## Supplementary Material 4: Interview guides for pilot

**Positive Choices Student Intervention School Interview/Focus Group Topic Guide**

**Materials required:**

* Discussion guide
* Audio recorder
* Spare batteries
* Information sheet
* Consent form
* Sample Positive Choices materials – Component cards, Needs Assessment, lesson plans, manual etc
* Printed copies of CMO configurations
* Materials for taking notes (laptop or notebook)

**Researcher Welcome – Five minutes**

1. Give participant(s) information sheet and consent form
2. Introduce the interview/focus group. You may use the recommended text below or provide this information in your own words.

*My name is \_\_\_\_\_\_ and I am a researcher from the London School of Hygiene and Tropical Medicine. As part of our research evaluating Positive Choices, we’d like to find out about your experiences of being involved in the programme and your views on it. The interview should help us understand how well Positive Choices has worked in your school and how we might need to improve it for other secondary schools in England. We are NOT assessing what you or the school have done while you have been involved with the programme. It’s about the programme and how we can improve it.*

*I will* ***not*** *ask you about your own experiences of relationships or sex.*

***For focus groups, say:***

*We ask that you please do* ***not*** *discuss these or the experiences of anyone you know in the group session, because we cannot assure privacy. However, if anyone would like to speak privately after the session about anything you are going through, please let me know. I will be happy to speak with you and, if you wish, connect you with someone at your school who is in charge of safeguarding and can help you. We ask everyone to keep anything said today private among those in this room.*

***For interviews, say:***

*If you would like to talk with me privately before or after the interview about any concerns or issues you would like help with, I will be happy to talk with you and to connect you with someone at your school who is in charge of safeguarding and can help you. What you say in the interview will be kept confidential.*

***For both interviews and focus groups, continue:***

*However, if at any point during the interview/focus group you tell me that you or another student are at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at the school who is in charge of safeguarding. If this happens, I will discuss it with you first.*

*I would like to audio-record the interview/focus group and then produce a written record of what is said. The written record will not include your name. All the data from our discussion will be stored securely in our offices at the university on a computer that only the research team can access. When we write articles and reports about Positive Choices, we may include direct quotes from your interview/the focus group but will not include any information that could identify you, your school, or other students.*

*You can decide whether or not to take part, and you can stop taking part at any time with no negative consequences. We can also skip any questions you prefer not to answer.*

*Please read the information sheet and consent form you’ve received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.*

1. Collect and check consent form
2. Start audio recorder and state today’s date, time, type of interview (staff interview/focus group), and ID# of school

|  |  |
| --- | --- |
| **Topics** | **Questions and prompts** |
| **Introduction** | First off, can you tell me your name and your year group? |
| **School Context** | Is this school were an animal, what animal would it be? Why a [animal name]?Additional prompts:* So, how would you describe this school?
* Relationships between staff and students?
* Relationships between staff incl. with and between SLT?
* Relationships with parents?
* Key priorities for the school?
* Key challenges for the school?
* Best thing/worst thing?
* How does it compare to other schools in the area?
* Current RSE provision?
* Need for RSE programmes at this school?
 |
| **Implementation (fidelity, feasibility)** | Use component cards to remind students of the six components of Positive Choices.How were you involved in Positive Choices?Additional prompts:* What activities did you take part in? (survey, SHPC, curriculum receipt, student led social marketing, review of sexual health services)
* How did you come to be involved with PC?
* What did you do? Describe what you did.

What parts of the programme were implemented at this school? Additional prompts:* How many curriculum lessons did you receive? When? On what topics? Taught by whom? Single or mixed sex lessons?
* How many times did the SHPC meet? When? Describe how the meetings were organised, who attended and what happened in them? Who spoke and who didn’t? About what? What was decided?
* Were student campaigns implemented? When? Who was involved? How chosen? Who facilitated? On what topics? Using what campaigning methods?
* Were parent newsletters sent out? When? How many? On what topics?
* Was the sexual health services review carried out? When? By whom? What if anything changed?

How were these activities organised within the school?How well do you think the Positive Choices programme worked in your school overall? Why was this?Which elements of the programme worked particularly well/not so well in your school do you think? Why was this?Additional prompts:* Communication
* Characteristics of teachers/co-ordinator
* Support from SLT
* Time/capacity
* Quality of training/support
* Commitment of staff/school
* Student culture
* Parents
* Problem with programme design
* External influences
 |
| **Acceptability** | What do you think of Positive Choices as a programme for secondary schools overall? Which elements did you most/least like or think were most/least important? Why? Additional probes: * What about the needs assessment, SHPC, curriculum lessons, parent information, student-led social marketing, review of sexual health services?
* Are there any bits of the programme that you think are more or less appropriate for English secondary schools/students? Why?
* Was there anything missing from the programme/lessons?
* How similar/different was it to what you have received at this school before? In what ways?

How did you find the Positive Choices lessons? What were your most/least favourite lessons/activities? Why?Additional probes: * Topics covered
* Their relevance
* Materials and activities used
* Delivery context

Single/mixed gender classroomsSize of groupWhat about who taught the lessons? Do you think they were the right person to teach the lessons? Why? Why, not?Additional prompts:* **Attitude** and approach in the classroom (Was the educator embarrassed, anxious, respectful, empathetic, judgmental, sex-positive?)
* **Confidentiality** (Do you think the educator can be trusted to maintain confidentiality? Why? Why, not?)
* Knowledge and competency (Do you think the educator have enough **expertise** to teach RSE? Do you think they were credible?)
* **Relationship** with teacher (how would you describe your prior relationship with the educator/teacher? Do you think discussing RSE with your teacher will impact your relationship or **blur boundaries**? Why? Why, not?)
* Safe classroom environment (Was the educator able to maintain order in the classroom? Was the educator able to foster **frank, mature and open discussion** about sex?)

Who do you think is best placed/should deliver RSE in secondary schools? Why?What did your parents/carers think of Positive Choices? Other parents or carers you heard about?Additional probes: * Were there any concerns or comments from parents? What were they?

Do you think Positive Choices should be delivered in your school again? If not, why not? As it is? Or what changes would you make if the school were to roll it out again?Additional probes:* To the materials
* To the lessons
* Topics covered
* Number of components

Do you think other secondary schools should implement Positive Choices? How to you think the Positive Choices lessons/RSE in general should be delivered in the future?* By who? (Internal/External provider)
* In mixed or single sex classes?
* Why?
 |
| **Reach** | How well did the programme appeal to different groups of students from across the school?Do you think it appealed to or benefited any particular groups of students more or less?Would any groups of student have felt excluded by the programme? |
| **Impacts** | What impact do you think Positive Choices had on in your school?Additional probes:* On students In pupil knowledge (self-efficacy, attitudes/norms, visible behaviours, attachment to school, pupil relationships)
* On staff (knowledge, confidence, skills, staff relationships
* On the organisation (student/staff relationships; culture and approach of school in relations to RSE; improved awareness/policies/services.

Were any particular student groups more or less affected by these changes? Additional probes:* Among which students did you see the biggest/smallest change? (Gender, youth style grouping; SES; more or less educationally engaged pupils)

Do you think these changes will be lasting? Why? Why not? |
| **Mechanisms of change** | What do you think the most important things were in terms of bringing about these changes? Why/how do you think the programme had these impacts? Additional prompts:* Particular activities/processes
* Student involvement
* Whole school approach
* Characteristics of teaching staff/programme co-ordinators
* Quality of/improved training

Based on our research we think the following *[insert assumptions from initial data analysis and present diagram of CMO configuration to participants]* has led to *[insert positive or negative change]* in your school. What do you think about this? Do you agree or have a different theory about how this change has come about?  |
| **Potential Harms** | Can you tell me about any possible negative impacts of the programme? Additional prompts:* Staff burden/stress
* Conflict between staff/with parents
* Adverse effects on students – feelings of exclusion; over work; stress; discomfort; conflict with peers; issues with disclosure and confidentiality.
 |
| **Close** | Thank participants for taking part. Remind them what will be done with the data and of procedures to maintain participant confidentiality and anonymity. |

**Positive Choices Staff Intervention School Interview/Focus Group Topic Guide**

**Materials required:**

* Discussion guide
* Audio recorder
* Spare batteries
* Information sheet
* Consent form
* Sample Positive Choices materials – Needs Assessment, lesson plans, manual etc
* Printed copies of CMO configurations
* Materials for taking notes (laptop or notebook)

**Researcher Welcome – Five minutes**

1. Give participant(s) information sheet and consent form
2. Introduce the interview/focus group. You may use the recommended text below or provide this information in your own words.

*My name is \_\_\_\_\_\_ and I am a researcher from the London School of Hygiene and Tropical Medicine. As part of our research evaluating Positive Choices, we’d like to find out about your experiences of being involved in the programme and your views on it. The interview/Focus Group should help us understand how well Positive Choices has worked in your school and how we might need to improve it for other secondary schools in England. We are NOT evaluating your personal performance at all or that of the school. It’s about the programme and how we can improve it.*

*I would like to audio-record the interview and then produce a written record of what is said. The written record will not include your name. All the data from our discussion will be stored securely in our offices at the university on a computer that only the research team can access. When we write articles and reports about Positive Choices, we may include direct quotes from your interview/the focus group but will not include any information that could identify you, your school, or your students.*

*It is up to you whether you want to take part in the interview/FG. You can stop taking part at any time, and you can choose not to answer any of my questions.*

*Please read the information sheet and consent form you have been given. If you are happy to take part, please fill in the consent form and I will come round and collect them. I can answer any questions you might have.*

1. Collect and check consent form
2. Start audio recorder and state today’s date, time, type of interview (staff interview/focus group), and ID# of school

|  |  |
| --- | --- |
| **Topics** | **Questions and prompts** |
| **Introduction** | NameRole at this schoolHow long you have been working here? |
| **Context** | We have asked students to say, if this school were an animal, what animal would it be, we’d love you to tell us what you would say to that too. Why a [animal name]?Make a note and say we will return to this if there is time at the end.Please refer to the context of the school in answering these questions so that we can fully understand |
| **Implementation (fidelity, feasibility)****Training****NA****Curriculum****Homework****SHPC** | How did you come to be involved with PC?What has been delivered up to this point and how far were you involved? (needs assessment, SHPC, Curriculum delivery, parents, student led social marketing, review of sexual health services – get sense of which they have most to talk about)What did you do? Describe what you did. How were these activities organised within the school?How useful was the **training** to you / your colleagues? Did it enable you to implement Positive Choices more successfully?* How did you use the **needs assessment** data, do you have any views on that?
* How were the PC lessons **integrated** with your existing RSE programme? What adaptations were made if at all?
* What if anything did the PC curriculum **add** or what did it **lack** compared to your existing RSE lessons?
* How similar/different was it to what you have implemented at this school before? In what ways? How does this complement and enrich existing practice?
* What curriculum lessons have been delivered? How did they go?

What about who teaches the lessons? Do you think they are the right person/people to be teaching the lessons? Why? Why, not?Additional prompts:* **RSE knowledge** and competency (How prepared did you feel in delivering RSE? Why? Why, not? How comfortable were you answering student questions? Why, not?)
* Classroom environment (How easy was it to maintain discipline? How easy was it to **foster frank, open and mature discussion** in the classroom? Is this realistic? Why, not?)
* **Attitude** and approach in the classroom (How relaxed were you when delivering RSE? Why, not? Did you feel embarrassed or anxious? Why?)
* Approach to sexually active young people (Are you comfortable taking a **sex-positive approach** with your students at your school? Why? Why, not?)
* **Confidentiality** (How did you ensure confidentiality during RSE? Do you think students felt at ease to openly discuss sex? Why? Why, not?)
* **Relationship with students** (Do you think teaching RSE had an impact on your relationship with students outside of the classroom? If so, how? Did you feel that boundaries were blurred?)

Who do you think is best placed/should deliver RSE in secondary schools? Why?When new statutory guidance on the provision of Relationships and Sex Education (RSE) comes into play for September 2020, do you think this school will be prepared to deliver it? Why? Why not? What are your concerns / messages for DfE?* What about the homework with parents, did you get any feedback? Can I collect log sheets?
* How were you involved in the SHPC? How was the SHPC recruited? How do you see it, does it have a useful role? What if any impacts do you think it might have on the school, students, RSE generally?
* Were **parent newsletters** sent out? How many?
* Was **the sexual health services review** carried out? By whom?

What changes, if any, did you/the school make to the way in which the programme was originally designed? Why?Additional prompts:* SHPC remit/design, ways of working, focus on decisions?
* Curriculum lessons/activities
* Approach to facilitating student led social marketing
* How the review of sexual health services was carried out?

How well do you think the Positive Choices programme is working so far in this school overall? Why is this?Which elements of the programme work particularly well/not so well in your school? Why is this? What features of the CONTEXT help explain your answers?What did the **whole-school approach** add if anything? What is your view of the **feasibility** of A – the curriculumB – the whole programme, is it manageable, what might the challenges be?Additional prompts:* Priority for school
* Support from SLT
* Time/capacity
* Consistency of personnel
* Quality of training/support
* Commitment of staff/school
* Authority of those implementing
* Student culture
* Parents
* Problem with programme design
* External influences

Were there any challenges to implementing (running) the Positive Choices programme (or specific elements of it) in this school? Please describe them.Additional prompts: * Support from SLT
* Time/capacity
* Lack of training/support
* Commitment of staff/school
* Student culture
* Parents
* Problem with programme design
* Fit/conflict with existing RSE provision or other school structure and activities
* External influences

Were any local adaptations made to the programme? If so what was the reason for these? Do you think these made the programme better or worse? Why? |
| **Acceptability** | What do you think of Positive Choices as a programme for secondary schools overall? Which elements did you most/least like or find most/least useful? Why? Additional probes: * What about the needs assessment, SHPC, curriculum lessons, parent information, student-led social marketing, review of sexual health services?

How useful did you find the: training, manual, materials, level of support provided? Were they sufficient to support programme delivery?Are there any bits of the programme that you think are more or less appropriate for English secondary schools/students? Why?What did parents/carers think of Positive Choices? Were there any concerns or comments from parents?What did students think of Positive Choices? * How did students respond to the SHPC/Curriculum/Student Led Social Marketing/Sexual Health Services Review?
* What do you think they liked most/least about it?

Would you deliver Positive Choices in your school again? If not, why not? As it is? Or what changes would you make if you were to roll it out again? Do you think other secondary schools should implement Positive Choices? Additional probes:* To the training
* To the materials
* To the lessons
* Topics covered
* Number of components

How to you think the Positive Choices lessons/RSE in general should be delivered in the future?* By who? (Internal/External provider)
* In mixed or single sex classes?
* Why?
 |
| **Reach** | How well did the programme ‘speak’ to different groups of students from across the school?Do you think it appealed to or benefited any particular groups of students more or less?Would any groups of student have felt excluded by the programme? |
| **Impacts** | What impact do you think Positive Choices had on in your school?Additional probes:* On students In pupil knowledge (self-efficacy, attitudes/norms, visible behaviours, attachment to school, pupil relationships)
* On staff (knowledge, confidence, skills, staff relationships
* On the organisation (student/staff relationships; culture and approach of school in relations to RSE; improved awareness/policies/services.

Were any particular student groups more or less affected by these changes? Additional probes:* Among which students did you see the biggest/smallest change? (Gender, youth style grouping; SES; more or less educationally engaged pupils)

Do you think these changes will be sustained? How will they be sustained? |
| **Mechanisms of change** | What do you think the most important things were in terms of bringing about these changes? Why/how do you think the programme had these impacts? Additional prompts:* Particular activities/processes
* Student involvement
* Whole school approach
* Characteristics of teaching staff/programme co-ordinators
* Quality of/improved training

Based on our research we think the following *[insert assumptions from initial data analysis and present diagram of CMO configuration to participants]* has led to *[insert positive or negative change]* in your school. What do you think about this? Do you agree or have a different theory about how this change has come about?  |
| **Potential Harms** | Can you tell me about any possible negative impacts of the programme? Additional prompts:* Staff burden/stress
* Conflict between staff/with parents
* Adverse effects on students – feelings of exclusion; over work; stress; discomfort; conflict with peers; issues with disclosure and confidentiality.
 |
| **Costs** | What economic costs do you think your school has incurred as a result of delivering the Positive Choices programme this year?Prompt on each element of the programme which the staff member has experience of / insight into.Additional prompts:* Resources
* Space
* Staff time
* Work not completed
* Lessons not covered/completed

Do you think any costs might have been saved by implementing the project this year?Additional prompts:* Less external provision/training
* Reduced staff time dealing with incidents
 |
| **School Context** | Is there anything else we need to know about the context of this school that would help us understand your responses? For instance, you described the school as like a [xxxx] animal. Why was this?Additional prompts:* So, how would you describe the culture at this school?
* Relationships between staff and students?
* Relationships between staff incl. with and between SLT?
* Relationships with parents?
* Key priorities for the school?
* Key challenges for the school?
* Best thing/worst thing?

How does it compare to other schools you have worked in?Need for RSE programmes at this school? |
| **Close** | Thank participants for taking part. Remind them what will be done with the data and of procedures to maintain participant confidentiality and anonymity. |

**Positive Choices Student Control School Focus Group Topic Guide**

**Materials required:**

* Discussion guide
* Audio recorder
* Spare batteries
* Information sheet
* Consent form
* Materials for taking notes (laptop or notebook)

**Researcher Welcome – Five minutes**

1. Give participant(s) information sheet and consent form
2. Introduce the interview/focus group. You may use the recommended text below or provide this information in your own words.

*My name is \_\_\_\_\_\_. I am a researcher from the London School of Hygiene and Tropical Medicine. I am working on a research study to evaluate relationships and sex education. You’ve been invited for an interview/focus group because your school is taking part in this study. As part of our research, we’d like to find out about life at your school, including the teaching of relationships and sex education (RSE) and the provision of contraceptive and sexual health services at your school and in the local area. The interview/focus group should take about an hour.*

*I will* ***not*** *ask you about your own experiences of relationships, sex or using contraceptive and sexual health services.*

*We ask that you please do* ***not*** *discuss these or the experiences of anyone you know in the group session, because we cannot assure privacy. However, if anyone would like to speak privately after the session about anything you are going through, please let me know. I will be happy to speak with you and, if you wish, connect you with someone at your school who is in charge of safeguarding and can help you. We ask everyone to keep anything said today private among those in this room.*

*However, if at any point during the interview/focus group you tell me that you or another student are at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at the school who is in charge of safeguarding. If this happens, I will discuss it with you first.*

*I would like to audio-record the interview/focus group and then produce a written record of what is said. The written record will not include your name. All the data from our discussion will be stored securely in our offices at the university on a computer that only the research team can access. When we write articles and reports about Positive Choices, we may include direct quotes from your interview/the focus group but will not include any information that could identify you, your school, or other students.*

*You can decide whether or not to take part, and you can stop taking part at any time with no negative consequences. We can also skip any questions you prefer not to answer.*

*Please read the information sheet and consent form you’ve received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.*

1. Collect and check consent form
2. Start audio recorder and state today’s date, time, type of interview (staff interview/focus group), and ID# of school

|  |  |
| --- | --- |
| **Topics** | **Questions and prompts** |
| **Introduction** | First off, can you tell me your name, your year group and how long you have been at this school? |
| **School Context** | Is this school were an animal, what animal would it be? Why a [animal name]?Make a note and say we will return to this later if we have time.  |
| **RSE at their school**  | **Tell me about Relationships and Sex Education (RSE)** at this school….**What** Relationships and Sex Education (RSE) have you received at this school?Additional prompts:* In what years?
* On what topics?
* What lesson or part of the day was it timetabled for?
* Where are lessons normally taught?
* How many lessons?
* Who teaches it?
* What kind of activities/teaching approaches are used?
* Single or mixed sex?
* Any external providers?

What did you think of the RSE that was provided to you at this school?* The topics covered (comp PC topics)
* Their relevance
* How it was taught/activities used/single or mixed sex
* Frequency and duration
* When/where it was taught?
* How comfortable was the environment for you?

What about **who taught** the lessons? Do you think they were the right person to teach the lessons? Why? Why, not?Additional prompts:* **Attitude** and approach in the classroom (Was the educator embarrassed, anxious, respectful, empathetic, judgmental, sex-positive?)
* **Confidentiality** (Do you think the educator can be trusted to maintain confidentiality? Why? Why, not?)
* Knowledge and competency (Do you think the educator have enough **expertise** to teach RSE? Do you think they were credible?)
* **Relationship** with teacher (how would you describe your prior relationship with the educator/teacher? Do you think discussing RSE with your teacher will impact your relationship or **blur boundaries**? Why? Why, not?)
* Safe classroom environment (Was the educator able to maintain order in the classroom? Was the educator able to foster **frank, mature and open discussion** about sex?)

Who do you think is **best placed/should deliver** RSE in secondary schools? Why?What is the role if any of **students** in deciding what RSE should be taught? [ie, is there anything similar to the School Health Promotion Council]. Are students **consulted**, if so how? Do students and teachers **work together** on these issues? If so how? Are there any **student-led campaigns** around RSE related issues? How are **parents** involved or informed about RSE at this school? |
| **School based and local sexual health services** | Do you know of any contraceptive and **sexual health services** available on the **school** site? Which?* By who? (school nurse, external visitor)
* Where
* Pregnancy testing
* Condoms
* Chlamydia/gonorrhoea testing
* Emergency contraception/morning after pill

(Do you know) how you would access them if you needed to?Do you know of any sexual health services **locally** that young people from your school might visit?* How far
* Opening times

What services do they provide? Do they provide a clinic specifically for young people?Are these services promoted within the school? Where? How?If you needed to find out about a local clinic to access contraception or advice, testing and/or treatment about STIs where would you go?* Friends
* Online
* Notice board
* Teacher
* School nurse
* Sexual partner
 |
| **Survey** | Do you remember completing our survey last summer?How did you find it?* Content (questions asked)
* Delivery

Time, level of privacy. |
| **School context again** | Is there anything else we need to know about the context of this school that would help us understand your responses? For instance, you described the school as like a [xxxx] animal. Why was this?Additional prompts:* So, how would you describe this school?
* Relationships between staff and students?
* Relationships between staff incl. with and between SLT?
* Relationships with parents?
* Key priorities for the school?
* Key challenges for the school?
* Best thing/worst thing?
* How does it compare to other schools in the area?
 |
| **Close** | Thank participants for taking part. Remind them what will be done with the data and of procedures to maintain participant confidentiality and anonymity. |

**Positive Choices Staff Control School Interview/Focus Group Topic Guide**

**Materials required:**

* Discussion guide
* Audio recorder
* Spare batteries
* Information sheet
* Consent form
* Materials for taking notes (laptop or notebook)

**Researcher Welcome**

1. Give participant(s) information sheet and consent form
2. Introduce the interview/focus group. You may use the recommended text below or provide this information in your own words.

*My name is \_\_\_\_\_\_. I am a researcher from the London School of Hygiene and Tropical Medicine. I am working on a research study to evaluate relationships and sex education. You’ve been invited for an interview/focus group because your school is taking part in this study. As part of our research, we’d like to find out about life at your school, including the teaching of relationships and sex education (RSE) and the provision of contraceptive and sexual health services at your school and in the local area. The interview/focus group should take about an hour.*

*I would like to audio-record the interview/focus group and then produce a written record of what is said. The written record will not include your name. All the data from our discussion will be stored securely in our offices at the university on a computer that only the research team can access. When we write articles and reports about Positive Choices, we may include direct quotes from your interview/the focus group but will not include any information that could identify you, your school, or students.*

*You can decide whether or not to take part and you can stop taking part at any time. We can also skip any questions you’d prefer not to answer.*

*Please read the information sheet and consent form you’ve received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.*

1. Collect and check consent form
2. Start audio recorder and state today’s date, time, type of interview (staff interview/focus group), and ID# of school

|  |  |
| --- | --- |
| **Topics** | **Questions and prompts** |
| **Introduction** | NameRole at this schoolHow long you have been working here?Where else you have taught? |
| **School Context** | We have asked students to say, if this school were an animal, what animal would it be, we’d love you to tell us what you would say to that too. Why a [animal name]?Make a note and say we will return to this if there is time at the end. |
| **RSE at their school** **Curriculum** **SHPC-type activities****Parents****Opinions of RSE** | Tell me about Relationships and Sex Education (RSE) at this school….What level of **priority** is Relationships and Sex Education (RSE) in this school?Additional prompts:* By those teaching it
* SLT
* Students
* How features in school policies or improvement plan

What **training** is provided to those delivering Relationships and Sex Education (RSE) in this school? Who teaches the lessons? How are they selected?**What Relationships and Sex Education (RSE) is taught** at this school?Additional prompts:* In what years?
* On what topics?
* Which lesson or part of the day is it usually timetabled for?
* Where are lessons normally taught?
* How many lessons?
* What kind of activities/teaching approaches are used?
* Single or mixed sex?
* Any particular programmes?
* Any external providers?
* (How) are groundrules established to make the learning environment safe?

What is the role if any of **students** in deciding what RSE should be taught? [ie, is there anything similar to the School Health Promotion Council]. Are students **consulted**, if so how? Do students and teachers **work together** on these issues? If so how? Are there any **student-led campaigns** around RSE related issues? How are **parents** involved or informed about RSE at this school?What do you think of the RSE that is provided at this school?* The topics covered (comp to PC topics)
* Their relevance
* How it is taught/activities used/single or mixed sex
* Frequency and duration
* When/where it is taught?

What about who teaches the lessons? Do you think they are the right person/people to be teaching the lessons? Why? Why, not?Additional prompts where relevant:* **RSE knowledge** and competency (How prepared did you feel in delivering RSE? Why? Why, not? How comfortable were you answering student questions? Why, not?)
* Classroom environment (How easy was it to maintain discipline? How easy was it to **foster frank, open and mature discussion** in the classroom? Is this realistic? Why, not?)
* **Attitude** and approach in the classroom (How relaxed were you when delivering RSE? Why, not? Did you feel embarrassed or anxious? Why?)
* Approach to sexually active young people (Are you comfortable taking a **sex-positive approach** with your students at your school? Why? Why, not?)
* **Confidentiality** (How did you ensure confidentiality during RSE? Do you think students felt at ease to openly discuss sex? Why? Why, not?)
* **Relationship with students** (Do you think teaching RSE had an impact on your relationship with students outside of the classroom? If so, how? Did you feel that boundaries were blurred?)

Who do you think is best placed/should deliver RSE in secondary schools? Why?When new statutory guidance on the provision of Relationships and Sex Education (RSE) comes into play for September 2020, do you think this school will be prepared to deliver it? Why? Why not? What are your concerns? |
| **School based and local sexual health services** | Do you know of any contraceptive and **sexual health services** available on the **school** site? Which?* By whom? (school nurse, external visitor)
* Where
* Pregnancy testing
* Condoms
* Chlamydia/gonorrhoea testing
* Emergency contraception/morning after pill

How can students access these services?Do you know of any sexual health services **locally** that young people from your school might visit?* How far
* Opening times

What services do they provide? Do they provide a clinic specifically for young people?Are these services promoted within the school? Where? How?If pupils needed to find out about a local clinic to access contraception or advice, testing and/or treatment about STIs where do you think they would go?* Friends
* Online
* Notice board
* Teacher
* School nurse
* Sexual partner
 |
| **Survey** | Do you remember us carrying out our survey last summer?How did you find it? How do you think students found it?* Content (questions asked)
* Organisation/Delivery

Time, level of privacy, communication, quality of fieldworkers |
| **School culture / context** | Is there anything else we need to know about the context of this school that would help us understand your responses? For instance, you described the school as like a [xxxx] animal. Why was this?Additional prompts:* So, how would you describe the culture at this school?
* Relationships between staff and students?
* Relationships between staff incl. with and between SLT?
* Relationships with parents?
* Key priorities for the school?
* Key challenges for the school?
* Best thing/worst thing?

How does it compare to other schools you have worked in? |
| **Close** | Thank participants for taking part. Remind them what will be done with the data and of procedures to maintain participant confidentiality and anonymity. |

**Positive Choices Interview with NCB SEF partner**

**Materials**

* Discussion guide
* Audio recorder
* Spare batteries
* Information sheet
* Consent form
* Materials for taking notes (laptop or notebook).

**Welcome and Introductions**

*My name is XXX. As part of LSHTM’s evaluation of Positive Choices, I’d like to ask you about your experiences of being involved in the pilot phase of the intervention, your views on the intervention and how we might further refine it. The interview should take about 45 minutes and is not aimed at assessing your personal performance or that of SEF, but understanding and improving the Positive Choices programme.*

*We are particularly interested in anything that we need to consider if we move to a full RCT – challenges, costs, what we need to do differently next time.*

*Your participation is voluntary and you can stop taking part at any time. We can also skip any questions you prefer not to answer. I’d like to audio-record the interview and then produce a written record of what is said. The written record will not include your name. When we write articles and reports about Positive Choices, we may include quotes from the interview but will not include any information that could identify the schools with which you have worked. However, given SEF’s role in the project you need to be aware that complete confidentiality is not necessarily possible. We will therefore send you draft reports and articles for you to see to ensure you are happy with what we write or how we cite you.*

*Please read the information sheet and consent form you’ve received. If you are happy to take part, please complete the consent form. I can answer any questions you might have.*

1. Collect and check consent form
2. Start audio recorder and state today’s date, time, type of interview (NCB SEF staff interview), and ID# of staff member being interviewed (number consecutively in the format SEF#; e.g., the first trainer interviewed will be SEF1)

**Interview Guide**

Pilot phase of PC, after the optimisation phase. School year 2018-19.

**Implementation and feasibility of Positive Choices – SEF’s role as facilitator**

1. Tell me about your experiences delivering Positive Choices in the pilot schools? [discuss how best to manage this in interview eg taking schools one at a time and discussing all components, or commenting on positive/ negative aspects in relation to each component across the schools]
2. Tell me about your experience and views about particular elements of the programme *(Probe: ask specifically about* ***initial engagement*** *with school, organising and undertaking* ***training*** *sessions for* ***curriculum****, for* ***SHPC****, for* ***SLSM****, and what worked or did not work – recruiting attendees, how long you spent training them, what topics and materials and activities were used and how they were received, participant response and evaluations, any adaptations from what you planned? How far were you involved in elements of the PC programme like convening and scheduling* ***SPHC****,* ***launch*** *of PC across school, use of* ***NA*** *data by SHPC, prioritisation of curriculum* ***topics****,* ***curriculum delivery****,* ***student led social marketing, review of sexual health services****.*
3. What factors affected how well the programme was delivered? What were the challenges encountered? *(Probe: commitment of individual staff/student members; time; school culture, processes or structures; school resources; pupil culture; SLT support; parents; training and support; external influences; factors relating to researchers or NCB SEF staff or organisation – factors including, time capacity, priorities, commitment to the intervention and how this may have changed)*
4. Were there any cases where what was delivered deviated from what was intended to be delivered? (Probe: reasons for deviations; whether deviations ran with or against grain of theory of change)
5. How well do you think the Positive Choices programme worked in the pilot schools overall? Why do you think this was?
6. Do you think Positive Choices was a ‘workable’ programme for pilot schools? Would it be workable in English secondary schools in general? Why/Why not? Compared to the other schools SEF works with, were the pilot schools distinctive or like other schools? What are the implications of this for the intervention?
7. (questions about resourcing in the real world) How much time and expense was involved in the following: preparing for each training session; travelling to and from each training session; materials for each training session? (Probe: were the time and resources required more or less than anticipated?)
8. Have you provided any additional support to the pilot schools that wasn’t in the original plan? (Probes: how much time did this involve?; What resources did it involve? What would be the implications of this were PC to move to full trial phase?)
9. How does Positive Choices compare to other school based programmes you have delivered? Eg Sex Ed Sorted.
10. What further refinements do you think are needed to improve Positive Choices (Probe: procedures for engaging schools; training – attendance, timing, activities; manual – contents, presentation; continuing support for schools)
* Did the intervention respond to the particular needs and circumstances of schools and could this be improved?
* Did the intervention involve students sufficiently?
* What could be improved?
* What factors do you think affected the overall implementation of PC in the pilot schools?
* [add prompts] Based on our research we think the following *[insert assumptions from initial data analysis Ie change in management, choice of teaching staff, the fact that RSE not statutory and so could become a low priority]* had a significant impact [positive or mainly negative] on the overall implementation of Positive Choices in the pilot schools. What do you think about this? Do you agree or have a different theory?

***Acceptability of Positive Choices***

1. What do you think the pilot schools staff think of Positive Choices?
2. What do you think pupils think of Positive Choices?
3. What do you think parents think of Positive Choices? *(Probe: Were there any concerns or comments from parents?)*

***Impact, context and mechanisms – 15 minutes – what made it work or not work as far as you are able to say***

1. What changes do you think there been in the pilot schools as a result of Positive Choices (positive and negative)? (Probe: in pupil knowledge, self-efficacy, norms, skills, visible behaviours and engagement with school; in staff knowledge, confidence, norms, skills; visible behaviours; in pupil relationships; in staff relationships; in student/staff relationships; culture and approach of school in relations to RSE)
2. Are there any student groups that you think might have been particularly affected/less affected? *(Probe: Gender, youth style grouping; more or less educationally engaged pupils)*
3. Do you think these changes are sustainable? How could they be sustained?
4. What do you think would have been the most important things in terms of bringing about these or other desired changes? (Probe: Detail of particular activities; features of the school environment; or student population)
5. Based on our research we think *[insert assumptions based on elaboration of theory of change and initial data analysis about mechanisms and context and present diagram of CMO configurations to participants]* were important for bringing about *[insert positive or negative change]* in pilot schools. What do you think about this? Do you agree or have a different theory about how this change has come about?

**Wrap up – 2-3 minutes**

Thank participant for taking part. Remind them what will be done with the data and of procedures to check back re citing SEF.