all heads said their governors had discussed sex education and in only one case did the governors not agree with the viewpoint of the head. The 5 heads who
replied that their governors had not yet discussed the topic all predicted that their governors would agree with their opinions on whether or not to introduce it. While the governors might have the legal status of being the arbiters of whether or not to introduce sex education, heads strongly believe that their views are paramount in the decisions that are taken.

9.7 Heads consider themselves to be the most suitable people to decide matters concerning sex education for their schools.

Given the power heads perceive themselves to have over hindering or promoting sex education, their realisation or expectation that the governors agree/will agree with their viewpoint and the fact that 80% of them feel that they would not object to having sex education in their schools and could personally deal with the topic, it is reasonable to conclude that they would consider themselves to be the most suitable people to decide on matters relating to sex education in their schools.

9.8 It is easier and more acceptable to admit to a personal commitment to implement sex education than to exclude it.

90% of SEHTs and 65% of NonSEHTs say they think they could personally deal with sex education (i.e. teach it themselves) (statement 76). It is not surprising that most SEHTs make this response, and with sex education in their schools could become personally involved, But the claim of nearly two thirds of NonSEHTs that they could personally deal with sex education is one which they will not have to substantiate as it is not taught in their schools. This raises the question of whether these 65% NonSEHTs are personally potentially SEHTs but are excluded from this role because of other more influential factors, or whether, because they do not have sex education in their schools, and therefore will not be called upon to teach
it they can quite safely claim a positive attitude, because that is more expedient and educationally acceptable. The same ambivalent position pertains in respect of NonSEHTs' responses to statements 77 and 79 where 55% appear to be saying that they are not personally opposed to sex education in their schools and would prefer to have it. - but do not. It is unremarkable that 90% - 97% of SEHTs are in the supportive position.

9.9 SEHTs demonstrate a very strong personal element in their sex education decision-making.

This is borne out by the fact that 90% say they can personally deal with the topic, are not opposed to it and see the need for sex education from their personal experience in working with children (statements 76, 79, 80). 97% state a preference for sex education in their schools (statement 77) and just over two thirds (68%) of them accept to personally promoting sex education in their schools.

9.10 It is less evident that NonSEHTs are so personally committed to their position of not wanting or promoting sex education.

45% of NonSEHTs state a preference not to have sex education in their schools and admit to being personally opposed to it (statements 77, 79). Only 35% say that they do not think they could deal with the topic (statement 76). The fact that there is ambivalence in the replies of the other NonSEHTs to these statements (see 9.9 above) suggests that factors like procrastination, conflict of interest, concern about possible opposition and so on might be significant in influencing them but would be difficult to determine. There are some clear reasons given by heads for being NonSEHTs, but they are not so widely shared within the group, as
those held by SEHTs, implying that NonSEHTs are a less cohesive group than SEHTs.

9.11 NonSEHTs' responses contain more examples of apparent incompatibility than those of the SEHTs.

This is illustrated and explained by examining all responses which were 65% or more in agreement/disagreement for all heads. There are indications of a greater mismatch between what many NonSEHTs say and the sex education status they occupy. There are 22 examples of responses by NonSEHTs, which are not easily explained. In many cases this is because the replies seem to support sex education for primary aged children. For example 65% of NonSEHTs say that sex education is necessary in a middle to upper class neighbourhood (Statement 58). This is non-problematic only if they mean 'home-based' or 'non school-based' sex education. But when 75% agree that children need reliable sex information at school to counter adverse media input (Statement 66), a contradiction is raised which is not easy to reconcile.

For SEHTs there is only one statement with responses which were unexpected. This was statement 73, where 81% of SEHTs say they know of no research which supports primary sex education. One might have expected SEHTs to have some knowledge of this aspect of support. The fact that the results of much research fail to reach target audiences could explain this.

9.12 SEHTs are more decisive in terms of high levels of response to a greater proportion of the total number of statements, than NonSEHTs.

From the examination of responses at the 65% level or more it is possible
to express the levels of response for the statements as a percentage of the total number of statements. As a group, SEHTs are more decisive in terms of high levels of response to a greater proportion of the total number of statements, than NonSEHTs. The table below shows, for example, that 90% or more of SEHTs agree/disagree with nearly 40% of all statements, compared with NonSEHTs' 10%.

<table>
<thead>
<tr>
<th>Level of agreement or disagreement to the statements</th>
<th>Percentage of Statements</th>
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<tbody>
<tr>
<td></td>
<td>NonSEHTs</td>
</tr>
<tr>
<td>100%</td>
<td>4%</td>
</tr>
<tr>
<td>90%</td>
<td>10%</td>
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<tr>
<td>80%</td>
<td>24%</td>
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<td>70%</td>
<td>48%</td>
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<tr>
<td>65%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Table 38: Levels of agreement/disagreement for each group of heads, expressed as a percentage of the number of statements at that level for each group.

9.13 Since responses are less strongly shared by NonSEHTs there is less uniformity of opinion compared with SEHTs.

This is axiomatic from Table 38 above where it can be seen for example that 61% of all statements have (dis)agreement response rates of 80% or higher from SEHTs, whereas only 24% of all statements have the same levels of response from NonSEHTs.

9.14 Some heads use different criteria regarding sex education decisions which they would not apply to other areas of the curriculum.

Heads' perceptions (SEHTs 100%, NonSEHTs 95%) that they can personally
hinder or promote the introduction of sex education and that governors would be guided by their opinions suggests that they see themselves occupying a position of strong personal influence. This is partly supported by the claim that SEHTs (69%) agreed that they personally introduced sex education into their schools, and 65% of NonSEHTs disagreed with that (which could mean that they personally did not introduce sex education). Furthermore 97% of SEHTs strongly prefer to have sex education and 45% of NonSEHTs strongly prefer not to. There are very few areas of the curriculum now where heads feel able to apply such specific personal influence.

70% of NonSEHTs say they would not introduce sex education unless they had 100% backing from staff whereas only 58% of SEHTs agree with that. In what other areas of curriculum decision-making would a head expect or require 100% agreement before proceeding? In the case of the SEHTs 58% of them presumably got their 100% and the rest implemented sex education without such a requirement. One is prompted to suggest that a pre-condition of 100% agreement might suggest sound democratic accord, but in some cases might be intended to erect a subtle hurdle over which many staffs would not pass. If one looks at the inconsistency of a NonSEHT allowing any teacher to teach sex education on request, or seemingly being prepared to introduce sex education if the parents demanded it (50% agreed in both cases) the question of whether such criteria would be applied to other curriculum decisions arises. Where a school has sex education allowing staff to teach sex education if they want to is not irrational (90% of SEHTs agreed).
NonSEHTs' agreement and SEHTs' disagreement over whether the attitudes of various officers or the present political pressure on the curriculum might have a restraining influence of the introduction of sex education may not be so strong a consideration in other curriculum areas.

Some of the issues raised above suggest that some heads apply criteria to sex education decisions which they do not, or would not expect in other spheres of curriculum decision-making. Given that there are a greater number of inconsistencies, or unresolved contradictions among NonSEHTs' responses, compared with SEHTs' it might be that NonSEHTs have a greater tendency towards applying different criteria than SEHTs.

9.15 SEHTs are more positive in informing parents about the sex education status of their schools than NonSEHTs.

65% of SEHTs say they have published a statement about their schools sex education policy in the school information brochure, and 35% say that they are in preparation. Only 33% of NonSEHTs say they have published a policy statement with 22% stating that these statements are in preparation, and the remaining 44% say that they do not have a statement. This is in spite of the fact that all maintained schools are required to publish a statement on their sex education policy.

9.16 The discriminating statements provide a basis for determining what factors exercise greatest influence on heads' sex education decisions.

It must be accepted that any reasons heads have for supporting or opposing sex education are valid reasons for them, since these are the reasons on
which their decisions have been taken. The reasons embedded in those statements on which there is almost universal agreement do not make clear whether they have influenced heads' sex education decisions or not. An example of such a statement is that which states that girls are beginning to menstruate earlier. Arguably this can be a very basic reason for introducing sex education into the primary school and is certainly promoted in the literature as such. It is likely therefore to be one of the reasons which support the decisions of SEHTs. But it is difficult to see how this issue could be used by anyone to oppose sex education, and so there is some ambivalence when NonSEHTs agree with this statement, yet do not make any educational provision to meet this situation.

Statements where there is a wide and diverse spread of responses are also difficult to interpret, as in the case of whether or not it is possible to have adequate anti-abuse teaching without including sex education. The problematic combinations of possible constructs arising from this statement makes it unhelpful in trying to determine what influence this statement might have.

The clearest areas of influence come from those statements where there are two sets of responses which are substantially opposed to each other, and from a common sense standpoint 'fit' each respective status, or where the strength of (dis)agreement demonstrates that one group very strongly (dis)agrees and the other only marginally so. From the analyses to which the data were subjected up to 33 statements were found to be in this discriminating category, and unambiguously discriminate between SEHTs and NonSEHTs. It is reasonable to suppose therefore that responses to these
statements which fall within the norms recorded by SEHTs and NonSEHTs in this study would reflect, predict, suggest the potential sex education status of any future respondent.

This study proposes a set of statements which could be used to form a schedule or inventory which would be valuable in measuring support for or opposition to sex education; would predict a respondent's probable sex education status; could identify what factors were promoting/opposing the development of sex education in certain circumstances; would provide and prioritise an initial, basic set of factors for consideration in developing sex education; would provide a foundation/starting element for introducing sex education.

The statements forming this Inventory are set out below:
### THE SEX EDUCATION INVENTORY

**STATEMENTS CONCERNING CHILDREN**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children need to know the physical facts before they leave the primary school.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>2. Sex information is an important part of a child's knowledge.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3. Older children at primary school need to discuss sex and moral topics.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. Children need to communicate about sex values in a clear, simple, reliable way.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>5. Children should receive sex education in school because they find it hard to talk to their parents about sex.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>6. Sex education should be left until the secondary school.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>7. Sex education would stir up trouble with some children and encourage them to experiment.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>8. Sex education would probably upset more children than it would satisfy.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**STATEMENTS CONCERNING STAFF AND SCHOOL**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. If a teacher wanted to teach sex education I would not object.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>10. The regular class teacher should take the sex education lessons.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>11. Staff are broadly supportive of the idea of sex education.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>12. Sex education fits in with the normal primary curriculum.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>13. The family atmosphere of a primary school makes it easy to implement sex education.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
14. Sex education should be established as an integral part of the school's Personal Development strategy.

STATEMENTS CONCERNING PARENTS/FAMILY

15. Most parents are in favour of sex education in the primary school.

16. When parents know sex education is dealt with in school, it makes it easier for them to communicate with their children.

17. In many families the subject of sex is taboo, so the parents would not want sex education at school.

18. Sex education is appreciated by the parents.

19. Sex education does not interfere with the privacy of the family.

20. Sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families.

21. It is not practical to include sex education on the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation.

GENERAL AND SOCIETAL STATEMENTS

22. Sex education is unnecessary because there is already too much sex in our society at present.

23. Sex is too private and personal a topic to be considered at primary school.

24. As our society becomes more multicultural, it is becoming less appropriate to offer sex education in school.
25. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

26. Children get enough sex information from the mass media, so they really don't need any more at school.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

27. Children need reliable sex information at school in order to counterbalance that which comes from the media.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

28. Present political pressure on the curriculum acts against the introduction of sex education.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

29. The National Curriculum makes the introduction of sex education more difficult.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

30. I am not aware of any Official publications on the subject.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

31. I have read articles in support of primary sex education in various teachers' publications.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

STATEMENTS PERSONAL TO THE HEAD

32. I would prefer not to have sex education in my school.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

33. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex.  
   Strongly agree | Strongly disagree
   6 5 4 3 2 1

9.18 SUPPORT FOR THE HYPOTHESES

The statements which comprise the Sex Education Inventory are those from factors 1 to 4 which discriminated strongly between SEHTs and NonSEHTs or probably discriminated between them and the remaining 6 statements which were found to discriminate strongly in the cross-tabulations, but did not feature in factors 1 - 4. These 33 statements come from the following
categories - Children, Staff and School, Parents and Family, Personal to
the Head and General and Societal.

These statements concern -

i. Children's needs, the importance and communication of sexual
information, children's responses to sex matters and the age sex education
should begin.

ii. Teachers' attitudes and roles, and curriculum considerations for
sex education.

iii. Parental support and attitudes regarding sex education and
family considerations.

iv. Personal factors concerning the heads' preferences and
experience.

v. Wide ranging general and societal issues.

The ten statements forming the General/Societal category represent the
following topics:

There is one statement each concerning -

the level of sex in current society,
the private and personal nature of sex,
the multicultural issue,
effect of social class on sex education.

There are two statements each concerning -

sex information through the mass media,
political/National Curriculum pressure,
official/professional publications regarding sex education.

Based upon the discriminating statements which form the Sex Education
Inventory the support for the hypotheses proposed in this study is considered below:

The first hypothesis:

1. Given the wide range of possible influences which are said to shape curriculum decisions, the key decisions of a head concerning whether or not to implement sex education, will be based on factors relating to Children, Parents/Family, Staff/School and Personal beliefs.

This hypothesis has substantial support. 70% of all the discriminating statements refer to the range of influences proposed in this hypothesis. The largest element of these influences refer to Children (24%), closely followed by Parent and Family matters (21%) and Staff and School issues (18%). Compared with the total number of statements originally presented to heads in the questionnaire those that discriminate represent approximately half of all possible statements within each category (Children = 47%, Staff/School = 43%, Parent/Family = 54%), except those from the Personal to the Head category which represents 25%.

The second hypothesis -

2. There are essential differences between heads who support sex education and those who do not, regarding the following:
   a. Their beliefs about children's needs and development.
   b. Their perception of staff/school related issues.
   c. Their perception of parent/family factors.

This hypothesis has substantial support. This was seen in the discussions of the results in chapter 7 (pages 388 - 448) above. For example SEHTs strongly believe that primary aged children need to know the physical facts of sex, to discuss and communicate about sex matters and
that such information will not cause the children trouble or upset. NonSEHTs are far less likely to agree with that. Similarly NonSEHTs do not see staff as being particularly in favour of sex education, or that they should be expected to teach the subject. They also tend to disagree that sex education is an appropriate element of the primary school curriculum. SEHTs reflect a much stronger level of agreement to these matters. SEHTs have a much higher perception of parental support for and appreciation of primary school sex education, and they do not see it as being a taboo subject for most families, nor do they see differing behavioural norms/values, or family privacy as factors which mediate against introducing sex education in their schools. NonSEHTs emphasise the private, personal and 'family' nature of sex education as being the main prerogative of the parents, and their responsibility to discharge in their own homes.

The third hypothesis -
3. Personal reasons are important factors in heads' decisions on sex education.

This hypothesis has some support but is not as strong as that for the first two hypotheses. All responses to the statements in the questionnaire may be said to represent the personal views, opinions, beliefs or attitudes of the respondents. But seventeen of the original statements contain the personal pronoun 'I' (e.g. Statement 22. I would not introduce sex education unless I had 100% backing from staff) which refers the statement directly to the respondent. Of these seventeen statements, 10 are in Factors 1 - 4 or the additional set of discriminating statements and half
of this group of 10 discriminate between SEHTs and NonSEHTs. Another consideration is, that of the seventeen statements which refer personally to the respondent, twelve (Statements 18, 22, 28, 41, 70, 74, 76 - 80, 83) have a particular and specific personal focus as to remove them from the more general expression of concepts of most of the other statements in the questionnaire.

At this level of comparison five of the 17 statements (29%) discriminate between the heads, or if consideration is given to the sub-set of twelve only, then the five statements which discriminate represent 42% of this sub-set. Other comparisons can be made. For example of the original 8 statements in the 'Personal to the Head' category in the questionnaire two (25%) are in Factors 1 - 4, both of which discriminate. Within the 33 statements which make up the Sex Education Inventory, five (15%) belong to this personal category, all of which discriminate.

As will be seen from the details below, there are clear differences between SEHTs and NonSEHTs at the very basic level of stating the simple personal preference of whether or not they would want to have sex education in their schools. Similarly heads differ over their perceptions of what children need, based on their own personal experience arising from working with children in school.

Over 90% of SEHTs stated a strong preference for having sex education in their schools compared with 45% of NonSEHTs who strongly stated a preference not to have it. Similarly 90% of SEHTs said it was a subject they could personally teach, compared to 65% of NonSEHTs. 65% of SEHTs
said they personally promoted sex education in their schools, against 65% of NonSEHTs who said they did not. Over 70% of NonSEHTs say they would not consider introducing sex education without 100% staff backing, compared to 58% SEHTs. While over 90% of SEHTs would allow a teacher to teach sex education if they requested it, only 50% of NonSEHTs said they would. 90% of SEHTs said their experience of working with children in class, enabled them to recognise the need for all children to be properly informed in school about sex compared with only 50% of NonSEHTs.

The apparent lack of research, general lack of awareness of Official publications on the subject, no perception of pressure to introduce sex education from the Local Education Authority, no knowledge of INSET or college or university courses to promote sex education, are all areas of potential negative influence felt by heads.

It seems to me that personal factors appear to exercise greater influence regarding the promotion of sex education, where they can be expressed and admitted in positive personal and educational terms. It might be expected that NonSEHTs would express similar strong personal responses against sex education as SEHTs do for it. But this is not so, and in the discussions of the results (see pages 388 - 448) there is considerable conflict and contradiction in many of the NonSEHTs' responses which might be explained by a possible reluctance to be as straightforward about their personal feelings as SEHTs seem able to be.
Sex Education is still not established as a regular element of primary education and twelve years on from the 1986 Education Act up to around 25% of schools still do not have a policy (Stothard 1998). Even where policies have been agreed and published, little is known of the quality of the sex education provided, or if it really delivers the results it purports to aim at. In schools where the policy is predominantly the apparently open-ended, child-driven policy of responding to children's questions, as and when they are asked, close examination will probably show that no (or very little) sex education is actually given.

Social conditions including changing views on relationships with promiscuity and many sexual partners, problems arising from AIDS/HIV, the much publicised challenge of meeting Government health targets regarding teenage pregnancies, concepts of safe sexual behaviour and the need for children to keep themselves safe in a variety of circumstances, for example are continuing reasons for providing primary aged children with sex education. Making sex education compulsory in secondary education begs the question as to whether it should also be compulsory for all children throughout their school career. If sex education is to be implemented as a basic element for primary education, ways and means of promoting it are necessary.

My contention is that the head still has considerable influence on how the primary curriculum is developed, in spite of the fact that much of it is seemingly prescribed by the National Curriculum. The head is still
probably the most influential person in the primary school, and it is very probable that heads and governors are generally 'of the same mind'.

This study shows that few of the reasons both for and against sex education found in the literature feature in heads' reasons for promoting or hindering primary sex education. The act of promoting it is more overt than that of hindering it, and I believe that many schools have the kind of policy that does not actually deliver any sex education. The fact that many of the reasons for and against sex education in the literature are not found to influence the reasons given by heads in this study does not diminish or undervalue those reasons. But for the first time, this study makes clear that there is a mismatch between what the literature reflects, and how heads actually operate. It would seem that there are two responses possible to this mismatch. Do those responsible for developing primary education focus on that smaller range of factors which seem particularly influential on heads' sex education decisions, or take steps to investigate why many of the reasons promoted in the literature are seemingly so lacking in influence and then take steps to redress that?

Because the study shows that little influence comes from many of the factors which sex education professionals regard as important, the reasons for this would benefit from further study.

An Inventory is developed through the study, showing those factors which strongly discriminate between those Heads who are supportive of sex education and those who are not.
This Inventory could be useful in several ways. For example:

1. It shows that many of the reasons for and against sex education given in the Literature have little influence on heads' decisions.
2. It identifies those areas of particular influence on heads in deciding whether or not to introduce sex education.
3. It informs the sex education debate of the basic factors which need to be addressed to develop heads' support or counter their opposition.
4. It provides a means of determining where heads are on a 'for and against' sex education continuum.
5. It gives a sound starting point to those shaping primary education and providing training, advice or support for the introduction, implementation and development of primary sex education.
6. It could be used to predict from the results of anyone using it whether or not they are likely to be pro or anti sex education.
7. It provides the basis for discussion/course development, based on the knowledge that this set of factors discriminates between and influences Headteachers.

The study provides a basis for considering further those factors which influence other adults who are or may be involved in decisions regarding the provision of sex education in the primary school. There would be value in determining also what factors are influential in these other groups, particularly among governors, in order to understand better the process of deciding whether or not to provide primary sex education.
<table>
<thead>
<tr>
<th>AGE (Approximation)</th>
<th>COGNITIVE DEVELOPMENT</th>
<th>MORAL JUDGMENT</th>
<th>DEVELOPMENTAL PROGRESSIONS</th>
<th>DEVELOPMENTAL TASKS</th>
<th>PERSONAL-SOCIAL DEVELOPMENT</th>
<th>PSYCHOSEXUAL STAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>Early Sensorimotor Stage</td>
<td>Early Pre-Moral Stage</td>
<td>Simple Baby Tests</td>
<td>Infant</td>
<td>Trust vs. Mistrust</td>
<td>Oral Stage</td>
</tr>
<tr>
<td></td>
<td>Reflexes &amp; early object reactions</td>
<td>Completely egocentric</td>
<td>Alertness</td>
<td>Infancy</td>
<td>Successful feeding leads to optimum and security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinating secondary schemas</td>
<td>No moral concepts</td>
<td>Visual tracking</td>
<td></td>
<td>Problems lead to insecurity, hostility, mutiny</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>Late Sensorimotor Stage</td>
<td>Pre- Moral Stage</td>
<td>Baby Tests</td>
<td>Sensorimotor schemes</td>
<td>Toddlershant</td>
<td>Early Anal Stage</td>
</tr>
<tr>
<td></td>
<td>Object permanence</td>
<td>Fear of punishment, egocentric hamon</td>
<td></td>
<td></td>
<td>Walking</td>
<td>Toilet training problems can lead to conflicts about compliance vs. resistance to external demands, messiness vs. obsessive neatness</td>
</tr>
<tr>
<td></td>
<td>Tertiary circular reactions</td>
<td>Pre-morality thoughts</td>
<td></td>
<td></td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increasing self-reliance and independence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Beginning social play</td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>Proportional Stage</td>
<td>Early Conventional Morality</td>
<td>Basic Skills, Persistence</td>
<td></td>
<td>Early Childhood</td>
<td>Late Anal Stage</td>
</tr>
<tr>
<td></td>
<td>Use of memory, memory</td>
<td>Developing gradually as handed</td>
<td>Memory span</td>
<td></td>
<td>Learning cultural rules and expectations</td>
<td>Possible problems related to refusal to let go of possessions</td>
</tr>
<tr>
<td></td>
<td>conditioning, role learning</td>
<td>and egocentric give way to desire to please parents and significant others</td>
<td>Association, role learning</td>
<td></td>
<td>Learning about right and wrong</td>
<td>Later perverseness, possessiveness</td>
</tr>
<tr>
<td></td>
<td>Skill development</td>
<td>“Good boy,” “good girl” stage</td>
<td>Direction following</td>
<td></td>
<td>Learning about sex roles</td>
<td>Phallic, Oedipal Stage</td>
</tr>
<tr>
<td></td>
<td>Epigenetic cognitive development</td>
<td></td>
<td>Vocal imitation</td>
<td></td>
<td>Relating emotions to family members and, later, to others</td>
<td>Exhibitionism, pride in body and skills</td>
</tr>
<tr>
<td></td>
<td>Language development</td>
<td></td>
<td>Symbolic knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gradual assimilation of schemas to one another</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-12</td>
<td>Stage of Concrete Operations</td>
<td>Advanced Conventional Morality</td>
<td>Gross change in attention from selecting specific person to upholding rules and laws, maintaining authority</td>
<td>Level I Skills</td>
<td>Level I Skills</td>
<td>Early Latency</td>
</tr>
<tr>
<td></td>
<td>Continued schema assimilation, establishment of stable structure</td>
<td></td>
<td></td>
<td>More advanced problem solving requiring associative learning and direction following</td>
<td>Middle Childhood</td>
<td>Latency</td>
</tr>
<tr>
<td></td>
<td>Attainment of conservation, reversibility, other logical operations</td>
<td></td>
<td></td>
<td>Logical operations as applied to familiar context</td>
<td>Middle Childhood</td>
<td>Regression of childhood sensibilities, freeing energy for concentration on tasks of childhood, both school and social-personal</td>
</tr>
<tr>
<td></td>
<td>Ability to use concrete operations for thinking and problem solving</td>
<td></td>
<td></td>
<td></td>
<td>Middle Childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Level II Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12+</td>
<td>Stage of Formal Operations</td>
<td>Post-Conventional Morality</td>
<td>Development of abstract moral philosophies: logical, moral, based on ideas about rights and privileges</td>
<td>Level II Skills</td>
<td>Level II Skills</td>
<td>Genetic Stage</td>
</tr>
<tr>
<td></td>
<td>Reduced dependence on presence of objects and/or imagery for thinking</td>
<td></td>
<td>Development of sophisticated moral code including ability to distinguish morality from legality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of advanced logical and mathematical schemes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to comprehend purely abstract or symbolic content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2 SUPPORTING DATA FOR SURVEYS (1978 and 1988) ENTITLED "WHAT DO HEADTEACHERS MEAN BY 'SEX EDUCATION'?"

2.1 A CONSIDERATION OF WHAT HEAD TEACHERS MEAN BY 'SEX EDUCATION' FROM A STUDY ON TEACHERS' (INCLUDING HEAD TEACHERS) ATTITUDES TO SEX EDUCATION IN THE JUNIOR SCHOOL, 1978

The content checklist below, comes from a study of teachers' (including head teachers) attitudes towards sex education in the junior school (Fidge 1978b). The percentage of choices for each item shown is for all teachers \( N = 125 \), which includes 13 headteachers.

### ALL TEACHERS' (INCLUDING HEADS) SEX EDUCATION CONTENT CHOICES.

#### BIOLOGICAL AND PHYSIOLOGICAL

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Animal families</td>
<td>95</td>
</tr>
<tr>
<td>b. Baby animals</td>
<td>94</td>
</tr>
<tr>
<td>c. Growth from seeds....plants</td>
<td>94</td>
</tr>
<tr>
<td>d. Animal seeds....spawn etc.</td>
<td>90</td>
</tr>
<tr>
<td>e. Chicks, puppies, kittens etc.</td>
<td>90</td>
</tr>
<tr>
<td>f. Human babies develop in mother</td>
<td>90</td>
</tr>
<tr>
<td>g. Where they develop</td>
<td>84</td>
</tr>
<tr>
<td>h. Length of time inside mother</td>
<td>82</td>
</tr>
<tr>
<td>i. Birth details of human babies</td>
<td>47</td>
</tr>
<tr>
<td>j. Differences between boys/girls</td>
<td>82</td>
</tr>
<tr>
<td>k. Man and woman required for baby</td>
<td>80</td>
</tr>
<tr>
<td>l. Simple fertilisation facts (sperm/egg)</td>
<td>75</td>
</tr>
<tr>
<td>m. Female reproductive organs, detail (vagina, uterus, ovaries, ovum)</td>
<td>42</td>
</tr>
<tr>
<td>n. Male reproductive organs, detail (penis, scrotum, testicles, sperm)</td>
<td>42</td>
</tr>
<tr>
<td>o. Explanation of normal intercourse</td>
<td>31</td>
</tr>
<tr>
<td>p. Simple heredity</td>
<td>57</td>
</tr>
<tr>
<td>q. Preparation for changes in puberty</td>
<td>66</td>
</tr>
<tr>
<td>r. Circumcision</td>
<td>22</td>
</tr>
<tr>
<td>s. Specific preparation for puberty :- BOYS GIRLS</td>
<td></td>
</tr>
<tr>
<td>Become stronger</td>
<td>62</td>
</tr>
<tr>
<td>Voice breaks</td>
<td>60</td>
</tr>
<tr>
<td>Pubic hair/beard</td>
<td>50</td>
</tr>
<tr>
<td>Produce sperm</td>
<td>40</td>
</tr>
<tr>
<td>Nocturnal emissions</td>
<td>32</td>
</tr>
<tr>
<td>Masturbation</td>
<td>23</td>
</tr>
<tr>
<td>t. Simple concept of contraception</td>
<td>16</td>
</tr>
<tr>
<td>u. Some idea of venereal disease</td>
<td>11</td>
</tr>
<tr>
<td>v. Abortion</td>
<td>10</td>
</tr>
<tr>
<td>w. Male/Female homosexuality</td>
<td>5</td>
</tr>
</tbody>
</table>

#### MORAL AND ETHICAL

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Self discipline</td>
<td>77</td>
</tr>
<tr>
<td>b. Human affection</td>
<td>82</td>
</tr>
<tr>
<td>c. Tenderness</td>
<td>68</td>
</tr>
<tr>
<td>d. Sex is enjoyable</td>
<td>38</td>
</tr>
<tr>
<td>e. Awareness of others' feelings</td>
<td>78</td>
</tr>
</tbody>
</table>
If the responses from head teachers only are extracted from the tables, the following percentages apply. This represents the replies of 13 heads from a possible cohort of 25, so the response rate was 52%, and of the 13, only two (15%) had sex education in their schools. In all, 25% of schools in the study had some form of sex education, but the heads of 4 of them did not respond to this part of the study. In this analysis, the percentages are based on the whole group of 13 heads who replied, hence the recording of 100%, in some instances.

### HEADS' ONLY, SEX EDUCATION CONTENT CHOICE

<table>
<thead>
<tr>
<th>Biological and Physiological</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Animal families</td>
<td>100</td>
</tr>
<tr>
<td>b. Baby animals</td>
<td>100</td>
</tr>
<tr>
<td>c. Growth from seeds....plants</td>
<td>100</td>
</tr>
<tr>
<td>d. Animal seeds....spawn etc.</td>
<td>92</td>
</tr>
<tr>
<td>e. Chicks, puppies, kittens etc.</td>
<td>92</td>
</tr>
<tr>
<td>f. Human babies develop in mother</td>
<td>85</td>
</tr>
<tr>
<td>g. Where they develop</td>
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<tr>
<td>h. Length of time inside mother</td>
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</tr>
<tr>
<td>i. Birth details of human babies</td>
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<tr>
<td>j. Differences between boys/girls</td>
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<td>k. Man and woman required for baby</td>
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<tr>
<td>l. Simple fertilisation facts (sperm/egg)</td>
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<tr>
<td>m. Female reproductive organs, detail</td>
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<td>n. Male reproductive organs, detail</td>
<td>54</td>
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<tr>
<td>o. Explanation of normal intercourse</td>
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<td>p. Simple heredity</td>
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<tr>
<td>q. Preparation for changes in puberty</td>
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</tr>
<tr>
<td>r. Circumcision</td>
<td>39</td>
</tr>
<tr>
<td>s. Specific preparation for puberty :-</td>
<td></td>
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<tr>
<td><strong>BOYS</strong></td>
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<tr>
<td>Become stronger</td>
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<tr>
<td>Voice breaks</td>
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<tr>
<td>Pubic hair/beard</td>
<td>54</td>
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<tr>
<td>Produce sperm</td>
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<td>Nocturnal emissions</td>
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<tr>
<td><strong>GIRLS</strong></td>
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<tr>
<td>Become more feminine</td>
<td>54</td>
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<tr>
<td>Breasts develop</td>
<td>62</td>
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<tr>
<td>Pubic hair</td>
<td>54</td>
</tr>
<tr>
<td>Periods begin</td>
<td>62</td>
</tr>
<tr>
<td>Menstrual hygiene</td>
<td>54</td>
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</tbody>
</table>
Masturbation 31 Masturbation 31

w. Male/Female homosexuality 8

MORAL AND ETHICAL

a. Self discipline 85
b. Human affection 85
c. Tenderness 77
d. Sex is enjoyable 39
e. Awareness of others' feelings 85
f. Dating and going out 15
g. Importance of marriage 54
h. God's role in Creation 69
i. Importance of the family 85
j. Pregnancy outside marriage 23
k. Falling in love 31
l. Honesty in personal relations 62
m. Advice regarding child molesters 82
n. Know legal age of consent 15
o. Why people expose themselves 23
p. Human sexuality is God-given 39
q. Notion of giving and commitment 54
r. Sex is for fun and kicks 0
s. Emotional changes in puberty 46

2.2 DATA FOR A SUPPLEMENTARY STUDY TO DETERMINE WHAT HEADS MEAN BY 'SEX EDUCATION' 1988 (Fidge 1988a)

THE RESPONDENTS

Of the 30 heads in N. W. Kent with junior-aged children in their schools, half were randomly selected and circularised. 11 replied (73%).

Table 1 DEMOGRAPHIC DETAILS OF RESPONDENTS

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<thead>
<tr>
<th>RESPONDENTS</th>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
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<th>4</th>
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<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<tr>
<td>Marital Status</td>
<td>M</td>
<td>S</td>
<td>M</td>
<td>X</td>
<td>M</td>
<td>X</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>S</td>
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<tr>
<td>Age (in 30s, 40s etc)</td>
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<td>50</td>
<td>30</td>
<td>30</td>
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<td>50</td>
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<td>C</td>
<td>A</td>
<td>P</td>
<td>M</td>
<td>C</td>
<td>C</td>
<td>C</td>
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<td>20+</td>
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<tr>
<td>Boys Only</td>
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<td></td>
<td></td>
<td></td>
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<td>Girls Only</td>
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<td></td>
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<td>Mixed Family</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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</tr>
<tr>
<td>Teenaged Children</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>Junior aged Children</td>
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<tr>
<td>Sex Education at Sch ?</td>
<td>P</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>P</td>
<td>Y</td>
<td>P</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

Key: Religion= (C)hurch of England; (A)gnostic; (P)rotestant; (M)ethodist
Sex Education at Sch ? Probably (P); Yes (Y); No (N).
FACTS:

a. Animal families / Baby animals
b. Growth from seeds / plants
c. Animal seeds (spawn, eggs etc.)
d. Chicks, puppies, foals etc.
e. Human babies develop in mother
f. Where they develop
g. Gestation time (humans / animals)
h. Birth details of humans
i. Physical differences boys/girls
j. Man and woman make a baby
k. Fertilisation facts (sperm and egg)
l. Female reproductive organs, detail
   (vagina, uterus, ovaries, etc.)
m. Male reproductive organs detail (penis, scrotum, testicles, etc.)
n. Explanation of normal intercourse
o. General preparation for puberty
p. Specific preparation for puberty
q. Male / female homosexuality
r. Circumcision
s. Simple concept of contraception
   (Family planning)
t. Some idea of venereal disease
u. Simple understanding of abortion
v. Male / female homosexuality
w. Prostitution
x. H.I.V. / AIDS

CONCEPTS:

a. Notion of self discipline
b. Understanding human affection
c. Tenderness, love, caring
d. Sex is enjoyable
e. Awareness of others' feelings
f. Boyfriends / girlfriends
g. Importance of marriage
h. God's role in Creation
i. Importance of the family
j. Pregnancy outside marriage
k. Falling in love
l. Honesty in personal relations
m. Advice re. child molesters
n. Know legal age of consent
o. Discussion regarding 'Going
   with strangers / dirty old men'
p. Human sexuality is God given
q. Notion of giving / commitment
r. Sex is for fun and kicks
s. Sex only in marriage
t. Family responsibilities
u. Discussion of pornography
v. Sex is one of the highest
   expressions of loving
w. Chastity and purity

DECIDING ON THE RANK ORDER OF ITEMS

Items in each group were arranged in rank order according to the responses of the 'Sex Educating Head Teachers' (SEHTs). This gave priority to those responses which came from SEHTs so that this initial ranking of items reflected an order based on actual sex education practice, and formed the main weighting.

To this initial priority ranking was added the responses of those heads who said they were considering introducing sex education shortly. Intermediate weighting was given to responses in this category of heads who
would probably introduce sex education (probSEHTs), on the basis that these items were considered likely to form the content of the proposed sex education programme which would probably be implemented. The total number of these responses for all items from the SEHTs and probSEHTs determined the sub-groups (6 - 0) arising from the total number of responses each item received. Finally the responses from the Non Sex Educating Head Teachers (nonSEHTs) were added and the grand total for each item obtained. The responses from the nonSEHTs had least weighting and the only effect they would have upon the order of items, was to affect the ranking within the groups determined from the totals of the SEHTs and probSEHTs. This system of weighting produced the response scores listed below:

**RANK ORDER OF RESPONSES**

<table>
<thead>
<tr>
<th>FACTS:</th>
<th>PROB SEHT</th>
<th>PROB TOTAL</th>
<th>NON SEHT</th>
<th>NON TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Human babies develop in mother</td>
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<td>3</td>
<td>6</td>
<td>3</td>
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<tr>
<td>f. Where they develop</td>
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<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>g. Gestation time (humans / animals)</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>3</td>
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<tr>
<td>h. Birth details of humans</td>
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<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>i. Physical differences boys / girls</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>k. Fertilisation facts (sperm and egg)</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>c. General preparation for puberty</td>
<td>3</td>
<td>3</td>
<td>6</td>
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<tr>
<td>p. Specific preparation for puberty</td>
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<td>p. 8. Breasts develop</td>
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<td>1</td>
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<tr>
<td>p. 10. Periods begin</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>1. Become stronger (boys)</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2. Voice breaks</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>3. Pubic hairs / beard</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>6</td>
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<td>9. Pubic hairs (girls)</td>
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<tr>
<td>j. Man and woman make a baby</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
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<tr>
<td>n. Explanation of normal intercourse</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>5</td>
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<tr>
<td>p. 7. More feminine</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>a. Animal families / Baby animals</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>b. Growth from seeds / plants</td>
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<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>c. Animal seeds (spawn, eggs etc.)</td>
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<td>3</td>
<td>5</td>
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</tr>
<tr>
<td>d. Chicks, puppies, foals etc.</td>
<td>2</td>
<td>3</td>
<td>5</td>
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<tr>
<td>p. 11. Menstrual hygiene</td>
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<tr>
<td>l. Female reproductive organs, detail (vagina, uterus, ovaries, etc.)</td>
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<td>3</td>
<td>5</td>
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<tr>
<td>m. Male reproductive organs, detail (penis, scrotum, testicles, etc.)</td>
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<td>5</td>
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<tr>
<td>q. Explanation of simple heredity</td>
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<td>p. 4. Produce sperm (boys)</td>
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<td>4</td>
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<tr>
<td>s. Simple concept of contraception (Family planning)</td>
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<td>2</td>
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<td>p. 5. Wet dreams (boys)</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>r. Circumcision (boys)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>p. 6. Masturbation (boys)</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>u. Simple understanding of abortion</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0a</td>
</tr>
<tr>
<td>t. Some idea of venereal disease</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0b</td>
</tr>
<tr>
<td>v. Male / female homosexuality</td>
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<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>w. Prostitution</td>
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</tbody>
</table>
Appendices Page 7

p. 12 Masturbation (girls)

x. H.I.V. / AIDS

<table>
<thead>
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<th>CONCEPTS:</th>
<th>PROB</th>
<th>NON</th>
<th>GRAND</th>
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<tr>
<td>b. Understanding human affection</td>
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<td>e. Awareness of others' feelings</td>
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<td>6</td>
</tr>
<tr>
<td>c. Tenderness, love, caring</td>
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<td>6</td>
</tr>
<tr>
<td>g. Importance of marriage</td>
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<td>2</td>
<td>5</td>
</tr>
<tr>
<td>f. Boyfriends / girlfriends</td>
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<td>1</td>
<td>4</td>
</tr>
<tr>
<td>m. Advice re. child molesters</td>
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<td>2</td>
<td>4</td>
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<tr>
<td>i. Importance of the family</td>
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<td>4</td>
</tr>
<tr>
<td>t. Family responsibilities</td>
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<td>4</td>
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<td>a. Notion of self discipline</td>
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<td>3</td>
</tr>
<tr>
<td>h. God's role in Creation</td>
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<tr>
<td>d. Sex is enjoyable</td>
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<tr>
<td>j. Pregnancy outside marriage</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>l. Honesty in personal relations</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>p. Human sexuality is God given</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>v. Sex is one of the highest expressions of loving</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>k. Falling in love</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>u. Discussion of pornography</td>
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<td></td>
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<tr>
<td>n. Know legal age of consent</td>
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<td></td>
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<tr>
<td>q. Notion of giving / commitment</td>
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<td></td>
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<tr>
<td>r. Sex is for fun and kicks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Sex only in marriage</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>w. Chastity and purity</td>
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Table 2: Rank Order of Responses.
A summary of the total number of responses given by each respondent is listed below:

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>SEHTs</th>
<th>probSEHTs</th>
<th>nonSEHTs</th>
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<td>1</td>
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</tr>
<tr>
<td></td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

No. of facts forming the content or proposed content
of school-based sex education...

| Other appropriate items of factual knowledge | 27 | 26 | 22 | 26 | 21 | 26 |

No. of concepts forming the content or proposed content
of school-based sex education...

| Other appropriate items of conceptual knowledge | 11 | 7 | 11 | 9 | 12 | 6 |

Totals

|                        | 43 | 41 | 33 | 35 | 33 | 32 |

Average number of items

|                        | 39 | 33 | 12 |

Table 3: Summary of Totals.
HEAD TEACHERS' QUESTIONNAIRE

Before completing the questionnaire I would appreciate it if you would read it through first in order to see the way in which your opinion may be recorded.

In defining your understanding of the term 'sex education' (as applied to junior-aged children) please use the replies to questions 33 and 34 as your statement of the body of knowledge and attitudes etc. you consider the term to cover, together with any further comments or additions you choose to make to the lists. In the analysis, your definition will be applied when you respond to items relating to junior sex education.

1. Did you have any sex education at:
   a) Junior School?  
   b) Secondary School?  
   c) Training College?

2. Since beginning to teach have you attended any courses/lectures etc., on sex education?

3. Would you attend any if arranged locally?

4. If so, would you prefer emphasis to be placed on:
   a) content?  
   b) approach?  
   c) Both a. and b.?  
   d) Other aspects?  
   (Please state)

5. Who do you think should be responsible for a child's sex education? (Tick one only)
   a) Parents  
   b) School  
   c) Parents and School co-operating  
   d) Others (Please state)

6. At what age should sex education begin?

7. Was there any sex education at your present school before you became Head?

8. Have you any personal experience of sex education teaching in Junior School?

9. Has sex education been discussed at your school since you have been Head?
   a) If so at what type of meeting(s) was it discussed?
      i) Staff room conversation  
      ii) Formal Staff meeting  
      iii) Managers' Meeting  
      iv) P.T.A./Parents' Meeting  
      v) Others (Please state)
   b) If not, do you see this as a topic which should be discussed?
   c) Have you any plans to start discussions?
   d) What meeting(s) might be planned?

---

APPENDIX 3  HEADTEACHERS' PRELIMINARY QUESTIONNAIRE REGARDING SEX EDUCATION IN THE JUNIOR SCHOOL (1988)

Appendices Page 8
Would you anticipate any difficulties in arranging such meetings?

10. Has the K.E.C. a clearcut, published policy on Junior sex education?

11. Is there any formal sex education in your school?

12. Are you quite content with this situation
   a) If not, what changes might you bring about?

13. What influence would you say the following have had on your decision to implement, or not implement sex education in your school?

   or

   b) Would have if you were considering introducing sex education?

<table>
<thead>
<tr>
<th>Influence Factors</th>
<th>Very Positive</th>
<th>Positive Neutral</th>
<th>Negative</th>
<th>Very Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies of L.E.A.</td>
<td></td>
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14. Who do you consider to be the most influential person in deciding whether or not to provide sex education at your school?

15. Would you consider the introduction of sex education into your school likely to affect your career in any way? (Please give reasons for reply)

16. If you do not have sex education in your school would you welcome help or advice in introducing it?

Appendices Page 9
17. Do you agree with the notion of junior sex education? (Please give reasons for your reply)

18. Have you read of junior sex education in any of the following?

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21. What do you think of the choice offered?

22. Have you found it easy to locate material to suit your needs?

23. How would you rate your knowledge of children's sexual development?

24. Where do you think children get their sex information from? (Note as many sources as you feel appropriate)

   a) If you feel one source in your list constitutes a 'Main Source', please write it here.

25. Is it your experience that children ask many questions about sex at school?

26. In answering children's questions about sex at school would you feel it necessary to modify the degree of truth in any way?

27. How would you generally rate parents' ability to cope with their own child's sex education?

28. If you feel that sex education should form part of the junior curriculum do you see

   a) A subject in its own right? 
   b) Part of Health Education? 
   c) Fully integrated throughout the curriculum? 
   d) Other ideas (Please state)

Appendices Page 10
29. If you have sex education at your school, please give details of your scheme.
   (If you do not, but are considering introducing it, please record your proposals
   for your scheme.)

   a) Is it based on one published series?

   b) What specific sources are used?

   c) Are parents advised/consulted? How and when?

   d) Are any children withdrawn from the lessons?

   e) Parental attitudes?

   f) Staff attitudes?

   g) Children's attitudes?

   h) School Managers' attitudes?

   i) When does the scheme begin?

   j) Does it continue through the school (or part of it)?

   k) Who teaches (How is this decided)?

   l) Do you use the term 'sex education' (or any others)?

   m) Style of lessons (integrated, topics etc.)

   n) Other details and comments not so far covered.

Appendices Page 11
30. Please tick this list giving your opinion as to whether the groups want (or would want) sex education in your school or not.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Parents</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b) Teachers</td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>d) Managers</td>
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<td></td>
<td></td>
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<tr>
<td>e) Inspectors</td>
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<tr>
<td>f) Secondary Heads</td>
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| g) Any Others? |   |

31. Would you say that you are the prime mover of curriculum change or development in your school?

32. What do you find as the main barriers to change?

33) If you have sex education at school, or plan to introduce it, please mark any relevant items in nos. 33 and 34 with a CROSS if they form part of your scheme (or proposed scheme). In addition please TICK any further items you personally feel children should know by the time they transfer to Secondary School. If you do not have sex education at your school, and do not intend introducing it, TICK the items of knowledge you think children should have by the time they transfer to Secondary School (even though you will not be teaching it to them).

(33)
- a) Notion of self discipline
- b) Understanding human affection
- c) Tenderness, love, caring
- d) Sex is enjoyable
- e) Awareness of other's feelings
- f) Boyfriends/girlfriends
- g) Importance of marriage
- h) God's role in Creation
- i) Importance of the family
- j) Pregnancy outside marriage
- k) Falling in love
- l) Honesty in personal relations
- m) Advice re. child molestors
- n) Know legal age of consent
- o) Discussion regarding 'growing with strangers/dirty old men'
- p) Human sexuality is God given
- q) Notion of giving/recommitment
- r) Sex in for fun and kicks
- s) Sex only in marriage
- t) Family responsibilities
- u) Discussion of pornography
- v) Sex is one of the highest expressions of loving
- w) Chastity and purity
- x) HIV/AIDS

(34)
- a) Notion of self discipline
- b) Understanding human affection
- c) Tenderness, love, caring
- d) Sex is enjoyable
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- u) Discussion of pornography
- v) Sex is one of the highest expressions of loving
- w) Chastity and purity
- x) HIV/AIDS

Comment on 33/34
(Please record a tick on each line)
In your opinion would sex education:

a. Help prepare children for puberty?
b. Stir up unnecessary trouble?
c. Give children wrong ideas?
d. Correct erroneous concepts?
e. Lead to moral decline?
f. Counterculture/fear and worry?
g. Form healthy attitudes?
h. Protect children from harmful influences?
i. Develop sensible sexual decision-making?
j. Encourage sexual experimentation?
k. De-Christianise society?

1. Any other outcomes?

35. a) If you are personally opposed to the idea of
sex education, would you allow the subject to
be taught by any teacher who wanted to?
b) If you favour sex education, is it (would it be)
easy for a teacher on your staff who
disagrees, to opt out of teaching it?

36. Are there any further comments, observations, opinions you have not yet expressed?

(please use a separate sheet if necessary)

This questionnaire is completely anonymous, but I would appreciate a few more details
to enable the replies to be analysed. The following information is for that purpose.
(please tick as appropriate. Thank you.)

<table>
<thead>
<tr>
<th>LENGTH OF SERVICE</th>
<th>YOUR AGE</th>
<th>IF YOU HAVE ANY CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 yrs. or less</td>
<td>20 yrs. or less</td>
<td>please enter their ages (full years), youngest/first, in the grid below:</td>
</tr>
<tr>
<td>6 yrs. - 10 yrs.</td>
<td>20 yrs. - 39 yrs.</td>
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<tr>
<td>11 yrs. - 20 yrs.</td>
<td>40 yrs. - 49 yrs.</td>
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<td>21 yrs. - 30 yrs.</td>
<td>50 yrs. - 59 yrs.</td>
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<tr>
<td>31 yrs. - 40 yrs.</td>
<td>60 yrs. and over</td>
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<td>41 yrs. or more</td>
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<tr>
<th>MARITAL STATUS</th>
<th>YOUR SEX</th>
<th>YOUR RELIGION (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>Female</td>
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<td>Married</td>
<td>Male</td>
<td></td>
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<tr>
<td>Widowed(Separated)</td>
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</tbody>
</table>

THANK YOU VERY MUCH FOR YOUR HELP. I GREATLY APPRECIATE THE THOUGHT, TIME AND
EFFORT YOU HAVE SO GENEROUSLY GIVEN IN COMPLETING THIS QUESTIONNAIRE. YOUR OPINIONS
ARE OF VITAL IMPORTANCE AND I AM GRATEFUL TO YOU FOR EXPRESSING THEM.

Appendices Page 13
HEAD TEACHER'S QUESTIONNAIRE

Before completing the questionnaire, I would appreciate it if you would read it through first in order to see the way in which your opinion may be recorded.

In defining your understanding of the term 'sex education' (as applied to Junior-aged children) please use the replies to questions 33 and 34 as your 'statement' of the body of knowledge and attitudes etc. you consider the term to cover, together with any further comments or additions you choose to make to the lists. In the analysis, your definition will be applied when you respond to items relating to junior sex education.

1. Did you have any sex education at:
   a) Junior School?
   b) Secondary School?
   c) Training College?

2. Since beginning to teach have you attended any courses/lectures etc.,
   on sex education?
   Would you attend any if arranged locally?

4. If so, would you prefer emphasis to be placed on:
   a) Content?
   b) Approach?
   c) Both a. and b.?
   d) Other aspects? (Please state)

5. Who do you think should be responsible for a child's sex education? (Tick one only)
   a) Parents
   b) School
   c) Parents and School co-operating
   d) Others (Please state)

6. At what age should sex education begin?

7. Has there any sex education at your present school before you became Head?

8. Have you any personal experience of sex education teaching in Junior school?

9. Has sex education been discussed at your school since you have been Head?
   a) If so at what type of meeting(s) was it discussed?
      i) Staff room conversation
      ii) Formal Staff meeting
      iii) Managers' Meeting
      iv) F.T.A. (Parents' Meeting)
      v) Others (Please state)
   b) If not, do you see this as a topic which should be discussed?
   c) Have you any plans to start discussions?
   d) What meeting(s) might be planned?
8. Would you anticipate any difficulties in arranging such meetings?

9. Has the K.E.C. a clear cut, published policy on Junior sex education?

10. Is there any formal sex education in your school?

11. Are you quite content with this situation?

12. If not, what changes might you bring about?

13. What influence would you say the following have had on your decision to implement, or not implement sex education in your school?

<table>
<thead>
<tr>
<th>Influence</th>
<th>Very Positive</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Very Negative</th>
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<tbody>
<tr>
<td>a) Policies of L.E.A.</td>
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b) Part of Health Education?
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c) Fully integrated throughout the curriculum?
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(33)
- a. Animal families / Baby animals
- b. Growth from seeds / Plants
- c. Animal seeds (spawn, eggs etc.)
- d. Chicks, puppies, foals etc.
- e. Human babies develop in mother
- f. Where they develop
- g. Gestation time (Human/animals)
- h. Birth details of humans
- i. Physical differences boys/girls
- j. Man and woman make a baby
- k. Fortification facts (sperm + egg)
- l. Female reproductive organs, detail (Vagina, uterus, ovaries etc.)
- m. Male reproductive organs, detail (Rinon, scrotum, testicles etc.)
- n. Explanation of normal intercourse
- o. General preparation for puberty
- p. Specific preparation for puberty - DOYS
  - Girls
  - Become stronger
  - Voice breaks
  - Breasts develop
  - Pubic hairs/boad
  - Produce sperm
  - Hot Dreams
  - Masturbation
- q. Explanation of simple heredity
- r. Circumcision
- s. Simple concept of contraception (Family planning)
- t. Some idea of venereal disease
- u. Simple understanding of abortion
- v. Male/Female homosexuality
- w. Prostitution

(34)
- a. Notion of self discipline
- b. Understanding human affection
- c. Tenderness, love, caring
- d. Sex is enjoyable
- e. Awareness of other's feelings
- f. Boyfriends /girlfriends
- g. Importance of marriage
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- r. Sex is for fun and kicks
- s. Sex only in marriage
- t. Family responsibilities
- u. Discussion of pornography
- v. Sex is one of the highest expressions of loving
- w. Chastity and purity

Comment on 33/34
In your opinion would sex education:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help prepare children for puberty?</td>
<td></td>
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<tr>
<td>2. Stir up unnecessary trouble?</td>
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<tr>
<td>3. Give children wrong ideas?</td>
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<td>4. Correct erroneous concepts?</td>
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<td>5. Lead to moral decline?</td>
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<td>6. Counterbalance fear and worry?</td>
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<td>7. Form good healthy attitudes?</td>
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<td>8. Protect children from harmful influences?</td>
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<td>9. Develop sensible sexual decision making?</td>
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<td>10. Encourage sexual experimentation?</td>
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<td>11. Do-Chriatianise society</td>
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</table>

12. Any other outcomes?

35. a) If you are personally opposed to the idea of sex education, would you allow the subject to be taught by any teacher who wanted to?

b) If you favour sex education, is it (would it be) easy for a teacher on your staff who disagrees, to opt out of teaching it?

37. Are there any further comments, observations, opinions you have not yet expressed? (Please use a separate sheet if necessary)

This questionnaire is completely anonymous, but I would appreciate a few more details to enable the replies to be analysed. The following information is for that purpose. (Please tick as appropriate. Thank you.)

<table>
<thead>
<tr>
<th>LENGTH OF SERVICE</th>
<th>YOUR AGE</th>
<th>YOUR SEX</th>
<th>YOUR RELIGION (if applicable)</th>
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</thead>
<tbody>
<tr>
<td>5 yrs. or less</td>
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<td>6 yrs. - 10 yrs</td>
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<td>11 yrs. - 20 yrs</td>
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<td>21 yrs. - 30 yrs</td>
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<td>31 yrs. - 40 yrs</td>
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<td>41 yrs. or more</td>
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<td>29 yrs. or less</td>
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<td>30 yrs. - 39 yrs.</td>
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<td>40 yrs. - 49 yrs.</td>
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<td>50 yrs. - 59 yrs.</td>
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<td>60 yrs. and over</td>
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<td>Widow(ER)</td>
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<td></td>
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<tr>
<td>Divorced/Separated</td>
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</table>

Thank you very much for your help. I greatly appreciate the thought, time and effort you have so generously given in completing this questionnaire. Your opinions are of vital importance and I am grateful to you for expressing them.
Sex education is needed because children mature earlier (Fidge 1978; Massey 1990).

**PSYCHOLOGICAL FACTORS**

Sex education helps understanding of the emotions (Jilani 1970). Sex education given before a child is emotionally involved will enable the facts to be accepted as naturally as any other knowledge imparted at school (Tame 1960). Sex education guards against mental harm arising from repressing a natural instinct (Badley 1935). It is psychologically advantageous to prepare a child for sexual development before it occurs (Tame 1960; Reiss 1968). Sex education alleviates children's worries about sex (Farrell 1978; Went 1985). Sex education will help reduce problems resulting from fear and anxiety (Braestrup 1970; Newman 1978). Sex education provides children with the truth which protects them from sexual shock (De Kok 1935). Sex education prepares the child to meet the problems of maturity (Hall, Hans and Lauwerys 1953). Sex education affords children protection (Calderone 1968). Sex education is important in protecting children from abuse, or in coping with abuse (Goldman and Goldman 1982; Went 1985; Massey 1990; Lenderyou 1993). Sex education assists in coping with sexual trauma like rape etc. (Goldman and Goldman 1982).

**KNOWLEDGE BASE**


**CONCEPTUAL REASONS**

Sex education will help overcome the taboos on human sexuality which cause adult problems (Masters and Johnson 1968; Goldman & Goldman 1988).
Sex education enables children to get sexuality into proper proportion and perspective (Badley 1935; Hemming 1971a).
Sex education allows the exploration of attitudes (Went 1985; C.C. 1990).
Sex education allows the exploration of values (C.C. 1990).
Sex education will develop sound ethical values (Jilani 1970; Kang 1970).
Sex education will help develop sound moral values (Kang 1970).
Sex education will reinforce moral codes (Hall, Hans and Lauwerys 1953).
Sex education will inform the sexual mores of teenagers (Schulz and Williams 1968; Tunick & Singh 1996).
Sex education will enhance freedom (Kang 1970).
Sex education reduces conflict (Kang 1970).
Children have a need to be taught about sex (Calderone 1968; C.C. 1990; Brook 1997).
Children have a right to know about sex (Vang 1977; Trippe 1994).
Children have a right to learn the truth (Bibby 1944).
Children have a fundamental right to sex information and guidance (Fidge 1978; Beloff 1996).

PEER CULTURE

Sex education enables children to cope better with peer pressure (C.E.B.E. 1964).
Sex education is requested/demanded by children (Schofield 1965; Burke 1970; Farrell 1978; Fidge 1978a).
Teenage sex has implications for sex education (Dawe 1935; Farrell 1978; Goldman and Goldman 1982; Went 1985; Welling and others 1995).
Children are freer and less constrained than previously (Fidge 1978).
Since peer group contact and friends are the prime source of children's sex information, sex education is necessary to ensure that such information that is passed, is accurate (Farrell 1978).
Sex education at the pre-pubertal stage overcomes the dangers of getting sex information furtively from others with the resulting development of wrong attitudes (Tane 1960).

SOCIETAL BENEFIT

Sex education is economically advantageous (Jilani 1970).
It is cheaper to provide the young with adequate family-life and sex education than to cope with the social effects of not providing it (Kaprio 1984).
There are considerable adverse effects of not giving sex education (Rogers 1974; B.P.A.S. 1976; N.C.O.P.F. 1979; Ashken and Soddy 1980; Went 1985).
Sex education is necessary because of teenage sex (Broderick and Fowler 1961; Kirkendall 1961; Went 1994).
Sex education will help avoid teenage pregnancy (Braestrup 1970; Gillham 1997).
Sex education will reduce the risk of illegitimacy (C.E.B.E. 1964).
Sex education will help children avoid the pitfalls and dangers of early sex relations (Badley 1935; Shipman 1968; Stamp 1976).
Sex education will limit the harmful effects of irresponsible sexual behaviour (Burke 1970; Jilani 1970).
Sex education will discourage promiscuity (Irwin 1977).
Sex education will reduce pre-marital sex (Schulz and Williams 1968; Went 1985).
Sex education will help address the problems of a changing code of sexual behaviour (Braestrup 1970).
Sex education will enable a sound social life (Kang 1970).
Sex education will help children improve social relations (Schulz and Williams 1968).
Sex education gives understanding of male/female relations (Schulz and Williams 1968).
Sex education encourages social responsibility (Jilani 1970).

**SOCIAL FACTORS**

Sex education is needed to help understand the changing gender roles in our society (Fidge 1978; Vent 1985).
Sex education is to prepare children for the sexual world they are already encountering (Goldman and Goldman 1982; C.C. 1990; Sanders & Swinden 1990).
Sex education is needed because of the many pressures and influences of society today (Jilani 1970; Wayland 1970; B.B.C. 1971; Fidge 1978; Massey 1990; Lenderyou 1993).
Sex education is needed to protect against commercial sexual stimulus (Crowther-Hunt 1976; Granada 1997).
Sex education combats the adverse effects of television and the media (Schofield 1965; Chanter 1966; Fidge 1978; Musgrave 1978; Vent 1985).
Sex education is necessary because children are exposed to more openness about sex matters nowadays (Fidge 1978; Winn 1983).
There is a widely held belief that the educational system should include sex education (Burke 1970; Jilani 1970).
Children remain at school longer than before and this has implications on the expectations society has about 'school children's' conduct (Fidge 1978).
Sex education will facilitate population control (Wadia 1970).
Sex education can address the issues of abortion (Goldman and Goldman 1982).
Sex education can address the issues of rape and molestation (Finkelhor 1979; Goldman and Goldman 1982; Lenderyou 1993; Farquhar 1990).
Sex education can address the issues of venereal disease (Goldman and Goldman 1982).
Sex education will reduce the risk of venereal disease (C.E.B.E. 1964; Schulz and Williams 1968; Braestrup 1970; Jilani 1970).
Sex education will reduce HIV/AIDS (Green 1994; DfE 1994).

**PARENTAL - FAMILY FACTORS**

Parents fail to sex educate their children adequately (or at all) (Jilani 1970; B.B.C. 1971; Fidge 1978; Went 1985; Sanders & Swinden 1990; Ray & Went 1995).
Sex education compensates for adverse home attitudes (L.C.C. 1964; Schofield 1965).
Sex education makes possible the propagation of healthy and happy families (Jilani 1970; Kang 1970).
Sex education will enable understanding of changing family structures (Wayland 1970; Sanders & Swinden 1990; Lenderyou 1993; Ray & Went 1995).
Sex education imparts family and parenting skills (Went 1985).
Sex education assists in adequate and appropriate family planning (Alvarez 1970).
Sex education would help reduce divorce (Jilani 1970).
Children face problems and pressures that their parents' generation did not (Fidge 1978).
HIDDEN FACTORS

Sex education is meant to repress all pre-marital sexual activity (Kirkendall and Miles 1968).

Sex education is meant to suppress teenage sexual activity and to engender conformity with hypocritical 'hidden agenda' of adults (Schulz and Williams 1968).

Sex education is to warn and deter (Goldman and Goldman 1982).

Sex education is to promote the attitude that children should know about sex but avoid it as far as possible (Newman 1978; Anchell 1995).

4.2 SOME AIMS OF SEX EDUCATION FROM THE LITERATURE

PERSONAL DEVELOPMENT AIMS

To facilitate personal development (Kirkendall and Libby 1966; Schulz and Williams 1968; Blishen 1969; Wadia 1970; C.C. 1990; Sanders and Swinden 1990).

The development of sexuality should be a positive part of personal growth (C.C. 1990; Vent 1985; Massey 1990; Ray and Went 1995).

To protect childhood innocence and modesty (McLeod and Davies 1992).

To teach abstinence (T.E.S. 1992a).


To develop a wholesome self image (Havinghurst 1949; Lenderyou 1993; C.C. 1990; Vent 1985; Lenderyou 1990).

To develop personality and character (Jilani 1970).

self respect (Vent 1985; Ray and Went 1995).


capacity for compassion, mercy, forgiveness etc (Ray and Went 1995).

To promote personal autonomy (Harris 1974).

development and expression of feelings (Sanders and Swinden 1990; Massey 1990).

To improve an individual's mental health (Burke 1970).

To promote individual well being (Jilani 1970).

To develop self understanding (Schulz and Williams 1968).

self awareness and confidence (Ray and Went 1995; Sanders and Swinden 1990).


To encourage discussion of sexual topics openly and without embarrassment (in classroom) (Manley 1964; Schulz and Williams 1968).

To discuss and maintain relationships (Hemming 1971a; Honey 1978; Bennett 1992).

To develop satisfying inter-personal relations (Stratemeyer et al. 1957; Kirkendall and Libby 1966; Schulz and Williams 1968; Burke 1970).

To develop friendship skills (Sanders and Swinden 1990; Massey 1990; Ray and Went 1995).


To encourage caring, non-exploitive relationships (C.C. 1990; Sanders and Swinden 1990; Ray and Went 1995).

To respect others (Vent 1985; Sanders and Swinden 1990; Lenderyou 1993; Ray and Went 1995).
To learn to make informed (assertive) decisions (Honey 1978; Bennett 1992; Went 1985; C.C. 1990; Massey 1990).

To learn to make balanced judgements in adult life (Chanter 1966).


To enable children to develop well thought-out, comfortable patterns of behaviour for expressing their sexuality (Schulz and Williams 1968).


To promote a happier life (Braestrup 1970).

To develop sexual satisfaction and happiness for both sexes (Kirkendall and Miles 1968).


To enable individuals to lead a full life (Braestrup 1970).

To develop healthy attitudes towards an individual's own life (Burke 1970; Ray and Went 1995; Massey 1990).


To help children cope with future problems (Cohen 1964).

To give sexual facts as a means of purity (Pickering 1965).

**PHYSIOLOGICAL - BIOLOGICAL AIMS**

To understand sexual differences (Manley 1964; Massey 1990; Lenderyou 1993; C.C. 1990).

To provide accurate biological/physiological information (Bibby 1944; Schulz and Williams 1968; Burke 1970; Went 1985; Massey 1990).

To understand the biological nature of reproduction (Little 1970; Sanders and Swinden 1990; Ray and Went 1995).

To understand growth and inheritance as a biological and physiological process (Manley 1964).

To learn not to confuse excretion with sexual matters (Little 1970).

To develop sensible attitudes to bodily functions (Went 1985).

To promote hygiene (Sanders and Swinden 1990; Massey 1990; Ray and Went 1995).


To prepare for emotional change (Ray and Went 1995; Massey 1990; Lenderyou 1993).

**PSYCHOLOGICAL AIMS**

To improve the mental health of individuals and society (Burke 1970; Went 1985).

To train the will (Pickering 1965).

To understand one's emotions (Blishen 1969; Went 1985; Lenderyou 1993).

To develop child's emotions (Burke 1970; Lenderyou 1993).

To foster emotional maturity (Blishen 1969; Burke 1970; Ray and Went 1995).

To solve emotional problems (Hemming 1971).

To develop feelings and imagination in preparation for the adolescent emotional upsurge (Hemming 1971).

To ease the problems of adolescence (Bereday, Holmes and Lauwerys 1958).

To overcome anxiety (Jones A. 1977; Went 1985; Lenderyou 1993).

To overcome fear and allay guilt feelings (L.C.C. 1964; Went 1985; Ray and Vent 1995).

**KNOWLEDGE AIMS**

To satisfy natural curiosity (David and Vise 1987).

To gain knowledge of sexual functions (Blishen 1969; Sanders and Swinden 1990; Went 1985; Lenderyou 1993).


To give knowledge of the facts of life (Bibby 1944; Pickering 1965; Aberdeen 1969; David and Vise 1987; Went 1985; Massey 1990).

To know basic sex facts before transfer to secondary school (L.C.C. 1964).

To learn and use correct vocabulary (Bibby 1944; Braestrup 1970; Little 1970; Went 1985; Massey 1990; Sanders and Swinden 1990; Ray and Vent 1995).

To correct misinformation (Schulz and Williams 1968; Ray and Vent 1995).


To develop an atmosphere conducive to promoting questions and discussion (Went 1985).

To answer all questions honestly (Manley 1964; Went 1985; Lenderyou 1993; Ray and Vent 1995).

To provide answers to all questions truthfully (Plowden 1967; Braestrup 1970; Little 1970).

To provide honest answers to obviate the child's need to construct his own explanation and myth (Goldman and Goldman 1982).

To learn about growth and reproduction in non-humans etc. (Went 1985).

**CONCEPTUAL AIMS**

To lay the foundations of moral behaviour (Jilani 1970; Went 1985; Sanders and Swinden 1990; Lenderyou 1993).

To set clear moral limits (T.E.S. 1992a).

To develop a personal moral code (Bibby 1944; Havinghurst 1949).

To learn the benefits of correct, moral decisions (Schulz and Williams 1968).

To enable children to make informed choices between competing moral codes (Stratemeyer et al. 1957; Manley 1964; Schulz and Williams 1968; Honey 1978).

To put forward such moral stands as, eliminating racism, sexism, exploitation and oppression (C.C. 1990; Massey 1990; Sanders and Swinden 1990).


To develop ethical standards (Burke 1970).

To develop integrity (T.E.S. 1992a).

To reverse negative sexual attitudes (Schulz and Williams 1968).


To develop healthy attitudes to reproduction (N.C.T. in: Little 1970).

To develop concepts of sympathy and tolerance (Bibby 1944).

To develop a conscience (Havinghurst 1949).

To learn consideration for others (Went 1985; C.C. 1990; Lenderyou 1993).

To emphasise the normality of sex matters (David and Wise 1987).
To offer a comprehensive conceptual framework of the way sex affects the total personality of the individual (Benell 1969).

To understand the pressures and influences on sexual behaviour (Honey 1978; Went 1985; Lenderyou 1993; Massey 1990).

To understand the wide variety of sexual behaviour (Schulz and Williams 1968).

To give informed insights into human behaviour (Ottaway 1935; Schulz and Williams 1968; Honey 1978).

To enable children to differentiate between sexual fulfillment and personal fulfillment (C.E.B.E. 1964).

To learn to predict the consequences of decisions (Schulz and Williams 1968; Went 1985; Massey 1990). To develop a personal scale of values (Havinghurst 1949).

To discuss and explore values (C.C. 1990).

To learn the values of society (Benell 1969; Massey 1990; Ray and Went 1995).

To avoid prohibitions, warnings or appeals to self-interest (C.E.B.E. 1964).

SOCIAL AIMS

To prepare for social change (Sanders and Swinden 1990; Ray and Went 1995).

To learn the norms of society (Benell 1969; Schulz and Williams 1968).

To develop respect for social customs (Manley 1964; Ray and Went 1995).

To promote the welfare of society (Schulz and Williams 1968; Jilani 1970).

To teach the nature and dynamics of society (Wadia 1970).

Learn legal sexual facts (Sanders and Swinden 1990).

To avoid, rather than solve sex problems (Braestrup 1970).

To facilitate social adjustment (Wadia 1970).

To build social skills (Bennett 1992; Went 1985; Massey 1990).

To develop social communication skills (Wilson 1972; Lenderyou 1993).

To enable children to cope with future social problems (Cohen 1964).

To explain that sexual impulses are not simply biological urges, but human appetites stimulated by a variety of complex social and commercial reasons (Honey 1978).

To develop concern for the needs of others (Wilson 1972).

To develop prudence (T.E.S. 1992a).

To develop socially responsible behaviour (Jilani 1970; Burke 1970; Irwin and Spira 1977; Ray and Went 1995; Lenderyou 1993).

To learn accurate information on the social aspects of human sexual behaviour (Burke 1970).

Be aware of media pressure (Sanders and Swinden 1990; Ray and Went 1995).

To become familiar with health care systems (Went 1985).

To influence the birth-rate (Burke 1970).

To develop good family-planning practices (Burke 1970; Went 1985).

To teach the nature and dynamics of population issues (Wadia 1970).

To give insights into human behaviour (Wilson 1972; C.C. 1990; Lenderyou 1993).

To learn to protect themselves in potentially dangerous situations and develop strategies of keeping safe (Went 1985; Massey 1990; Lenderyou 1993).

To learn about the variety of sexual orientation (Went 1985).

To combat prejudice (Burke 1970; C.C. 1990; Sanders and Swinden 1990; Lenderyou 1993).

Combat gender stereotyping (Ray and Went 1995; Sanders and Swinden 1990; C.C. 1990)
To learn about other lifestyles (Ray and Vent 1995; Sanders and Swinden 1990)
Learn equality issues (Ray and Vent 1995; Sanders and Swinden 1990).
To understand and assume their sex roles (Havinghurst 1949; Manley 1964; Lenderyou 1993).
To combat the spread of venereal diseases (Jilani 1970; Vent 1985).
To combat teenage pregnancies (Jilani 1970; Parker 1978; Gillham 1997).

**FAMILY AIMS**
To prepare for family life (Blishen 1969).
To provide factual information about family life (Honey 1978).
To prepare sound foundations for attitudes towards family life (Manley 1964; Burke 1970).
To stress the importance of family life (C.E.B.E. 1964; Pickering 1965; Aberdeen 1969; Went 1985; Ray and Vent 1995; Sanders and Swinden 1990; Massey 1990; Lenderyou 1993).
Learn about family celebrations (Massey 1990).
To learn about the cohesiveness of the family (Benell 1969).
To conceptualise children's ideals, standards and attitudes towards their own family and the one they will establish (Manley 1964).
To deepen family loyalties (Manley 1964).
To promote concepts of loving and caring by parents in different situations (Went 1985; Ray and Vent 1995).
To be made aware of the different types of caring home backgrounds so no one pattern is seen as the only feasible model (Vent 1985; Ray and Vent 1995).
To develop sound communication between parent and child (U.N.E.S.C.O. 1965).
To provide factual information about marriage (Honey 1978; Massey 1990; Lenderyou 1993).
To prepare future generations of parents to act responsibly (C.E.B.E. 1964; Braestrup 1970).
To provide a training for chastity (McLeod and Davies 1992).
To provide firm guidance on sexual morality based on chastity before marriage and fidelity within it (Newsom 1963; C.E.B.E. 1964).
To promote marital happiness (Jilani 1970).
To learn the facts of life in the context of the family (David and Wise 1987).
To relate sex information to its context in marriage and family life (C.E.B.E. 1964; Lenderyou 1993; Massey 1990).
To prepare the foundations for the concept of family planning (Burke 1970).
To learn about contraception (Kind 1966; Trippe 1994; C.C. 1990; Ray and Vent 1995; Sanders and Swinden 1990).

**PHILOSOPHICAL AIMS**
To learn to decide between right and wrong (Wilson 1972).
To teach children to say 'no' (Wilce 1992).
To be concerned with the fulness of life (C.E.B.E. 1964).
To respect the miracle of life (Manley 1964).
To engender the wonder of creation (in the creation of a new life) (Pickering 1965; Aberdeen 1969; David and Wise 1987).
To stress that humans are made in God's Likeness with Intelligence and Free Will which is essential to good sexual behaviour (McLeod and Davies 1992).

**TEEN SKILLS**
To redress teen sexual activity/pregnancy (Reiss 1997; Haywood 1986).
4.3 SOME OUTCOMES OF SEX EDUCATION (OR NO SEX EDUCATION)
FROM THE LITERATURE

The outcomes listed in this appendix are in three sub-sections:
1. Beneficial Outcomes.
2. Neutral Outcomes.
3. Negative Outcomes.
   a. Resulting from no sex education.
   b. Resulting from sex education.

BENEFICIAL OUTCOMES

SEX EDUCATION CORRECTS misinformation (B.B.C. 1971; Disney 1971; Fidge 1978).
mistaken and unhealthy attitudes (U.N.E.S.C.O. 1965).
SEX EDUCATION DEVELOPS positive and valuable outcomes (S.B.C. 1971; Ray and Vent 1995).
increased knowledge (Vertham 1955; Rogers 1972; Fidge 1986).
reliable basis for child's conceptual development (Rogers 1972; Goldman and Goldman 1988).
insights and concepts earlier than is generally assumed (Goldman and Goldman 1982).
improved and more meaningful discussions at home (L.C.C. 1964; Ferber and Sofokidis 1966).
trust between teacher and parent (L.C.C. 1964).
closer relationship between parents and teachers (S.B.C. 1971).
communication between parents and teachers (B.B.C. 1971).
opportunities for questions and discussion (B.B.C 1971).
a capacity for happiness (Hemming 1971a).
safety assurance (Parents 1976).
sel esteem and self empowerment (Massey 1990)
the capacity to lead a full life (Braestrup 1970).
confidence (B.B.C. 1971).
a sense of feeling secure (Furlong 1967).
rational sexual autonomy (Reiss 1995)
responsible moral attitudes (L.C.C. 1964).
responsible social attitudes (L.C.C. 1964).
social integration (Hemming 1971a).
the circumstances in which the choice of a sexual ethic is made more calmly (Reiss 1968).
sensible sexual behaviour (Reiss 1995)
the skill to make responsible choices (Look 1966).
positive sexual health (Massey 1990).
safer sexual practice (Kirby 1995)
increased use of condoms (Wellings et al 1995).
the skill to come to our own decisions (Look 1966).
the potential to make sexual choices which are less psychologically costly (Reiss 1968).
adequate family planning skills (Alvarez 1970).
equality and the chance for every child to become a responsible parent (Braestrup 1970).
preventative measures to combat problems (Braestrup 1970).
appropriate sex roles (Loeb 1959).
SEX EDUCATION OVERCOMES/REDUCES:
the likelihood of unwanted pregnancies (Granada 1997)
teen pregnancies (Jones et al 1995)
the likelihood of premarital sex (Loeb 1959; Kellanby 1995).
sexual experimentation (Newcastle 1968; Benell 1969).
the incidence of STDs (Granada 1997)
promiscuity (Chanter 1966; Farrell 1978).
spread of HIV/AIDS (Green 1994; Reiss 1995)
the start of sexual intercourse (Jones et al 1995; Kirby et al 1994)
child’s need to invent explanations and myths (Goldman and Goldman 1982).
harm caused by clandestine and inaccurate sexual gossip (Wright 1968).
problems in adjusting to ‘difficult’ truths (e.g. like being adopted etc.) (B.B.C. 1971).
doubts and fears (Calderone in: Ferber and Sofokidis 1966; B.B.C. 1971).
ignorance (Brewer 1962; Beaumont 1976)
the problems and disadvantages of ‘at risk’ children (e.g. from broken homes, socially disadvantaged etc.) (Braestrup 1970).
harmful influences (Wetham 1955; Gammage 1989).
adverse sexual outcomes (e.g. V.D., abortion, unwanted pregnancy etc.) (Beaumont 1976).
sexual problems (Proops 1971).
emotional problems (Proops 1971).
embarrassment (B.B.C. 1971).
SEX EDUCATION PROVIDES / GIVES / IS
greater factual insights, (Burke 1970; B.B.C. 1971; Goldman and Goldman 1982).
correct vocabulary (B.B.C. 1971).
children freedom to approach their elders regarding sex matters (B.B.C. 1971).
rational personal autonomy (Reiss 1995)
help for children growing up (Fidge 1978).
individual well-being (Change 1935).
individual development (Hampshire 1964)
good mental and physical health (Gammage 1989; Reiss 1995)
benefit to the life and prosperity of individuals (U.N.E.S.C.O. 1965).
protection to young people (S.B.E. 1968).
social well-being (Change 1935).
healthier community (Hampshire 1964).
benefit to the life and prosperity of the community (U.N.E.S.C.O. 1965).
correlation between quantity of sex education and knowledge acheived (S.O.U. 1969b; Ripley et al. 1971).
beneficial outcomes (Fidge 1978).
does not encourage or increase sexual activity (Kirby 1995)
NEUTRAL OUTCOMES
Children receiving sex education did not know much more than those who did not have sex education (Moskin 1969).
The lack of knowledge is no bar to sexual activity (Schofield 1965).
Sex education has an immediate and future impact on patterns of behaviour (Elles 1976).
Sex education has an influence on social attitudes (Elles 1976).
Sex education has an influence on emotional experience (Elles 1976).
Sex education has an influence on psychological experience (Elles 1976).
Sex education has an influence on physical experience (Elles 1976).
Sex education affects the personal area of a child's life (Elles 1976).
The effects of sex education are far reaching and lasting (Elles 1976).
The outcomes of sex education are very difficult to evaluate (Kirkendal and Miles 1968).
Ineffective sex education is of no value (Schofield 1965).
Sex education offered too late is ineffective (Schofield 1965; Massey 1990; Concern 1994; Reiss 1995).

**NEGATIVE OUTCOMES DUE TO LACK OF SEX EDUCATION**

Lack of sex education has evil results (Van Gelderen 1935).
Sex education has not yet broken down socially contrived sex roles and stereotypes (Goldman and Goldman 1982).
Without sex education children are not prepared for life (Chance 1935; Calderone and Johnson).
Without sex education children have incomplete or insufficient sex knowledge (Van Gelderen 1935; Brewer 1962; Goldman and Goldman 1988).
Discord and confusion result from the unlearning necessary when disinformation is given to young children (Gardner 1964; Stone 1977).
Without sex education children will experiment (Farrell 1978).
Without sex education children develop anti-social behaviour (Van Gelderen 1935).
Difficulties arise for children who have not discussed sex (B.C.C. 1966).
Without sex education tension, distrust and a lack of confidence exists between a parent and child (Van Gelderen 1935).
Without sex education children exhibit more fear and worry at puberty (Van Gelderen 1935).
Ignorance of the sex facts may cause torment (Rigby 1962).
Wrong sex attitudes cause mental conflict (Van Gelderen 1935; Calderone and Johnson 1990).
Without sex education children experience mental anguish (Wertham 1955).
A paucity of sex education will result in a high proportion of emotional problems (Proops 1971).
Ignorance, guilt, taboopeness of sex matters due to lack of sex education affects enjoyment of adult sexuality (W.O. 197; Calderone and Johnson 1990).
Failure to sex educate will affect the adult personality adversely (Hemming 1971a).
Sex education will be rendered unsuccessful if linked with faith, reverence and Christian virtues (Gagern 1953).

**NEGATIVE OUTCOMES DUE TO GIVING SEX EDUCATION**

breaks down social constraints (Riches 1995)
is destroying social conscience (Anchell 1995)
transmits the ideologies of the abortion and birth control lobbies to children (Atkin 1995)
is used as a vehicle for homosexual proselytising (Atkin 1995)
Sex education will make children easy prey for Marxism and other amoral, nihilistic philosophies (Drake 1968).
Sex education leads to the deterioration of moral conditions (Petrus 1962).
The content of sex education is amoral and perverted (Riches 1992).
Sex education creates moral danger (Burke 1970).
Sex education will cast doubts on traditional moral teaching (Drake 1968).
Sex education will very likely lead to sex dysfunctions later in life (Lorand in: Allen 1969).
Sex education initially upset about 2% of the children (B.B.C. 1971).
Sex education is overwhelming, disturbing and embarrassing (Lorand in: Allen 1969).
destroying children's innocence (Anchell 1995)
Sex education has harmful outcomes for sensitive children (Drake 1968).
Sex education will disturb children who are not ready for it (Burke 1970).
Sex education will upset children (Lorand in: Allen 1969).
Sex education causes fear, anxiety, shame and guilt (T.E.S. 1992a).
undermines children's consciences (Riches 1995)
Sex education would bring about a detrimental change in sexual behaviour (Braestrup 1970).
Sex education will encourage sex-play (Drake 1968).
encourages sexual excesses of media (Riches 1995)
Sex education leads to children 'going out to try it out!' (Ferrers 1976).
Sex education will encourage experimentation (Drake 1968; Burke 1970; Whelan 1995).
Sex education will encourage young teenagers to perform as adults before they outgrow childhood (Eickhoff 1992; Whelan 1995)
weakens self restraint (Whelan 1995)
promotes perversion (Riches 1995)
encourages porn and sexual abuse (Riches 1995)
Sex education results in erotic stimulation (Drake 1968).
Sex education will encourage juvenile delinquency (Eickhoff 1992a).
has no effect on teenage sexual behaviour (Whelan 1995)
Sex education would lead to girls getting pregnant (Braestrup 1970; Burke 1970).
If given sex education boys would get V.D. (Drake 1968; Braestrup 1970; Burke 1970).
Sex education results in disease (Drake 1968).
Sex education lacks the certainty that it is of any real value (Drake 1968).
Sex education has made the population into sexual idiots (Petrus 1962).
Sex education results in sexual hysteria (Drake 1968).
Some sex education promotes the idea that sexual relationships are an acceptable form of recreational activity (F.Y.C. 1992).
Sex education will drive a wedge between the family, church and school (Drake 1968).
aims to repress parental responsibility of children's sex education (Riches 1995)
Sex education could cause serious problems if given by unsuitable or unqualified educators (Burke 1970).
Sex education will hurt more children than it will help (Pirone 1969).
Sex education results in tragedy (Drake 1968).
provides totally inappropriate information (Riches 1995)
encourages commercial expediency (Riches 1995)
many LEAs pay lip service only to family life concepts, present narrow moral choices and have no guidance on sexual behaviour (Whelan 1995)
4.4 SOME DIFFICULTIES AND PROBLEMS REPORTED FROM THE LITERATURE REGARDING SEX EDUCATION

While there are extensive difficulties and problems associated with sex education, which could be listed below, such a list could not be exhaustive and could never be regarded as complete. The problems listed here are those which have been readily obvious in the literature used in this study and have often formed, what authors have called the 'main' problems or difficulties which might be encountered. Throughout the study, in each section, the discussion has often highlighted problems which could form factors of influence to deter a head from implementing sex education in school. Much of the detailed support for these factors is not repeated here, although individual examples may be given, or further support offered for similar examples, which in the text, are supported by different references. Such general reasons as:

The increase in teenage sex, pregnancy and sexual disease is the result of sex education.

Sex education should only be given when the children are ready for it.

All the parents in this middle-class neighbourhood teach their own children about sex so there is no need for us to do so in school.

The children are too young for sex education.

are given as reasons for not including sex education on the curriculum. It might be thought that reasons like:

I don't want conflict with the parents, staff, governors etc.

I would be unable to tell children about sex myself.

People of my generation have got on alright without having had sex education at school.

are often nearer the truth as to why the topic is not included. If so, these reasons are probably based on fear, possible embarrassment or a strong personal reluctance to develop sex education. It may be possible to show, from this study, that such factors do exert a negative influence.

A LIST OF SOME PROBLEMS AND DIFFICULTIES FROM THE LITERATURE

1. CHILDREN:
Children are too young for the proposed subject matter (B.B.C. 1971; Anchell 1995).

Some sexual information may not be appropriate for children (D.E.S. 1966; Riches 1995).

It is difficult to suit teaching materials to children's developmental levels (N.B.E. 1968; B.B.C. 1993).
It is often necessary to overcome years of prudery in children (Segal 1962; Goldman and Goldman 1988).

Children with poor linguistic powers find it hard to ask questions, or understand and take part in discussions (B.B.C. 1971).

Immigrant children will find the language difficult, and it could generate difficulties (Chanter 1966; Concern 1994).

Many problems need addressing in terms of teaching disabled children sex education (Coombs and Craft 1987; Scott 1995).

Poor handling of sex education for young children with severe disabilities is evident (Varnock 1978).

Less able or backward children create difficulties for sex education (L.C.C. 1964; Coombs and Craft 1987).

Wide physical and mental differences in any one year group will need to be accommodated (Menzies 1971; DfE 1994).

Children's emotional reactions can be problematic (Farrell 1978).

Imparting 30 differing family values to 30 different children in a class may seem an impossible task (Wake 1966; B.B.C. 1993).

Children's socio-economic backgrounds will impose differences of information and experience in sexual matters which schools must be aware of (Bernstein 1966; Wake 1966; Elias and Gebhard 1969; Gill et al. 1971; Went 1985).

Working class children, being alienated from the school system are therefore disadvantaged concerning sex education (Hargreaves 1967; Gillham 1997).

Continued belief in the latency period delays the development of sex education (Goldman and Goldman 1982; Davies 1993; Anchell).

Children mature at different rates (Schofield 1973; B.B.C. 1993).

Not all children will learn or want information at the same time, and anyway they will all learn at their own speeds (Brewer 1962).

Wait until they are..... (ready, ask questions, old enough etc.) (S.B.C. 1971; Schofield 1973).

Sex education should only be given by means of private and individually adapted talks for every pupil (Benson 1902).

Children are not interested in sex (Maitland 1997).

Even children, said to have had sex education in a structured situation, are found to be confused or ignorant about significant issues (Sjovall 1970).
It will encourage promiscuity and experimentation (Kronhausen and Kronhausen 1963; Riches).

2. PARENTS:

Inadequate parents can undermine the school's efforts in sex education (B.C.C. 1966).

Parents question aspects of sex or moral teaching which causes conflict (Fitzgerald 1976; Musgrave 1978).

Initial parental opposition can create a barrier, if allowed to (Idol 1982).

Adverse parental responses to sex education (Johnson and Schutt 1966).

The biggest problem has been the parents' 'silence' (Calderone and Johnson 1990).

The P.T.A. will need to agree the subject matter (Clifford 1976).

There are difficulties (risks) in asking parental permission for sex education (L.C.C. 1964).

Attitudes of adults close to children can be harmful to their sexual development (Segal 1962).

Some parents simply oppose sex education (Harris 1996a).

3. MORAL:
Sex education does more harm than good? (Dilworth-Harris c.1960).

Some negative influence from religion is noted in some quarters (Calderone and Harris 1993).

Moral issues are less well defined these days (Shipman 1971; David and Wise 1987).

The moral aspect of sex education is a fundamental problem (L.C.C. 1964; Davies 1993).

Moral issues create conflict (Musgrave 1978).

Moral questions are much harder to deal with compared to factual ones (Ottaway 1935).

Sex education is immoral/amoral (Reiss 1995).

For some, the moral dilemma is as great when deciding to implement sex education as it is not implementing it (the horns of a dilemma syndrome) (Johnson 1979).
Problems develop from the difficulties arising out of the argument of 'innocence versus knowledge' (Newsom and Newsom 1968; Farrell 1978; Goldman and Goldman 1982; Massey 1990; Haywood 1996).

The most difficult lesson to teach is how to say 'no' (Eden 1985; F.E.T. 1993).

Objections were raised because there was no mention of love and marriage in the course (B.B.C. 1971; C.T. 1996).

Relating and/or including Christian attitudes to sex and moral education is difficult (Honey 1978).

Current sexual behaviour causes problems for sex education (the 'should we tell it as it is' scenario) (Farrell 1978).

Discussion of sexual behaviour like copulation and homosexuality will be difficult to deal with (Kronhausen and Kronhausen 1963; Green 1994).

4. PUBLIC OPINION:
Public opinion is often divided over sex education (Goldman and Goldman 1982; Haywood 1996).

The very use of the word 'sex' is problematic (Burke 1970; Jilani 1970).

'Double standards' in society create problems for sex education (Farrell 1978; Massey 1990)

The public will be critical and find sex education controversial. (Manley 1964; Green 1994).

The hall marks of dealing with sexual issues are confusion, controversy and uncertainty (Goldman and Goldman 1982; Massey 1990).

Social customs create difficulties for sex education (Farrell 1978).

There can be religious or cultural opposition to sex education (Goldman and Goldman 1982; Concern 1994; Trudell and Whatley 1992).

There are ethical reasons against sex education (Concern 1994).

Potential sex educationists will need to assess the degree of support and endorsement from interested groups before considering introducing sex education (Yarber 1979; Ray and Went 1995).

Careful planning is necessary to combat opposition to sex education (Kang 1970).

The perceived or presumed lack of public support is a barrier to its implementation (Yarber 1979).

Schools may fear social criticism and reprisals (Kronhausen and Kronhausen 1963).
Political opposition to sex-education has been identified (Trudell and Whatley 1992; Haywood 1996).

5. SCHOOL RELATED:
It will be difficult to introduce sex education into the curriculum (Manley 1964).

Very few other curriculum areas have had the same difficulties as sex education in being introduced (Yarber 1979).

There are difficulties in the cross-curricular approach (L.C.C. 1964; Reiss 1995).

Sex education must not be allowed to distract or displace the basic skills (Johnson 1979).

Anything that is not examined (or now: National Curriculum etc.) is not important (Board of Education 1929; Johnson 1979).

What is taught is conditioned by what it is possible to teach (Taylor 1974).

How much influence do attractive materials have on the sex education curriculum? (Johnson 1979).

Patchy sex education is surprising given the high standard of available teaching materials (Nash 1992).

It is difficult to get suitable teaching materials and books to use with the handicapped (Coombs and Craft 1987).

There has been no comprehensive review of sex education provision in schools (Farrell 1978).

The wrong style or type of sex education (e.g. 'stay out of trouble' or 'this is the right way to behave' style) will be ineffective (Schulz and Williams 1968; Massey 1990).

The complex web of vastly different groups, official bodies, individuals etc., making widely divergent demands on schools regarding sex education, creates considerable difficulty (Johnson 1979).

Some opposition to sex education has come from school authorities (Alvarez 1970).

It depends where your school is (where you live) whether or not you will get sex education (Farrell 1978).

The issue of what 'language' to use in sex education, standard or colloquial, is problematic (David and Wise 1987; C.C. 1990).

6. TEACHERS:
Teachers are the biggest obstacle to introducing sex education (Manley 1964).
There are difficulties in finding qualified staff / or having only inadequately prepared or trained staff (Manley 1964; Johnson and Schutt 1966; Malfetti and Rubin 1968; Scott and Thomson 1990).

Personality difficulties and lack of training amongst teachers produces difficulties for sex education (Schulz and Williams 1968).

Teachers need a change of heart and a fresh sympathetic approach in order to introduce sex education (Harris 1974).

Older teachers find it hard to adapt to the idea of sex education (B.C.C. 1966).

Teachers' conditioning can be a problem (Goodman 1967; Haywood 1996).

Teachers' sexuality and prejudice or bias is seen as problematic (Irwin 1977; Scott and Thomson 1990).

Educational, moral and religious beliefs affect sex education (Farquhar 1990)

Teachers' misconceptions are a barrier to sex education (Benell 1969).

There is a mismatch (conflict) between middle class teachers and working class children (Bernstein 1971; Farrell 1978).

Problems can be a challenge and motivate teachers (Wake 1966).

7. HEAD TEACHERS:
Head teachers fear generating conflict (Schofield 1977; Crawford 1978).

The archaic views and personal opinions of head teachers inhibit the introduction of sex education (D.E.S. 1976; Scott and Thomson 1992).

Sex education is sometimes discontinued because the programmes used are revised and the head does not like the revision (Lewis 1979).

There is a better chance of getting sex education introduced if the head is keen (Starkings 1979).

8. TIMING:
Children need the right information from the right quarter at the right time (Gagern 1953).

There are always difficulties if sex education is used as an intervention to crisis (David and Wise 1987).

9. WHAT ? WHEN ? WHO ?
It is not always possible to answer satisfactorily the three Vs, which come in all combinations with additional Why ? Where ? How ? (Edwards 1967; Johnson 1979).
### APPENDIX 5

**THE SUGGESTED STARTING AGES FOR SEX EDUCATION FROM THE LITERATURE**

This appendix represents a diagramatic summary of the suggested starting ages for sex education from various sources in the literature. Each source is listed in the left column, in chronological order, and the suggested starting age in each reference is indicated by the 'S'. Any other specific age or stage mentioned by the author is noted by the use of 'M'. The implied support the author gives to the continuing sex education of the child after the stated starting age is indicated by the use of 'c c c c...'

The totals and percentages at the end of the table give an indication of the level of support for sex education at the various ages and stages from these contributors to the literature.

<p>| Source          | Year | From Birth | When They Ask at an Early Age | Pre - School | Nursery / K'garten | 2 Years | 3 Years | 4 Years | 5 Years | 6 Years | 7 Years | 8 Years | 9 Years | 10 Years | Prep'n for Puberty | 11 Years |
|-----------------|------|------------|-------------------------------|--------------|--------------------|---------|---------|---------|---------|---------|---------|---------|----------|------------------|---------|
| Neill           | 1915 |            |                               |              |                    |         |         |         |         |         |         |         |          |                   |         |
| Badley          | 1935 |            |                               |              |                    | S       | c c c c | c c c   | c c c   | c c c   | M c c   |         |          |                   |         |
| Dawe            | 1935 |            |                               |              |                    | S       | c       |          |         |         |         |         |          |                   |         |
| Van Gelderen    | 1935 |            |                               |              |                    | S       | c c c   | c c c   | c c c   | c c c   | M c c   |         |          |                   |         |
| Board of Edn.   | 1943 |            |                               |              |                    |         |         |         |         |         |         |         | S c c c c c |                   |         |
| L.C.C.          | 1943 |            |                               |              |                    | S       | c c c   | c c c   | c c c   | c c c   | c c c   | c c c   |          |                   |         |
| Bibby           | 1944 |            |                               |              |                    | S       | M c c c | c c c   | c c c   | c c c   | M c c   |         |          |                   |         |
| Conn            | 1947 |            |                               |              |                    |         |         |         |         |         |         |         | S c c c c c |                   |         |
| Gagern          | 1953 |            |                               |              |                    |         |         |         |         |         |         |         | S c c M M c |                   |         |
| Dawkins         | 1957 |            |                               |              |                    | S       | c       | c c c   | c c c   | c c c   |         |         |          |                   |         |
| Foster          | 1959 |            |                               |              |                    | S       | c       | M c c   |         |         |         |         |          |                   |         |
|------------------|------|------|------|------|------|------|------|------|------|
| Tame             |      |      |      |      |      |      |      |      |      |
| Marland          | 1961 |      |      |      |      |      |      |      |      |
| Rigby            | 1962 |      |      |      |      |      |      |      |      |
| C.E.B.E.         | 1964 |      |      |      |      |      |      |      |      |
| L.C.C.           | 1964 |      |      |      |      |      |      |      |      |
| Manley           | 1964 |      |      |      |      |      |      |      |      |
| Pickering        | 1965 |      |      |      |      |      |      |      |      |
| Steinhaus        | 1965 |      |      |      |      |      |      |      |      |
| U.N.E.S.C.O.     | 1965 |      |      |      |      |      |      |      |      |
| B.C.C.           | 1966 |      |      |      |      |      |      |      |      |
| Chanter          | 1966 |      |      |      |      |      |      |      |      |
| Eppel / Eppel    | 1966 |      |      |      |      |      |      |      |      |
| Ferber / Sof'ks  | 1966 |      |      |      |      |      |      |      |      |
| G.A.F.L.         | 1966 |      |      |      |      |      |      |      |      |
| Kreitler         | 1966 |      |      |      |      |      |      |      |      |
| Quinn            | 1966 |      |      |      |      |      |      |      |      |
| Shaffer          | 1966 |      |      |      |      |      |      |      |      |
| Edwards          | 1967 |      |      |      |      |      |      |      |      |
| Furlong          | 1967 |      |      |      |      |      |      |      |      |
| Plowden          | 1967 |      |      |      |      |      |      |      |      |
| Edmonds          | 1968 |      |      |      |      |      |      |      |      |
| Grampian         | 1968 |      |      |      |      |      |      |      |      |
| Holmes et al.    | 1968 |      |      |      |      |      |      |      |      |
| Masters / Joh'n  | 1968 |      |      |      |      |      |      |      |      |
| Reiss            | 1968 |      |      |      |      |      |      |      |      |
| Schulz / Willms  | 1968 |      |      |      |      |      |      |      |      |
| Wright           | 1968 |      |      |      |      |      |      |      |      |</p>
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Notes: S = Satisfactory, M = Marginally satisfactory, X = Unsatisfactory
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Age to start Totals: 5 6 2 3 12 3 1 4 3

Certain %: 12.7 15.2 11.4 8.9

Cumulative Totals: 5 15 21 22 24 30 33 35 47 48 51 60 61 68 72 76 79

Cumulative %: 6.3 19.0 25.6 27.8 30.4 38.0 41.8 44.3 59.5 60.7 64.5 75.9 77.2 86.1 91.1 96.2 100.0
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Table 1. Summary of Totals and Percentages of various Categories, Groups, Ages and Stages regarding the Age to start sex education based on the above sources from the literature.
If the list of references is subdivided into the following four broad categories:

1) Pre 1960. 2) 1960s. 3) 1970s. 4) 1980 and on.

and cross-tabulated with the following three school-status groupings:

1) Non / Pre-School. 2) Primary School. 3) Junior School.

\(0 - 4\) Years \(5 - 11\) Years \(8 - 11\) Years

the following table is constructed:

<table>
<thead>
<tr>
<th></th>
<th>Non / Pre-School. (0 - 4 Years)</th>
<th>Primary School. (5 - 11 Years)</th>
<th>Junior School. (8 - 11 Years)</th>
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<tbody>
<tr>
<td>Pre 1960</td>
<td>36.4 % (N = 4)</td>
<td>63.6 % (N = 7)</td>
<td>54.5 % (N = 6)</td>
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<tr>
<td>1960s</td>
<td>28.1 % (N = 9)</td>
<td>71.9 % (N = 23)</td>
<td>34.4 % (N = 11)</td>
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<td>1970s</td>
<td>35.7 % (N = 10)</td>
<td>64.3 % (N = 18)</td>
<td>35.7 % (N = 10)</td>
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<tr>
<td>1980 and on</td>
<td>37.5 % (N = 3)</td>
<td>62.5 % (N = 5)</td>
<td>12.5 % (N = 1)</td>
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Table 2. Cross-tabulation of School / Non-school Status with Broad Chronological Grouping of various sources from the literature.
APPENDIX 6 PILOT STUDY DATA

6.1 STATEMENTS FROM THE ORIGINAL INTERVIEWS OF THE PILOT STUDY

These are the verbatim statements of the original eight respondents in the Pilot Study, recorded in the order of the interview. They form the basis of the body of statements which were developed for the final List of Statements for this research. In Appendix 6.2 these same statements are rearranged into certain categories and the reference at the beginning of each statement identifies the order of the statement within each interview record and the respondent who made it.

RESPONDENT 1. Female:

A1. The major difficulty would be that the staff would feel uncomfortable.
B1. No one has to learn sex. It is inherent. A major drive.
C1. It is not regarded as an ordinary part of the normal primary school set-up.
D1. The amount of knowledge available these days is so vast, you can't hope to cover it all. The head and teachers have to choose. What you choose you must believe in, that way the teacher teaches best.
E1. If concerned about a particular child's problem we would contact the parents.
F1. I would be very reluctant to involve the parents.
G1. I do not think the governors would exert influence one way or the other.
H1. What do you mean by sex education?
I1. Sex education is not included in the curriculum but occasionally topics on a TV series might include some sex education.
J1. Do not have a health education course. If we had health education sex education would form part of it.
K1. The possibility of having sex education has never arisen nor has it ever been discussed.
L1. If it were discussed it is unlikely that the staff would want to do it.
M1. I cannot imagine any of the staff wanting to do it.
N1. The children would have difficulty in understanding it. They are not old enough to appreciate the emotions that go with it.
O1. Children are not used to talking about sex matters.
P1. My main reason for not including it is that the staff would not be comfortable.
Q1. If part of a survey, would prefer not to be interviewed.
R1. Would rather answer a questionnaire.
S1. I am not aware of any official advice on the subject.
T1. Heads can hinder or promote certain developments.
U1. Before one could decide one would need a lot of information, heads make 'good' excuses which they then try to build into valid reasons.

RESPONDENT 2. Male:

A2. Sex education was going on at this school when I came and it was done
well so I allowed it to continue.

B2. The BBC Merry-Go-Round programme is used with the 4th. Years only.

C2. The parents are told by letter that the programmes will be taken. They are invited to see the materials (no one ever has). One or two children per year are opted out, but to do this the parent has to come to see the head.

D2. It does not generally worry the children (though one or two are upset).

E2. Certain cultural backgrounds (for example, Gypsy/ Immigrant) could be unfavourable.

F2. I did not include it in my previous school as I had doubts that the range of children's knowledge was so varied.

G2. The range of behaviour in families is so different. There is no common ground for teaching. Some would be shocked, unable to understand and others would be so blase.

H2. Because of the middle-class nature of my previous school most of the parents were doing their own thing.

I2. Family behaviour ranges from very modest to 'let it all hang out'.

J2. The staff and governors of my last school were asked but supported the idea of not disturbing the status quo.

K2. At this school the staff are broadly supportive.

L2. The social conditions of the area is the main factor I would use to base my decision.

M2. Had there not been any sex education here when I arrived I do not think I would have started it.

N2. I am old fashioned and from my family experience with my own children I do not see the need for sex education.

REspondent 3. Male:

A3. At my previous school I held a parents' meeting and they were all in favour of it.

B3. The BBC Filmsstrips were used.

C3. The teachers decided to use it with the 4th Years and the regular class teacher was the one who would take the lessons.

D3. It was introduced into this school but has fallen into disuse and has not been done for three or four years.

E3. The introduction was promoted by me.

F3. It is the parents' job but they shy off it.

G3. A need was felt at the chalk face.

H3. Children have so many false ideas.

I3. They can't ask their parents.

J3. They are too shy to ask their teachers.

K3. They did not find the programmes upsetting.

L3. The staff regarded it as a chore and needed to be requested to do it.

M3. The parents want it in school.

N3. Decided not to inform the parents beforehand as it made too much of it, after all we don't tell them when we are going to learn about castles.

O3. To some extent it was considered OK otherwise the staff of the BBC would not have produced the materials.

P3. Anyone who says children do not need sex education has obviously never overheard children's sex talk and jokes.
Appendices Page 41

Q3. Children need the information because of the information which comes from older brothers and sisters and the media.

R3. Older children at primary school will also need to discuss sex - moral topics.

S3. At primary level they will only need to be told the physical facts.

T3. They need to know these before they leave junior school.

U3. I felt no influence at all from the governors, LEA or DEO.

V3. I am not aware of any pressures from any quarter.

W3. I felt it should be included because most local people want the widest possible education for their children.

RESPONDENT 4. Male:

A4. I don't know of any research which overwhelmingly supports sex education.

B4. My own feelings are based on a hunch.

C4. There is no common understanding of what constitutes sex education.

D4. On balance, most primary children do not have it as a main element in their lives, sex that is.

E4. There are so many different moral attitudes among the families that it would not be possible to suit everyone's stance.

F4. If you introduce it you must have all or nothing and most children do not need all.

G4. It is best to leave children in a state of bliss.

H4. If sex is just taught factually it does not give proper moral guidance.

I4. It is best left until much later when they are older.

J4. It is not necessary to have sex education in the slums or the third world etc., they seem to manage OK without sex education.

K4. You get feedback from your own family and experience as to whether it's needed or not.

L4. It causes a lot of worry for secondary children. Some are worried by the fact that they have to face up to it. If it causes anxiety at the secondary stage how much more disturbing it will be for primary children.

M4. Probably upset more children than it will satisfy.

N4. Many sexual ideas may not be suitable and could do more harm than good.

O4. The matter is not dodged at this school, so if and when the matter comes up, it would be dealt with. But in my whole teaching experience I have never been asked any questions.

P4. All children may be worried about nuclear warfare etc., you could do a lot of talking about it and still not give them any answers. In fact you could do more harm than good. The same is true of sexual matters.

Q4. The staff feel the same, but if someone wanted to do it I would not object. I would ask the parents' opinions. No teacher has ever asked me though.

R4. No parents have ever requested it. I don't think there is any demand.

S4. If the parents or staff were to request it I think I would agree but it would still go against my gut feelings.

T4. It would cause concern and worry for too many children.

U4. To teach the subject in school is not the best. It should be done in
the family if possible. In a lot of families the subject is taboo and so they would not welcome it.

V4. The subject of sex is individually developed and not suited to class teaching.

W4. The children are not emotionally capable of understanding what is happening. There would be a mismatch of emotional maturity and physical capability which would lead to problems.

X4. I am not aware of any outside pressures to pursue this topic.

Y4. I have never started it up as an idea. The parents at this school are very vocal and organised. I feel they would have tried to force the issue if it was so important to them.

Z4. I can see that the church schools might have particular problems.

AA4. Health education does not form part of our regular curriculum.

RESPONDENT 5. Male:

A5. No formal sex education on the timetable.

B5. Not integrated into other areas or connected to the curriculum but where it comes in as a logical extension of a subject area, e.g. religion, the staff know they can continue in a limited way.

C5. I am affected by my consumers... Catholic (church) parents and Catholic (church) values.

D5. My own personal feelings are that it is not practical to include it in the curriculum. It is very much a family matter and should be expressed in a loving family situation.

E5. I know not all families can do this.

F5. If families can't do this, we should. It should not be left to the secondary school.

G5. It would have to be built in from a very early age, a little bit at a time.

H5. The attitudes of the hierarchy (governors and Diocese) would have a restraining influence on its introduction.

I5. Need to get over the inbuilt reticence of the Catholic (church) community.

J5. The governors would need to be 'educated' regarding sex education.

K5. I think one is very unlikely to see formal sex education in Catholic (church) primary schools.

L5. There is no positive pressure from the church to recommend sex education. There are some progressive pockets of influence but not coming from people who have, or are in power (nor will they ever be).

M5. Nor am I aware of any pressure from the secular camp yet, or if there is any pressure, I am not aware of it.

RESPONDENT 6. Male:

A6. They use a video of 'Living and Growing' to the 4th Years and split them up, boys and girls with male and female staff (because of the availability of staff). No 3rd Year sex education.

B6. Lower down in the school the matter is not pushed under the carpet.

C6. It is appreciated by the parents.

D6. A note goes home to say it will take place. Parents may withdraw their children if the wish.
E6. The general feeling is that the parents would like the school to do it.

F6. It is an important part of a 4th Year child's knowledge.

G6. If sex education had not been introduced into the school it would probably not have crossed their minds. But now it is established in the school it would be very hard to get rid of it.

H6. Many parents don't like discussing it with their children and it is one of the roles that the school is taking on.

I6. I do not consider it an obligation for schools to do.

J6. Ideally it's the parents' job, but many can't or won't, so who is to do it?

K6. I am not aware of any pressure or advice from higher up.


M6. I have no idea what Kent's party line is regarding sex education.

N6. There is no structured health education in the school so it does not form an integral part of that.

RESPONDENT 7. Female:

A7. There is no specific health education in school.

B7. We use 'Merry-Go-Round' and 'Living and Growing' with the 4th Years.

C7. As a parent (mum) I saw a need to do what I could to see children were properly informed.

D7. My feelings are based on my family experience.

E7. My own children did not ask the sort of questions I was expecting, even though I anticipated them, but even so I felt they needed to be told.

F7. I think it is something schools should deal with because many parents don't and are not ideal at helping their children.

G7. When parents know it is dealt with in school it makes it easier for them to communicate with their children.

H7. I am not aware of any external pressures on me regarding sex education.

I7. The school governors were not involved in discussing it, but they had a copy of the letter which went to parents.

J7. It's hard not to tell the children too much. If the school did, the parents would oppose and it could cause trouble.

K7. The sort of personal problems head teachers advise on, is another reason I think schools should do sex education.

L7. I overheard 4th Years talking and some of what they said was wrong, misinformed and misguided, so we felt we needed to put the kids right.

M7. We feel the children need to communicate about values etc., in a clear, simple, reliable way.

N7. All the staff agreed to sex education in the 4th Year.

O7. I would introduce the topic in spite of the staff if necessary.

P7. Parental response is encouraging.

Q7. Children do not respond to sex information in the same way adults do.

RESPONDENT 8. Male:

A8. There is no health education at this school as part of the regular curriculum.
B8. I have never discussed the matter of sex education with the staff and it has never been mentioned at all.

C8. I don't think it fits in with the normal primary curriculum.

D8. As far as my own family experience is concerned, my own children never asked questions or seemed very interested in sex matters, and I have never had children approach me on the subject in all the years I have been a teacher.

E8. Children are at all different developmental levels and one could not deal with it to suit all needs.

F8. I think it would cause certain difficulties among the parents.

G8. Most of all I would not think of introducing it if I did not have the backing of 100% of the staff.

H8. It is a topic which I feel I could not deal with and tell children, and I would be very reluctant. Personally I would not want it in my school.

I8. I don't think the governors would support it.

J8. Some areas are very private and should not be considered at school.

K8. I think it would stir up trouble with some children and encourage experiment.

L8. No one should presume to prevail upon the rights of the parents.

6.2 THE ORIGINAL STATEMENTS RE-ORDERED INTO CATEGORIES

The categories used are those into which the statements naturally fall. They represent reasons for and against sex education. Other comments and observations from the respondents are attached. The initial reference for each statement identifies it with the original interview record (Section 6.1) and where a number is found at the end of a statement, this is the number allocated to the statement when used to form the combined check list for the second phase of the Pilot Study (see Section 6.3).

REASONS FOR INCLUDING SEX EDUCATION: A. BASED ON CHILDREN'S NEEDS:

1. The Need for Information Before Leaving Junior School:

S3. At primary level they will only need to be told the physical facts.1

T3. They need to know these before they leave junior school.2

F6. It is an important part of a 4th Year child's knowledge.3

2. The Need for a Reliable Source of Information.

H3. Children have so many false ideas.4

L7. I overheard 4th Years talking and some of what they said was wrong, misinformed and misguided, so we felt we needed to put the kids right.5

P3. Anyone who says children do not need sex education has obviously never overheard children's sex talk and jokes.6

Q3. Children need the information because of the information which comes from older brothers and sisters and the media.7

3. The Need to be Able to Communicate and Discuss Sexual Topics:

M7. We feel the children need to communicate about values etc., in a clear, simple, reliable way.8

R3. Older children at primary school will also need to discuss sex - moral
4. Other Considerations:

I3. They can't ask their parents. 10
J3. They are too shy to ask their teachers. 11
K3. They did not find the programmes upsetting. 12
D2. It does not generally worry the children (though one or two are upset). 13
Q7. Children do not respond to sex information in the same way adults do. 14

B. ARISING FROM THE PARENTS
1. Probable - Actual Parents' Wishes for Sex Education:

E6. The general feeling is that the parents would like the school to do it. 15
M3. The parents want it in school. 16
A3. At my previous school I held a parents' meeting and they were all in favour of it. 17
V3. I felt it should be included because most local people want the widest possible education for their children. 18

2. Parents' Support for Sex Education:

C6. It is appreciated by the parents. 19
P7. Parental response is encouraging. 20

3. The Need Felt by the School, to Make up for the Inadequacy of Parents:

F3. It is the parents' job but they shy off it. 21
J6. Ideally it's the parents' job, but many can't or won't, so who is to do it? 22
H6. Many parents don't like discussing it with their children and it is one of the roles that the school is taking on. 23
F7. I think it is something schools should deal with because many parents don't and are not ideal at helping their children. 24
G7. When parents know it is dealt with in school it makes it easier for them to communicate with their children. 25

C. BASED ON STAFF SUPPORT (ATTITUDES):
1. Staff Support for Sex Education:

K2. At this school the staff are broadly supportive. 26
G3. A need was felt at the chalk face. 27
C3. The teachers decided to use it with the 4th Years and the regular class teacher was the one who would take the lessons. 28
N7. All the staff agreed to sex education in the 4th Year. 29

2. Other Considerations:

L3. The staff regarded it as a chore and needed to be requested to do it. 30
D. CERTAIN EXTERNAL FACTORS

1. Reasons Arising From Social Factors:

K7. The sort of personal problems head teachers advise on, is another reason I think schools should do sex education. 31
L2. The social conditions of the area is the main factor I would use to base my decision. 32

2. The Implied Justification Because the BBC Produced Materials:

O3. To some extent it was considered OK otherwise the staff of the BBC would not have produced the materials. 33

E. REASONS PERSONAL TO THE HEAD:

E7. My own children did not ask the sort of questions I was expecting, even though I anticipated them, but even so I felt they needed to be told. 34
C7. As a parent (mum) I saw a need to do what I could to see children were properly informed. 35
D7. My feelings are based on my family experience. 36

F. REASONS ARISING FROM THE HEAD'S POSITION OF INFLUENCE (POWER):

E7. I would introduce the topic in spite of the staff if necessary. 37
E3. The introduction was promoted by me. 38

G. OTHER REMARKS: a) LEA - School Governor non-influence:

M6. I have no idea what Kent's party line is regarding sex education. 39
U3. I felt no influence at all from the governors, LEA or DEO. 40
I7. The school governors were not involved in discussing it, but they had a copy of the letter which went to parents. 41

b) General non-influence

V3. I am not aware of any pressures from any quarter. 42a
H7. I am not aware of any external pressures on me regarding sex education. 42b
K6. I am not aware of any pressure or advice from higher up. 42c
L6. Not aware of any official publications. 42d

H. MAINTAINING THE STATUS QUO:

A2. Sex education was going on at this school when I came and it was done well so I allowed it to continue. 43
M2. Had there not been any sex education here when I arrived I do not think I would have started it. 44
G6. If sex education had not been introduced into the school it would probably not have crossed their minds. But now it is established in the school it would be very hard to get rid of it. 45

OTHER COMMENTS FROM HEADS WITH SEX EDUCATION ON THE CURRICULUM:

A7. There is no specific health education in school. 46
N6. There is no structured health education in the school so it does not form an integral part of that. 47
N2. I am old fashioned and from my family experience with my own children I do not see the need for sex education. 48
I2. Family behaviour ranges from very modest to 'let it all hang out'.
G2. The range of behaviour in families is so different. There is no common ground for teaching. Some would be shocked, unable to understand and others would be so blase.
F2. I did not include it in my previous school as I had doubts that the range of children's knowledge was so varied.
H2. Because of the middle-class nature of my previous school most of the parents were doing their own thing.
J2. The staff and governors of my last school were asked but supported the idea of not disturbing the status quo.
D3. It was introduced into this school but has fallen into disuse and has not been done for three or four years.
I6. I do not consider it an obligation for schools to do.
J7. It's hard not to tell the children too much. If the school did, the parents would oppose and it could cause trouble.
E2. Certain cultural backgrounds (for example, Gypsy/Immigrant) could be unfavourable.

BRIEF DESCRIPTIONS OF THE SEX EDUCATION GIVEN:

B2. The BBC Merry-Go-Round programme is used with the 4th. Years only.
B3. The BBC Filmstrips were used.
B7. We use 'Merry-Go-Round' and 'Living and Growing' with the 4th Years.
A6. They use a video of 'Living and Growing' to the 4th Years and split them up, boys and girls with male and female staff (because of the availability of staff). No 3rd Year sex education.
B6. Lower down in the school the matter is not pushed under the carpet.
D6. A note goes home to say it will take place. Parents may withdraw their children if the wish.
C2. The parents are told by letter that the programmes will be taken. They are invited to see the materials (no one ever has). One or two children per year are opted out, but to do this the parent has to come to see the head.
N3. Decided not to inform the parents beforehand as it made too much of it, after all we don't tell them when we are going to learn about castles.

REASONS FOR EXCLUDING SEX EDUCATION:

A. ARISING FROM THE CHILDREN:

1. Sexual Behaviour Does not Need to be Learnt:
J4. It is not necessary to have sex education in the slums or the third world etc., they seem to manage OK without sex education.
B1. No one has to learn sex. It is inherent. A major drive.

2. Children have little, or no interest, in sex:
G1. Children are not used to talking about sex matters.
D4. On balance, most primary children do not have it as a main element in their lives, sex that is.
D8. As far as my own family experience is concerned, my own children never
asked questions or seemed very interested in sex matters. 62
D8. (cont) and I have never had children approach me on the subject in all the years I have been a teacher. 63
G4. The matter is not dodged at this school, so if and when the matter comes up, it would be dealt with. 64
G4 (cont) But in my whole teaching experience I have never been asked any questions. 65

3. Sex Education Should be Given When They are Older:
I4. It is best left until much later when they are older. 66
G4. It is best to leave children in a state of bliss. 67

4. Sex Education Would Create Developmental and Cognitive Problems:
E8. Children are at all different developmental levels and one could not deal with it to suit all needs. 68
W4. The children are not emotionally capable of understanding what is happening. There would be a mismatch of emotional maturity and physical capability which would lead to problems. 69
N1. The children would have difficulty in understanding it. They are not old enough to appreciate the emotions that go with it. 70
N4. Many sexual ideas may not be suitable and could do more harm than good. 71

5. Sex Education Would Cause Anxiety:
M4. Probably upset more children than it will satisfy. 72
T4. It would cause concern and worry for too many children. 73
L4. It causes a lot of worry for secondary children. Some are worried by the fact that they have to face up to it. 74
L4 (cont) If it causes anxiety at the secondary stage how much more disturbing it will be for primary children. 75
P4. All children may be worried about nuclear warfare etc., you could do a lot of talking about it and still not give them any answers. In fact you could do more harm than good. The same is true of sexual matters. 76

6. Other Problems:
F4. If you introduce it you must have all or nothing and most children do not need all. 77
K8. I think it would stir up trouble with some children and encourage experiment. 78

B. ARISING FROM THE PARENTS:

1. The School Should Not Usurp Parents’ Rights:
L8. No one should presume to prevail upon the rights of the parents. 79

2. Sex is Best Taught at Home:
U4. To teach the subject in school is not the best. It should be done in
the family if possible. 80

U4 (cont) In a lot of families the subject is taboo and so they would not welcome it. 81

D5. My own personal feelings are that it is not practical to include it in the curriculum. It is very much a family matter and should be expressed in a loving family situation. 82

3. The Variety of Moral Attitudes/Values Would Create Problems:

E4. There are so many different moral attitudes among the families that it would not be possible to suit everyone's stance. 83

C5. I am affected by my consumers... Catholic (church) parents and Catholic (church) values. 84

4. Difficulties Would be Created with Parents:

F1. I would be very reluctant to involve the parents. 85

F8. I think it would cause certain difficulties among the parents. 86

5. There is no Demand from the Parents:

R4. No parents have ever requested it. I don't think there is any demand. 87

Y4. I have never started it up as an idea. The parents at this school are very vocal and organised. I feel they would have tried to force the issue if it was so important to them. 88

C. ARISING FROM THE STAFF:

1. The Staff are Unlikely to Want to Teach Sex education:

B8. I have never discussed the matter of sex education with the staff and it has never been mentioned at all. 89

L1. If it were discussed it is unlikely that the staff would want to do it. 90

M1. I cannot imagine any of the staff wanting to do it. 91

Q4. The staff feel the same, but if someone wanted to do it I would not object. I would ask the parents' opinions. No teacher has ever asked me though. 92

2. The Staff Would Feel Uncomfortable:

P1. My main reason for not including it is that the staff would not be comfortable. 93

A1. The major difficulty would be that the staff would feel uncomfortable. (this statement was incorporated with 93)

3. Full Staff Backing Required to Implement Sex Education:

G8. Most of all I would not think of introducing it if I did not have the backing of 100% of the staff. 94

D. ARISING FROM CERTAIN EXTERNAL FACTORS:
1. Religious Reasons:

K5. I think one is very unlikely to see formal sex education in Catholic (church) primary schools. 95
Z4. I can see that the church schools might have particular problems. 96
I5. Need to get over the inbuilt reticence of the Catholic (church) community. 97
L5. There is no positive pressure from the church to recommend sex education. 98
L5(cont) There are some progressive pockets of influence but not coming from people who have, or are in power (nor will they ever be). 99

2. Other External Reasons:

a) LEA - School Governors etc:

S1. I am not aware of any official advice on the subject. 100
G1. I do not think the governors would exert influence one way or the other. 101
I8. I don't think the governors would support it. 102
J5. The governors would need to be 'educated' regarding sex education. 103
H5. The attitudes of the hierarchy (governors and Diocese) would have a restraining influence on its introduction. 104

b) General Influence and Research:

A4. I don't know of any research which overwhelmingly supports sex education. 105
X4. I am not aware of any outside pressures to pursue this topic. 106
M5. Nor am I aware of any pressure from the secular camp yet, or if there is any pressure, I am not aware of it. (integrated into 106)

E. INAPPROPRIATE FOR PRIMARY EDUCATION:

C1. It is not regarded as an ordinary part of the normal primary school set-up. 107
C8. I don't think it fits in with the normal primary curriculum. 108
J8. Some areas are very private and should not be considered at school. 109
V4. The subject of sex is individually developed and not suited to class teaching. 110

F. REASONS PERSONAL TO THE HEAD:

B4. My own feelings are based on a hunch. 111
K4. You get feed-back from your own family and experience as to whether it's needed or not. 112
H3. It is a topic which I feel I could not deal with and tell children. 113
H3(cont) ...and I would be very reluctant. Personally I would not want it in my school. 114

G. REASONS ARISING FROM THE HEAD'S POSITION OF INFLUENCE (POWER):
Appendices Page 51

T1. Heads can hinder or promote certain developments. 115
U1. Before one could decide one would need a lot of information, 116
U1 (cont) heads make 'good' excuses which they then try to build into valid reasons. 117

H. REMARKS CONCERNING HEALTH EDUCATION:

A5. No formal sex education on the timetable. (118 and next also)
B5. Not integrated into other areas or connected to the curriculum but where it comes in as a logical extension of a subject area, e.g. religion, the staff know they can continue in a limited way. 118
I1. Sex education is not included in the curriculum but occasionally topics on a TV series might include some sex education. 119
AA4. Health education does not form part of our regular curriculum. 120
A8. There is no health education at this school as part of the regular curriculum. (integrated into 120)
J1. Do not have a health education course. If we had health education sex education would form part of it. 121

OTHER COMMENTS FROM HEADS WITH NO SEX EDUCATION ON THE CURRICULUM:

H1. What do you mean by sex education? (integrated into 122)
C4. There is no common understanding of what constitutes sex education. 122
E5. I know not all families can do this. 123
F5. If families can't do this, we should. It should not be left to the secondary school. 124
G5. It would have to be built in from a very early age, a little bit at a time. 125
H4. If sex is just taught factually it does not give proper moral guidance. 126
E1. If concerned about a particular child's problem we would contact the parents. 127
K1. The possibility of having sex education has never arisen nor has it ever been discussed. 128
S4. If the parents or staff were to request it I think I would agree but it would still go against my gut feelings. 129
D1. The amount of knowledge available these days is so vast, you can't hope to cover it all. The head and teachers have to choose. What you choose you must believe in, that way the teacher teaches best. 130

ADDITIONAL COMMENT:

Q1. If part of a survey, would prefer not to be interviewed.
R1. Would rather answer a questionnaire.
6.3 REPORT ON PILOT STUDY STAGE 1
AND PILOT STUDY STAGE 2 CHECK-LIST

1. COVERING LETTER TO PILOT STUDY RESPONDENTS FOR SECOND PHASE

2. BRIEF REPORT OF PHASE ONE OF THE PILOT STUDY FOR RESPONDENTS' INFORMATION

3. COMBINED CHECK LIST OF ALL STATEMENTS FROM ALL PILOT STUDY RESPONDENTS (FIRST DRAFT)

1. The covering letter asks heads to consider the total range of statements generated, as a second phase to the Pilot Study.

2. The brief report had been promised to respondents as part of the feedback.

3. The check list which follows is the initial check list sent in the second phase of the Pilot Study, to all respondents who had generated the statements listed in the verbatim interview records in Section 6.1. The statements may have been slightly modified or adjusted to facilitate better sense or meaning, but are essentially an accurate re-presentation of all statements given.

The order in which they are placed follows the order in which they are listed in Section 6.2, and the numbers at the end of the statements in Section 6.2 are used to indicate this.

This combined list of original statements forms the basis for a first draft of a list of statements from which the final list will be developed.
You will recall a little while ago that you very kindly explained to the parents you have for either including or excluding sex education on or from the curriculum of your school. When I wrote to you I said that I would, if you have some feedback of the information I had forwarded and so I am pleased to send you an analysis of all the reasons and remarks that were made by the Heads I spoke to.

I approached eight Junior and Junior and Infant Heads, all of whom very kindly agreed to respond. They are all from the Hartford/Smealley area, and as you will see some include sex education and others do not.

I enclosed analysis includes every response made by all the Heads, so you will probably recognize some or all of yours. The responses were typed without alteration, except that for the sake of clarity I have sometimes had to substitute pronouns with the appropriate nouns.

In the analysis I have arranged the responses into the two main groups of 'For' and 'Against' sex education and put the responses in each group under broad category headings, (but not every response fits strictly into such category).

Now that some time has passed since we met and you have the opportunity of seeing the whole range of replies I would be very interested and grateful if you would be good enough to extend the help you have already given me just one final stage, by ticking off your responses to all the replies on the complete list.

I felt that you might appreciate an opportunity to give a more considered response this time, rather than the earlier, more immediate 'off the cuff' answers of the original occasion. It may be that with weight, and upon reflection, you might wish to modify or refine your earlier responses, and the fact that you are seeing the reasons you gave by other Heads, might trigger further ideas from you on the subject.

I really would value this extra information, if you could spare the time, and in ensuring you that your response is made completely confidentially, I can also say that I will not be asking you to respond any further in this matter, as I feel I have already taken such a lot of your valuable time. If when replying you feel you wanted to enlarge your answers or add any further comments please feel free to do so.

I would be particularly interested if you decided to give any other reasons which come to mind in addition to your earlier ones, please feel free to use the back of the check lists to write any other reasons you care to make.

I have enclosed a second set of reasons (identical to these on the check list, but in a slightly different format) for you to keep, I hope you will find it of interest.

cont’d………..

In addition to the analysis of the reasons given, I felt that you might be interested in some of the general points arising from the data collected (see attached).

I do hope that you will be good enough to complete the enclosed check-list. I will call in at your school once time after to collect it.

Once again, many thanks for the time and effort you have put into responding to the questionnaires. I have greatly appreciated your help.

Yours very sincerely,

Roy Fidge
In three of the eight schools represented there was some form of sex education.

In those three schools the sex education is given to the 4th Year pupils only.

In seven out of eight schools there was no organised health education on the curriculum.

Nearly all the reasons both 'For' and 'Against' sex education fell into the following main categories:

- Reasons related to the CHILDREN
- PARENTS
- STAFF
- CERTAIN EXTERNAL FACTORS
- PERSONAL REASONS
- HEAD'S POSITION OF INFLUENCE.

Most of the reasons that were given, fell into categories that could be compared. When this comparison was made, it could be seen from the following diagram that a very similar pattern of response was evident both from those Heads who do not include sex education and those who do.

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Totals

% of own category

6. It will be seen that the first three categories on both sides are in the same order and of similar percentages.

7. The triangular interaction of Children/Parents/Staff, which might be considered the representation of those people central to the education process in the Junior school, contains well over 80% of all the total comparable reasons given (65% For: 85% Against).
REASONS FOR INCLUDING SEX EDUCATION

1. At the Primary level the children will only need to be told the physical facts.
2. The children need to know the physical facts before they leave Junior school.
3. Sex information is an important part of a fourth year child's knowledge.
4. Children have so many false ideas about sex.
5. I overheard fourth year children talking about sex and some of what they said was wrong, misinformed or misguided, so we felt we needed to correct this.
6. Anyone who says junior children do not need sex education have obviously never overheard their sex talk and jokes.
7. Children need reliable sex information at school in order to counter or balance that which comes from older brothers or sisters and the media.
8. Children need to communicate about sex values in a clear, simple, reliable way.
9. Older children at Primary School will need to discuss sex/moral topics.
10. Children find it hard to ask their Parents about sex.
11. Children are too shy to ask their teachers.
12. Children will not be upset by the sex programmes which are used.
13. They are unlikely to be worried by talking about sex.
14. Children do not respond to sex information in the same way adults do.
15. The general feeling is that parents would like the school to do sex edn.
16. The parents want it included on the school curriculum.
17. A parents' meeting at a previous school showed they were all in favour of it.
18. Sex education should be included because most people want the widest possible education for their children.
19. Sex education is appreciated by the parents.
20. The parental response to sex education is encouraging.
21. It really is the parents' job but they shy off it.
22. Many parents can't or won't tell their children about sex.
23. Many parents do not like discussing sex with their children and it is one of the roles the school is taking on.
24. It is something the schools should deal with because many parents are not ideal at helping their children.
25. When parents know it is dealt with in school it makes it easier for them to communicate with their children.
26. Staff are broadly supportive of the idea of sex education.
27. Teachers feel a need for sex education at the chalk face.
28. The teachers decided to take it with the fourth years and the regular class teacher would take the lessons.
29. All the staff agree with sex education for the fourth year children.
30. Staff might regard it as a chore and have to be requested to do it.
31. The sort of personal/family problems a head teacher advises on is a reason why schools should do sex education.
32. The social conditions of an area is a factor in deciding to include sex edn.
33. Sex education must be OK for Junior schools or the BBC would not have produced the programmes/materials.
34. Even though my own children did not ask the sort of questions I was expecting, I still felt they needed to be told, and this also applies to the children at my school.
35. As a parent myself I saw the need to do what I could to see the children at school were properly informed.
36. My feelings to include sex education are based on my family experience.
37. I would introduce sex education in spite of the staff if necessary.
38. The introduction of sex education in the school was promoted by me.
The comments below were all made by Heads who were in favour of sex education and/or had it on their curriculum. They do not necessarily provide reasons for including sex education, but are either descriptive or, in some cases, reasons against. Nevertheless please continue to respond to them as before wherever possible.

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<th>Own Comment</th>
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39. I have no idea of Kent's position regarding sex education in schools.
40. There was no pressure upon me to introduce sex education from:
   a) The school Governors.
   b) The Local Education Authority
   c) The Divisional Education Officer.
41. I have not discussed sex education with the school Governors.
42. I am not aware of:
   a) Any pressure to implement sex education from any quarter.
   b) Any external pressures upon me regarding sex education.
   c) Any pressure or advice from 'higher-up'.
   d) Any Official publications on the subject.
43. Sex education was going on at this school when I came and it was well done so I allowed it to continue.
44. Had there not been sex education here when I arrived I do not think I would have started it.
45. If sex education had not been introduced into the school it would probably not have crossed the children's minds. But now it is established it would be very hard to get rid of it.
46. There is no organised health education in this school.
47. There is no structured health education in the school so sex education does not form an integral part of that.
48. I am old fashioned and from my family experience with my own children I do not see the need for sex education.
49. It is very difficult taking sex education as family behaviour ranges from very modest to 'let it all hang out'.
50. The range of behaviour in families is so different. Some children would be shocked by sex education, unable to understand, and others would be blase.
51. I did not include sex education in my previous school as I had doubts that the range of children's knowledge was so varied.

52. Sex education is not necessary with a middle-class neighbourhood as most of the parents do their own.

53. The staff and Governors at my last school wanted to leave well alone and not introduce it.

54. I did introduce it but it has fallen into disuse and has not been done for the past three or four years.

55. I do not consider that schools have an obligation to take sex education.

56. If you have sex education it is hard not to tell the children too much. If you did the parents would be opposed and cause trouble.

57. Certain cultural backgrounds (eg, Gypsy/Immigrant) could be unfavourable to introducing sex education.

REASONS AGAINST INTRODUCING SEX EDUCATION

58. It is not necessary for children to have sex education, after all they manage quite well without it in the slums and the Third World.

59. No one has to learn about sex. It is inherent - a major drive.

60. Children are not used to talking about sex matters.

61. On balance Primary aged children do not have sex as a main element in their lives.

62. From my own family experience my own children never asked about sex or seemed very interested in it.

63. I have never had a single child approach me on the subject in all the years I have been a teacher.

64. We do not dodge the issue at this school, so if and when the matter came up, it would be dealt with.

65. But in my whole teaching experience I have never been asked any questions.

66. Sex education is best left until the children are older.

37. It is best to leave the children in a state of bliss.
68. Children are at different developmental levels and one could not deal with sex education to suit all needs.

69. Children are not emotionally capable of understanding what is happening. There would be a mismatch of emotional maturity and physical capability which would lead to problems.

70. The children would have difficulty in understanding. They are not old enough to understand the emotions that go with sex.

71. Many sexual ideas may not be suitable for children and could do more harm than good.

72. It would probably upset more children than it would satisfy.

73. It would cause concern and worry for too many children.

74. It causes a lot of worry for children at the secondary stage, some are worried by fact that they have to face up to it.

75. If it causes anxiety at the secondary stage how much more disturbing it will be for primary children.

76. All children may be worried about nuclear war etc. You could do a lot of talking about it and still give no answers, in fact you could do more harm than good. The same is true of sexual matters.

77. If you introduce sex education you must have all or nothing and most children do not need all.

78. I think it would stir up trouble with some children and encourage them to experiment.

79. No one should presume to prevail upon the rights of the parents.

80. School is not the best place to teach about sex. It should be done in the family if possible.

81. In a lot of families the subject of sex is taboo so they would not welcome the idea of dealing with their child in.

82. My own personal feelings are that it is not practical to include it on the curriculum. It is very much a family matter and should be expressed and explained in a loving family situation.
83. There are so many moral attitudes among the families that it would not be possible to suit everyone's stance.

84. I am affected by my consumers - church parents and church values.

85. I would be very reluctant to involve the parents.

86. I think it would cause certain difficulties among the parents.

87. The parents have never requested sex education. I don't think there is any demand.

88. The parents at this school are very vocal and organised. I feel they would have tried to force the issue of sex education if it was so important to them.

89. I have never discussed the matter of sex education with the staff and they have never mentioned it at all.

90. If sex education were discussed it is unlikely the staff would want to do it.

91. I cannot imagine any staff wanting to do sex education.

92. If a teacher wanted to do it I would not object. No teacher has ever ask me though.

93. My main reason for not including sex education is that the staff would not be comfortable.

94. Most of all I do not think I could introduce sex education if I did not have the backing of 100% of the staff.

95. I think one is very unlikely to see sex education in church primary schools.

96. I can see that the church schools might have particular problems in introducing sex education.

97. In order to introduce sex education in church schools you would need to get over the inbuilt reticence of the church community.

98. There is no positive pressure coming from the church to recommend sex education.

99. There are some progressive pockets of influence in the church for sex education but not coming from the people who have, or are in, positions of power.
100. I am not aware of any Official advice on the subject.
101. I do not think the school Governors would exert influence one way or the other about having sex education on the curriculum.
102. I do not think that the school Governors would support sex education.
103. In order to introduce sex education the school Governors would need to be 'educated' regarding it.
104. The attitudes of the hierarchy (Governors and Diocesan Officers) would have a restraining influence on the introduction of sex education.
105. I don't know of any research which overwhelmingly supports sex education.
106. I am not aware of any outside pressures to pursue sex education in the Primary school.
107. Sex education is not regarded as an ordinary part of the normal Primary school set-up.
108. I don't think it fits in with the normal Primary Curriculum.
109. Some areas (topics) are very private and should not be considered at school. This applies to sex education.
110. The subject of sex has to take account of individual development and is not suited to class teaching.
111. My own feelings on the matter of excluding sex education are based on a hunch.
112. You get feedback from your own family and experience as to whether sex education is needed or not.
113. Sex education is a subject which I feel I could not deal with and tell children.
114. Personally I would be very reluctant to introduce it and I would not want it in my school.
115. Head Teachers can hinder or promote certain developments.
116. Before one decided to introduce sex education one would need a lot more information about it.
117. Heads make 'good' excuses which they then try to build into valid reasons.

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Further Comment
118. There is no formal sex education on the timetable but the staff know that if some sex question comes in as a logical extension of some subject area e.g. Religion, they can deal with it in a limited way.

119. Sex education is not on the curriculum but occasionally topics are dealt with on TV series which might include such details.

120. Health education does not form part of our regular curriculum.

121. We do not have health education course, if we had, then sex education would form part of it.

The comments below were all made by Heads who do not agree with sex education in the Primary school. The comments were not given as reasons for their position, either because they do not support that position, or simply because they were descriptive details or remarks made in passing. If you can respond to them in the same way you have the other responses, please do.

122. There is no common understanding of what constitutes sex education.

123. I know that not all families can sex-educate their children.

124. If families cannot do it, we should, it should not be left to the secondary sch.

125. Sex education would have to be introduced at a very early age and built up a little bit at a time.

126. If sex is just taught factually it does not give proper moral guidance.

127. Although we do not have any sex education, if we were worried about a particular child's problem we would contact the parents.

128. The possibility of having sex education at this school has never arisen nor has it ever been discussed.

129. If parents or staff were to request it I think I would agree, but it would still go against my gut feelings.

130. The amount of knowledge available these days is so vast you can't hope to cover it all. The Head and teacher has to choose. What you choose you must believe in, that way the teacher teaches best.
APPENDIX 7 PREPARING THE FINAL LIST OF STATEMENTS FOR THE QUESTIONNAIRE

7.1 LIST OF ADDITIONAL STATEMENTS FOR CONSIDERATION

After the interviews were conducted for the original Pilot Study the statements which that process generated were set out and considered. Some elements of influence which were evident in the literature or which seemed from my personal experience to be likely to affect decisions, had not been touched upon. Some of the original statements reflected a concept which might have been influential, but would be better expressed in another way.

The list below represents additional statements from various sources which might reflect ideas from the original statements but are new to that first body of statements. They are a first attempt to construct a list of approximately 70 - 80 statements, covering a wide scope of possible influence, with a balance of 'positive', 'negative' and neutral statements, having in mind the aims for the final questionnaire.

The list also incorporates several 'paired' or similar statements aimed at checking consistency of response.

The references in round brackets ' (see 24)' after the statements apply to other statements in this list. Those in the square brackets refer to statements:

a. In the original list '1st draft (original)' - Appendix 6 (6.3).
b. In the augmented '2nd draft' - Section 7.2.
c. In the edited '3rd draft' - Section 7.3.

The statements in this current list are not necessarily an exact reflection of any of the statements referred to. In some cases there will be a similarity, in others, part or parts of the statements might agree, while in others it might be a direct opposite of a former statement, but in each case, some relationship exists.

LIST OF STATEMENTS

1. It is confusing for children in the junior school to be asked to consider controversial issues. (1st draft (original) 76; 2nd draft 76)

2. The idea of a Core Curriculum makes the introduction of sex education more difficult. (see 8) (2nd draft V; 3rd draft 22)

3. I have never (not yet) been able to find enough "spare" money from my per capita allowances to be able to introduce sex education. (see 55) (2nd draft V; 3rd draft 57)

4. I don't agree with sex education because there is already too much sex in our society at present. (3rd draft 1)

5. Learning about sex will help children cope with many of the problems they will encounter in our society. (3rd draft 12)
6. As our society becomes more multi-cultural it is becoming less appropriate to offer sex education in school. (see 18) [1st draft (original) 57; 2nd draft 57, U; 3rd draft 9]

7. Children get enough sex information from the mass media, so they really don't need any more in school. [1st draft (original) 7; 2nd draft 7, R; 3rd draft 18]

8. Present political pressure on the curriculum acts against the introduction of sex education. (see 2) [2nd draft HH, U; 3rd draft 21]

9. In a recent report Her Majesty's Inspectorate were not in favour of sex education in the junior school.

10. None of the national foundations (Nuffield, NFER, etc.) has undertaken any research into sex education for junior age pupils.

11. The Schools Council's work in health education supports the inclusion of sex education at the junior level.

12. I received no advice or training concerning sex education for junior children from my teachers' training course.

13. I'm not aware of any college or university course having been arranged to promote sex education. [2nd draft 105; 3rd draft 25]

14. My professional organisation (please state ............... ) has published guidelines for junior sex education. (see 73)

15. I have read articles in support of junior sex education in various teachers' publications. [1st draft (original) 105; 3rd draft 27]

16. The main broadcasting authorities promote sex education for 7-11 yr olds. [1st draft (original) 33; 2nd draft 33; 3rd draft 17]

17. Most Christian denominations stress that sex education should be given at home and not in the school. [1st draft (original) 80, 82; 2nd draft 80, 82; 3rd draft 72, 73]

18. The following religious groups oppose sex education in schools: Muslims: Jews: Hindus: Sikhs: (see 6) [1st draft (original) 57; 2nd draft 57; 3rd draft 9, 10]

19. The Kent Education Authority (or whatever authority the Q is used in) has no guidelines for primary school sex education. (see 21) [1st draft (original) 39; 2nd draft 39; 3rd draft 31]

20. Since The Education Act 1986, the headteacher has been responsible for deciding whether or not to have sex education in her/his school.

21. The promotion of sex education by the LEA confirms its acceptability on the primary curriculum. (see 19) [3rd draft 30]
22. Kent (or whatever LEA) does not have an Adviser with responsibility for health and sex education. (see 57) [2nd draft BB; 3rd draft 29]

23. As far as I am aware there have been no INSET courses regarding the implementation of sex education in junior schools. [2nd draft CC; 3rd draft 32]

24. In coming to a consensus on the decision about sex education, the governors did not consult me. (see 69) [2nd draft Z; 3rd draft 46]

25. At this school the governors decided to exclude specific sex education. (see 69) [1st draft (original) 53; 2nd draft 40b; 3rd draft 48]

26. The governors have not discussed sex education. (see 69) [1st draft (original) 102; 2nd draft 102]

27. I always encourage staff to follow-up any ideas and topics in which the children have shown an interest.

28. Certain aspects of sex education might well encourage premature sexual activity. [1st draft (original) 78; 2nd draft 78; 3rd draft 3]

29. Without sex education it is impossible to provide adequate anti child-abuse teaching. (see 30) [3rd draft 15]

30. Sex education alone will not protect a child against sexual abuse or assault. (see 29)

31. Only the teacher can decide what sex information is appropriate for the child to know. [1st draft (original) 130; 2nd draft 130]

32. These days, many children between 8-10 know something about intercourse, abortion, condoms and prostitution. [2nd draft B; 3rd draft 76]

33. Generally, girls are better informed about sex matters than boys, at the junior age. [2nd draft A; 3rd draft 75]

34. The age of the menarche is gradually becoming younger. [2nd draft C; 3rd draft 93]

35. Healthy adult living requires some form of sexual activity. [2nd draft I; 3rd draft 4]

36. It is quite common for junior aged boys and girls to masturbate. [2nd draft D; 3rd draft 94]

37. If we are going to overcome the AIDS problem, children will need to learn about sex as early as possible. [3rd draft 16]

38. 30% of all females today had sexual intercourse before the age of 16. (see 71) [2nd draft J; 3rd draft 6]
39. 45% of teenage boys see nothing wrong with sexual intercourse before marriage. (see 71) [2nd draft J; 3rd draft 6]

40. The sort of sex education in secondary schools today encourages perversion and promiscuity. [2nd draft H]

41. Parents' permission (approval?) should not be sought for sex education, any more than it is for other curriculum areas. [1st draft (original) 17, 85; 2nd draft 17, 85; 3rd draft 60, 64]

42. I would not want to tell a mixed class of children about sex matters. [1st draft (original) 113; 2nd draft 113; 3rd draft 36]

43. Gay teachers should not be allowed to teach sex education. (see 68)

44. If you practice a religion it will affect you from giving neutral sex information. [2nd draft V; 3rd draft 8]

45. Talking to children about sex would adversely affect the relationship I have with them.

46. Children with low intelligence would not benefit from sex education.

47. All sex educators should be married. (see 68)

48. Sex education interferes with the privacy of the family. [1st draft (original) 109; 2nd draft 109; 3rd draft 70]

49. Only normal heterosexual behaviour should be taught in sex lessons.

50. Sex education should start in the Infant school, or earlier. [1st draft (original) 125; 2nd draft 66, 125;]

51. The school governors don't know any more than I do about sex education, so any decisions they make are likely to be ill-informed. [2nd draft Y; 3rd draft 45]

52. Sex matters must be taught only within a Christian framework.

53. Headteachers have all the sexual prejudices of the society in which they live.

54. One of the factors that influenced my decision was my understanding of the needs of the community, served by the school. [1st draft (original) 32; 2nd draft 32; 3rd draft 35]

55. I am able to determine what funds shall be available for resources and equipment to support or develop the curriculum. (see 3) [2nd draft V]

56. No one on my staff has specific responsibility for health or sex education.

57. As far as I know there is no local Inspector specifically responsible for health education. (see 22) 2nd draft BB; 3rd draft 29]
58. No teacher has ever asked me to consider introducing sex education into the curriculum. [1st draft (original) 89; 2nd draft 89b]

59. From time to time I have had to put my foot down and stop certain ideas with which I did not agree.

60. In appointing staff I would naturally want teachers who shared my educational outlook.

61. If staff are not interested in certain developments, it is very hard to get those changes implemented. [1st draft (original) 30]

62. I would not want to pursue any policy at school which was likely to bring us into conflict with others.

63. It is no good us undertaking curriculum matters which are going to be duplicated in the schools the children will go to.

64. Although most parents agree with sex education, problems arise when deciding what to include. [1st draft (original) 86; 3rd draft 65]

65. The fact that teachers are in loco parentis, does not entitle them to assume the role of the parents in giving sex information. [2nd draft 1; 3rd draft 53]

66. As I am accountable for the conduct of the school I can only permit such activities as I can justify.

67. The family atmosphere in the Primary School makes it easy to implement sex education. [2nd draft 0; 3rd draft 58]

68. The age, sex, and marital status of teachers are irrelevant to their ability to work with children in sex education. (see 43, 47) [3rd draft 55]

69. In coming to a view regarding sex education, governors will rely heavily on the opinions of the head. (see 24) [2nd draft 2; 3rd draft 46]

70. Sex education should be established as an integral part of the school's Health and Personal Development strategy. [1st draft (original) 47; 2nd draft 47; 3rd draft 59]

71. Many young people no longer regard sex as being sanctioned and approved only in marriage. (see 38, 39) [2nd draft J; 3rd draft 6]

72. Childhood should be a carefree time of innocence and sexlessness, protected and preserved as long as possible. [1st draft (original) 67]

73. My Teachers' Union (state...) has not issued any advice on sex education for primary children. (see 14)

74. This is what I say about sex education in my school introductory booklet: (Please quote).
7.2 SECOND DRAFT OF THE LIST OF STATEMENTS

This list comprises:

a. 114 statements from the original 130 (see Appendix 6) which remained for consideration after the analysis of the second stage of the pilot study. These are in the same order as found in the check list which was sent to the heads in the second stage of the pilot study (Appendix 6 Section 6.3) and are identified by the numbers of each statement used in the original check-list. The numbers in brackets after some statements refer to the appearance of these statements in the third draft of the list which is given in Section 7.3.

b. 34 extra statements from other sources. These are identified by the use of letters, A, B, C etc. and AA, BB, etc (see Section 7.1).

c. 12 alternatives, to statements already used. These are set out immediately after the initial statements, and numbered in brackets at the beginning of each statement.

d. 15 references to existing statements which need to be considered, and which are similar to others, already included.

In the list which follows there are 175 statements (including alternatives and cross references) which will be considered for inclusion in the final list of statements.

About 75 - 80 statements are thought to represent the optimum number of statements for the final list. Those below have been reconsidered and 94 have been selected to form an interim list of statements to form a third draft of the List of Statements. The statements chosen for this list are identified by a number in brackets at the end of the relevant statements. This number marks the order they are in for the third draft (Section 7.3).

FIRST DRAFT OF 175 STATEMENTS, REFERENCES AND ALTERNATIVE STATEMENTS

Statements from Heads with Sex Education:

Children:

1. Children need to know the physical facts before they leave the primary school. (74)
2. [see 1]
3. Sex information is an important part of a child's knowledge. (78)
4. Children have many false ideas about sex. (77)
6. Anyone who says primary children do not need sex education have obviously never overheard their sex talk and jokes. (81)
7. Children need reliable sex information at school in order to counter-balance that which comes from the media. (19)
8. Children need to communicate about sex values in a clear, simple, reliable way. (80)
9. Older children at primary school need to discuss sex and moral topics. (79)
10. Children should receive sex education in school because they find it hard to talk to their parents about sex. (83)
11. Children are not too shy to ask their teachers about sex. (84)
12. Most children will not be upset by the programmes which are used.
13. Primary age children are unlikely to be worried by talking about sex. (82)
14. Children do not respond to sex information in the same way adults do. (85)
15. The general feeling is that parents would like the school to do sex education. (66)
16. It is preferable to consult parents over whether or not to implement sex education. (60)
17. If consulted, most parents would be in favour of sex education in the primary school. (61)
18. Most parents want the widest education for their children which should include sex education.
19. Sex education is appreciated by the parents. (67)
20. The parental response to sex education is encouraging.
21. Sex education is really the parents' job, but they shy off it. (69)
22. Many parents can't or won't discuss sex with their children.
23. Schools should deal with sex education because many parents are not ideal at helping their children. (68)
24. When parents know sex education is dealt with in school, it makes it easier for them to communicate with their children. (63)

### Staff - School:

26. Staff are broadly supportive of the idea of sex education. (52)
27. Teachers feel the need for sex education at the chalk face.
28. The regular class teacher should take the sex education lessons. (51)
29. All staff agreed with sex education for the fourth year children.
30. The age, sex and marital status of teachers are irrelevant to their ability to work with children in sex education. (55)
31. The family atmosphere of a primary school makes it easy to implement sex education. (58)
Society - Community:

31. The sort of personal/family problems a headteacher advises on is a reason why schools should do sex education. (13)
32. One of the factors that influenced my decision concerning sex education was my understanding of the needs of the community, served by the school. (35)
33. Sex education must be OK for primary schools or the BBC would not have produced the programmes and materials. (17)
34. Sex education will not encourage premature sexual activity. (3)
35. Healthy adult living requires some form of sexual activity. (4)
36. Many young people no longer regard sex as being sanctioned and approved only in marriage. (6)
37. Learning about sex will help children cope with many of the problems they will encounter in our society. (12)
38. Society benefits from responsible sexual attitudes and decision making. (14)
39. Without sex education it is impossible to provide adequate anti child-abuse teaching. (15)
40. If we are going to overcome the AIDS problem, children will need to learn about sex as early as possible. (16)

External Pressures:

41. I have read articles in support of primary sex education in various teachers' publications. (27)
42. The promotion of sex education by some LEAs confirms its acceptability on the primary curriculum. (30)

Personal to the Head:

43. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex. (40)
44. From experience with my own children I do not see the need for sex education in the primary school. (41)
45. You get feedback from the children in your own family as to whether sex education in school is needed or not. (42)

(34 - 36 alternative) a) Whether or not children ask questions about sex, I still feel the need to be told during their junior school career.
   b) From my experience (either as a parent and/or dealing with children in class) I see a need for all children to be properly informed about sex, in school.
46. I would introduce sex education in spite of the staff if necessary. (44)
47. The introduction of sex education in the school was promoted by me. (38)

Comments from Heads with Sex Education:

LEA - Governors:

48. I have no idea of Kent's position regarding sex education in schools. (31)
40. There has been no pressure upon me to introduce sex education from the:
   a) Local Education Authority. (28)
   b) Governors.
   c) Divisional Education Officer.
   d) 'Higher-up'.
   e) Any external quarter.
   f) Official publications.
41. [see 40]

School and Curriculum Matters:

43. Sex education was on the curriculum before I was appointed head.
45. Children do not think about sex unless they have sex education at school. (89)
46. There is no health education at the school.
47. Sex education should be established as an integral part of the school's Personal Development Policy. (59)
48. [see 34]
49. Sex education in the primary school is inappropriate due to the wide range of sexual behaviour in individual families. (71)
50. Some children would be shocked by sex education. (90)
51. Difficulties arising from the wide range of children's knowledge will make sex education inappropriate.

Society:

52. Sex education is not necessary in a middle to upper class neighbour-hood, as the parents will do their own. (11)
55. There is an obligation to have sex education in school.
56. In sex education it is hard not to tell the children too much which would create trouble with the parents.
57. As our society becomes more multi-cultural, it is becoming less appropriate to offer sex education in school. (9)
Q. Sex education should not be introduced into schools with mixed ethnic groups. (10)

Statements from Heads without Sex Education:

Children:

58. Children in the slums and the Third World manage without sex education
59. Because sex is inherent and a major drive, no one has to learn about it. (2)
R. Children get enough sex information from the mass media, so they really don't need any more at school. (18)
61. Children below the age of 11 are not interested in sex. (83)
62. [see 34]
63. No child has ever asked me about sex.
(63 and 65 'alternative) In all my teaching experience I have (a. never b. rarely c. occasionally d. frequently) been asked sex questions.
64. If the matter came up at school, we would deal with it.
65. [see 63]
66. Sex education should not be left until the secondary school. (86)
67. It is best to leave the children in a state of bliss.
68. Children are at different developmental levels so it would be hard to meet all their needs.
69. The children are not emotionally mature enough to understand about sex.
70. [see 69]
71. Many sexual ideas are unsuitable for children and would do them harm. (92)
72. Sex education would probably upset more children than it would satisfy. (91)
73. Sex education would cause concern and worry for too many children.
74. Discussing topics of major concern will not necessarily provide firm answers and could do more harm than good.
75. Sex education would stir up trouble with some children and encourage them to experiment. (97)

Family/ Parents:

79. Introducing sex education into the primary school presumes upon the rights of the parents.
80. School is not the best place to teach about sex. It should be done in the family if possible. (72)
81. In many families the subject of sex is taboo so they would not want their children to learn about it in school.
82. It is not practical to include sex education on the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation. (73)
83. Different moral values would be hard to address.
84. I am affected by my consumers - parents and their values.
85. I would be very reluctant to involve the parents in sex education decisions. (64)
86. Sex education could cause certain difficulties among the parents. (65)
87. [see 88]
88. Parents can be very vocal and organised, therefore if the issue of sex education was so important to them they would insist that it be included on the curriculum. (62)

Staff - School:

89. a. I have never discussed sex education with the staff.
   b. The staff have never mentioned sex education to me.
90. If sex education were discussed it is unlikely the staff would want to do it. (50)
91. [see 90]
92. If a teacher wanted to teach sex education I would not object. (49)
93. I can't imagine the staff feeling comfortable about sex education.
94. I would not introduce sex education unless I had 100% backing from staff. (54)
95. The introduction of sex education should not be considered unless the staff have had adequate training. (24)
96. The fact that teachers are in loco parentis does not entitle them to assume the role of parents in giving sex information. (53)
97. The National Curriculum makes the introduction of sex education more difficult. (22)
98. I have not been able to find enough spare money to support the introduction of sex education. (57)
95. It is unlikely that there will be sex education in church primary schools.

96. Church schools might have particular problems in introducing sex education.

97. In order to introduce sex education into church schools you would need to get over the inbuilt reticence of the church community.

98. The more religious you are, the more conservative you will be about sex. (8)

99. There is no positive pressure coming from the church to implement sex education. (34)

100. Any progressives in the church who want sex education are not in positions of power or influence.

101. I think the governors would be neutral over sex education.

102. I think the governors would not approve of sex education.

103. In order to introduce sex education the governors would need 'educating' regarding it. (47)

104. Governors' attitudes would have a restraining influence on the introduction of sex education. (48)

105. I am not aware of any Official publications on the subject. (23)

106. I am not aware of any Official publications on the subject. (23)

107. Sex education is not regarded as part of the normal primary curriculum. (21)

108. Sex education does not fit in with the normal primary curriculum. (56)

109. Sex education does not interfere with the privacy of the family. (70)

110. Sex is too private and personal a topic to be considered at primary school. (7)

111. (transferred to next section)

112. (see 34)

EE. Present political pressure on the curriculum acts against the introduction of sex education. (21)

FF. Sex education is unnecessary because there is already too much sex in our society at present. (1)

GG. Knowing about sex won't help you get on in this world. (5)

HH. It is wrong for sex education to be promoted by a commercial concern. (20)
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Personal to the Head:

111. My own feelings of excluding sex education are based on a hunch.
113. Sex education is an area which I think I could deal with. (36)
114. I would prefer not to have sex education in my school. (37)
115. A headteacher can personally hinder or promote the introduction of sex education into her/his school. (43)

Comments from Heads without Sex Education:

116. Before considering sex education one would need a lot more information about it.
117. In order to exclude sex education from the curriculum, heads make 'good' excuses which they then try to build into valid reasons.
118 - 119. If we had health education, sex education would form part of it.
120. We have no formal sex education but if the topics come up it can be dealt with in a limited way.
121. We do not have sex education but some aspects of it are included in the television programmes we take.
122. There is no common understanding of what constitutes sex education.
124. [see 66]
125. To be successful sex education must be introduced at an early age and developed gradually.
126. Sex education must include factual and moral teaching.
127. If we considered that a child had any kind of a sexual problem, we would always refer it to the parents.
128. The possibility of sex education has never been discussed at this school.
129. I am personally opposed to sex education in the primary school. (39)
130. There is too much knowledge to teach, so choices have to be made, and sex education is not one of them.

7.3 THIRD DRAFT OF THE LIST OF STATEMENTS

The third revision of the total 175 statements and references/alternatives etc. (see Section 7.2) resulted in the reduction to the 95 statements given below. These statements have references in brackets after each one, linking them with the original check list (‘1st draft’ - see Appendix 6 Section 6.3) the list of Additional Statements (‘Additional’ - see Section 7.1) and/or the Final List of Statements (‘Final List’ - see Appendix 8). The fourth, and final revision, resulting in 83 statements and forming the Final List of Statements is given in Appendix 8.

LIST OF STATEMENTS

1. Sex education is unnecessary because there is already too much sex in our society at present. (Additional 4; Final List 50)
2. Because sex is inherent and a major drive, no one has to learn about it. (1st draft 59; Final List 51)
3. Sex education will not encourage premature sexual activity. (1st draft 78; Additional 28; Final List 52)
4. Healthy adult living requires some form of sexual activity. (Additional 35; Final List 53)
5. Knowing about sex won’t help you get on in this world.
6. Many young people no longer regard sex as being sanctioned and approved only in marriage. (Additional 38, 39, 71; Final List 54)
7. Sex is too private and personal a topic to be considered at primary school. (1st draft 109; Final List 55)
8. The more religious you are, the more conservative you will be about sex. (Additional 44; Final List 56)
9. As our society becomes more multicultural, it is becoming less appropriate to offer sex education in school. (Additional 6, 18; Final List 57; NB. This links with 10 below)
10. Sex education should not be introduced into schools with mixed ethnic groups. (1st draft 57; Additional 18; NB This links with 9 above)
11. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own. (1st draft 52; Final List 58)
12. Learning about sex will help children cope with many of the problems they will encounter in our society. (Additional 5; Final List 59)
13. The sort of personal/family problems a headteacher advises on is a reason why schools should do sex education. (1st draft 31; Final List 60)
14. Society benefits from responsible sexual attitudes and decision-making. (Final List 61)
15. Without sex education it is impossible to provide adequate anti child-abuse teaching. (Additional 29; Final List 62)
16. If we are going to overcome the AIDS problem, children will need to learn about sex as early as possible. (Additional 37; Final List 63)
17. Sex education must be OK for primary schools or the BBC would not have produced the programmes & materials. (1st draft 33; Additional 16; Final List 64)
18. Children get enough sex information from the mass media, so they really don't need any more at school. (Additional 7; Final List 65)
19. Children need reliable sex information at school in order to counter balance that which comes from the media. (1st draft 7; Final List 66)
20. It is wrong for sex education to be promoted by a commercial concern. (Final List 67)
21. Present political pressure on the curriculum acts against the introduction of sex education. (Additional 8; Final List 68)
22. The National Curriculum makes the introduction of sex education more difficult. (Additional 2; Final List 69)
23. I am not aware of any Official publications on the subject. (1st draft 100; Final List 70)
24. The introduction of sex education should not be considered unless the staff have had adequate training. (Final List 71)
25. I am not aware of any college or university courses having been arranged to promote sex education. (Additional 13; Final List 72)
26. I do not know of any research which supports sex education in primary schools. (1st draft 105; Final List 73)
27. I have read articles in support of primary sex education in various teachers' publications. (Additional 15; Final List 74; 1st draft 105)
28. There has been no pressure upon me to introduce sex education from the Local Education Authority. (1st draft 40 - 42, 106; Final List 32)
29. There is no LEA Inspector with responsibility for health and sex education in Kent. (Additional 22, 57)
30. The promotion of sex education by some LEAs confirms its acceptability on the primary curriculum. (Additional 21; Final List 34)
31. I have no idea of Kent's position regarding sex education in schools.
32. As far as I know there have been no INSET courses regarding the implementation of sex education in primary schools. (Additional 23; Final List 35)

33. The attitudes of the Diocesan officers would have a restraining influence of the introduction of sex education. (1st draft 104; Final List 33)

34. There is no positive pressure coming from the church to implement sex education. (1st draft 98; Final List 36)

35. One of the factors that influenced my decision concerning sex education was my understanding of the needs of the community, served by the school. (1st draft 32; Additional 54; Final List 75)

36. Sex education is an area which I think I could deal with. (1st draft 113; Additional 42; Final List 76)

37. I would prefer not to have sex education in my school. (1st draft 114; Final List 77)

38. The introduction of sex education in the school was promoted by me. (1st draft 38; Final List 78)

39. I am personally opposed to sex education in the primary school. (1st draft 129; Final List 79)

40. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex. (Final List 80; NB Numbers 40 - 42 link together)

41. From experience with my own children I do not see the need for sex education in the primary school. (1st draft 48, 62, 112)

42. You get feedback from the children in your own family as to whether sex education in school is needed or not. (As for 41 above)

43. A headteacher can personally hinder or promote the introduction of sex education into her/his school. (1st draft 115; Final List 82)

44. I would introduce sex education in spite of the staff if necessary. (1st draft 37; Final List 83)

45. The school governors don't know any more than I do about sex education so any decisions they make are likely to be ill-informed. (Additional 51; Final List 28)

46. In coming to a view regarding sex education, governors will rely heavily on (would be guided by) the opinions of the head. (Additional 24, 69; Final List 29)

47. In order to introduce sex education the governors would need 'educating' regarding it. (1st draft 103; Final List 30)

48. Governors' attitudes would have a restraining influence on the introduction of sex education. (1st draft 104; Final List 31)

49. If a teacher wanted to teach sex education I would not object. (1st draft 92; Final List 18)

50. If sex education were discussed it is unlikely the staff would want to do it. (1st draft 90)

51. The regular class teacher should take the sex education lessons. (1st draft 28, 29; Final List 19)

52. Staff are broadly supportive of the idea of sex education. (1st draft 26; Final List 20)

53. The fact that teachers are in loco parentis does not entitle them to assume the role of parents in giving sex information. (Additional 65; Final List 21)

54. I would not introduce sex education unless I had 100% backing from staff. (1st draft 94; Final List 22)
55. The age, sex and marital status of teachers are irrelevant to their ability to work with children in sex education. (Additional 68; Final List 23)

56. Sex education fits in with the normal primary curriculum. (1st draft 107, 108; Final List 24)

57. I have not been able to find enough spare money to support the introduction of sex education. (Additional 3; Final List 25)

58. The family atmosphere of a primary school makes it easy to implement sex education. (Additional 67; Final List 26)

59. Sex education should be established as an integral part of the school's Personal Development strategy. (1st draft 47; Additional 70; Final List 27)

60. It is preferable to consult parents over whether or not to implement sex education. (1st draft 17; Additional 41; Final List 37)

61. If consulted, most parents would be in favour of sex education in the primary school. (1st draft 15; Final List 38)

62. Parents can be very vocal and organised, therefore if the issue of sex education was so important to them they would insist that it be included on the curriculum. (1st draft 87, 88; Final List 39)

63. When parents know sex education is dealt with in school, it makes it easier for them to communicate with their children. (1st draft 25; Final List 40)

64. I would be very reluctant to involve the parents in sex education decisions. (1st draft 85; Additional 41; Final List 41)

65. Sex education could cause certain difficulties among the parents. (1st draft 86; Additional 64; Final List 42)

66. The general feeling is that parents like schools doing sex education. (1st draft 15; Final List 43)

67. Sex education is appreciated by the parents. (1st draft 19, 20; Final List 44)

68. Schools should deal with sex education because many parents are not ideal at helping their children. (1st draft 24)

69. Sex education is really the parents' job, but they shy off it. (1st draft 21; Final List 45)

70. Sex education does not interfere with the privacy of the family. (1st draft 109; Additional 48; Final List 46)

71. Sex education in the primary school is inappropriate due to the wide range of sexual behaviour in individual families. (1st draft 49; Final List 47)

72. School is not the best place to teach about sex. It should be done in the family if possible. (1st draft 80; Additional 17; Final List 48)

73. It is not practical to include sex education on the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation. (1st draft 82; Additional 17; Final List 49)

74. Children need to know the physical facts before they leave the primary school. 1st draft 1, 2; Final List 1)

75. Generally girls are better informed about sex matters than boys, at the junior age. (Additional 33)

76. These days most children between 8-10 know something about intercourse, abortion, condoms and prostitution. (Additional 32; Final List 2)

77. Children have many false ideas about sex. (1st draft 4; Final List 4)

78. Sex information is an important part of a child's knowledge. (1st draft 3; Final List 5)

79. Older children at primary school need to discuss sex and moral topics.
80. Children need to communicate about sex values in a clear, simple, reliable way. (1st draft 8; Final List 7)
81. Anyone who says primary children do not need sex education has obviously never overheard their sex talk and jokes. (1st draft 6)
82. Primary age children are unlikely to be worried by talking about sex. (1st draft 13; 73; Final List 3)
83. Children should receive sex education in school because they find it hard to talk to their parents about sex. (1st draft 10; Final List 9)
84. Children are not too shy to ask their teachers about sex. (1st draft 11; Final List 10)
85. Children do not respond to sex information in the same way adults do. (1st draft 14; Final List 11)
86. Sex education should not be left until the secondary school. (1st draft 66, 124; Final List 12)
87. Sex education would stir up trouble with some children and encourage them to experiment. (1st draft 78; Final List 13)
88. Children below the age of 11 are not interested in sex. (1st draft 61; Final List 14)
89. Children do not think about sex unless they have sex education at school. (1st draft 45; Final List 8)
90. Some children would be shocked by sex education. (1st draft 50)
91. Sex education would probably upset more children than it would satisfy. (1st draft 72; Final List 15)
92. Many sexual ideas are unsuitable for children and would do them harm. (1st draft 71; Final List 16)
93. The age at which menstruation begins is gradually becoming younger. (Additional 34; Final List 17)
94. It is quite common for junior aged boys and girls to masturbate. (Additional 36)
95. Before one decided to introduce sex education, one would need a lot more information about it. (1st draft 116; Final List 81)
APPENDIX 8

THE FINAL LIST OF STATEMENTS AND ASSOCIATED DOCUMENTATION

8.1 Introductory letter, inviting heads to participate in the research project.

8.2 Project Profile.

8.3 List of Statements Package:
   a. Notes on Responding.
   b. The List of Statements.
   c. Additional Information.

8.4 Reminder Letter.

8.5 Statement Categories.
Dear

After the 1986 Education Act, DES Circular 11/87 laid down certain principles for sex education, and made school governors, in consultation with the head teacher, responsible for deciding whether or not to include sex education in the school curriculum.

The process of responding to the new legislation is still going on. In some schools, governors have confirmed the sex education arrangements which were already in existence. In others, they and the head teacher, have decided not to include the subject, or consultations are still going on. In some schools it has not yet been possible to consider this matter.

I am investigating the factors which might influence the decisions and choices that are made. As a result of this investigation it is probable that some clearer guidance for heads and governors will emerge to help them when sex education policies come up for further review.

I am contacting you to see if you would be willing to help in this project by responding to a series of statements accompanying this letter. The statements are designed to help develop a scale which will clarify the important influential factors.

This project has been discussed with the Area Director, and has his approval. All the heads with Junior Departments in your Area are being asked to help. Reading and responding to the statements should take about fifteen minutes. I hope you will find that reading the wide range of stated views gives an interesting picture of thinking in this difficult area.

All responses will be dealt with in complete confidence. It will not be possible to identify any individual heads or schools in any reporting from this project. If you wish, you can return the documents completely anonymously. All schools known to respond will receive a copy of the findings of this project.

To give you some idea of the way in which your response will contribute to the research, a plan of the project is enclosed. Your contribution forms an important link in the research design and your help will be of considerable value to me. I do appreciate any help you are able to give.

Yours sincerely,

Roy Fidge.
Headmaster.
Sex education is a difficult area to investigate because of the natural sensitivities and reticences on a personal level, yet it is an area calling for professional treatment of the questions whether and how to make curriculum provision for the junior-aged child.

I plan to investigate this area in several ways, for example:

1. Interviews.
2. Thurstone Attitude Scales.
3. Repertory Grids.
4. Likert Scales.

It is in relation to 2d. that your help is required. To develop a Likert Scale many responses are needed in order to see which statements differentiate between different positions.

Before asking for your help it was necessary to generate a large number of statements and this was done in two ways. A small group of primary heads from a different area were interviewed, and the literature for the topic was examined. From these sources it was possible to obtain a very large number of statements which have been combined and reduced to form the list of statements which is attached.

From your responses it will be possible to develop a scale of those statements which differentiate, and these factors will then be compared with those arising from other methods of investigation. A set of clearly identified relevant factors could form the basis for much clearer guidance in regard to sex education for the junior age-range.

The outcome from this area of investigation will be reported back to all participating schools, which I am sure will be of interest to you.

From the final report it will be possible to give an overall view of the present position of how schools are responding to the recent requirements, how many primary schools have sex education, and other relevant information.

Heads participating in this stage of the investigation will not be asked to participate in any of the other areas of the project, unless they particularly ask to do so.

Your help in this stage is greatly appreciated and valued.
PRIMARY SCHOOL POLICIES ON SEX EDUCATION
AFTER DEPARTMENT OF EDUCATION AND SCIENCE CIRCULAR 11/87

An Investigation Project by:
ROY FIDGE
Headmaster.
St. Mary's C of E (Aided) Junior School,
St. Mary's Road,
Swanley,
Kent.
BR8 7BU.

April 1990
NOTES ON RESPONDING

The statements which follow represent a wide range of possible views. Some are from head teachers explaining why they have included in, or excluded sex education from, the curriculum and others are from the wide selection of literature on the subject.

You are asked to respond to the statements in line with the strength of your agreement or disagreement with them.

Sometimes you may feel that there is little difference between some statements, but experience shows that slight differences do matter and only practical trials will show these up.

You may also feel that some of the statements are not factually accurate. However, they do reflect what some people believe, and they need to be investigated in the same way as the others.

An example of how to respond is given below. When you respond to each statement it is advisable not to dwell on your response, but to circle the number that seems appropriate as quickly as possible. If you dwell on each response you will probably exceed the target time it is expected to take of about fifteen minutes.

The statements are grouped in clusters, indicated by the headings for each section. Sections vary in length and this was determined mostly by the number of statements generated originally.

EXAMPLE STATEMENT AND RESPONSE

Please respond to the statements which follow by putting a circle round the number which most closely indicates your degree of agreement/disagreement.

e.g. Because no parents have ever requested sex education, there is no need to include it in the curriculum. Strongly agree Strongly disagree

If you circle '5' you would indicate 'agree'.
If you circle '3' you would indicate 'tend to disagree' and so on.

There is a section at the end of the statements to enable you to write any comments or observations you might wish to make.

The list of statements follows.
<table>
<thead>
<tr>
<th>STATEMENTS CONCERNING CHILDREN</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children have many false ideas about sex.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>2. Children need to know the physical facts before they leave the primary school.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3. These days most children between 8-10 know something about intercourse.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. Primary age children are likely to be worried by talking about sex.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>5. Sex information is an important part of a child's knowledge.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>6. Older children at primary school need to discuss sex and moral topics.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>7. Children need to communicate about sex values in a clear, simple, reliable way.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>8. Children do not think about sex unless they have sex education at school.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>9. Children should receive sex education in school because they find it hard to talk to their parents about sex.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>10. Children are too shy to ask their teachers about sex.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>11. Children do not respond to sex information in the same way adults do.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>12. Sex education should be left until the secondary school.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>13. Sex education would stir up trouble with some children and encourage them to experiment.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>14. Children below the age of 11 are not interested in sex.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>15. Sex education would probably upset more children than it would satisfy.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>---</td>
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<td>-------------------</td>
</tr>
<tr>
<td>16. Many sexual ideas are unsuitable for children and would do them harm.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>17. The age at which menstruation begins is gradually becoming younger.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**STATEMENTS CONCERNING STAFF AND SCHOOL**

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. If a teacher wanted to teach sex education I would not object</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>19. The regular class teacher should take the sex education lessons.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>20. Staff are broadly supportive of the idea of sex education.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>21. The fact that teachers are in loco parentis does not entitle them to assume the role of parents in giving sex information.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>22. I would not introduce sex education unless I had 100% backing from staff.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>23. The age, sex and marital status of teachers are irrelevant to their ability to work with children in sex education.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>24. Sex education fits in with the normal primary curriculum.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>25. I have not been able to find enough spare money to support the introduction of sex education.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>26. The family atmosphere of a primary school makes it easy to implement sex education.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>27. Sex education should be established as an integral part of the school's Personal Development strategy.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
STATEMENTS CONCERNING GOVERNORS

28. The school governors don't know any more than I do about sex education.  
6 5 4 3 2 1

29. In coming to a view regarding sex education, governors would be guided by the opinions of the head.  
6 5 4 3 2 1

30. In order to introduce sex education the governors would need 'educating' regarding it.  
6 5 4 3 2 1

31. Governors' attitudes would have a restraining influence on the introduction of sex education.  
6 5 4 3 2 1

STATEMENTS CONCERNING THE L.E.A./DIOCESE

32. There has been no pressure upon me to introduce sex education from the Local Education Authority.  
6 5 4 3 2 1

33. The attitudes of the Diocesan officers might have a restraining influence of the introduction of sex education.  
6 5 4 3 2 1

34. The promotion of sex education by some LEAs confirms its acceptability on the primary curriculum.  
6 5 4 3 2 1

35. As far as I know there have been no INSET courses regarding the implementation of sex education in primary schools.  
6 5 4 3 2 1

36. There is no positive pressure coming from the church to implement sex education.  
6 5 4 3 2 1

STATEMENTS CONCERNING PARENTS/FAMILY

37. It is preferable to consult parents over whether or not to implement sex education.  
6 5 4 3 2 1

38. Most parents are in favour of sex education in the primary school.  
6 5 4 3 2 1
39. Parents can be very vocal and organised, therefore if the issue of sex education was so important to them they would insist that it be included in the curriculum.

40. When parents know sex education is dealt with in school, it makes it easier for them to communicate with their children.

41. I would be very reluctant to involve the parents in sex education decisions.

42. Sex education could cause certain difficulties among the parents.

43. In many families the subject of sex is taboo, so the parents would not want sex education at school.

44. Sex education is appreciated by the parents.

45. Sex education is really the parents' job, but they shy off it.

46. Sex education does not interfere with the privacy of the family.

47. Sex education in the primary school is inappropriate due to the wide range of sexual behaviour and moral attitudes in individual families.

48. School is not the best place to teach about sex. It should be done in the family if possible.

49. It is not practical to include sex education in the curriculum because it is very much a family matter, to be expressed and explained in a loving family situation.

GENERAL AND SOCIETAL STATEMENTS

50. Sex education is unnecessary because there is already too much sex in our society at present.
<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. Because sex is inherent and a major drive, no one has to learn about it.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>52. Sex education will not encourage premature sexual activity.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>53. Healthy adult living requires some form of sexual activity.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>54. Many young people no longer regard sex as being sanctioned and approved only in marriage.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>55. Sex is too private and personal a topic to be considered at primary school.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>56. The more religious you are, the more conservative you will be about sex.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>57. As our society becomes more multicultural, it is becoming less appropriate to offer sex education in school.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>58. Sex education is not necessary in a middle to upper class neighbourhood, as the parents will do their own.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>59. Learning about sex will help children cope with many of the problems they will encounter in our society.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>60. The sort of personal/family problems a headteacher advises on is a reason why schools should do sex education.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>61. Society benefits from responsible sexual attitudes and decision-making.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>62. Without sex education it is impossible to provide adequate anti child-abuse teaching.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>63. If we are going to overcome the AIDS problem, children will need to learn about sex as early as possible.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>64. Sex education must be OK for primary schools or the BBC would not have produced programmes and materials.</td>
<td>6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
65. Children get enough sex information from the mass media, so they really don't need any more at school. 6 5 4 3 2 1

66. Children need reliable sex information at school in order to counterbalance that which comes from the media. 6 5 4 3 2 1

67. It is wrong for sex education to be promoted by a commercial concern. 6 5 4 3 2 1

68. Present political pressure on the curriculum acts against the introduction of sex education. 6 5 4 3 2 1

69. The National Curriculum makes the introduction of sex education more difficult. 6 5 4 3 2 1

70. I am not aware of any Official publications on the subject. 6 5 4 3 2 1

71. Teachers' training courses should include some preparation for sex education. 6 5 4 3 2 1

72. I am not aware of any college or university courses having been arranged to promote sex education. 6 5 4 3 2 1

73. I do not know of any research which supports sex education in primary schools. 6 5 4 3 2 1

74. I have read articles in support of primary sex education in various teachers' publications. 6 5 4 3 2 1

75. One factor which influences a head's decision concerning sex education is an understanding of the needs of the community served by the school. 6 5 4 3 2 1

STATMENTS PERSONAL TO THE HEAD

76. Sex education is an area which I think I could deal with. 6 5 4 3 2 1

77. I would prefer not to have sex education in my school. 6 5 4 3 2 1
78. The introduction of sex education in the school was promoted by me. 6 5 4 3 2 1

79. I am personally opposed to sex education in the primary school. 6 5 4 3 2 1

80. From my experience of working with children in class, I see the need for all children to be properly informed in school about sex. 6 5 4 3 2 1

81. Before one decided to introduce sex education, one would need a lot more information about it. 6 5 4 3 2 1

82. A headteacher can personally hinder or promote the introduction of sex education into her/his school. 6 5 4 3 2 1

83. I would introduce sex education in spite of the staff if necessary. 6 5 4 3 2 1

Please use the space below to add any comments you wish to make. If you comment on any particular statement, please give the number for reference.
Please give the following information about your school: These details will only be used to see whether responses have similar patterns in similar school situations.

GROUP NO: ....

TYPE: Junior Mixed.... Junior Mixed and Infant....
Other.... (Please state).....................

DENOMINATION (If applicable): C of E.... RC.... Other............

VOLUNTARY STATUS: Aided.... Controlled.... Special Agreement....

NUMBER ON ROLL: Infants...... Juniors......

Do you include sex education in your curriculum? No.... Yes....

Do you include health education in your curriculum? No.... Yes....

Do you publish a statement about sex education in your School Information Booklet? No.... Yes.... In preparation.......

If so would you please quote your statement overleaf or enclose a copy.

Have your governors discussed sex education? Yes.... No....

In coming to a decision, did the governors consult you? Yes.... No....

Did the governors agree with your opinion? Yes.... No....

Did you agree with the governors' decision? Yes.... No....

If your governors have not yet discussed sex education, or are in the process of doing so, do you think they will introduce, or confirm, sex education provision? Yes.... No....

Would you expect the governors' decision to be the same as yours? Yes.... No....

I have allocated each school a reference number, so that responding schools can be sent a copy of the findings. However, if you prefer to remain completely anonymous, just remove this end strip.

Your School Number is..............

PLEASE RETURN THIS RESPONSE BOOKLET, AND A COPY OF THE SEX EDUCATION STATEMENT FROM YOUR SCHOOL BROCHURE (IF APPROPRIATE), IN THE STAMPED ADDRESSED ENVELOPE PROVIDED.

THANK YOU

Dear

Just before half-term I sent you a set of statements about sex education which I hoped you would be kind enough to respond to.

It may not have come at a very convenient time for you to deal with straight away, but I would still very much value your views and comments.

If you have not yet returned your responses I would greatly appreciate hearing from you, so that all views are included and the findings of the project are balanced, representative and fair.

Thanks for your help,

Yours sincerely,

Roy Fidge.
8.5 PLACING QUESTIONNAIRE STATEMENTS INTO CATEGORIES

The statements comprise the following categories, and these are referred to throughout the Presentation of the Findings.

STATEMENTS CONCERNING CHILDREN

These statements comprise six categories:
1. Concerning the head's perception or judgement of the child's state of knowledge (Statements 1, 3, 8, 14).
2. Concerning what the child needs to, or should, know and the worthwhileness of knowledge (Statements 2, 5, 6).
3. Concerning the head's perception or understanding of the child's response to certain information (Statements 4, 11, 13, 15, 16).
4. Concerning the status or level of skill of the child's communication (Statements 7, 9, 10).
5. Concerning child's physical maturation (Statement 17).
6. Concerning the age at which sex education should begin (Statement 12).

STATEMENTS CONCERNING STAFF AND SCHOOL

These statements comprise five categories:
1. The Head's Perception of Teachers' Attitudes (Statement 20).
2. The Head's 'I ...' Position (Statements 18, 22).
3. The Effect of Teacher Status (Statements 21, 23).
5. The Nature of the Primary School and Curriculum (Statements 24, 26).

STATEMENTS CONCERNING GOVERNORS

These statements comprise four categories:
1. The quality of governors' knowledge (Statement 28).
2. Consultation between the head and governors (Statement 29).
3. Governors' need for training and information (Statement 30).
4. Effect of Governors' attitudes (Statement 31).

STATEMENTS CONCERNING THE L.E.A./DIOCESE

L.E.A.

These statements comprise two categories:
1. L.E.A. Influence (Statements 32, 35).
2. Validation by Promotion of L.E.A. (Statement 34).

DIOCESE:

These statements comprise two categories:
1. Attitudes of Diocesan Officers (Statement 33).
2. Church influence (Statement 36).
STATEMENTS CONCERNING PARENTS/FAMILY

PARENTS:
1. Consultation with Parents (Statements 37, 41).
2. Parental Attitudes and Responsibilities (Statements 38, 44, 45).
3. Pressure, Power and Conflict (Statements 39, 42).
4. Parent - Child Communication (Statement 40).

FAMILIES:
1. Negative Factors from Family (Statements 43, 47).
2. 'Sex Education is Best at Home' Concept (Statements 48, 49).
3. Family Privacy not Affected (Statement 46).

GENERAL AND SOCIETAL STATEMENTS

The statements in this section form three main sub-groups:
A) Pertaining to Society.
B) Pertaining to Sexuality.
C) Pertaining to Administration.

SOCIAL:

These statements comprise six categories:
1. Social Attitudes (Statements 50, 54, 55).
2. Cultural/ Religious (Statements 56, 57).
4. Community (Statements 60, 75).
5. Mass Media/ Commercial (Statements 64, 65, 66, 67).

SEXUAL:

These statements comprise one category:
1. Behaviour/ Learning (Statements 51, 52, 53).

ADMINISTRATIVE:

These statements comprise three categories:
1. Political/ National (Statements 68, 69).
3. Articles/ Research (Statements 73, 74).

STATEMENTS PERSONAL TO THE HEAD - DISCUSSION

These statements comprise four categories:
1. Personal Stance Against Sex Education (Statements 77, 79).
2. Personal Stance For Sex Education (Statements 76, 78).
3. Information/ Experience Factor (Statements 80, 81).
4. Personal Power of the Head (Statements 82, 83).
ABBREVIATIONS

A. F. Y. ADVOCATES FOR YOUTH
A. M. M. A. ASSISTANT MASTERS AND MISTRESSES ASSOCIATION.
A. S. B. A. H. ASSOCIATION FOR SPINA BIFIDA AND HYDROCEPHALUS.
A. S. C. ASSOCIATION FOR THE STUDY OF THE CURRICULUM
A. S. M. A. AMALGAMATED SCHOOL NURSES' ASSOCIATION
B. B. C. BRITISH BROADCASTING CORPORATION.
B. B. C. 2. BRITISH BROADCASTING CORPORATION T.V. CHANNEL 2.
B. C. C. BRITISH COUNCIL OF CHURCHES.
B. F. L. A. BRISTOL FAMILY LIFE ASSOCIATION.
B. P. A. S. BRITISH PREGNANCY ADVISORY SERVICE.
C. A. C. E. CENTRAL ADVISORY COUNCIL OF EDUCATION.
C. A. R. E. CHRISTIAN ACTION RESEARCH EDUCATION.
C. D. T. COMMUNITY DEVELOPMENT TRUST.
C. E. B. E. CHURCH OF ENGLAND BOARD OF EDUCATION.
C. E. M. CHRISTIAN EDUCATION MOVEMENT.
C. E. R. I. CENTRE d'ETUDES SUR LA RECHERCHE ET L'INNOVATION.
C. G. F. CALOUSTE GULBENKIAN FOUNDATION
C. L. T. A. (NUT) CITY OF LEICESTER TEACHERS' ASSOCIATION (NUT).
C. M. A. C. CATHOLIC MARRIAGE ADVISORY COUNCIL.
C. P. A. CONCERNED PARENTS' ASSOCIATION.
C. R. A. CHRISTIAN RESEARCH ASSOCIATION
C. R. C. COMMUNITY RELATIONS COMMISSION.
C. S. CHILDREN'S SOCIETY.
C. T. CHURCH TIMES.
C. T. S. CATHOLIC TRUTH SOCIETY.
D. E. S. DEPARTMENT OF EDUCATION AND SCIENCE.
D.E.O. DIVISIONAL EDUCATION OFFICER.
D.F.E. DEPARTMENT FOR EDUCATION
D.F.E.E. DEPARTMENT FOR EDUCATION AND EMPLOYMENT
E.C.C.T.I.S. EDUCATIONAL COUNSELLING AND CREDIT TRANSFER INFORMATION SERVICE.
E.F.C. EDUCATION FOR CHASTITY - FAMILY SUPPORT GROUP
E.M.I. EDUCATIONAL MEDIA INTERNATIONAL.
E.P.C. EDUCATIONAL PUBLISHERS COUNCIL.
F.E.T. FAMILY EDUCATION TRUST.
F.P.A. FAMILY PLANNING ASSOCIATION
F.P.I.S. FAMILY PLANNING INFORMATION SERVICE.
F.P.S.I. FEDERATION OF PROGRESSIVE SOCIETIES AND INDIVIDUALS.
F.Y.C. FAMILY AND YOUTH CONCERN. (see also THE RESPONSIBLE SOCIETY)
G.A.F.L. GLOUCESTERSHIRE ASSOCIATION FOR FAMILY LIFE.
G.M. GRANT MAINTAINED.
G.N.A.T. GHANA NATIONAL ASSOCIATION OF TEACHERS.
H.A.A.S.E. HARINGEY ASSOCIATION FOR THE ADVANCEMENT OF STATE EDUCATION.
H.C.H.S.C. HOUSE OF COMMONS HEALTH SELECT COMMITTEE
H.E.A. HEALTH EDUCATION AUTHORITY.
H.E.C. HEALTH EDUCATION COUNCIL.
H.P.A.N.I. HEALTH PROMOTION AGENCY FOR NORTHERN IRELAND
I.B.E. INTERNATIONAL BUREAU OF EDUCATION.
I.C.A.F. INTERNATIONAL CENTRE ON ADOLESCENT FERTILITY.
I.C.E.A. INTERNATIONAL CHILDBIRTH EDUCATION ASSOCIATION.
I.P.P.F. INTERNATIONAL PLANNED PARENTHOOD FEDERATION.
I.T.N. INDEPENDENT TELEVISION NEWS.
I.T.V. INDEPENDENT TELEVISION.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.U.S.U.E.P.</td>
<td>JOINT UNIVERSITY OF SOUTHAMPTON - UNIVERSITY OF EXETER PROJECT</td>
</tr>
<tr>
<td>K.C.C.</td>
<td>KENT COUNTY COUNCIL</td>
</tr>
<tr>
<td>K.C.P.C.</td>
<td>KENT CHILD PROTECTION COMMITTEE</td>
</tr>
<tr>
<td>K.E.C.</td>
<td>KENT EDUCATION COMMITTEE</td>
</tr>
<tr>
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