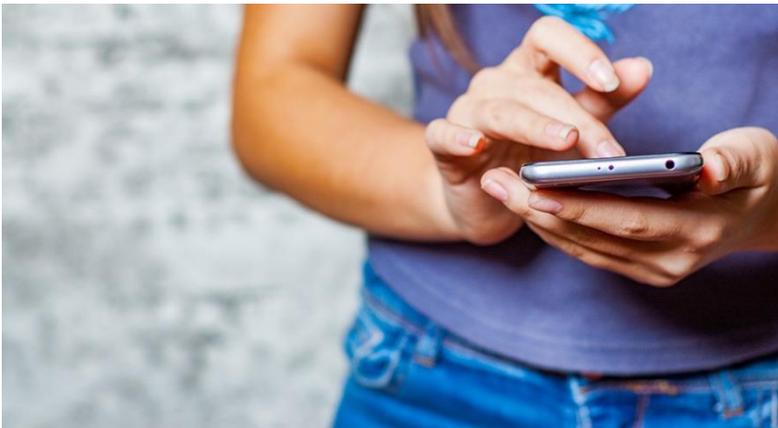


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# Send me a pic?

## Pilot evaluation report



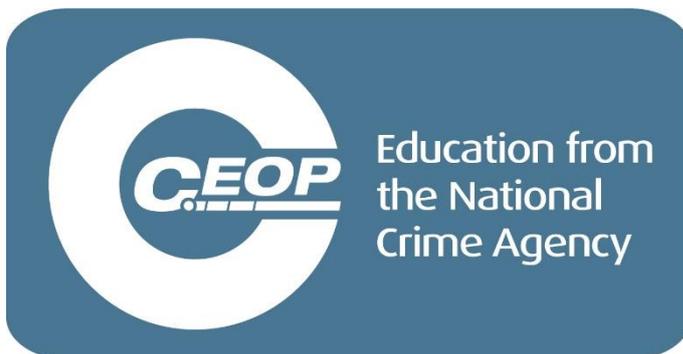
**Authors:** Jennifer Barton-Crosby, Lana MacNaboe, Emily Roberts, Alessandra Sciarra, Enes Duysak, Andi Fugard, Daniel Phillips, and Jeffrey DeMarco

**Date:** 18/03/2022

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# Executive summary

## Background

The National Crime Agency (NCA) leads the United Kingdom's (UK's) fight to cut serious and organised crime, protecting the public by targeting and pursuing those criminals who pose the greatest risk to the UK. This includes tackling the sexual abuse and exploitation of children and young people, both online and offline.

The Child Exploitation and Online Protection (CEOP) Education Team, which is part of the NCA's Threat Leadership Command, are responsible for developing and delivering a national education programme, which aims to protect children and young people from the threat of online child sexual abuse, reducing their vulnerability to abuse, and increasing their confidence and ability to seek help from an appropriate source when they need it. Send me a pic? (SMaP) is an education resource provided as part of the education programme.

The SMaP lesson resource was developed to engage young people in exploring attitudes and behaviours relating to consensual and non-consensual nude image sharing. The SMaP resource consists of three lessons for young people, aged 11-14 years. Each lesson centres on a particular topic:

1. 'Identifying healthy and unhealthy relationships'
2. 'Nudes in relationships'
3. 'When nudes get shared around'

Within the lessons, simulated text-based conversations between fictional young people, presented as short film clips, are used to introduce and navigate issues around nude image sharing.

## Method

The National Centre for Social Research (NatCen) was commissioned by the NCA to conduct a pilot evaluation of the SMaP education resource. The project comprised two stages:

1. **The scoping stage:** Scoping activities provided contextual information from a broad range of sources in order to situate and plan the pilot.
2. **The pilot stage:** The pilot study explored the feasibility of a full randomised control trial (RCT). As part of this stage, the implementation of the SMaP resource (i.e. uptake and delivery) was explored and the findings used to inform the final design of an RCT.

The pilot study was a small-scale qualitative and quantitative evaluation of the delivery of SMaP in schools; teachers' and pupils' views and experiences of the resource; whether the resource improves teachers' and pupils' understanding of the issues around nude image sharing; and how impact could be most effectively evaluated as part of an RCT. Data was gathered from pre-and-post-delivery questionnaires and lesson observations, as well as interviews with teachers and discussion groups with pupils after delivery of the lessons was completed. Drawing on learning from the pilot study, in this report we also present our proposed design for an RCT of SMaP as well as practical considerations for running an RCT of a school-based programme.

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## Summary of key findings

### Implementation and experience of SMaP lessons

- Findings indicate that the length of SMaP lessons is too long. The SMaP lesson content is intended for 1-hour lessons; however, timetabled lessons in schools are often 40-50 minutes long. This means that some SMaP content cannot be covered and/or content is covered in less depth than intended. The time needed to prepare SMaP lessons was also a burden for some teachers.
- The value of the clear and comprehensive guidance provided by NCA was reflected in teachers' reports of how well lesson plans were structured and the quality of the lesson content.
- Pupils described the lessons as enjoyable and informative, and they found the open discussion element of the SMaP lessons to be valuable. Pupils noted that the interactive nature of the videos and activities was engaging and described them as generally realistic and accurate. However, pupils thought that including non-consensual nude image (NCNI) sharing on social media platforms (such as Instagram) as part of the examples, rather than just via text message, would make them even more realistic.
- Teachers and pupils considered SMaP suitable for the target age group, with the tone of the content generally viewed as appropriate and effective. However, teachers fed back that certain activities included as part of SMaP lessons are targeted towards children younger than the pupils who participated in the lessons.
- Pupils responded well to the gender-neutral aspect of the lessons and understood the value of challenging gendered assumptions, expectations, and stereotypes.
- Pupils generally recognised the need to educate young people about NCNI sharing and the associated risks.

### Change following lessons

Evidence of promise analyses of pupil questionnaire responses showed change on one out of five outcomes:

- No change in how confident pupils were in knowing how frequently NCNI occurs.
- A statistically significant decrease in victim-blaming responses. However, this should be caveated since there was no comparison group.
- No change in the help seeking outcome.
- No change in intended involvement in deciding whether a friend should share nude images.
- No change in confidence supporting peers being pressured into sharing a nude image.

Teacher focus groups and pupil interviews showed the following findings:

- Teachers thought that SMaP lessons served as a useful reminder of the law around NCNI sharing. Some were reassured that what they already knew about NCNI sharing was correct.
- Teachers reported that SMaP lesson materials raised awareness of the issue of NCNI sharing and made conversations on the topic less of a taboo within school and when having conversations with parents/carers.
- As a result of delivering SMaP lessons, teachers described feeling more confident in dealing with NCNI sharing if a pupil were to ask for help.

- Pupils also described feeling more confident to tell someone (such as a friend or adult) if they experienced NCNI sharing.
- Pupils reported an improved awareness of the organisations available to individuals who may require support, guidance, or information regarding situations involving NCNI sharing.
- Pupils explained how, as part of SMaP lessons, they had learnt to identify healthy and unhealthy relationships.
- Teachers and pupils found that the lessons helped raise awareness about the legal aspects and potential consequences of NCNI sharing. However, a key challenge highlighted by teachers was how to select appropriate language to balance clear and informative guidance around the legal aspects of NCNI sharing without using 'shock tactics' that might make pupils feel criminalised.
- Pupils reported a greater awareness of the impacts NCNI sharing can have on victims, including negative impacts on mental wellbeing (such as depression and suicide) and complications with future relationships.
- Teachers perceived pupils to be more comfortable discussing NCNI sharing as a result of SMaP lesson delivery and thought that pupils had increased knowledge of the topic.

## Recommendations to improve the SMaP resource

Drawing on the findings of the pilot study, the following recommendations have been identified:

- Lessons should be shorter in length and run across four or five sessions rather than the three specified in the SMaP guidance; ways to minimise lesson planning burden on teachers should be explored.
- Ways to encourage a peer support network between teachers delivering SMaP should be considered.
- More guidance for teachers on the law surrounding NCNI sharing and how to provide accurate and appropriate responses to challenging questions on the law and the legal consequences of NCNI sharing is needed.
- Expand the range of activities to engage pupils of different ages and needs.
- Provide the opportunity for pupils and teachers to 'refresh' their learning on a regular basis, which may assist with consolidating knowledge, while also staying on top of changes and trends.
- Consider including social media platforms (i.e. Instagram) within examples of NCNI sharing to make them more realistic and salient to the target age group.
- Include more content on the impacts and consequences of NCNI sharing for the fictional characters in the video scenarios.
- Ensure that the resource is compatible across platforms and devices (tablets, smartphones) to facilitate accessibility and participation.
- Include more examples and guidance for pupils around how to involve a trusted adult if they find themselves in a NCNI sharing situation.
- Teachers found it difficult to monitor the impact of the SMaP lessons on pupils. An assessment (i.e. an online questionnaire) would be a useful way of capturing what information has been learnt and retained by pupils.
- On-going research and evaluation should be incorporated into the SMaP resource and its delivery across schools.

- 
- The CEOP Ambassadors network should be consulted regularly—they are delivering SMaP in real time and can treat the resource dynamically as online behaviours, harms, and platforms regularly change.

## Practical considerations for designing an RCT

Drawing on our analysis of evaluation findings and design considerations, we present the following recommendations:

- We propose a cluster RCT, randomising at the level of schools.
- The choice of control condition is essential, irrespective of whether an RCT or quasi-experimental approach is taken. We recommend relationships and sex education (RSE) as usual, and potentially, for ethical reasons, also including SMaP material in the control group after endpoint data collection. Important groundwork would include investigating what topics RSE as usual includes.
- The theory of change for SMaP needs to explain in greater detail exactly what the SMaP programme is; namely, how SMaP material is supposed to be used by teachers and pupils. This is to give the programme the best chance of being effective and to enable a rigorous future evaluation. We have suggested a range of considerations in [6.2](#).
- Important decisions need to be made concerning the outcome focus. We have suggested a range of considerations in [6.3](#). Given evidence of promise, a reduction in victim blaming seems a promising outcome. However, this alone might not suffice for the behaviour change that SMaP seems to aim to achieve. Therefore, we propose revisiting outcomes following refinement of the theory of change.
- We estimated the sample size required for an RCT, assuming that the primary outcome measure is intention to seek support for NCNI sharing. This suggests that 3,240 pupils from 72 secondary schools would be required, with 36 schools (1,620 pupils) allocated to SMaP and 36 schools (1,620) to RSE as usual. This estimate takes account of attrition, based on plausible school-level findings from the literature and pupil-level findings from the present evaluation. This estimated sample size could increase or decrease depending on what outcome measure is chosen and whether more than one measure is selected as a primary outcome.

# 1 Introduction

## 1.1 Background

The NCA leads the UK's fight to cut serious and organised crime, protecting the public by targeting and pursuing those criminals who pose the greatest risk to the UK. This includes tackling the sexual abuse and exploitation of children and young people, both online and offline.

The CEOP Education Team, which is part of the NCA's Threat Leadership Command, are responsible for developing and delivering a national education programme, which aims to protect children and young people from the threat of online child sexual abuse, reducing their vulnerability to abuse, and increasing their confidence and ability to seek help from an appropriate source when they need it. All of the education resources offered are designed to be age-appropriate and accessible.<sup>1</sup> Resources also include guidance on safeguarding children as well as advice on how to deliver safe and effective online safety education.<sup>2</sup>

SMaP is an education resource provided as part of the national online safety programme from CEOP's Education Team.<sup>3</sup> The SMaP resource was developed in response to the findings of the Digital Romance research project, undertaken in 2017 by Brook, a sexual health and wellbeing charity, and the NCA.<sup>4</sup> The project explored young people's use of online platforms and digital technology in romantic relationships, and specifically looked at the use of digital technology in the following contexts:

- Flirting
- Sending nude or sexual images
- Communicating in relationships
- Control, pressure, and abuse in relationships
- Breaking up and the post break-up period

The Digital Romance report identified how technology can positively and negatively impact young people's relationships.<sup>5</sup> According to the report, positive impacts of technology on relationships include facilitating connections and friendships. However, the negatives include the role that technology can have in facilitating abusive and controlling behaviour, sexual coercion, and NCNI sharing. In addition, the report identified gaps in adequate education on healthy relationships that includes and recognises the role of digital technology and online platforms.

## 1.2 Overview of the SMaP lessons

Influenced by the findings of the Digital Romance report, the SMaP lesson resource was developed to engage young people in exploring attitudes and behaviours relating

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<sup>1</sup> Resources are available for children aged 4-18 years.

<sup>2</sup> Information from Send me a pic? resource pack (autumn 2020)

<sup>3</sup> See: [thinkuknow.co.uk](https://www.thinkuknow.co.uk)

<sup>4</sup> See: <https://www.thinkuknow.co.uk/professionals/guidance/digital-romance/>

<sup>5</sup> The full report can be accessed here: [https://www.thinkuknow.co.uk/globalassets/parents--carers/pdf/dr\\_report\\_final.pdf](https://www.thinkuknow.co.uk/globalassets/parents--carers/pdf/dr_report_final.pdf)

to consensual and non-consensual nude image sharing.<sup>6</sup> More specifically, the resource aims to help young people to:<sup>7</sup>

- Identify healthy and unhealthy relationship behaviours
- Explore the positive role technology can play in relationships
- Identify and respond to manipulation, pressure, and coercion
- Critique harmful social norms around nude image sharing in groups
- Identify ways young people can support their peers
- Develop the skills, knowledge, and confidence to seek help if needed

The SMaP resource consists of three lessons for young people, aged 11-14 years, Each lesson centres on a particular topic:

1. 'Identifying healthy and unhealthy relationships'
2. 'Nudes in relationships'
3. 'When nudes get shared around'

Within the lessons, simulated text-based conversations between fictional young people, presented as short film clips, are used to introduce and navigate issues around nude image sharing.

The SMaP lesson materials take a gender-neutral stance (i.e. characters within the lesson materials are not identified as male or female). The gender-neutrality of the materials can be used to challenge gender stereotypes.<sup>8</sup>

## 1.3 Delivery of the SMaP resource

If schools would like to deliver SMaP to pupils in Year 8 and Year 9, they are able to create an account on the Thinkuknow (TUK) website and download the resource from the SMaP page.<sup>9</sup>

The SMaP resource pack contains plans for the three one-hour lessons. Each lesson plan specifies the learning objective of the lesson, the learning outcomes, and a step-by-step guide to working through the lesson content. Additional materials for the lesson are also listed and signposted; these include the PowerPoint slides for the lesson (including the short film clips), materials for activities, and transcripts of the films.<sup>10</sup>

The resource should be delivered as part of timetabled lessons by teachers who have responsibility for RSE. It is recommended that the lessons are delivered across three consecutive weeks where feasible.

Included in the resource materials is a factsheet on SMaP and nude image sharing for parents and carers. A 45-minute presentation for professionals on delivering SMaP

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<sup>6</sup> SMaP is referred to as a lesson resource rather than a programme or intervention. As such, within this report we refer to the 'resource' when discussing SMaP as whole; we refer to 'lesson materials' when discussing the components of the resource.

<sup>7</sup> Aims taken directly from SMaP webpage here:

<https://www.thinkuknow.co.uk/professionals/resources/send-me-a-pic/>

<sup>8</sup> Thinkuknow, Send Me a Pic? resource pack.

<sup>9</sup> See: <https://www.thinkuknow.co.uk/professionals/resources/send-me-a-pic/>

<sup>10</sup> Transcripts are included for young people who may benefit from having additional time to read the transcript in addition to viewing the film.

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safely and effectively is also provided. The presentation gives an introduction to SMaP as well as information on:<sup>11</sup>

- The law on nude image sharing
- Key messages for young people on nude image sharing
- How to challenge victim-blaming attitudes
- Tips for talking to young people about relationships and sex

## 1.4 Overview of the research project

NatCen was commissioned by the NCA to conduct a pilot evaluation of teaching using the SMaP education resource, which was newly developed at the time of commissioning. The project comprised two stages:

1. **The scoping stage:** Scoping activities provided contextual information from a broad range of sources in order to situate and plan the pilot.
2. **The pilot stage:** The pilot study explored the feasibility of a full randomised control trial (RCT). As part of this stage, the implementation of the SMaP resource (i.e. uptake and delivery) was explored and the findings used to inform the final design of an RCT.

### 1.4.1 The scoping stage

The scoping stage was conducted in three phases:

1. **Rapid evidence review:** The review grounded the pilot study in the evidence and thinking that informed the development of the SMaP resource. Three sets of literature were reviewed: academic journal articles, government and non-governmental organisation (NGO) literature, and materials created and used during the development of SMaP.
2. **Development of a logic model:** A logic model was developed over the course of four stakeholder workshops. This process was used to pin down what outcomes and impacts were feasible and realistic to expect from the pilot study and subsequent RCT. In addition, the workshops were used to identify what could be measured in order to capture changes in relevant outcomes.
3. **Development of an indicator matrix:** This allowed for the identification of specific criteria to be used in assessing the success of the resource as outlined by the logic model.

The findings of the scoping activities were summarised within a summary report, which can be found in [Appendix A](#).

### 1.4.2 The pilot study

The pilot study was a small-scale qualitative and quantitative evaluation of the delivery of SMaP in schools; teachers' and pupils' views and experiences of the resource; whether the resource improves teachers' and pupils' understanding of the issues around nude image sharing; and how impact could be most effectively evaluated as part of an RCT. Drawing on learning from the pilot study, in this report we also present our proposed design for an RCT of SMaP as well as practical considerations for running an RCT of a school-based programme.

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<sup>11</sup> Information taken directly from the Send Me a Pic? resource pack.

## Key evaluation questions:

1. Was the resource delivered as intended by the NCA?
2. How did teachers find the experience of planning and delivering SMaP?
  - a. How did teachers find the experience of set-up and planning (including workload implications)?
  - b. How did teachers find the experience of delivering the lessons?
  - c. What were teachers' views on the lesson materials?
  - d. What were teachers' views of the suitability of SMaP for the school context?
3. How did pupils find the experience of receiving / participating in the SMaP lessons?
  - a. What were pupils' views and experiences of the lesson content?
  - b. How did pupils find the experience of lesson delivery?
  - c. What were pupils' views on the relevance of the resource?
4. Does SMaP improve teachers' understanding of the issues around nude image sharing and confidence in discussing them?
5. Does SMaP improve pupils' understanding of the issues around nude image sharing and confidence in seeking support (i.e. from peers, teachers, charities)?
6. How can improved understanding of the issues around nude image sharing be measured?

**The 'issues' around nude image sharing that the SMaP resource aims to improve:**

- Identify healthy and unhealthy relationship behaviours
- Explore the positive role technology can play in relationships
- Identify and respond to manipulation, pressure and coercion
- Critique harmful social norms around nude image sharing in groups
- Identify ways young people can support their peers, and
- Develop the skills, knowledge and confidence to seek help if they need it

7. Is the SMaP resource suitable for an RCT?

---

## 2 Methodology

The pilot applied qualitative and quantitative data collection and analysis methods to explore how SMaP had been implemented, teachers' and pupils' views and experiences of SMaP, and any changes in attitudes and understanding around NCNI sharing. Qualitative data was collected via lesson observations during the delivery of SMaP, and via interviews and discussion groups post-delivery. Questionnaires administered to teachers and pupils pre-and-post SMaP delivery allowed for a pre-and-post uncontrolled quantitative evaluation of change in attitudes and understanding. The various methods were selected to provide the research team with data in different formats. This approach was intended to explore the feasibility of a follow-up RCT of the SMaP resource.

This chapter begins with a description of the impact that Covid-19 had on the evaluation activities, before details of recruitment and sampling, data collection, and approaches to analysis are provided.

### 2.1 The impact of Covid-19

Data collection commenced in March 2020, which coincided with the beginning of the Covid-19 pandemic. Recruitment of schools and data collection was severely affected. Baseline survey data from four schools was collected and one lesson observation occurred during early 2020 before the UK went into the first lockdown and the pilot was paused. Between March and July 2020, schools remained largely closed for most pupils in England (schools remained open for some children, such as the children of key workers). During this time, schools transitioned to remote and online learning. The pilot was re-started in the autumn of 2020, and NatCen researchers made attempts to re-engage schools that had been recruited earlier in the year; new schools were also approached. Between November 2020 and January 2021, NatCen researchers were able to conduct data collection activities with five schools. However, due to restrictions in place to limit the spread of Covid-19, including whole year group 'bubbles',<sup>12</sup> staff illness and mandatory isolation of year groups, all fieldwork was carried out online.

During early 2021, recruitment of an additional three schools was attempted. However, due to a further national lockdown and Covid-19 restrictions, these attempts were unsuccessful. Further attempts were made to recruit additional schools during summer 2021 (i.e. before the summer break) as well as at the beginning of the autumn term 2021, but the pressures that schools were continuing to experience meant recruitment was unsuccessful.

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<sup>12</sup> During the pandemic pupils were often in 'Covid-19 bubbles' which limited interaction between pupils in an effort to limit transmission of the virus among pupils.

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## 2.2 Recruitment and sampling

### 2.2.1 Initial recruitment and sampling during spring 2020

From the outset, the aim was to sample eight secondary schools in England.<sup>13</sup> Recruitment was initiated by the NCA, who shared details of NatCen and the project at training events. Schools were urged to contact NatCen if they were interested in participating in the pilot evaluation. In addition, an email providing information about the SMaP resource and the pilot evaluation was sent out to the network of CEOP Ambassadors in England.<sup>14</sup>

Twelve schools expressed an interest in taking part in the pilot, of which eight were ultimately selected for participation in the pilot. The selected schools varied in size, and while quotas were not set, we monitored for single sex and co-educational schools, school types,<sup>15</sup> and region.

### 2.2.2 Recruitment of schools during autumn 2020

When the pilot study resumed in autumn 2020, NatCen researchers re-contacted schools that had been selected earlier in the year and/or had expressed interest in participating in the pilot. The NCA also sent an email with information (which included an information sheet – see [Appendix B](#)) about SMaP and the pilot to their CEOP Ambassador network, as well as their wider digital safety networks. To avoid including pupils who had received the resource twice in the sample, where schools were re-contacted, they were informed that SMaP lessons should not be delivered to pupils who received these lessons in spring 2020 (i.e. pupils who had been in Year 8 earlier in the year but were now in Year 9).

We received expressions of interest from 10 schools. As noted above, due to the continuing restrictions and challenges associated with the Covid-19 pandemic, recruitment of schools was difficult, and the risk of attrition was high. Therefore, all schools that expressed interest during the autumn of 2020 were selected to take part in the pilot.

Selected schools were sent a 'frequently asked questions' (FAQs) document (see [Appendix C](#)) and a 'memorandum of understanding' (MoU) document (see [Appendix D](#)) to complete and return to NatCen. The MoU set out NatCen's commitments and the conditions of the school's participation in the pilot. The MoU also had space for the school to indicate when they planned to deliver the SMaP lessons, whether they would be willing to have SMaP lessons observed, and if so, which lessons. We received completed MoUs from seven schools.

Upon receiving completed MoUs, NatCen researchers provided participating schools with further details on research activities and the order in which these would be completed. Information sheets for parents and pupils were also provided to schools

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<sup>13</sup> The original intention was to include eight schools in Scotland. However, education is devolved in Scotland and it was decided by the NCA and NatCen to focus on one geopolitical region in the pilot phase to increase the validity of findings should an RCT be undertaken.

<sup>14</sup> CEOP Ambassadors have completed the CEOP Ambassadors course, which provides an introduction to CEOP and reporting, as well as information and guidance on dealing with issues of online sexual offending, abuse, and exploitation (Thinkuknow, Send Me a Pic? resource pack). A new CEOP Education Ambassadors programme is now available, see further here:

<https://www.thinkuknow.co.uk/professionals/our-views/2022/new-ceop-education-ambassador-programme/>

<sup>15</sup> <https://www.gov.uk/types-of-school>

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(see [Appendix E](#) and [Appendix F](#)).<sup>16</sup> The information sheet for parents included an ‘opt-out’ slip that they were asked to return if they did not want their child to participate in the evaluation activities.

Five out of the seven selected schools were included in the final sample. Two schools that returned MoUs were unable to deliver SMaP and/or complete the research activities due to issues related to Covid-19.

While the original aim was to sample eight schools, recruitment challenges related to Covid-19 meant that this could not be achieved. Through consultation with the NCA and the Evaluation Team at NatCen, it was decided that sufficient evidence to inform the design of an RCT evaluation had been collected from the five schools.

## 2.3 Data collection

All data collection was carried out between November 2020 and January 2021; due to restrictions in place to limit the spread of Covid-19, all fieldwork was carried out online.

### 2.3.1 Research activities

A teacher in each participating school delivered the three lessons over three consecutive weeks (where possible) to one class in Year 8 (age 12-13 years) and one class in Year 9 (age 13-14 years).

With the school’s agreement the following research activities were carried out:

- The teachers and pupils completed a 15-minute online questionnaire once **before** the first lesson (we did not specify how long before) and once approximately three weeks **after** the third lesson.
- A NatCen researcher observed one of the SMaP lessons remotely using online software (Microsoft Teams)
- After delivery of the SMaP lessons, NatCen researchers:
  - Talked to a small group of pupils within each participating year group about their experience of the lessons.
  - Interviewed the teacher who delivered the SMaP lessons about the resource.

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<sup>16</sup> The information sheets used for the autumn 2020 data collection are included in the appendices as these are the materials that relate to the data that is presented in this report. However, edits were made to the recruitment materials at each recruitment attempt.

Table 2:1 illustrates which research questions are addressed by each research activity.

Table 2:1 Research activities by research questions				
Research question	Research strand			
	Teacher interviews	Pupil discussion groups	Lesson observations	Questionnaire
1: Whether resource was delivered as intended	X	X	X	
2: Teachers' experience of delivering SMaP	X			
3: Pupils' experience of SMaP		X		
4: Teachers' understanding of NCNI issues	X			X
5: Pupils' understanding of NCNI issues	X	X	X	X
6: How understanding of NCNI sharing can be measured				X
7: Whether SMaP is suitable for an RCT	X	X	X	X

## 2.3.2 Qualitative data collection

To evaluate the delivery of SMaP lessons, a number of qualitative data collection methods were employed. Relevant insights from the qualitative data were also used to evaluate teacher and pupil perceptions of the impact of the SMaP lessons.

### Lesson observations

NatCen researchers carried out seven lesson observations across the five schools. This included observations of both Year 8 and Year 9 classes for all three lessons (see Table 2:2).

Table 2:2 Number of observations by year group and SMaP lesson			
	Number of observations per year group		
	Year 8	Year 9	Totals
Lesson 1	2	1	3
Lesson 2	1	1	2
Lesson 3	1	1	2
<b>Totals</b>	<b>4</b>	<b>3</b>	<b>7</b>

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An observation pro forma was used to collect notes in a systematic way (see [Appendix G](#)). The observation pro forma covered the classroom setting, how teachers delivered the content, fidelity to the planned session content, and pupil engagement levels.

## Teacher interviews and pupil discussion groups

Once delivery of SMaP lessons was completed, in-depth interviews with teachers were carried out (each lasting around 60 minutes) as well as discussion groups with pupils (each lasting around 45 minutes, with approximately 6 pupils per group). The focus of these encounters was to explore views and experiences of the SMaP resource and whether the resource had improved understanding of the issues around nude image sharing and confidence in discussing these issues or seeking support.

We conducted five teacher interviews (one teacher from each participating school) and four pupil discussion groups across four schools (two Year 8 and two Year 9). One school was unable to participate in the discussion group data collection due to technical difficulties on the day; challenges associated with Covid-19 meant that rescheduling was not possible.

To ensure systematic data collection, interviews and discussion groups were conducted using topic guides (see [Appendix H](#) and [Appendix I](#)). The research questions underpinned the development of the key themes covered in the topic guides. Key themes were set out and probes and prompts were added to allow for the full exploration of each theme. The topic guides were used in a flexible way, with researchers broadly aiming to cover all themes but allowing for new themes to emerge.

## Challenges

The hallmark of high-quality research includes an awareness of its limitations and difficulties. There were a number of challenges when conducting lesson observations. As researchers' observations of lessons were conducted remotely via laptop webcam, it was difficult to see and hear pupil interactions and responses to the materials. Researchers also reported that it was often difficult to see the lesson materials (i.e. the presentation slides). One school delivered the lessons remotely due to Covid-19 restrictions, and many pupils did not have their cameras on. This meant that the researcher was unable to observe pupil engagement and interaction.

With all fieldwork conducted remotely, pupil discussion groups were carried out via Microsoft Teams, with pupils typically sitting around a single laptop. However, because of rules to limit the spread of Covid-19, pupils wore masks and sat at tables far away from the laptop. This made it difficult for the researchers to hear what pupils were saying, which in turn hindered the ability of the researchers to probe and prompt within discussions.

### 2.3.3 Quantitative data collection

As part of the pilot study we were not able to estimate the impact of the SMaP resource since there is no comparison group. However, we were able to trial a questionnaire for testing impact in an RCT; explore whether there was evidence of any change pre-post intervention; and test out some of the practical challenges of recruitment and questionnaire data collection, for instance exploring how much attrition there was pre-post and any patterns of missing data.

In collaboration with NatCen's Questionnaire Development and Testing (QDT) hub and the NCA, separate teacher and pupil questionnaires were developed for online

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administration at two timepoints: once before delivery of SMaP (we did not specify how long before) and once approximately three weeks after delivery.<sup>17</sup> The questionnaires included items to capture demographic information on participants, as well as awareness of issues around nude image sharing, attitudes towards nude image sharing, and help seeking behaviours. See [Appendix J](#) for the scripts that were used to programme online versions of the pre-and post-delivery questionnaires.

Teachers were provided with web links to the teacher questionnaire and the pupil questionnaire, along with detailed instructions for administering the questionnaires, pre- and post-delivery of the SMaP resource.

### **Teachers**

Eight teachers completed the pre-delivery questionnaire, seven of whom also completed the post-delivery questionnaire.

### **Pupils**

The pre-delivery questionnaire was completed by 194 pupils and the post-delivery questionnaire by 167 pupils; 152 pupils completed both pre- and post-delivery questionnaires.

## 2.4 Analysis

### 2.4.1 Qualitative analysis

With participants' permission, interviews and discussion groups were audio recorded and transcribed verbatim for analysis. Interview and discussion group data was managed and analysed using Framework, a case and theme-based approach to qualitative data analysis developed by NatCen.<sup>18</sup> Key topics emerging from the data were identified through familiarisation with the transcripts. An analytical framework was developed and matrices relating to the different thematic issues were produced. The columns in each matrix represented sub-themes or topics while rows represented individual interview participants or discussion groups. Data was summarised in the appropriate cell and ordered systematically. The final analytical stage involved working through the charted data, drawing out the range of experiences and views, and identifying similarities and differences.

Where applicable, verbatim interview quotations are provided in this report to highlight key findings in participants' own words. The value of qualitative research is in revealing the breadth and nature of the phenomena under study.<sup>19</sup> Therefore, we do not quantify participants' views and experiences.

Lesson observation data, collected using a template, was used alongside the interview and discussion group analysis to add further context.

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<sup>17</sup> While the original follow-up time was intended to be approximately three months after delivery, the three-week window was necessary in order to keep to the project schedule at the time of conducting fieldwork (which had been compressed due to Covid-19).

<sup>18</sup> Ritchie, J., Lewis, J., McNaughton Nicholls, C. and Ormston, R. (2014) *Qualitative Research Practice* (2nd edn), London: Sage.

<sup>19</sup> Ibid.

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## 2.4.2 Quantitative analysis

Data was analysed for pupils who completed questionnaires both pre- and post-delivery (the full questionnaire is available in [Appendix J](#) and [Appendix K](#)). The analyses are in two broad categories. Evidence of promise analyses focused on the five questions where there was an unambiguously defined outcome that SMaP should achieve if it is effective and where there was sufficient data to apply a statistical test. These five questions are:

1. How often do you think people's nude images get shared without the person knowing?
2. *Thyme is upset that Oregano shared their nude picture. Thyme is also upset that other pupils have shared it. Who is to blame for Thyme's nude picture being shared?*
3. As Thyme is upset, what do you think Thyme should do about their picture being shared? Select as many options as you like.
4. Think about the following situation: *Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do. Would you want to get involved?*
5. Think about the same situation: *Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do. How confident would you feel that you would know what to do?*

See subsequent findings chapters for details of how the variables for analysis were defined.

Exploratory analyses were conducted for all questionnaire responses of teachers and pupils focusing on descriptive patterns; namely, what the modal responses were pre- and post-delivery and any signs of non-negligible change. Given the large number of questions in the pupil questionnaires and small number of teachers, we did not use any statistical tests on these exploratory analyses.

Even for the five questions where it was possible to apply a statistical test, a statistically significant result cannot be interpreted as a causal impact of the SMaP materials since it assumes that in the absence of SMaP the change would have been zero. This is an unrealistic assumption since all schools offer RSE. This, and other discussions pupils may have engaged in or other information they may have received, could have a bearing on the outcomes we explored.

## 3 Context setting: SMaP pilot schools, teachers, and pupils

This chapter outlines the context of SMaP lesson delivery across schools, using data from pupil and teacher questionnaires, pupil discussion groups, and teacher interviews. This includes pupil and teacher characteristics, a description of the school context, and the RSE education in place across schools.

### 3.1 Description of pupils and teachers from questionnaire data

This section presents pupil and teacher characteristics using the data from the pupil and teacher questionnaires.

#### 3.1.1 Pupil characteristics

A total of 209 pupils completed the questionnaires; 103 were male, 81 female, while 4 pupils preferred not to say. The remaining 21 pupils responded 'don't know', 'other', 'not sure' or did not respond to this question. Amongst the 152 pupils who completed both pre- and post-delivery questionnaires, 81 were male, 65 female and 2 preferred not to say. The remaining 4 pupils responded 'don't know', 'other', 'not sure' or did not respond to this question.

Most pupils were born in 2007 and were 13 years old when they completed the questionnaires. See [Table 3:1](#) for the distribution of years of birth for pupils who completed pre-delivery questionnaires and for those who completed both pre- and post-delivery questionnaires.

Year of Birth	Completed pre (209 pupils)		Completed both pre and post (152 pupils)	
	n	%	n	%
2005	3	1.4	2	1.3
2006	30	14.4	23	15.2
2007	144	68.9	114	75.0
2008	16	7.7	12	7.9
Missing	16	7.7	1	0.7

### 3.1.2 Teacher characteristics

A total of 8 teachers completed the questionnaires, with 7 teachers completing at both time points. We asked teachers their gender, age, length of experience as a teacher, their role in the school, and which subject they were responsible for teaching. However, we are not reporting these characteristics since the sample is so small and doing so could make respondents identifiable.

## 3.2 Description of school context from qualitative data

This section describes the school context across the different settings using qualitative data from pupil discussion groups and teacher interviews. This includes school characteristics, school culture and behaviour policies, and peer dynamics and interactions.

### 3.2.1 School characteristics

Teachers and pupils described male and female single sex and co-educational schools, as well as grammar and comprehensive schools.<sup>20</sup> The year groups taught within the schools varied; some schools taught Year 7 through to sixth-form (i.e. Years 12 and 13), while others taught Reception through to Year 11 or sixth-form. Schools also varied in cultural diversity, with some being multicultural while others were less culturally diverse. Finally, schools were located in a range of geographic areas across England.

### 3.2.2 School culture and behavioural policies

Pupils described a range of different activities and/or clubs that were typically available at their schools, including art, sports (e.g. netball club), languages, and crafting. However, pupil discussion groups were undertaken in late 2020 during the Covid-19 pandemic, and many activities and clubs were not taking place in order to limit transmission of the virus.

With regard to behavioural policies, some schools had clear policies in place. Pupils provided examples of behavioural policies across the schools, including policies used to deter rule-breaking or to reprimand pupils for breaking school rules, such as demerit policies<sup>21</sup> and detention,<sup>22</sup> as well as policies to reward good behaviour, such as awarding 'merits', 'credits', or 'points'.

Challenges due to Covid-19 were identified by some teachers, as restrictions and rules implemented to limit the spread of the virus limited their ability to enforce behaviour management techniques that would be typical practice.

"It makes delivery of all lessons very challenging at the moment, and the students, some of them are finding it more challenging than others. Some of our normal behaviour management techniques aren't, we're not able to remove them immediately into another classroom because we've got a crossover of bubbles and things."

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<sup>20</sup> Grammar schools select pupils via entrance exams and therefore pupils are of similar abilities and aptitudes; comprehensive schools do not select pupils based on entrance exams and therefore pupils vary in ability and aptitude. See further: <https://www.bbc.co.uk/news/education-34538222>

<sup>21</sup> Also referred to as warnings, negative points and debits across other schools.

<sup>22</sup> Also referred to as 'reflection time' in other schools.

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### 3.2.3 Peer dynamics and interaction

Pupils described varied experiences regarding mixing with pupils in different year groups. Though some pupils reported that interactions were typically within their own year groups, others noted that pupils would ordinarily mix between years. For some, mixing between year groups was associated with participation in extra-curricular activities. However, due to the Covid-19 pandemic, mixing both within and across year groups was restricted at the time of data collection. Despite this, some pupils mentioned regularly socialising with other pupils in their class outside of school.

Across schools, there were differences in the proximity of pupils' homes to their schools, which impacted the mode of peer interactions. For example, some pupils were geographically dispersed due to the school's large catchment area, meaning that peers communicated mainly online. Others were based locally to their school.

## 3.3 Relationships and sex education in schools

Using qualitative data from teacher interviews and quantitative data from teacher questionnaires, this section describes the existing RSE in the teachers' respective schools, and how much involvement these teachers have in delivery of RSE.

Some of the teachers had previously been trained as CEOP Ambassadors (see footnote 14), whereas others were involved in e-safety and safeguarding within the school but were not designated safeguarding leads or CEOP Ambassadors. Some teachers referred to RSE being delivered by the school pastoral team and heads of year, whereas personal, social, and health education (PSHE)<sup>23</sup> was largely delivered by form tutors. Due to the suspension of summer programmes during the Covid-19 pandemic, some schools were planning on using a specialist sex education provider (e.g. BigTalk Education<sup>24</sup>) for the first time. Other teachers referred to their schools holding specific parental workshops on certain aspects of sex education; for example, to educate parents about CEOP.

Questionnaire data showed that at baseline, three teachers out of seven reported having experience in teaching lessons about sex and relationships. Four teachers also reported that RSE at their school currently addresses issues around nude image sharing in peer groups.

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<sup>23</sup> "Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities." See: <https://psheeducation.co.uk/what-is-pshe/>

<sup>24</sup> BigTalk is a UK-based relationship and sex education social enterprise which works with school pupils aged 3 to 18, parents and teachers across 160 UK schools. See: <https://www.bigtalkeducation.co.uk/>

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## 4 Implementation and experience of the SMaP lessons

This chapter presents teachers' experiences of delivering SMaP and pupils' experiences of receiving the SMaP lessons, using data from teacher interviews, pupil discussion groups, and lesson observations. In doing so, this chapter addresses research questions one, two, and three.

### 4.1 Teachers' experiences of delivering the SMaP lessons

Data from the post-delivery questionnaire shows that all seven teachers in the sample downloaded and read the SMaP resource, and all of them delivered some of the lesson materials to pupils. Only one teacher did not deliver Lessons 1, 2 and 3 to Year 9; two teachers delivered some of the lessons online due to Covid-19.

Using data from teacher interviews and lesson observations, this section outlines teachers' experiences of delivering the SMaP resource. This includes teachers' experience of set-up and planning, experience of delivery, views on the materials, and the suitability of SMaP lessons for the school context.

#### 4.1.1 Experience of set-up and planning

##### Length of lessons

Some schools within the sample had 40- or 50-minute lesson times, but SMaP lessons are designed to be delivered across a full hour. This meant that some schools were unable to cover all of the planned SMaP content in the time available. In order to be able to deliver all of the content as specified in the SMaP lesson plans, teachers expressed the view that the lessons should run across four or five sessions rather than the three specified in the SMaP guidance.

"I looked at the resources that were given and used the majority; I would say I didn't use all of them because there was so much content there. We only have 40-minute lessons so that was really quite restricted. I know essentially it's three sessions but I would say it's really going to take maybe four-and-a-bit sessions for us to actually get through the actual three sessions."

This view also aligns with lesson observation findings. In addition, it was observed that the times taken for each section of the SMaP lessons varied across schools, which could have been due to the differing lengths of timetabled lessons.

##### Preparation time for lessons

Teachers varied in their views on the preparation time needed for SMaP delivery. One view was that minimal time was required to prepare for each lesson (e.g. 15-20 minutes), with some teachers noting that the clear and comprehensive guidance provided by the NCA facilitated efficient lesson planning. However, other teachers reported that it took over an hour to prepare for each SMaP lesson, which in turn added to their workload. Some teachers felt that this was acceptable given the importance of

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educating pupils on the topic of NCNI sharing; others expressed the view that the long preparation times might deter other schools from adopting the resource.

It was also suggested that planning lesson timings can be difficult when lesson materials have been developed externally, which can contribute to teachers feeling like they have less control over the lesson content and delivery.

In addition, teachers found some administrative tasks, such as obtaining parental consent, particularly time consuming. However, teachers highlighted the importance of taking the time to engage with parents on the topic.

“Getting the correspondence out to parents and getting permissions through, that was time-consuming, but worthwhile because it gave us that opportunity to speak to parents.”

Finally, it was noted that the challenges around time to prepare to deliver the SMaP lessons had been compounded by the pressures of the pandemic, including having to take on additional responsibilities such as extra break duties and providing ‘catch-up work’ to pupils who had been away from school due to Covid-19.

## Financial costs

A key cost associated with the delivery of SMaP identified by teachers was the photocopying of workbooks for pupils’ use during the lessons; however, views on the financial burden of this varied among teachers. One view was that photocopying booklets is of minimal cost to schools, while another view was that that it is costly to photocopy booklets. To mitigate this cost, one suggestion was that it would be useful to have a ready-made black and white booklet to print out and thus reduce on the cost of photocopying or colour-printing.<sup>25</sup>

### 4.1.2 Experience of delivery

#### What worked well and why

The lesson materials specified that teachers should set out the SMaP lesson ‘ground rules’ around language, respecting others’ views, confidentiality, and help seeking at the beginning of each session.<sup>26</sup> From the lesson observations, researchers found that teachers clearly outlined ground rules and praised, encouraged, and provided reassurance to pupils, which appeared to facilitate pupil engagement with the lesson content. For example, one teacher highlighted that the classroom was a ‘safe

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<sup>25</sup> Participants implied that colour-printing and photocopying was more expensive than black-and-white printing. However, no further detail was provided.

<sup>26</sup> Ground rules refer to an agreed code of conduct (including stated expectations around behaviour) which are typically introduced at the start of a session. The ground rules outlined in the lesson resource (Thinkuknow, Send Me a Pic lesson resources) are presented as follows:

- Choose your words carefully. Use language that will not offend or upset anyone.
- When you give an opinion, try to explain your reasons.
- Listen to the views of others, and show respect.
- If you disagree, comment on what was said, not the person who said it.
- What is said in the room stays in the room. The only exception is if there is a risk to a child’s safety, in which case the session leader will report this.
- If you’re worried about something that has happened to you or a friend, don’t share it with the whole group, but do make sure you talk to me or an adult you trust after the session.
- If you feel upset or anxious at any point, raise your hand at any time and ask for ‘time out’.

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environment' to try and increase engagement and ensure pupils felt comfortable sharing their views.

Teachers expressed the view that the agenda for each lesson worked well for their pupils. For example, it was noted that the discussion points were useful for generating an open discussion, and that it worked particularly well that each lesson was split into different sections, as pupils enjoyed undertaking 'short sharp tasks' at pace.

## What worked less well and why

While teachers identified some positive elements of SMaP based on their experiences of delivering the resource, much of the interview discussions centred on areas for improvement.

### Time

Teachers reported that because most timetabled lessons are less than an hour long, they often did not have enough time to complete all the planned content as set out in SMaP guidance (see [4.1.1](#)). In line with this, during lesson observations, researchers found that due to time constraints, some teachers had to finish the respective lesson before the planned content had been covered in its entirety. This included shortening sections or excluding them entirely, which was particularly the case for the plenary section – a 5-minute 'wrap-up' section at the end of each lesson.<sup>27</sup>

Other factors affecting lesson timings included technical difficulties causing the teachers to start late, and Covid-19 restrictions and requirements (e.g. having to wipe down all desks prior to pupils entering the class) delaying the lesson start time.

### Fidelity to the resource

Although time constraints were found to have implications for fidelity to the resource, lesson observations also identified that homework was not consistently or formally set at the end of every lesson. This differed across schools, with some teachers making suggestions for tasks to follow up on (e.g. looking up support organisations), while others did not set any homework. However, reasons for not setting homework were not specified by teachers.

### Classroom set-up

As part of the lesson observations, the context of lesson delivery was noted by researchers to potentially impact the dynamics of the class and levels of pupil engagement. For example, some lessons were conducted in information technology (IT) classrooms, which meant that pupils were sat around tables with computers between them, rather than in a traditional classroom set-up. This has the potential to reduce interaction between pupils and opportunities for open discussion.

### Approach to pupil engagement

The approach to engaging pupils in the SMaP lesson content varied across schools. For example, researchers observed that some teachers selected pupils to answer questions rather than asking people to volunteer answers, which might have reduced opportunities for open discussion. Additionally, the last SMaP lesson includes some worksheet-based activities, which some teachers felt reduced the potential for open discussion and thus limited levels of engagement, compared to more interactive activities (e.g. drama).

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<sup>27</sup> The plenary is a 5-minute section at the end of each lesson, which should include returning to the baseline activity of the respective session; addressing any unanswered questions, discussing answers as a group; and, where relevant, setting homework tasks.

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## Support needed

Some teachers mentioned the value of having access to support when delivering SMaP lessons. For example, some reported that they had access to informal meet-ups or peer support from other teachers to discuss ideas and share good practice. Others described opportunities to attend an informal debrief with other teachers involved in lesson delivery to different year groups. However, access to peer support was dependent on whether more than one teacher at the school was delivering SMaP lessons.

## Changes to delivery due to Covid-19

Due to the Covid-19 restrictions in place, including classes having to self-isolate if a pupil or teacher in their bubble tested positive for Covid-19, some schools had to be flexible and adaptive in their approach to SMaP lesson delivery. For example, one school delivered the first and third lessons remotely over Google Meets, which pupils accessed via a video link. This involved pupils using individual Google documents (saved to the school's learning portal) to record their answers and thoughts on each task. Pupils were also able to use the chat function to post their responses if they preferred to do so. For this school, it was noted during the lesson observation that pupils turned their cameras off. This meant it was difficult to gauge pupils' reactions to the lesson content. Despite this, teachers who delivered remotely felt that there was more engagement online than in-person, which they suggested could be due to the different method used for collecting feedback (i.e. typing answers online).

"It's actually been quite nice to do that because we've, I've managed to tease out more from the pupils than I normally would, probably."

A general view among teachers was that remote delivery should be considered moving forwards as it may benefit some pupils, such as those who are more shy, as it could encourage engagement.

There were a number of aspects of SMaP lessons that teachers delivering in-person had to change as a result of the pandemic and related restrictions, such as social distancing. Teachers were unable to facilitate the Lesson 1 starter session, the sticky note section of one of the exercises<sup>28</sup> or the Ask-it-basket<sup>29</sup> task, as presented in the lesson materials. These were either removed or adapted across schools (i.e. to be Covid-19-appropriate). For example, one school was observed amending the Lesson 1 starter session so that pupils were required to use visual signs such as thumbs up or thumbs down to indicate whether they agreed or disagreed with a statement. This was implemented as an alternative to having 'positive', 'neutral' and 'negative' stations around the room for pupils to move to, as outlined in the resource.

## Reactions to pupils' responses to content

Pupils responded well to the gender-neutral aspect of the lessons and understood the reasons for coding characters' names,<sup>30</sup> which teachers reflected on as positive and indicative of pupils' acceptance of shifting attitudes towards gender.

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<sup>28</sup> In lesson 3, pupils were asked to use post-it notes to describe how a character from the chat might be feeling, and stick these on the board at the front of the classroom (Thinkuknow, Send Me a Pic resource pack).

<sup>29</sup> In lesson 1, the SMaP resources described the introduction of an Ask-it-basket, which was optional. It was suggested that this be used for pupils to ask any questions they would rather submit anonymously and that these questions would be addressed at the end of the lesson (Thinkuknow, Send Me a Pic resource pack).

<sup>30</sup> Characters names were coded in the lesson resources (including fictional online chats shown during the lesson) to ensure that the gender and sexuality of characters was not specified. It was stated in the

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“They quite enjoyed the fact that they didn't know whether it was boys or girls, and they completely got why it didn't matter [...] what the gender was. A few years ago, that would have been an issue with teenage boys, but now, it is absolutely second nature with their generation. They didn't bat an eyelid about that.”

Some teachers expressed surprise about gender-assumptions made by pupils around the characters in the films and chats.

“I assumed they would assume that the victim was almost female. With Year 8, they did the opposite, they assumed the victim was male straight away.”

However, teachers also noted that some pupils had made judgmental remarks and speculated about the gender of the characters in the materials.

On observing the lessons, pupils appeared to be relatively engaged throughout sessions, including frequently raising their hands to answer questions posed by the teacher and providing feedback. Despite this positive aspect of pupil engagement, some observers noted occasional disruption due to chatting. Furthermore, while most pupils approached the topic of NCNI sharing sensitively, this was not always the case, with some pupils laughing and ‘wolf-whistling’ during the lessons. At times, pupils were reminded by teachers to ‘show respect’ due to this behaviour.

### 4.1.3 Views on the lesson materials

#### Positive views on the materials

Teachers expressed the view that the pupils enjoyed the videos (see also, [4.2.1](#)) presented in the lessons and the associated activities. Teachers suggested that pupils enjoyed these activities because they were different to anything the pupils had previously experienced, due to their realistic and engaging nature.

Teachers reflected positively on the quality of the lesson content and the ease of use, which they felt contributed to ease of delivery. Lessons were described as well-planned and structured, including a streamlined transition from one lesson to the next.

“It was very much step by step. You could read the lesson plans and you would know exactly which slide it was that you needed to play. That was very straightforward. I don't think anybody can report, saying, 'I don't know what I needed to do in that session', because it was quite clear to follow.”

#### Recommendations from teachers

While there were some positive reflections on the materials, teachers discussed a number of areas that could be improved.

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resources that the aim of this was to provide “a useful learning opportunity for young people to explore and potentially challenge assumptions, expectations, and stereotypes.” (Thinkuknow, Send Me a Pic resource pack).

### **Increased guidance / information for delivering some of the content**

Teachers reported experiencing difficulty in finding the balance between informing pupils about the illegal nature of NCNI sharing, while also reinforcing that the intention is not to criminalise young people. In a similar vein, some teachers thought that it would be useful to include more statistics (e.g. calls about NCNI sharing to police), which would help contextualise the scale of NCNI sharing.

“You don't want to frighten them on one, you don't want to give them shock tactics and that, I know we're encouraged not to say that, but you just, you feel it's, you're not giving them clear guidance.”

One view among teachers was that there should be more guidance about the law surrounding NCNI sharing, including how to respond to certain questions (e.g. what the repercussions would be if someone over the age of 18 received an unwanted nude image of someone under 18 via a group chat). This was a view expressed by those who were asked questions by pupils within the lessons that they did not feel fully equipped to answer.

### **Tailored content**

While SMaP was designed to be age-appropriate, teachers fed back that certain activities included as part of SMaP lessons are not age-appropriate; namely, they are targeted towards children younger than the pupils who participated in the lessons. It follows that these teachers reported that some of the pupils did not seem to enjoy these activities (e.g. rewriting chat, drawing activities, writing poems, story worksheets). Teachers suggested that taking a flexible approach and expanding the range of activities would help to engage pupils of different ages and needs.

### **Missing content**

One of the most important videos, which contained content on seeking help from the CEOP Safety Centre, did not work in the second lesson. One perspective was that it might be difficult for those who are less familiar with the subject to fill in the information gaps for pupils around this specific video.

“[U]nfortunately the one video message didn't work and I actually thought it was possibly one of the most important ones. It was the one where they refer them to CEOP and then the CEOP person speaks back to them [...] I did explain to them what would happen and who would be contacted. It was good for me because I knew from my CEOP background, but I just wonder if it was, say [NAME], the other member of staff who was teaching the other group, he possibly wouldn't have the knowledge because he hasn't done the course like I've done.”

It was also suggested by some teachers that sharing good practice on lesson delivery via an online portal would be useful for future delivery.

## **4.1.4 Suitability of SMaP for school context**

Some teachers suggested that the suitability of SMaP for the school context is evident in the senior staff reaction to, and adoption of, the lesson materials.

“The heads of year were very interested to hear about the training which is being researched because it is an area they feel there is quite a lot of need for education for the students across all three schools, so we were very pleased to participate in the study. I don't know the number of incidents that are reported, but obviously, the interest that the heads of year have shown would indicate that it is something that they are dealing with on quite a regular basis.”

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Teachers also mentioned that parents who were approached with information about the resource were supportive and expressed enthusiasm about their children receiving the SMaP lessons.

Teachers generally perceived SMaP lesson content to be relevant and suitable for the year groups targeted as part of this study (i.e. Year 8 and Year 9). Teachers also expressed the view that SMaP lessons are relevant for both older and younger secondary school pupils. However, it was suggested that the resource would need to be amended for pupils younger or older than the targeted year groups. For example, it was proposed that the SMaP lessons could be used to reiterate key learning points for older pupils, rather than as introductory sessions to the topic of NCNI sharing.

Regarding the content of the lessons, teachers varied in their views of how impactful the content is or should be. One view was that the lesson content should be more candid, as pupils would be more likely to engage with the content if it shocked them.

“Pupils respond well to being shocked. We don't want to traumatise them, but I think, maybe, I don't really know, a suggestion for this, but maybe going up a level, particularly for Year 9 because it was very neutral. There wasn't anything there that would make them go [gasps]. What's the next thing, what is the impact of engaging in that sort of behaviour?”

A contrasting perspective was that the existing content might be too shocking for younger and less mature pupils.

“I think it would have been different if I'd done it with the lower-ability Year 8 because there's quite a bit maturity difference. I think if I'd have done it with the lower-ability they would have been a bit more shocked by it, and possibly not as ready for the content.”

However, another view was that the current messaging within the SMaP resource is appropriate and effective.

“[T]he way it's done, it's not in a vulgar manner, if you like. It's very softened, but the message is still there and critical and important, and that message gets put across.”

## 4.2 Pupils' experiences of receiving the SMaP lessons

Using data from pupil discussion groups and lesson observations, this section presents pupils' experiences of receiving SMaP lessons. This includes pupils' views and experiences of the lesson content and lesson delivery, views on the relevance of the lessons, and any reflections on and recommendations for the SMaP resource.

### 4.2.1 Views and experiences of lesson content

#### Engagement

Pupils provided positive feedback about the chats, activities, and the interactive nature of lessons. Pupils described the lessons as enjoyable and informative. Some pupils reported that they had enjoyed learning about healthy and unhealthy relationships and others noted that prior to the SMaP lessons, they had not realised the scale of NCNI sharing. Pupils found the lessons aided their understanding of NCNI sharing and

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associated issues (e.g. healthy and unhealthy relationships) and noted that they found the open discussion element of the SMaP lessons to be valuable.

“I thought it would be a rarer thing, young people sending nudes, but it seems quite common.”

Some pupils shared that prior to receiving the SMaP lessons, they had been less aware of the number of support organisations available to individuals who may require support, guidance or information regarding situations involving NCNI sharing (including for themselves or a friend).

Pupils reflected on their initial reaction to the SMaP content, explaining that there was some initial awkwardness due to the sensitivity of the topic. However, pupils reported that they became gradually more comfortable as the lessons progressed and became more interested as they understood the importance of the topic. This was reflected in the lesson observations, with researchers noting that some pupils initially appeared visibly awkward and distracted, but as the lesson went on, became more engaged, responsive and animated when participating in open discussions.

## Views on lesson materials

Pupils generally had very positive views on the SMaP films, activities, and worksheets. Pupils noted that the interactive nature of the videos and activities was engaging and described them as realistic and accurate. Some pupils felt that the strong messages conveyed in the materials helped them to understand and remember the lesson content.

“I feel like I remembered what we learnt because we had to see loads of messages and I feel like they were quite strong.”

### 4.2.2 Views and experiences of lesson delivery

There were mixed views among pupils regarding whether it was beneficial to have one or more teachers delivering the different lessons. One view expressed was that it would be useful to have more than one teacher delivering the lessons to ensure that the topic is approached from a different perspective.

“[[I]t would be good every now and again to get a different teacher's point of view on how they would deal with a certain situation, so we have more than one thing to consider.”

However, this could mean that the resource is not delivered consistently within the school.

Pupils expressed contrasting views about the length of the lessons. Some pupils described the lessons as too long and felt they should have been shorter. Other pupils felt that the length of the lessons provided ample time to complete the content required and that the lessons were enjoyable enough that time went by quickly.

### 4.2.3 Views on relevance of lessons

There were mixed pupil views on the relevance of the lessons for their respective schools. One view was that although NCNI sharing was a wider societal problem, it was not relevant to their specific school. For example, some pupils suggested that NCNI sharing primarily happens when speaking to strangers online, rather than in a school context. Additionally, some pupils expressed the view that NCNI sharing would

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not occur at their school, due to the school's 'really good firewall protection', which would prevent NCNI sharing in classes. However, a firewall would not prevent NCNI sharing. This view illustrates a lack of awareness around what can feasibly mitigate the risk of being the victim of NCNI sharing.

A contrasting opinion was that there is an increasing need to educate young people about NCNI sharing and the associated risks, due to it gradually becoming normalised in wider society, including in celebrity culture.

"I also feel like the way that it's being normalised, like by celebrities and everything, could influence younger people to actually try it themselves without recognising the pressure or severe consequences that it could lead to."

Another view was that the content on healthy and unhealthy relationships was directly relevant to the school and their specific year group.

Regarding the prospect of delivering the SMaP lessons to those in younger year groups (e.g. Year 5 and 6), this was perceived to be inappropriate. Pupils suggested that it might be more appropriate to focus on cyberbullying when addressing use of the internet with the younger pupils. Pupils did, however, consider the lessons to be appropriate and relevant to all ethnic groups and genders.

## 4.2.4 Reflections and recommendations from pupils

Pupils' reflections and recommendations generally focused on providing more varied examples of NCNI sharing, including more realistic examples of dialogue preceding NCNI sharing, examples of potential implications of NCNI sharing and providing practical guidance on how to involve a trusted adult. Overall, it seems pupils were engaged with the programme, which is demonstrated in the detailed and practical nature of these suggestions (e.g. the use of more accessible and memorable character names).

### Gender neutral names

Pupils fed back positively about the gender-neutral nature of the character names as this demonstrated the consequences of NCNI sharing regardless of gender. However, though pupils understood the need for names to be gender-neutral, there was a consensus that it could be difficult to remember character names, and these could be simpler for easier recall.

"The idea of being gender-neutral was great, but I think it should be more easier to remember, like, it could be an animal name or something like a code name instead of a mixture of numbers and symbols and that."

### More realistic examples

While some pupils liked the chat examples, another view was that they were unrealistic in how direct characters were in asking for nude images. These pupils suggested that it would have been better to show a gradual lead-up to NCNI sharing.

"I wouldn't really expect a person to be like, 'Come on, show me your pic, do you not trust me?' I feel like they would send more subtle hints. I feel like you should show the methods of those subtle hints instead."

Similarly, some pupils felt that the examples used in SMaP lessons could have been more realistic. Pupils suggested that examples could have covered NCNI sharing on

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social media platforms (such as Instagram) rather than via text message, and addressed what impact this could have on an individual.

## Consequences

Pupils felt that to demonstrate the impacts of NCNI sharing, it would have been useful to show the consequences for the fictional characters in the video scenarios. Additionally, pupils suggested that the examples presented could cover the impact and consequences of NCNI sharing with a stranger.

## Involving a trusted adult

Pupils felt it would be helpful to have more examples and guidance around how to involve a trusted adult when they found themselves in a situation where an NCNI had been shared, as this can prove difficult.

“Oh, just go and tell someone’, but sometimes it’s not that simple.”

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## 5 Evaluating change following SMaP lessons

This chapter addresses research questions four and five by exploring the perceived impacts of SMaP lessons on teachers, schools, and pupils through views gathered from pupil discussion groups and teacher interviews.<sup>31</sup> This includes impacts on pupils' awareness, attitudes, and behaviours around NCNI sharing and support-seeking. In addition, the perceived impact of SMaP lessons is evaluated through teacher and pupil questionnaires.

### 5.1 Teacher interview findings

#### 5.1.1 Knowledge of NCNI sharing

Teachers found that the SMaP lessons served as a useful reminder of the law around NCNI, with some feeling reassured that what they already knew about NCNI sharing was correct.

“[B]ecause it's been created by experts, it reassured me that some of the things that I do know are, actually, the right things to know.”

However, some teachers reported that they did not gain new knowledge about NCNI sharing. In these instances, teachers explained that they were already familiar with the topic or because they had previously attended the CEOP Ambassador course.

#### 5.1.2 Use of appropriate language

Teachers reported that SMaP materials, such as worksheets and lesson materials, prompted them to use appropriate terminology for concepts, such as victim-blaming. Teachers also noted that the SMaP lessons reminded them of the importance of using gender-neutral language when discussing NCNI sharing, in order to make the learning as relevant and accessible to all students.

However, teachers found it difficult to select appropriate language to balance clear and informative guidance around the legal aspects of NCNI sharing without using 'shock tactics' that might make pupils feel 'criminalised' (see also [4.1.3](#)).

“[W]e're not trying to criminalise young people, but yet, it is illegal ... I found that quite difficult.”

#### 5.1.3 Confidence in addressing NCNI sharing

As a result of delivering SMaP lessons, teachers described gaining greater confidence in dealing with NCNI sharing if a pupil were to ask for help. This included increased confidence contacting the CEOP Safety Centre<sup>32</sup> to discuss safeguarding issues if the need arose. Some teachers attributed this increased confidence to the quality of the

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<sup>31</sup> Findings from SMaP lessons observations are not included within this chapter as no changes in pupils' attitudes or awareness were verbally stated by a pupil or teacher within the lesson being observed.

<sup>32</sup> <https://www.ceop.police.uk/safety-centre/>

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SMaP resource, particularly in terms of detailing how to approach the topic with students.

“[I]t was good for me in terms of, I guess, just revisiting it and refreshing my knowledge of it, and how to approach it.”

Teachers found the CEOP Ambassador training particularly helpful when responding to pupils' questions on NCNI sharing, and felt they were better equipped to respond than teachers who had not attended the training.

“[I]f pupils asked a question and you hadn't had the training and so on, you might be a little bit stuck as to where you could find the answer to that or what you might say in response to that. Obviously we're all professionals and we've been on safeguarding training and so on anyway, so I guess you would have some sort of response, but having done the CEOP training I know I would have been able to answer it a little bit more specifically.”

#### 5.1.4 Wider benefits of involvement

Teachers reported gaining additional knowledge from the SMaP resource. In one example, the instant messaging video clips helped a teacher to better contextualise how young people interact with their peers through social media. In another example, the SMaP resource helped to refresh a teacher's knowledge around 'victim blaming'.

## 5.2 Teacher questionnaire findings

This section explores the perceived impacts of SMaP lessons on teachers' understanding of the issues around nude image sharing and confidence in discussing them (research question four). This section presents exploratory analyses conducted for responses from the pre- and post-delivery teacher questionnaires. We did not conduct any statistical tests on this data because of the small number of teachers. Given that this is a pilot evaluation rather than an efficacy trial with a comparison group, no conclusion should be drawn concerning causal impact from the results below.

### 5.2.1 Confidence in addressing NCNI sharing

Teachers were asked how useful it would be for young people to have knowledge on the impact of sharing nudes without consent, what makes a relationship healthy or unhealthy, and where to get advice about nude image sharing. At endpoint (post-delivery), all teachers responded that learning about the impact of sharing nudes without consent, what makes relationships healthy/unhealthy, and where to get advice about image sharing are very useful knowledge for young people. However, this represented a change of, at most, one teacher from baseline (see [Table N:8](#) in [Appendix N](#)).

Teachers were asked to assess how confident they would be giving pupils advice on those topics (see [Table 5:1](#) below for their responses). Teachers' confidence in giving pupils' advice improved at endpoint in comparison to baseline (pre-delivery). At endpoint, five teachers felt very confident about giving advice on considerations around sharing and taking nude pictures and around non-consensual image sharing in peer groups with respect to one teacher at baseline.

Moreover, six out of seven teachers felt very confident in giving advice around healthy and unhealthy relationships at endpoint in comparison to two at baseline. A notable

exception is confidence in knowing where to get advice about relationships and sex, where teachers are mostly split between 'quite' and 'very' confident.

Base: 7 teachers	How confident would you feel about giving a pupil advice about these topics?									
	Considerations around sharing nude pictures		Considerations around taking nude pictures		Healthy/unhealthy relationships		Non-consensual image sharing in peer groups		Where to get advice about relationships and sex	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Not at all confident	0	0	0	0	0	0	0	0	1	0
A bit confident	2	0	2	0	0	0	1	0	2	1
Quite confident	4	2	4	2	5	1	5	2	2	3
Very confident	1	5	1	5	2	6	1	5	2	3
Don't know	0	0	0	0	0	0	0	0	0	0

Table N:9 in Appendix N shows that there was an increase in the number of teachers who think it is easy to deliver lessons on topics relating to sex and relationships. At endpoint, five teachers responded that it is 'easy' to deliver lesson on those topics, in comparison to one at baseline.

### 5.2.2 Knowledge of NCNI sharing

Table N:1 in Appendix N shows teachers' awareness of the prevalence of nude image sharing and NCNI sharing in their schools. Awareness of nude image sharing and NCNI sharing only increased slightly from pre- to post-delivery, with the number of teachers responding 'Don't know' decreasing from two teachers out of seven to zero for both questions.

Teachers were presented with a scenario in which a Year 10 pupil sent a classmate a nude image of themselves. Teachers were asked to rate the likelihood of a variety of responses, such as the recipient doing nothing, complimenting the sender, and laughing at the sender. The pattern of results is mixed (see Table N:2, Appendix N) and difficult to interpret, particularly given the small sample size and that it is challenging to know what change we might expect from SMaP on this question. One striking finding is that 6 out of 7 teachers had a view on all questions (i.e., there is only one 'don't know' response). No teachers opted for the 'extremely likely' answer.

### 5.2.3 Perception of responsibility

Table N:3 in Appendix N reports teachers' perception of responsibility in a situation of NCNI sharing. There was a small decline in victim-blaming: at baseline, six teachers

out of seven thought that the pupil is responsible. This reduced to four at endpoint. Seven out of seven teachers consider 'the other pupils at school who passed the picture' and 'the other person for sharing the pupils' nude picture' responsible for NCNI sharing at both time points.

Table N:4 in Appendix N reports teachers' thoughts on what needs to be addressed when a boy or a girl share a picture of their girlfriend or boyfriend without their consent. Little changed before and after SMaP. At baseline, three out of six teachers thought that the girl or boy sending the nude image in the first place was the issue that needed to be addressed. This reduced by one teacher to two out of six at endpoint. At baseline the other three out of six teachers thought that the main issue was the school not educating pupils about NCNI sharing. This also reduced by one to two out of six at endpoint. One teacher at endpoint responded that the boyfriend or girlfriend sharing someone's nude image without their consent was the main issue and another blamed social media for allowing nude images to be posted.

#### 5.2.4 Awareness of available support and assistance for NCNI sharing

Table N:5 in Appendix N reports what teachers think pupils should and would actually do in a situation of NCNI sharing. At endpoint, there was an increase in the number of teachers (by two) who responded that pupils *should* 'report to CEOP' and 'speak to the person they are going out with about not sharing images'. However, none responded that pupils *would actually* 'report to CEOP' at both time points, while four teachers out of seven believed that pupils *would actually* 'speak to the person they are going out with about not sharing images' at both baseline and endpoint.

There was a decrease in the number of teachers who responded that pupils *should* 'report to the police' or 'tell a parent/carer'. At endpoint, one teacher believed that pupils *should* 'report to the police', in comparison to three out of seven at baseline. Similarly, at endpoint, four teachers responded that pupils *should* 'tell a parent' in comparison to seven out of seven at baseline.

Finally, at endpoint six out of seven teachers selected that pupils *should* 'tell a teacher', while only two teachers responded that pupil *would actually* 'tell a teacher'.

Teachers were asked to rate how appropriate certain actions would be in a situation of NCNI sharing in which the victim is asking for advice from their tutor. **Error! Reference source not found.** in Appendix N presents an increase in 'report it to CEOP' being considered always appropriate, with four teachers at endpoint in comparison to one at baseline.

The response 'it is always appropriate to tell the pupil's parents/carer' decreased, with zero at endpoint in comparison to four teachers at baseline. At endpoint, seven teachers responded that 'tell the pupil's parents/carers' is sometimes appropriate, in comparison to three at baseline. Finally, seven out of seven teachers believe that 'tell the safeguarding lead' is always appropriate at both time points.

Table N:7 in Appendix N shows that the number of teachers who believe that if pupils went to a teacher for support, they could get advice decreased from seven to five between baseline and endpoint. On the contrary, at endpoint, five teachers believed that going to a teacher would make the pupil feel better, increasing from three at baseline.

There was a decline in the number of teachers responding that going to the police would make the problem better, with two teachers at endpoint in comparison to four at

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baseline. There was also a decline in the number of teachers responding that going to social services would make the problem worse, with two teachers at endpoint in comparison to four at baseline.

Finally, the number of teachers who responded that going to parents would make the pupil feel better increased from two to five from baseline to endpoint.

## 5.2.5 How easy was it to complete the questionnaires?

A total of eight teachers completed the questionnaires and seven teachers completed both baseline and endpoint. When asked to rate the difficulty of the questionnaires, at endpoint three teachers out of seven rated it as 'Easy', while only one teacher rated it as 'Difficult' at both time points.

## 5.3 Teachers' perceptions of impact on schools

Using qualitative data from teacher interviews, this section presents teachers' perceptions of the impact of the SMaP resource on their school.

### 5.3.1 Policies and procedures

School staff planned to or had already updated school safeguarding and e-safety/digital policies following delivery of SMaP lessons. They reported that these had been revisited to ensure that policies were comprehensive and included references to the SMaP resource. Teachers thought that updating the school e-safety policy was particularly important in light of Covid-19 and the increased use of technology for home learning, which had raised additional safeguarding concerns. In some settings, software has been installed that allows teachers to better monitor pupils' online activity on school devices.

However, some teachers did not think that their school's response to NCNI sharing would change as a result of engaging with the SMaP resource, as the current policies and procedures covered all of the relevant and necessary areas regarding NCNI sharing.

### 5.3.2 Dissemination to wider cohorts

Teachers hoped that SMaP lessons would remain a part of pupils' PSHE education going forward, with some schools planning to deliver lessons to wider cohorts. For example, teachers noted that their school was keen to deliver lessons to other year groups. Staff also suggested that lesson content could be delivered as part of the wider e-safety curriculum.

"Whether it [forms] part of internet security, digital safety, and goes into the computer science curriculum, or whether we keep it as a PSHE element, that's essential, and I would strongly recommend that my colleagues carry forward with that."

### 5.3.3 Dissemination of learning to parents/carers

Teachers explained that parents/carers had been positive about their child's participation in SMaP lessons. They thought this was because parents either did not feel comfortable discussing NCNI sharing with their child, or because they did not know enough about the topic. Some teachers had plans to disseminate SMaP learning to parents. For example, one school, which ordinarily has an e-safety evening once a

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year for parents, is looking to add the 'NCNI sharing' topic to the agenda. In another example, details about the CEOP Safety Centre were shared on the weekly parental bulletin.

Other schools had not planned on disseminating any learning from the SMaP lessons to parents. However, teachers felt that following the roll out of SMaP lessons, parents would feel more comfortable approaching the school if there was a specific NCNI sharing concern.

### 5.3.4 Wider benefits of involvement

Teachers reported two wider benefits of adopting SMaP lessons for the school. Firstly, teachers who thought that the format of lessons was particularly effective (e.g. by using video clips to engage pupils), planned to use a similar lesson format in other lessons in the school.

"I think the main outcomes for me is how the lessons were delivered. I liked that and that's something I want to try and apply to some of my PSHCE lessons, so maybe looking for more live videos, I think that works well."<sup>33</sup>

Secondly, school staff thought that the SMaP resource raised awareness on the subject area and made conversations around NCNI sharing less of a taboo within school and when having conversations with parents/carers. This was also seen to help parents/carers feel more comfortable discussing NCNI sharing issues with their child.

"[I]f [parents] become aware of a situation, they know that we've addressed this in lessons, and you'd like to think that [...] it would make the parents more comfortable in that if they [...] could actually say, 'You know that thing that you did back in November, can we talk some more on that?' Maybe make it more comfortable for the parents to broach the subject as well."

## 5.4 Perceptions of impact on pupils

Within this section, qualitative data from teacher interviews and pupil discussion groups is used to present perceptions of the impact of the SMaP resource on pupils' knowledge and awareness of the issues around NCNI sharing, pupils' attitudes and behaviour, and their support-seeking behaviour.

### 5.4.1 Knowledge and awareness

#### Knowledge of healthy and unhealthy relationships

Teachers had mixed views on whether pupils had knowledge of healthy and unhealthy relationships prior to SMaP lessons. Some teachers noted that pupils understood the differences between healthy and unhealthy relationships and were competent at identifying this in the video examples. Other teachers thought that pupils had not previously considered the distinction between healthy and unhealthy relationships.

"I don't think that they had possibly given enough thought previously to what consists of a healthy relationship."

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<sup>33</sup> PSHCE refers to Personal Social Health and Citizenship Education.

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During the pupil discussion groups, pupils explained that they did not know much about healthy relationships prior to the SMaP lessons. Pupils described how, as part of SMaP lessons, they learnt to identify healthy and unhealthy relationships by discussing examples of 'flirty messages'. Pupils also learnt that unhealthy relationships lacked trust and that within a healthy relationship, one person would not pressure another to do anything they are not comfortable with. Pupils made particular reference to the lessons addressing how to spot signs of manipulative behaviour in others, including manipulating emotions, and how this could affect a person's ability to trust others. Pupils reported that SMaP lessons taught them how to avoid unhealthy relationships and situations where nudes could be shared, and how to form healthier relationships.

### 5.4.2 Awareness of NCNI sharing

Teachers thought that pupils were already aware of NCNI sharing prior to lesson delivery. However, they explained that pupils were surprised by NCNI sharing statistics and had not realised that it was less common than initially thought. Similarly, some pupils reported that they had some awareness of NCNI sharing, but that the lessons helped solidify their understanding.

Pupils discussed learning about the dangers of sharing NCNI and understood that by sharing these, they would be violating the other person's rights. The sessions helped raise awareness about the legal aspects and potential consequences of NCNI sharing; namely, police involvement and a criminal record. Some pupils did not previously know that NCNI sharing was illegal.

### 5.4.3 Awareness of the impacts of NCNI sharing on victims

Overall, pupils reported a greater awareness of the impacts NCNI sharing has on victims following SMaP lessons. Within the pupil discussion groups, they talked about the long-lasting impacts on victims, including mental wellbeing (such as depression and suicide) and complications with future relationships.

“[You] do not know how much it could affect someone's life. Could stop that person wanting to get into another relationship, worrying it might happen again.”

Pupils felt greater sympathy for victims of NCNI sharing and explained that the video examples in SMaP lessons were eye-opening, as they demonstrated the pressure an individual could face to send a nude image. Pupils also made particular reference to lesson content around victim-blaming and being more sympathetic to the victim's situation. They learnt that victim-blaming involves putting a greater accountability on the individual whose image was shared than the person who shared the image.

“[I]t is more likely to be a victim-blaming situation, so people tend to put more blame on the victim who trusted somebody, rather than somebody who was interested and proceeded to manipulate the power they had over that person.”

They also highlighted a gendered double standard of victim-blaming, with female victims more likely to be stigmatised for sharing a nude image than male victims.

### 5.4.4 Awareness of available support and assistance for NCNI sharing

Teachers perceived that as a result of the SMaP lessons, pupils developed greater knowledge about the various sources of support available for victims of NCNI sharing. For example, pupils are now aware that while they can speak to their pastoral lead at school, parents/carers, or the police, there are alternative options such as charities or

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the CEOP Safety Centre. Teachers felt confident that pupils were informed during the lessons that professionals, such as school staff, would need to report any NCNI sharing issues raised as part of safeguarding disclosure policies and noted that pupils were aware of these procedures.

“I think the fact that giving them CEOP and Childline as alternatives or additions to go to, just helped them understand the process, rather than them thinking it goes straight to the police and so forth.”

Pupils also reported an increased awareness of the available support for themselves and others if they did need support with a NCNI sharing situation. They thought that SMaP lessons provided useful information about where to go and how to deal with NCNI sharing. Pupils explained that they could tell a teacher, parents and friends, or speak to charities such as Childline<sup>34</sup>, Stonewall Youth<sup>35</sup> and The Mix,<sup>36</sup> or go to the CEOP Safety Centre for advice. Pupils noted that these support services were available to speak to about any feelings and concerns about NCNI sharing and agreed that they knew how to approach these organisations to get help. Some pupils referred to a support service that they could send text messages to about any NCNI sharing concern and remain in contact with them to update them on the situation. However, they could not recall whether it was the CEOP Safety Centre or Childline that offered the service.

Teachers suggested that pupils would need frequent reminders of the support services available to them so that they are not forgotten. They also reflected that social media platforms used by pupils (such as TikTok and Instagram) should put in place more support to deal with NCNI sharing issues.

## 5.4.5 Behaviour and attitudes

### Confidence in discussing issues around NCNI sharing

Overall, teachers perceived pupils to be more comfortable discussing NCNI sharing as a result of SMaP lesson delivery and thought that pupils had increased knowledge of the topic. Pupils also described having more confidence to tell someone (such as a friend or adult) if they experienced NCNI sharing.

#### **Confidence discussing NCNI sharing issues with peers**

Teachers thought that pupils would feel more comfortable to confide in a friend than an adult about NCNI sharing following the SMaP lessons, particularly if the friend had also participated in the SMaP lessons, as it would provide useful context to have that discussion. By contrast, pupils reported that while they might approach a friend if they experienced an NCNI sharing issue, they would be wary that a friend might start a rumour.

Pupils described having a greater awareness of how to support peers if they were a victim of NCNI sharing. Some pupils explained the importance of being a ‘positive bystander’ that would try to help the victim if they encountered NCNI sharing.

“[E]veryone may know a person who's had this happen to them. It's always good to know where you can go for help and how you can help friends and not be a negative bystander.”

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<sup>34</sup> <https://www.childline.org.uk/>

<sup>35</sup> <https://www.stonewall.org.uk/>

<sup>36</sup> <https://www.themix.org.uk/>

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However, pupils also explained that sometimes the victim may not always want help and they might prefer to handle the situation themselves.

### **Confidence discussing NCNI sharing issues with a trusted adult**

Teachers explained that pupils expressed reluctance to seek help from an adult during SMaP lessons; however, teachers acknowledged that this response may have been a result of being in the class environment and in front of peers.

“They've been saying that, no, they wouldn't go and seek help from a teacher, they wouldn't go, and they wouldn't discuss it with their parents. Again, it's such a critical part of the programme, to signpost them to adult help, and they're giving me the impression that they wouldn't do that.”

Teachers reported that following the SMaP lessons, pupils mentioned that they felt much more confident to call the CEOP Safety Centre, even though they thought it might be challenging to have conversations about an NCNI sharing concern.

“[T]hey might feel more comfortable knowing that there is someone at the end of the phone at CEOP that they could speak to.”

Some teachers thought that pupils would be confident to reach out to a teacher that they trust or feel comfortable with if they needed to, such as the pastoral lead. Pupils also reported that they would speak to a trusted adult to discuss NCNI sharing concerns if they needed to. A group of pupils explained that they would prefer to speak to an adult, such as a teacher, instead of a friend as they likely had more experience resolving issues such as NCNI sharing. However, pupils noted that a victim may have worries about being judged or that the adult would have to report the issue.

## **5.4.6 Support-seeking behaviour**

Teachers thought that anonymity was an important factor in pupils seeking help. Teachers explained that when discussing support services during SMaP lessons, pupils were concerned about the levels of anonymity and stated they would only use these support services if they were anonymous. Teachers also felt that the gender of the teacher would be a factor in whether a pupil seeks support within the school context. For example, a male pupil may feel more comfortable discussing an issue with a male teacher. To encourage support-seeking, teachers reported that they emphasised that the SMaP lessons were a safe space at the start of each lesson.

Where teachers had reported that support was sought for a similar image sharing issue, this happened after the SMaP lesson/s. Teachers attributed this to the confidence gained as a result of participating the SMaP lessons, but also to the teachers' open approach to discussing sex and relationships during the lessons.

“[T]hat pupil wouldn't have come to me before, but they approached me, very comfortably actually.”

Overall, teachers had not noticed a difference in pupils seeking support for NCNI sharing issues since receiving SMaP lessons. As teachers shared their views and experiences shortly after the delivery of SMaP lessons, it is possible that any changes were not yet apparent at the time of the interview.

## **5.4.7 Measuring change**

Teachers found it difficult to monitor the perceived impact of the SMaP lessons on pupils. They suggested that an assessment would be a useful way of capturing what

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information had been learnt and retained by pupils. It was suggested that this could be achieved through an online survey resulting in a certificate or 'passport' type document.

## 5.5 Evidence of promise for pupils

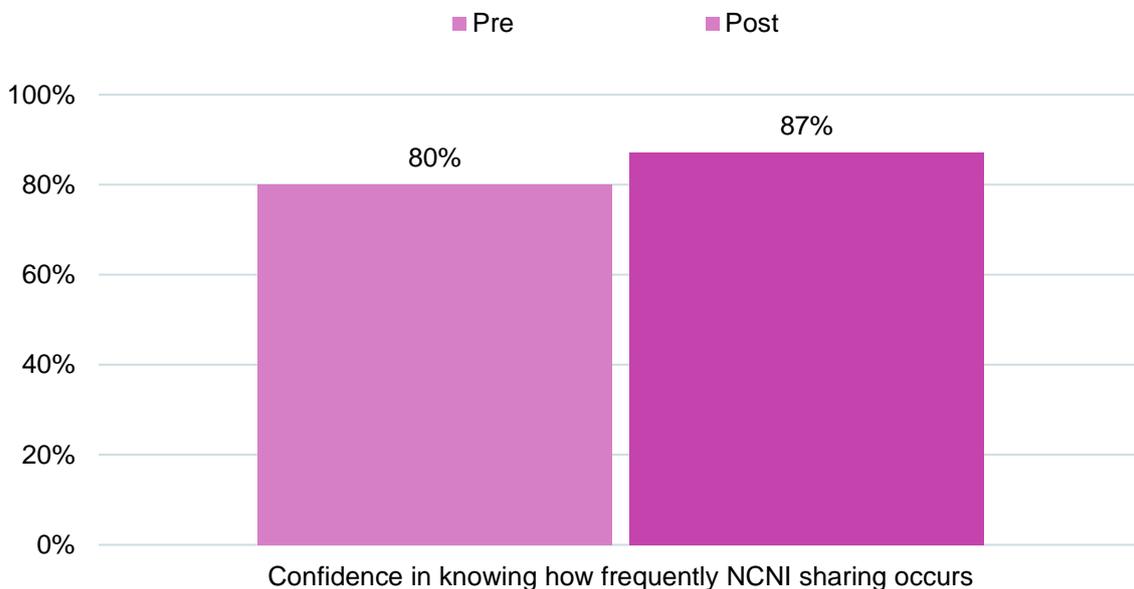
This section reports evidence of promise analyses of change for the pupils who engaged with SMaP. Evidence of promise analyses focused on five unambiguously defined outcomes that SMaP should achieve if it is effective. For each outcome, we apply a statistical test to assess whether change between baseline and endpoint is significant. However, it is crucial to note that any statistically significant result from the evidence of promise analyses cannot be interpreted as a causal impact of the SMaP materials.

### 5.5.1 Confidence in knowing how frequently NCNI sharing occurs

Confidence was measured using responses to the question: *How often do you think people's nude images get shared without the person knowing?*

This question had the following possible responses: (1) Most times they send a nude image to someone, (2) Some of the times they send a nude image to someone, (3) Very few of the times they send a nude image to someone, (4) Never, (5) Don't know. 'Don't know' responses were coded 0 and all other responses were coded 1. That is, we did not assess whether participants got a correct answer (it is unclear what this is and what contextual factors drive it) but rather whether they gave any answer other than 'Don't know'. At baseline (pre-delivery), most (80%) of participants did give an answer. This increased slightly to 87% by endpoint (post-delivery); however, the change was not statistically significant; McNemar's  $\chi^2(1) = 3.12, p = .078$ . See [Figure 5:1](#).

Figure 5:1 Pupils' confidence in knowing how frequently NCNI sharing occurs



Base: 148 pupils

## 5.5.2 Victim blaming

Victim blaming was measured using responses to the question: *Thyme is upset that Oregano shared their nude picture. Thyme is also upset that other pupils have shared it. Who is to blame for Thyme's nude picture being shared?*

This question had the following possible responses: (1) Oregano for sharing the picture of Thyme, (2) Social media platform for letting nude pictures be shared, (3) The other pupils at school who shared the picture, (4) The school for not stopping pupils from sharing the picture, (5) Thyme for sending a nude picture to Oregano, (6) Don't know.

The variable was coded 1 if participants responded 'Yes' to 'Thyme for taking and sending a nude picture to Oregano' and 0 if they responded 'No'. There was a statistically significant decrease in the percentage of pupils who gave a victim-blaming response from 74% to 56%; McNemar's  $\chi^2(1) = 12.76, p = .0004$ . See [Figure 5:2](#).

Figure 5:2 Rate of pupils blaming a victim after NCNI sharing



Base: 145 pupils

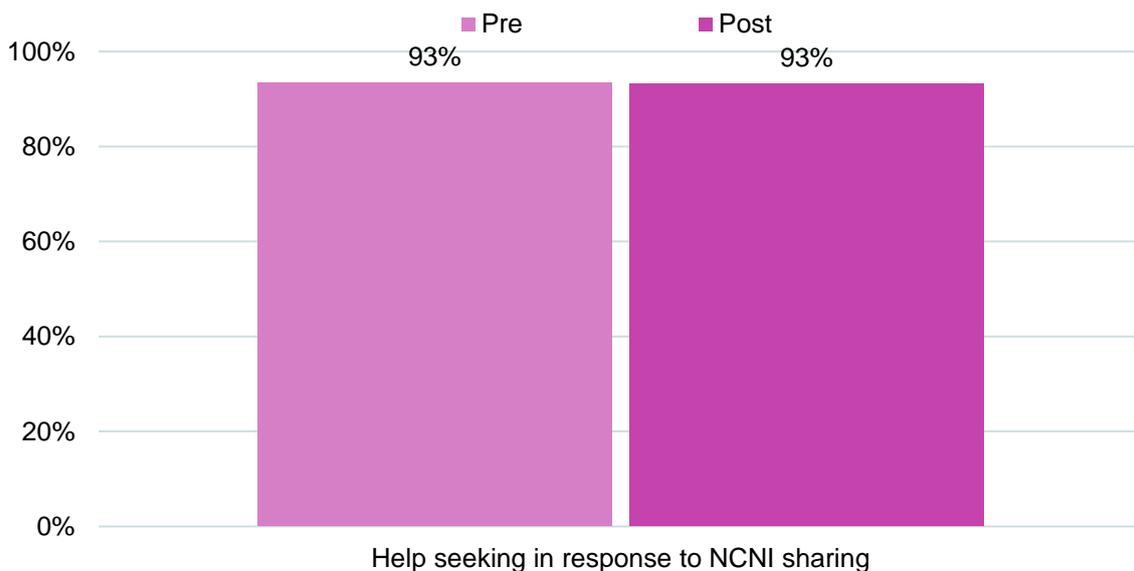
### 5.5.3 Help seeking in response to NCNI sharing

This was measured using responses to the question: *As Thyme is upset, what do you think Thyme should do about their picture being shared? Select as many options as you like.*

This question had the following possible responses: (1) Ask a friend for support, (2) Do nothing/Keep it a secret (3) Don't know, (4) Other, (5) Report to CEOP, (6) Report to Childline or other charity, (7) Report to the police, (8) Retaliate by spreading a rumour against Oregano, (9) Something else, (10) Speak to Oregano about not sharing images, (11) Tell a parent/carers, (12) Tell a teacher.

Responses 'Do nothing/keep it a secret' and 'retaliate by spreading a rumour about Oregano' were coded 0 and responses indicating that seeking support is what someone should do were coded 1. As [Figure 5:3](#) shows, 93% of pupils suggested seeking help at baseline and there was no change by endpoint (no statistical test needed).

**Figure 5:3** Help seeking behaviour by pupils in response to NCNI sharing



Base: 145 pupils

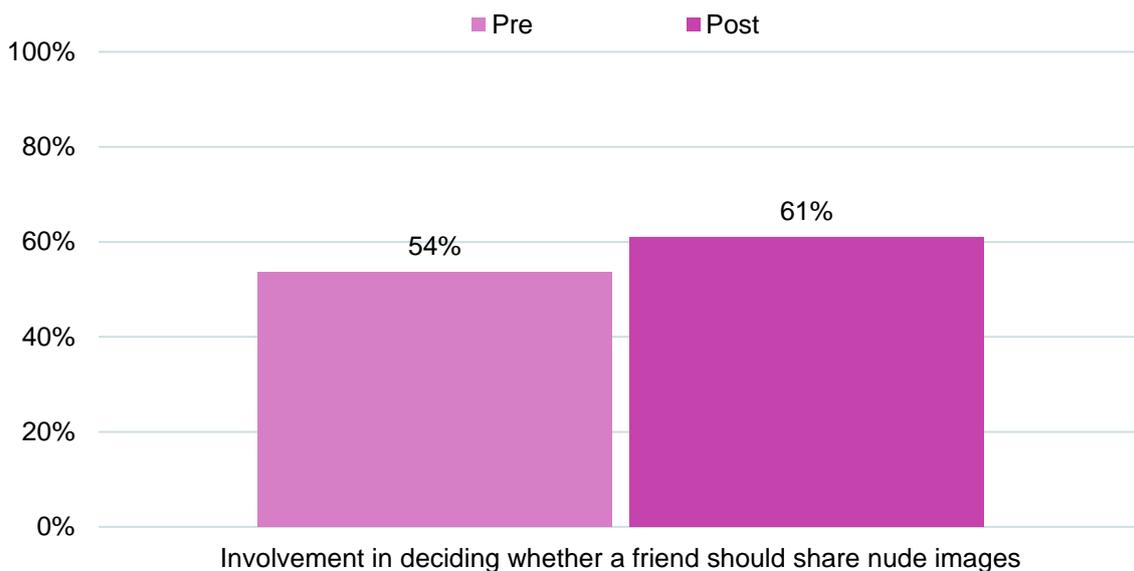
## 5.5.4 Involvement in deciding whether a friend should share nude images

Involvement in NCNI sharing is a single variable response measured by the question: *Think about the following situation: Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do. Would you want to get involved?*

This question had the following possible responses: (1) No, (2) Not really, (3) Don't know, (4) Maybe, (5) Yes.

This variable was coded 1 if the pupil selected 'Yes' or 'Maybe' and 0 if the pupil selected 'No', 'Not really' and 'Don't know'. There was no statistically significant change between pre- and post-delivery; McNemar's  $\chi^2(1) = 3.03, p = .082$ . See [Figure 5:4](#).

Figure 5:4 Rate of pupils getting involved in deciding whether a friend should share nude images



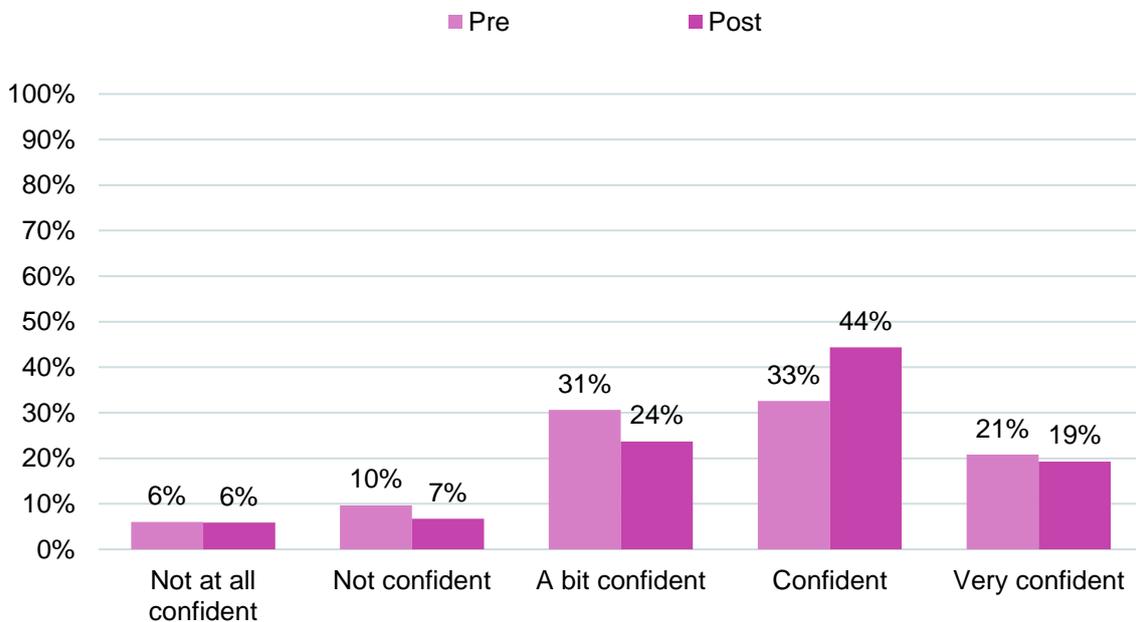
Base: 145 pupils

### 5.5.5 Confidence in supporting peers being pressured into sharing a nude image

This was measured using responses to the question: *Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do. How confident would you feel that you would know what to do?*

Possible responses were: 'Not at all confident', 'Not confident', 'A bit confident', 'Confident', 'Very confident', and 'Don't know'. The 'Don't know' responses were excluded from analyses and all others treated as ordered responses. No statistically significant change was found; Wilcoxon signed ranked test  $V = 943, p = .066$ . See [Figure 5:5](#).

**Figure 5:5** Pupils' confidence in supporting peers being pressured into sharing a nude image



Base: 129 pupils

## 5.6 Exploratory data analysis for pupils

This section reports descriptive analyses of change for the pupils who engaged with SMaP. The base for this analysis consists of 152 pupils who completed both baseline (pre-delivery) and endpoint (post-delivery) questionnaires. This is 78.3% of the total number of pupils who completed data at baseline (baseline N = 194). For these descriptive findings, we have not applied any formal statistical tests; however, to help simplify discussion, changes between baseline and endpoint of 5 percentage points or less (i.e., 8 pupils) are considered negligible.

### 5.6.1 Knowledge and awareness

#### Knowledge of healthy and unhealthy relationships

Base: 152 pupils	How useful is it for young people to have guidance and information about the following things?							
	Impact of sharing nudes without consent		What makes relationships healthy		What makes relationships unhealthy		Where to get advice about image sharing	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
Very useful	61.8	63.2	54.6	44.7	52.6	44.1	61.8	59.2
Somewhat useful	21.7	18.4	34.9	34.9	30.9	34.2	27.6	25.0
Not very useful	6.6	6.6	4.6	9.9	5.3	6.6	5.3	2.6
Not useful at all	4.6	2.6	2.6	0.0	7.2	6.6	1.3	2.0
Don't know	3.9	4.6	2.0	5.9	2.6	3.9	2.6	6.6
Missing	1.3	4.6	1.3	4.6	1.3	4.6	1.3	4.6

Pupils were asked to rate the usefulness of learning about the impact of sharing nudes without consent, what makes a relationship healthy or unhealthy and where to get advice about image sharing. As illustrated by [Table 5:2](#), at endpoint, having knowledge about the impact of sharing nudes without consent is considered very useful by more than six out of ten pupils (63.2%) and it is the modal response. Similarly, at endpoint, almost six out of ten pupils (59.2%) regard having information about where to get advice on image sharing as very useful. In both cases, there is a negligible change between baseline and endpoint.

The number of pupils who considered learning about 'What makes a relationship healthy' very useful decreased slightly by 9 percentage points at endpoint in comparison to baseline, while there was an increase of 5.3 percentage points in the number of pupils who consider knowledge on this topic not very useful. Moreover, the number of pupils who think that learning about 'What makes relationships unhealthy' is very useful decreased by 8.5 percentage points at endpoint.

## 5.6.2 Awareness of NCNI sharing

**Table 5:3 Pupils' awareness about the prevalence of NCNI sharing**

<i>Base: 152 pupils</i>		
How often do you think people's nude images get shared without the person knowing?	Pre %	Post %
Most times	21.1	16.4
Sometimes	39.5	53.9
Very few times	15.8	11.2
Never	3.3	3.9
Don't know	19.7	12.5
Missing	0.7	2.0

Awareness about the prevalence of NCNI sharing was measured by asking 'How often do you think people's nude images get shared without the person knowing?'. [Table 5:3](#) shows that 'Sometimes' was the modal response at both time points and increased by 14 percentage points from baseline to endpoint, while 'Don't know' responses decreased slightly by 7 percentage points. All other responses at endpoint remained within 5 percentage points difference of baseline.

**Table 5:4 Pupils' level of awareness about NCNI sharing**

<i>Base: 152 pupils</i>		
What do you think about Oregano sharing the nude picture of Thyme with other people?	Pre %	Post %
It's OK, because Thyme gave the picture to Oregano. Oregano can do what they want with the picture	2.0	1.3
It's OK, because it is just something that young people do	1.3	1.3
It's only OK if Thyme isn't upset about their picture being shared	12.5	21.7
It's not OK	80.3	69.1
Don't know	3.3	3.3
Missing	0.7	3.3

Pupils' level of awareness about NCNI sharing was also assessed with the question: 'What do you think about Oregano sharing the nude picture of Thyme with other people?'. [Table 5:4](#) shows that the modal answer in both baseline and endpoint responses is 'It's not OK'. This was particularly marked at baseline at around 80%. However, this response decreased by 11 percentage points by endpoint. Moreover, there was a 9 percentage points increase in the number of respondents who answered that Oregano's image sharing is 'only okay if Thyme isn't upset about their picture

being shared'. All other responses remained around the same between baseline and endpoint.

### 5.6.3 Awareness of the impacts of NCNI sharing on victims

Table 5:5 Pupils' opinions on how NCNI sharing impacts the feelings of a victim		
<i>Base: 152 pupils</i>		
How do you think Thyme feels about other pupils at school seeing their nude picture?	Pre %	Post %
Negative	93.4	82.2
Positive	0.7	0.0
A mixture	3.3	7.9
No feelings	0.0	2.6
Don't know	2.0	3.9
Missing	0.7	3.3

Table 5:5 reports pupils' opinions on how NCNI sharing impacts the feelings of a victim. 'Negative' was the modal answer at both time points; however, there was a slight decrease of 11 percentage points from baseline to endpoint, with more than nine out of ten pupils (93.4%) selecting it at baseline, and more than eight out of ten (82.2%) selecting it at endpoint. All other changes were within 5 percentage points.

**Table 5:6 Who is to blame for NCNI sharing?**

<i>Base: 152 pupils</i>		
	Pre %	Post %
Thyme is upset that Oregano shared their nude picture. Thyme is also upset that other pupils have shared it. Who is to blame for Thyme's nude picture being shared? Select as many options as you like.		
Oregano for sharing the picture of Thyme	78.3	78.9
Social media platform for letting nude pictures be shared	30.9	32.9
The other pupils at school who shared the picture	41.4	50.7
The school for not stopping pupils from sharing the picture	30.9	32.9
Thyme for sending a nude picture to Oregano	73.0	53.9
Don't know	1.3	3.9

Table 5:6 shows that victim blaming also decreased substantially from baseline to endpoint. When asked 'Who is to blame for Thyme's nude picture being shared?', the response 'Thyme for sending a nude picture to Oregano' decreased by 19 percentage points at endpoint in comparison to baseline, while 'The other pupils at school who shared the picture' increased by 9 percentage points.

Table 5:7 Double-standards and gender norms among pupils				
<i>Base: 152 pupils</i>				
	It is okay for a boy to send friends a nude image of a girl that she sent to him		It is okay for a girl to take a nude image of herself and send it to a boy that she likes	
	Pre %	Post %	Pre %	Post %
Strongly disagree	69.7	57.9	21.1	11.2
Disagree	20.4	21.7	17.1	16.4
Neither agree nor disagree	6.6	9.9	40.8	43.4
Agree	0.0	2.0	11.8	17.8
Strongly agree	0.0	2.0	0.7	2.6
Don't know	2.6	2.6	7.9	4.6
Missing	0.7	3.9	0.7	3.9

Table 5:7 reports some questions investigating double-standards and gender norms among pupils. When asked if ‘it is okay for a boy to send friends a nude image of a girl that she sent to him’, pupils’ responses did not change substantially at endpoint in comparison to baseline. ‘Strongly disagree’ is the modal response at both time points and it decreased by 11.8 percentage points.

Similarly, when asked whether ‘it is okay for a girl to take a nude image of herself and send it to a boy that she likes’, pupils’ responses did not change substantially at endpoint in comparison to baseline, except for ‘Strongly disagree’, which decreased by 9.9 percentage points and ‘Agree’, which increased by 6 percentage points. In this case, ‘Neither agree nor disagree’ is the modal response at both time points.

### 5.6.4 Awareness of available support and assistance for NCNI sharing

Awareness of available support and assistance for NCNI sharing was measured by asking pupils to judge what would happen if a victim of NCNI sharing was to look for help in different places. Results are illustrated in [Table 5:8](#).

**Table 5:8 Pupils' awareness of available support and assistance for NCNI sharing**

	Cumin would get advice		Don't know		Help Cumin feel better		Make the problem better		Make the problem worse		Nothing	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
Charity	68.4	70.4	5.9	4.6	52.6	48.7	50.7	46.7	1.3	0.7	2.0	3.9
Friends	52.6	50.0	5.9	5.9	45.4	52.6	24.3	27.6	22.4	17.8	3.9	5.3
Nothing	0.7	2.6	2.6	4.6	1.3	5.3	0.7	2.6	80.3	71.7	32.2	29.6
Parents	75.0	63.2	2.6	4.6	67.1	52.6	49.3	53.9	7.2	7.2	1.3	2.0
Police	53.3	54.6	6.6	5.3	45.4	44.1	60.5	64.5	6.6	5.9	2.6	2.6
Social services	20.4	15.8	11.2	11.2	29.6	25.7	37.5	40.1	15.1	9.9	25.0	23.0
Teacher	63.8	67.1	5.3	6.6	44.1	37.5	51.3	48.7	11.2	11.8	3.3	1.3

At endpoint, there was a 7.2 percentage point increase in pupils thinking that seeking friends' help would make the victim feel better, whereas there was a 6.6 percentage point *decrease* in pupils thinking that asking a teacher for help would make the victim feel better. Similarly, [Table 5:8](#) presents a 14.5 percentage point decrease in pupils believing that asking for help to parents would make the victim feel better and an 11.8 percentage point decrease in pupils believing that seeking parents' help would allow the victim to receive some advice.

[Table 5:8](#) also shows an 8.6 percentage point decrease in pupils thinking that doing nothing would make the problem worse at endpoint in comparison to baseline as well as a 5.2 percentage point decline in pupils believing that asking assistance to social services would worsen the problem. All other responses at endpoint remained within the 5-percentage points difference of baseline.

### 5.6.5 Behaviour and attitudes

#### Confidence in discussing issues around NCNI sharing

##### Confidence in discussing NCNI sharing issues with peers

Tables [Table 5:9](#) and [Table 5:10](#) report pupils' confidence in discussing issues around NCNI sharing by measuring whether they would want to get involved in a situation where a friend is being pressured to share nude pictures and their confidence in knowing what to do.

**Table 5:9 Pupils' involvement in deciding whether a friend should share nude images**

<i>Base: 152 pupils</i>		
Think about the following situation: Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do. Would you want to get involved?	Pre %	Post %
No	13.2	9.9
Not really	22.4	20.4
Don't know	10.5	7.2
Maybe	27.6	34.2
Yes	25.7	24.3
Missing	0.7	3.9

When asked whether they would want to get involved, 'Maybe' was the modal response at both time points and increased by 6.6 percentage points at endpoint in comparison to baseline. All other responses at endpoint remained within the 5-percentage points difference of baseline.

**Table 5:10 Pupils' confidence in discussing issues around NCNI sharing with peers**

<i>Base: 152 pupils</i>		
Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do. How confident would you feel that you would know what to do?	Pre %	Post %
Not at all confident	5.9	5.3
Not confident	9.2	5.9
A bit confident	28.9	21.1
Confident	30.9	39.5
Very confident	19.7	17.1
Don't know	4.6	7.2
Missing	0.7	3.9

At baseline, three out of ten pupils (30.9%) felt 'Confident' that they would know what to do in comparison to nearly four out of ten pupils (39.5%) at endpoint. Moreover, the number of pupils feeling 'A bit confident' decreased by 7.8 percentage points at endpoint in comparison to baseline. All other responses at endpoint remained within the 5-percentage points difference of baseline.

## 5.6.6 Support-seeking behaviour

To assess pupils' support-seeking behaviour in a situation involving NCNI sharing, pupils were asked to think about what a victim should do and would actually do.

**Table 5:11 Pupils' support-seeking behaviour**

Base: 152 pupils					
	As Thyme is upset, what do you think Thyme should do about their picture being shared? Select as many options as you like.		As Thyme is upset, what do you think Thyme would actually do about the picture being shared? Select as many as you like.		
	Pre %	Post %	Pre %	Post %	
Ask a friend for support	53.9	64.5	28.3	38.2	
Do nothing/keep it a secret	2.6	2.0	53.3	52.0	
Don't know	2.0	2.6	3.3	5.3	
Other	0.0	0.0	0.0	0.0	
Report to CEOP	47.4	75.7	9.9	16.4	
Report to Childline or other charity	42.8	59.2	9.2	13.8	
Report to the police	36.2	52.0	10.5	11.2	
Retaliate by spreading a rumour about Oregano	3.9	5.3	31.6	34.9	
Something else	5.3	3.3	3.9	5.9	
Speak to Oregano about not sharing images	71.7	63.8	31.6	23.0	
Tell a parent/carers	76.3	78.9	23.0	21.7	
Tell a teacher	66.4	60.5	19.7	13.8	

Table 5:11 shows that the number of pupils believing that the victim should and would ask a friend for support and report to the CEOP Safety Centre increased before and after receiving the SMaP lessons. The response 'Thyme *should* ask a friend for support' increased by 10.6 percentage points at endpoint in comparison to baseline, while pupils thinking that Thyme *would actually* 'ask friends for support' increased by 9.9 percentage points. Pupils believing that 'Thyme *should* report to CEOP' increased by 28.3 percentage points at endpoint in comparison to baseline, whereas pupils

believing that ‘Thyme *would actually* report to CEOP’ increased by 6.5 percentage points.

Scores for ‘Thyme *should* report to Childline or other charity’ and ‘Thyme *should* report to the police’ increased respectively by 16.4 percentage points and 15.8 percentage points from baseline to endpoint. However, ‘Thyme *would actually* report to Childline or other charity’ and ‘to the police’ remained within the 5-percentage points difference of baseline.

Seeking help in teachers or confronting who shared the nude image decreased at both time points and in both questions. ‘Thyme *should* tell a teacher’ declined by 5.9 percentage points at endpoint in comparison to baseline, while ‘Thyme *should* speak to Oregano about not sharing images’ decreased by 7.9 percentage points. Similarly, there was a decline of 5.9 percentage points in pupils thinking that Thyme *would actually* tell a teacher and a decline of 8.6 percentage points in pupils believing that Thyme *would actually* speak to Oregano about not sharing images.

Differences between “should” and “would” responses about a vignette are difficult to interpret. A “would” response that does not increase to the same extent as a “should” response may be due to participants assuming that the character in the vignette still does not know what to do, even if the participant now has a different intention. In other words, the questions test mentalisation about a fictional character’s mental state (not necessarily relevant to evaluating SMaP) as well as revealing something about the participant’s own intentions (what we really want to know).

### 5.6.7 How easy was it to complete the questionnaires?

Table 5:12 Difficulty rating of the questionnaire by pupils		
<i>Base: 152 pupils</i>		
How easy or difficult did you find answering the questions in this questionnaire?	Pre %	Post %
Very difficult	1.3	0.7
Difficult	3.9	7.2
Neither easy nor difficult	42.8	33.6
Easy	28.9	32.2
Very easy	16.4	15.1
Don't know	5.3	6.6
Missing	1.3	4.6

The questionnaire ends asking pupils to rate the questionnaire difficulty. The modal response at both time points is ‘Neither easy nor difficult’. At worst, only around 8% of participants found it difficult or very difficult.

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## 6 The RCT design

This chapter outlines our proposed RCT design and key considerations to evaluate the impact of SMaP.

### 6.1 What is an RCT?

The main aim of an impact evaluation is to determine whether an intervention causes a change in outcomes and to estimate the magnitude and direction of that change. Take pupils' help seeking intention as an example outcome. The *causal effect* of SMaP is defined for each pupil as the difference in help seeking intention between SMaP and some other condition such as RSE as usual in the absence of SMaP, at a particular point in time for that pupil. This is a hypothetical difference in potential outcomes that could occur rather than actually realised outcomes, since pupils either receive SMaP or RSE as usual and not both at any point in time. The so-called fundamental problem of causal inference is that we cannot calculate the causal effect directly for each pupil. Note that we cannot simply sequentially observe outcomes following RSE as usual, introduce SMaP and observe outcomes again, and then take the difference in help seeking intention for each pupil. This is because pupils would have experienced many other changes in that time too, the vast majority not due to SMaP.

An RCT is a type of experiment that can be used to estimate the *average causal effect* of an intervention. In RCTs, pupils are randomised to one of two or more conditions. This random group assignment ensures that across trials, there are zero differences on average at baseline between the two conditions on either observed or unobserved characteristics of pupils. This means that at endpoint, any average differences are attributable to differences between SMaP and RSE as usual. In any given trial, there will still be differences in baseline characteristics between conditions; however, random assignment to conditions means that we can quantify uncertainty around our estimates using confidence intervals. Confidence intervals are designed to have a good chance of including the true average causal effect. A key benefit of RCTs over other approaches to impact evaluation, such as quasi-experimental designs (QEDs), is that they can take account of the many hundreds of alternative explanations of change, even when they are unobserved and unobservable.

An important consideration when commissioning a future RCT of SMaP would be identifying whether an efficacy or effectiveness trial would be most appropriate. An *efficacy* trial would attempt to answer the question, can SMaP work? Efficacy trials are the most common kind of RCT and typically involve a sample of schools that have been selected for pragmatic reasons, for instance because they are most able to implement an RCT or do not already use SMaP materials. The estimate of the average causal effect applies only to the pupils who took part in the study. But efficacy trials still provide a strong result: that any change observed was likely *caused* by SMaP. A theory of how SMaP works and the context in other schools is then used to reason about the extent to which results can transfer to other schools.

Effectiveness trials are much less common. For these trials, schools and pupils are selected so that they are representative of some larger population, for instance, all pupils of a particular age in England. Here, in addition to random assignment to conditions, schools and pupils are also randomly sampled in a similar fashion as how participants are sampled for surveys.

As discussed below, we recommend an efficacy trial as a next step for SMaP. This is sufficient to infer whether SMaP is causally responsible for chosen outcomes, drawing

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on a theory of change to ensure that results can be transferred to other settings, and including a qualitative implementation and process evaluation to understand mechanism/s of change within schools. The particular type of RCT we recommend is a two-arm cluster RCT where randomisation occurs at the school level and the control group is RSE as usual.

## 6.2 Devising a practical theory of change for SMaP

Theories of change are central to the design of an RCT and spell out how an intervention is likely to work, how long it takes to work, and what its intended outcomes are. As discussed above, they help to transfer findings from the sample of an efficacy trial to other settings. They also suggest suitable control groups and can guide the focus of an implementation and process evaluation of whether a programme is delivered and works as intended. Our pilot findings have highlighted a number of issues that should be clarified in a theory of change before moving to RCT to ensure that its findings are as robust as possible.

One basic question is: what is SMaP? It involves a set of materials, but an intervention is more than lesson materials and resources. Lesson materials must be used to lead to change. The theory of change needs to explain the programme around the lesson materials, who uses them, when, and how frequently. Some clues for how to elaborate this aspect of the theory of change may be found in the literature on how materials are used in psychoeducation, which is common in psychological therapy research.

Ultimately, SMaP is intended to change behaviours, but it is sometimes unclear exactly what the intended behaviour change is and what the consequences could and should be of that change. It is clearly hypothesised that, following engagement with SMaP, pupils and teachers will be less likely to blame the person who initially shared a nude image of themselves. It is also hoped that less NCNI sharing will result. But is it hypothesised that fewer students would share images in the first place, regardless of blame? The law on this for children is clear, but the intended outcome for SMaP should be clarified even if it is only indirectly implied by materials.

When pupils offer peer support in the case of NCNI sharing, what kind of support is it hoped they will provide? Will SMaP equip them to provide this support or is the intended support signposting onto someone such as a teacher who can help rather than keeping NCNI sharing secret? Another intended outcome is that everyone involved is better informed: children, parents, teachers. But better informed of exactly what? And what is the intended outcome of that knowledge in terms of actions it is hoped everyone will take?

Although SMaP is not supposed to criminalise children, ultimately children involved in any nude image sharing may receive a criminal record that can be revealed as part of an enhanced Disclosure and Barring Service (DBS) check when they are adults. All likely consequences should be part of a theory of change, and the intended consequence of SMaP made explicit. It is particularly important to take account of teachers' safeguarding responsibilities and likely differences in outcome between, for instance, a pupil contacting Childline versus contacting the CEOP Safety Centre.

In attempting to interpret findings from the pilot around what participants thought people 'should' versus 'would' do, it became apparent both that there is a difference in answers for many items but additionally the meaning of 'should' is ambiguous. An RCT, and any other future work, should use a more precise term explaining whether, for example, legal obligation is meant. This means that it is clearer what the factually correct answer is and how SMaP would be expected to shift understandings.

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One way to devise a practical theory of change is to think through what the current situation is in schools, prior to any intervention, and what the best outcome would be for pupils under a range of scenarios. These scenarios could include pupils who have, prior to SMaP, shared a nude image of themselves with someone else; those who never have but potentially could; and similarly, pupils who have and those who have never engaged in NCNI sharing with others. Additionally, the theory of change should spell out what the intended outcome is for bystanders who become aware of nude image sharing. In other words, is the focus on peer support or supporting people who have themselves shared a nude image. Another facet to think through is the extent to which SMaP is a preventative intervention versus an intervention to provide support when nude image sharing of any kind takes place.

The planning for any RCT should include time to work through these issues, potentially also revising SMaP materials to take account of changed understandings of what SMaP is able to do.

## 6.3 Selecting a primary outcome measure

In order to measure the effects of an intervention, RCTs require the measurement of outcomes of interest before and after the intervention is delivered. The literature review conducted by NatCen could not find a validated questionnaire that measures pupils' understanding of issues around NCNI sharing and pupils' confidence in helping their peers experiencing NCNI sharing. NatCen and the NCA therefore developed a pupil questionnaire capturing information on pupils' awareness of issues around NCNI sharing, attitudes towards NCNI sharing, and help seeking behaviours.

We have suggested revising the theory of change to make mechanisms of change and intended outcomes more explicit and this would ultimately inform the key outcomes to explore via an RCT (research question six). We would suggest selecting one or more primary outcomes from the following possibilities (listed in no particular order):

- **Confidence discussing nude image sharing.** Likely a bespoke measure, this could include asking how comfortable participants would be talking, in general terms, about nude image sharing with different people (friends, parents, teachers, other professionals), regardless of whether they have themselves shared such images.
- **Help seeking intention.** Here it is possible that a standardised measure would be appropriate, potentially revised to make it more specific to SMaP. The exact choice of measure and items would depend on the nature of help seeking intended by SMaP, for instance whether some sources of help are preferred over others. This could echo the statements above concerning confidence discussing nude image sharing, that is, with the same lists of types of people, but focussed on participants' intention to seek help if nude image sharing directly affected them or one of their friends.

Given divergent results on what participants thought people 'should' versus 'would' do, it could also be interesting to ask the question both ways again, though clarifying that 'should' means 'legally required to'. A challenge is that participants may not wish to reveal if they would intend to break the law. Additionally, asking the 'would' question in terms of a fictional character via a vignette adds the ambiguity that someone in a vignette may be assumed not to have had SMaP training and therefore not know what they should do.

- **Victim blaming.** Scenarios would be used to explore how participants attribute blame following NCNI sharing, with the intended SMaP outcome being to reduce

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victim blaming. This would be a bespoke measure, revising items used in this pilot, for example, covering gender issues and potentially also including same-gender nude image sharing to investigate the extent to which SMaP materials challenge heteronormativity.

- **Understanding of what happens when seeking support from different people and organisations such as teachers and the CEOP Safety Centre.** A bespoke multiple-choice measure, exploring areas covered by SMaP material. The idea here would be to investigate whether participants remember factual information from SMaP, particularly concerning the legal responsibility teachers and the CEOP Safety Centre have.
- **Understanding legal issues and rights around sex and images.** This would be a bespoke measure and would focus on factual questions covering material in SMaP where there is a clearly defined correct answer.
- **Intention to share nude images.** Given the potential consequences of sharing any nude images, not only NCNI sharing, it may also be important to explore whether intentions have changed as a consequence of SMaP, even if this is only implied by SMaP materials.

As we discuss below, including more primary outcome measures increases the number of statistical tests conducted which in turn increases the chances that we find a spurious result (analogously, if you throw a pair of dice many times, it eventually becomes certain that the outcome will be two sixes at least once). Adjusting for multiple tests increases the required sample size (number of schools and pupils that would need to participate in an RCT). Therefore, we would advise selecting one, or at most two, primary outcomes that the study is particularly designed to test and optionally other secondary outcomes, which would help contextualise findings and learn more about SMaP for future work.

## 6.4 Choosing an RCT design

As already noted, we propose an impact evaluation of SMaP by implementing a two-arm cluster RCT design.

A key consideration is the control group against which SMaP would be compared since a causal effect is defined as a contrast between two conditions. Given the importance of NCNI sharing to children's wellbeing, and likelihood that it is covered in some way by existing teaching or informal discussions, it is both infeasible and unethical to compare SMaP against nothing. A more plausible and ethical comparison would be RSE as usual. Before running an RCT, important groundwork would include investigating what topics RSE as usual includes.

Randomised assignment can be conducted at different levels, for instance pupil, classroom, year group, school, or high levels such as local authority. The level of the programme implementation is an important deciding factor. SMaP materials are used in a classroom with a teacher, so individual pupil randomisation would be infeasible. It may be possible to randomise at the classroom level; however, spill-over effects are possible, whereby pupils or teachers from the control group are directly or indirectly affected by those in the SMaP group, for instance by accessing SMaP materials during the evaluation period. This would lead to biased estimates of impact.

We propose school-level randomisation that allocates schools to either SMaP or control group. This approach results in equal allocation of the recruited schools to either:

### Intervention group

Teachers deliver SMaP activities

### Control group

Teachers deliver RSE as usual

Pupils in the RSE as usual condition (i.e. control group) could receive SMaP once the endpoint data has been collected. This is known as a waitlist control. It has no impact on the analysis but might have implications for programme cost due to the requirements to deliver teacher training in all schools.

## 6.5 Deciding the sample size

Determining the number of schools and pupils that would need to be included in an RCT (i.e. the required sample size) involves several assumptions and decisions. These include:

- ✓ **Statistical significance level of the test of the intervention effect.** This is the probability of inferring that there is a difference between groups when in reality there is none. The conventional significance level is 5%.
- ✓ **Direction of the hypothesis.** There are two main possibilities: (i) a one-directional ('one-tailed') test, which is used to test whether there has been an improvement in outcomes, versus no change or deterioration, and (ii) a two-directional ('two-tailed') hypothesis, which is used to test whether there is a difference between groups, without any constraints on the direction of that difference. A two-directional hypothesis is almost always adopted so that we have sufficient power to detect both an improvement and a worsening of outcomes due to SMaP. It is important that RCTs detect harms as well as potential benefits, even when it is hypothesised that an intervention leads to improvements.
- ✓ **Statistical power of a test,** which is conventionally set at 80%. This is the probability of finding a statistically significant intervention effect when in reality there is a difference.

A further three pieces of information are used to determine a sample size:

- ✓ **Minimum detectable effect size (MDES),** which is the smallest real average causal effect that we would be able to detect under the assumptions made above (e.g. statistical power set at 80%). A smaller MDES requires a larger sample size.
- ✓ **Intra-cluster correlation (ICC)** quantifies how similar pupils' outcomes are to one another within a school, due, for instance, to having teachers and other shared experiences in common. The more similar pupils' outcomes are within a school, the less new statistical information their outcomes add to analyses. A higher ICC therefore means that more pupils are required.
- ✓ **How much variation in outcomes is explained by baseline measures,** for instance pre-post correlation between outcomes over time (baseline and endpoint). If more variation is explained, then fewer participants are needed for the study. This is because the more we understand about differences in outcomes between pupils, beyond whether they were assigned to SMaP or RSE as usual, the easier it is to disentangle intervention effects from the many explanations of outcomes.

Based on these assumptions and decisions, we conducted power calculations to determine the minimum sample size required to obtain robust results from a future RCT of SMaP in the following section.

## 6.5.1 Power calculations for pupil outcomes

Table 6:1 presents the power calculations determining the minimum sample size required for robust results. The study is planned for a **MDES of 0.2 standard deviations** in the main outcome variable.<sup>37</sup> Power calculations are estimated using the following assumptions:

- The MDES is analysed for a two-level cluster randomised controlled trial with intervention assignment at the school level for one primary outcome measure. Please note that having more than one primary outcome measure would increase the minimum sample size required for measuring the impact of the programme on selected outcome measures.
- Based on the most recent education statistics published by the DfE, we assume an average of 22.3 pupils per class.<sup>38</sup> Given that the study focuses on one class from each year group, we assume, on average, 45 pupils per secondary school to be included in the programme.
- All coefficients were estimated with 80% power and a 5% significance level.
- School-level ICC calculations for our outcome measures from our pilot sample would be imprecise due to the low sample size. To the best of our knowledge, there is no study examining school-level ICC of our outcome measures. We therefore focus on studies investigating related topics in the same age groups to estimate school-level ICC. Lubman et al. (2020)<sup>39</sup> conducted a school-level cluster RCT with Year 9 pupils to facilitate help seeking behaviours for substance use and mental health problems, which is similar to SMaP as it involves legal issues and stigma. They reported an ICC between 0.01 and 0.02 for different outcome measures. For our power calculations, we assume an ICC of 0.05, a slightly more conservative benchmark which will require a larger sample. We also present the power calculation with an ICC of 0.1 to illustrate how increasing the ICC impacts on sample size.
- We assume no correlation between the main outcome measure at baseline and endpoint. If there is a correlation, the study will then have more power and hence require a smaller sample. The precise estimate here depends on the outcome measure used.
- We assume 10% school-level attrition and 27% pupil-level attrition.<sup>40</sup>

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<sup>37</sup> Based on precedents from the Education Endowment Foundation (EEF) trials, studies should be powered to detect an effect size of at least 0.2 to be considered viable.

<sup>38</sup> For more information, please see the report published about schools, pupils, and their characteristics from the following link:

<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

<sup>39</sup> Lubman, D.I. et al. (2020) 'Twelve-month outcomes of MAKINGtheLINK: A cluster randomized controlled trial of a school-based program to facilitate help-seeking for substance use and mental health problems', *EClinicalMedicine*, 18, p. 100225. doi:10.1016/j.eclinm.2019.11.018.

<sup>40</sup> Due to the school recruitment process explained in detail in [2.2](#), it was not possible to identify the exact school-level attrition. We therefore assume 10% school-level attrition for the sample size calculations. Furthermore, we identified the pupil-level attrition from the pilot study. 209 pupils completed the baseline questionnaire while only 152 pupils completed both the baseline and endpoint questionnaires. This gives us a pupil-level attrition rate of 27%.

MDES	0.20	0.20
Probability of a Type I error	5%	5%
Two-tailed or One-tailed Test?	2	2
Power	80%	80%
ICC	0.05	0.1
Average number of pupils per school	45	45
Sample Retention Rate: School-level	90%	90%
Sample Retention Rate: Pupil-level	73%	73%
Proportion of sample randomised to SMaP	0.5	0.5
Pre-intervention / post-intervention correlations (pupil-level)	0.0	0.0
Pre-intervention / post-intervention correlations (school-level)	0.0	0.0
Number of pupil level covariates	1	1
Total number of schools (SMaP plus RSE as usual)	<b>72 (36 per condition)</b>	<b>114 (57 per condition)</b>

Based on the sample size calculation outlined above, we recommend recruiting a total of 72 secondary schools in the RCT evaluation. In each school, one class from each year group (Years 8 and 9) would be included. If there is more than one class in a given year group, then we suggest to randomly select one class from each year group. This will ensure that every eligible unit will have an equal chance of being selected for the trial. Thus, 3240 pupils from 72 secondary school will be asked to participate in the impact evaluation. These 72 secondary schools will be randomised, with 36 schools (1620 pupils) allocated to the SMaP group and 36 schools (1620) to the control group. However, it is important to note that the exact choice of the outcome measure is likely to have an impact on ICC and thus also on the sample size, as illustrated by [Table 6:1](#) above.

## 6.5.2 Power calculations for teacher outcomes

Following the power calculations for pupil outcomes, we replicated them for teacher outcomes. Given that we recommend recruiting a minimum of 72 secondary schools for the efficacy trial, the teacher sample will therefore have only 72 teachers. With this sample size, we would be able to detect a teacher outcome of **0.67 standard deviations**. That is rather a large effect and may be too large to be a reasonable expectation of the intervention. If SMaP does improve outcomes for teachers but the true effect size is below 0.67 then we have a small chance of detecting it. Given likely challenges recruiting larger numbers of schools, we therefore recommend focusing the quantitative component of the RCT on pupil outcomes. The implementation and process evaluation component of a future RCT of SMaP could explore teacher outcomes using qualitative research methods such as in-depth interviews and/or focus groups with teachers.

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## 7 Running an RCT

This chapter outlines practical considerations for running an RCT of a school-based programme. Learning from the pilot study is incorporated where relevant.

### 7.1 Practical considerations

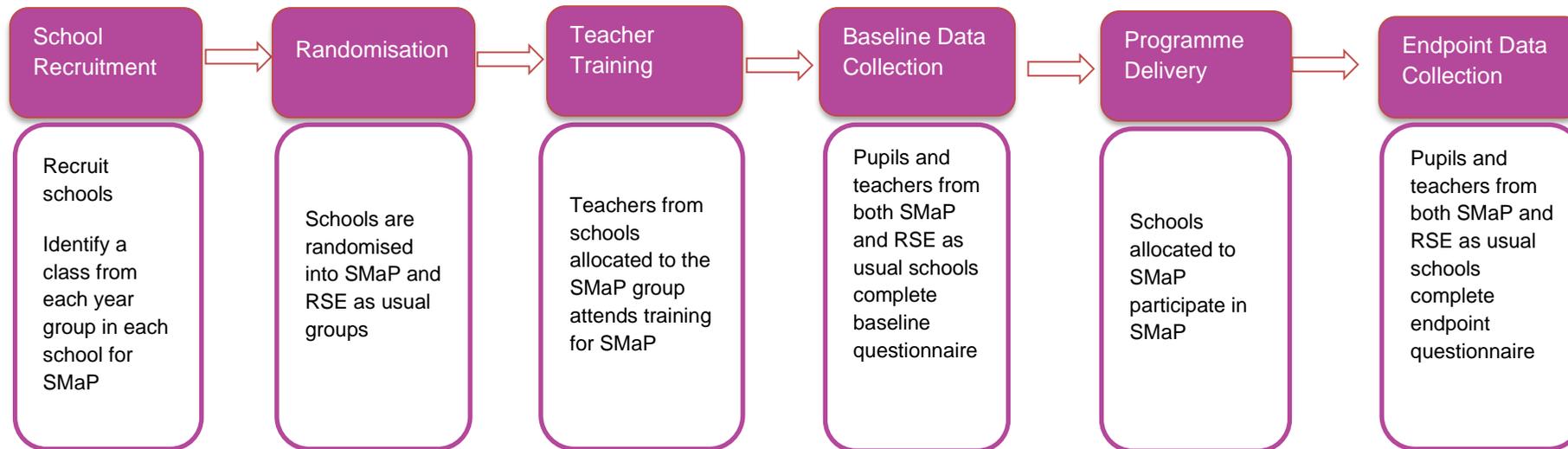
#### 7.1.1 Aligning delivery, evaluation, and school timelines

Aligning delivery and evaluation timelines with school timelines as much as possible is a considerable challenge for designing an RCT in educational settings. Delivery timeline should work well with the school year and factor in school holidays and busy periods in the academic calendar (e.g. exam periods). The evaluation timeline can be slightly more flexible than the intervention delivery timeline and work around the school year. It is vital that delivery and evaluation partners work together closely to co-design evaluation activities, and to understand the implications of evaluation activities for delivery timelines (and vice versa). This should be completed from the very beginning of the project, such as before school recruitment begins.

Furthermore, one of the key requirements of an RCT design is that baseline questionnaires must be completed by all participants (i.e. both pupils and teachers in this evaluation) before the implementation of a programme, and endpoint questionnaires completed after the implementation of a programme. It is therefore crucial to align the baseline and endpoint assessments with school timeline while considering delivery and evaluation timelines.

It is desirable and more efficient for baseline and endpoint questionnaires to be completed in all participating schools by participating pupils within a specific period and for delivery to start in all participating schools after completing baseline assessment. This also ensures that endpoint questionnaires can be scheduled consistently across all schools (e.g. 3 months after the delivery of SMaP programme). See [Figure 7:1](#) below for an overview of this process.

Figure 7:1 Overview of intervention and evaluation activities



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## 7.1.2 Recruitment and buy-in from schools

One of the initial stages of an RCT is the recruitment of participants to the intervention and evaluation. For the SMaP pilot, NatCen was responsible for recruiting schools. The NCA supported the recruitment process by sending an email about the pilot evaluation to their CEOP Ambassador network.

For the pilot evaluation, we recruited five schools and encountered various issues while recruiting them, mostly due to Covid-19. Based on the power calculations explained in 6.5 above, we suggest recruiting at least 72 secondary schools for a future efficacy trial of SMaP. Recruitment of this number of schools is likely to take a substantially longer period of time and require significant planning. For an efficacy trial starting in September 2023, we suggest that the recruitment of schools should begin in Spring 2023. Furthermore, in a typical RCT, either the programme implementer or designer is responsible for recruiting schools. If an independent programme evaluator becomes responsible for recruiting schools, this would certainly increase the cost associated with an evaluation of SMaP. The NCA would need to consider this additional cost while commissioning for a future efficacy trial of SMaP.

Another important consideration for a future efficacy trial of SMaP is defining a sample frame, from which a sample of schools could be drawn. Initially, for the pilot evaluation it was planned to include schools from Scotland as well as England, but it was decided by the NCA and NatCen to focus on England in the pilot phase since education in Scotland is devolved. Including more regions increases the potential generalisability of findings; however, it may impact on feasibility.

Furthermore, it is important to identify eligible schools for the SMaP evaluation. For the pilot evaluation, NatCen used the CEOP Ambassador network to make contact with schools. This network would already include schools that have shown the initiative to engage with the NCA. This could indicate that these schools might have characteristics which could be different from an average school in the UK. For example, a school might have joined the network because they had been experiencing issues around NCNI sharing. RSE as usual for such schools may be very different to other schools that have not previously engaged with the NCA, affecting the generalisability of findings.

Once a school is selected for the efficacy evaluation of SMaP, the recruitment process will involve sending an FAQs document and an MoU to selected schools. An MoU confirms a school's formal commitment to the intervention and evaluation activities. It also clarifies partnership agreements, roles, and responsibilities for all stakeholders in the intervention and evaluation. This supports a sustained relationship over the course of the intervention. The MoU is typically co-produced by delivery and evaluation teams ensuring schools receive consistent and accurate information about the intervention and evaluation.<sup>41</sup> See [Appendix D](#) for the MoU used for the pilot evaluation of SMaP.

Following recruitment of schools and signing of MoUs, the evaluation team liaises with schools to facilitate and conduct research activities. This includes contacting participating schools to provide further details of planned evaluation activities, and the order in which these activities will be completed.

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<sup>41</sup> Guidance from the Department of Education on writing a MoU is available here: <https://www.gov.uk/government/publications/setting-up-school-partnerships/guide-to-writing-a-memorandum-of-understanding-mou>.

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Maintaining relationships with schools randomly allocated to a control group can present challenges for an evaluation of a programme. As these schools would be following RSE as usual, they may be less interested in supporting an evaluation of SMaP. One way to address this issue is to follow a waitlist design, explained in 6.4. If the future RCT of SMaP follows a waitlist control design, it could reduce attrition rate in the RSE as usual group as it incentivises these schools by means of later delivery. However, it is important to note that once the schools in the RSE as usual group receives SMaP, there is no possibility for longer term assessment of impact of SMaP.

### 7.1.3 School selection

Chapter 6 outlines our proposed RCT design, in which schools are randomly assigned to intervention and control groups. It is therefore crucial to inform schools what participating in the evaluation involves before confirming their participation. Interested schools should be clearly informed in the MoU that every selected school will have an equal probability of being selected into SMaP. Schools accepting randomised assignment of a programme and responsibilities around programme implementation could be selected for an evaluation.

For a future efficacy trial of SMaP, the NCA would need to consider whether they are interested in knowing whether certain school characteristics have an impact on outcomes. For example, a future efficacy trial might aim to examine whether the type of school has an impact on outcomes (for instance, fee-paying or state provision, and alternative education settings or pupil referral units) and in schools of different sizes. Furthermore, other variables relating to schools' demographic composition or location could include schools' faith-basis, gender-mix, proportion of pupils on free school meals, and regional location.

### 7.1.4 Pupil selection and parent, pupil, and teacher information

Once a school was selected to participate in the pilot evaluation, schools received an email explaining the next steps in detail. As part of the next steps, the participating schools were asked to select one Year 8 and one Year 9 class to receive the SMaP lessons. During the pilot evaluation, these classes were not selected based on any specific criteria, nor were they selected randomly. However, for the efficacy trial of SMaP, we suggest requesting the list of Year 8 and Year 9 classes from each participating school and randomly selecting one Year 8 and one Year 9 class from their respective year groups. This will ensure that each participant will have an equal chance of being selected for the intervention and evaluation.

Tailored information sheets, explaining the evaluation and that taking part was voluntary, were prepared for teachers, parents/carers, and pupils. The information sheets were first shared with teachers. Following this, pupils in classes selected for SMaP, and their parents/carers, received information sheets. For the first and second rounds of pupil recruitment, parents/carers were responsible for actively withdrawing their children from the evaluation if they did not want them to participate. To facilitate this, the parent information sheet included an 'opt-out' slip that parents/carers were asked to return if they did not want their child to participate in the evaluation activities.

If, alternatively, an opt-in approach is preferred – and such an approach was suggested by the NCA for a later round of unsuccessful recruitment – it is important to note the potential issues for an evaluation with a larger sample size. Firstly, from a logistical perspective, more time is needed to facilitate opt-in consent. It had been planned to give one week in the pilot evaluation for parents to return consent slips. We suggest extending the consent period further to maximise the number of pupils participating,

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considering the evaluation, delivery, and school timeline. Secondly, opt-in consent increases the burden placed on schools to process and record responses from parents/carers. Lastly, an opt-in approach might involve a significant risk of an insufficient sample size, as parents may not indicate their consent even if they are happy for their child to take part. Therefore, it is critical for all stakeholders to take into consideration these issues when choosing between opt-in and opt-out consent.

### 7.1.5 Data collection mode

One of the practical issues for any evaluation is how we will collect the data we need. To measure the impact of the SMaP intervention through an RCT design, we need pupils to complete a questionnaire before and after programme implementation (see [6.1](#) for more details on the RCT design). Given the age group of pupils participating in SMaP, we have two options to collect the data needed: using a paper questionnaire and using an online questionnaire.

For the pilot evaluation, we administered an online questionnaire. Online questionnaires tend to be less costly compared to paper questionnaires because online questionnaires do not require additional logistical and printing costs. However, administering an online questionnaire is not a problem-free solution. During the pilot evaluation, each pupil was assigned a unique ID and asked to use this unique ID when completing the baseline and endpoint questionnaires. This would ensure matching the data from two time points for every pupil in a sample. However, some pupils did not use the unique IDs assigned to them. This made the data matching process harder and we were unable to match several pupils' data using other personal identifiers. Furthermore, one pilot school requested a paper questionnaire because the Covid-19 social distancing measures in schools meant that the computer classroom was not available.<sup>42</sup> Given the issues around administering an online questionnaire, we suggest using a paper questionnaire for the future efficacy trial.

The next practical issue for any evaluation is who will collect the data needed. There are two options when administering a paper questionnaire in an educational setting: administered by external fieldworkers, or by teachers from the school. [Table 7:1](#) below outlines the advantages and disadvantages of each approach. NatCen explored the options of both fieldworker-administrated and teacher-administrated questionnaires in detail, including the potential time and resource burden on the schools. We therefore suggest proceeding with the fieldworker-administrated questionnaire for the future efficacy trial.

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<sup>42</sup> Please note that this school had dropped out from our sample.

Table 7:1 Comparison of data collection modes

	✓ <b>Advantages</b>	✗ <b>Disadvantages</b>
 <b>Fieldworker administration</b>	<ul style="list-style-type: none"> <li>• Questionnaire administration is more likely to be consistent across schools (e.g. the same instructions and same level of help is provided).</li> <li>• There is a lower chance of incorrect distribution of questionnaires to pupils.<sup>43</sup></li> <li>• Pupils may have fewer concerns about anonymity and confidentiality when asked to complete a questionnaire by someone from outside the school.</li> <li>• Lower burden on teachers: fieldworkers and teachers share responsibility for distributing questionnaires, monitoring and supporting pupils during questionnaire completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Less flexibility with timing: questionnaire administration must be scheduled in advance based on fieldworker availability (which in turn is determined by the availability of all schools they plan to visit).</li> <li>• Impact on school recruitment timeline: all schools need to be recruited before fieldwork starts (as fieldworker schedules needs to be booked and confirmed in advance).</li> <li>• More expensive: higher evaluation costs are required to cover fieldworker time and management.</li> </ul>
 <b>Teacher administration</b>	<ul style="list-style-type: none"> <li>• Greater flexibility with timing: schools can administer questionnaires when convenient for them.</li> <li>• Low impact on school recruitment timeline: questionnaires can be completed as soon as each school has been recruited (no need to wait for full school recruitment).</li> <li>• Lower evaluation costs: no costs to cover fieldworker time and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential bias of teachers administering a questionnaire to evaluate a programme they are delivering.</li> <li>• Questionnaire administration is less likely to be consistent e.g. different teachers may provide different instructions and levels of help.</li> <li>• There is a higher chance of incorrect distribution of questionnaires to pupils.</li> <li>• Pupils may have more concerns about anonymity and confidentiality when asked to complete a questionnaire by their teacher.</li> <li>• Higher burden on teachers: teachers have sole responsibility for distributing questionnaires, monitoring and supporting pupils during questionnaire completion.</li> </ul>

<sup>43</sup> Each pupil is assigned a unique ID and/or barcode; these IDs and/or barcodes are printed on questionnaires prior to fieldwork. Questionnaires must therefore be correctly distributed to each pupil during fieldwork.

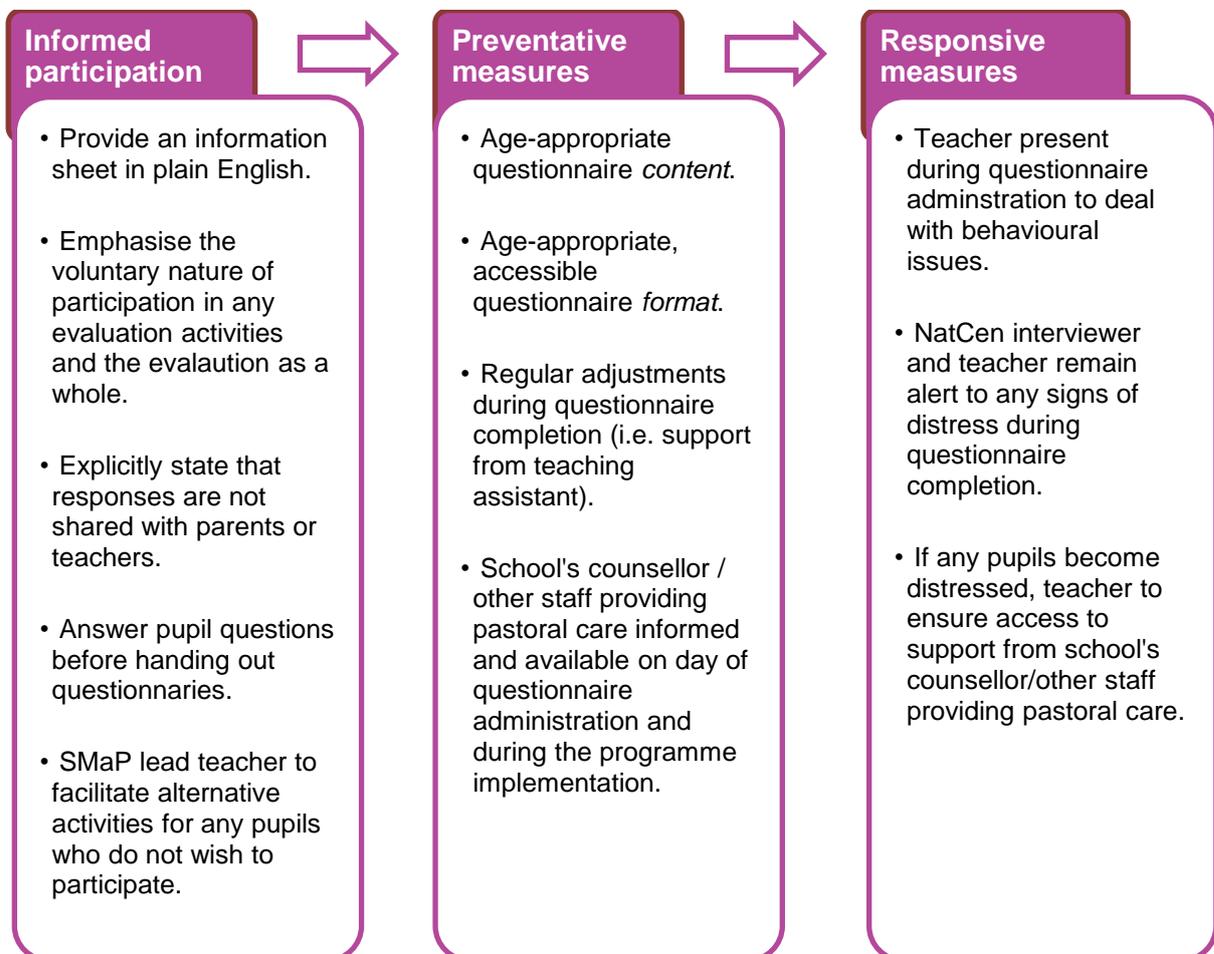
## 7.1.6 Pupil welfare

As the RCT will focus on a sensitive subject (i.e. NCNI sharing), it is important to provide support mechanisms to minimise risks to pupil welfare during the evaluation.

We have identified two main areas, which ensure informed participation in the evaluation and appropriate support for completion of questionnaires. [Figure 7:2](#) below details the measures to minimise risks to pupil welfare.

- **Informed participation:** In addition to the parent's permission, we also plan to provide an information sheet to pupils to obtain their consent to participate in the evaluation as described above (see [7.1.4](#)).
- **Support for questionnaire completion:** To ensure that there was adequate support for any pupils who become distressed during or after the programme implementation and questionnaire administration.

Figure 7:2 Minimising risks to pupil welfare



## 8 Conclusion

This chapter provides an overview of the key findings of the pilot study, presents recommendations to improve the SMaP resource, and summarises key lessons learned in order for an RCT of SMaP to be successfully implemented.

### 8.1 Summary of pilot study findings

#### 8.1.1 Implementation and experience of SMaP lessons

- Findings indicate that the length of SMaP lessons is too long. The SMaP lesson content is intended for 1-hour lessons; however, timetabled lessons in schools are often 40-50 minutes long. This means that some SMaP content cannot be covered and/or content is covered in less depth than intended.
- Teachers mentioned the value of having access to support when delivering SMaP lessons – this particularly referred to peer support to discuss ideas and share good practice.
- While teachers appreciated the clear and comprehensive guidance provided by the NCA, some teachers still found that the time needed to prepare SMaP lessons was a burden.
- The value of the clear and comprehensive guidance provided by the NCA was reflected in teachers' reports of how well lesson plans were structured and the quality of the lesson content.
- In particular, the discussion points and short tasks were well received by teachers. These activities appeared to be more popular than worksheets with some teachers due to their greater potential to enhance pupil engagement.
- Similarly, pupils described the lessons as enjoyable and informative, and they found the open discussion element of the SMaP lessons to be valuable. Pupils noted that the interactive nature of the videos and activities was engaging and described them as generally realistic and accurate.
- However, pupils also suggested that examples could be more realistic if they also included NCNI sharing on social media platforms (such as Instagram) rather than just via text message. Pupils also thought the text communication examples within the lesson materials were unrealistic in how direct characters were in asking for nude images. These pupils suggested that it would have been better to show a gradual lead-up to NCNI sharing within the examples.
- Teachers and pupils considered SMaP suitable for the target age group, with the tone of the content generally viewed as appropriate and effective. However, teachers fed back that certain activities included as part of SMaP lessons are targeted towards children younger than the pupils who participated in the lessons.
- Pupils responded well to the gender-neutral aspect of the lessons and understood the value of challenging gendered assumptions, expectations, and stereotypes.
- Pupils generally recognised the need to educate young people about NCNI sharing and the associated risks. They also viewed content on healthy and unhealthy relationships as directly relevant to the school and their specific year group. However, some pupils viewed NCNI sharing as a wider societal problem, that is not relevant to their specific school.

- There was also a perception among some pupils that a firewall provides protection from NCNI sharing. This finding indicates that there is a need to include information within SMaP that challenges this misunderstanding. This demonstrates a wider challenge for parents, teachers and pupils in raising awareness. There is a perception that 'online threats' are outside the scope of the non-expert. Tackling this misconception and having open, transparent discussions around what is true/false in terms of NCNI may help consolidate SMaP knowledge.

### 8.1.2 Change following lessons

Evidence of promise analyses of pupil questionnaire responses showed change on one out of five outcomes:

- No change in how confident pupils were in knowing how frequently NCNI occurs.
- A statistically significant decrease in victim-blaming responses. However, this should be caveated since there was no comparison group.
- No change in the help seeking outcome.
- No change in intended involvement in deciding whether a friend should share nude images.
- No change in confidence supporting peers being pressured into sharing a nude image.

Teacher focus groups and pupil interviews show the following findings:

- Teachers thought that SMaP lessons served as a useful reminder of the law around NCNI sharing. Some were reassured that what they already knew about NCNI sharing was correct.
- Teachers reported that the SMaP resource raised awareness of the issue of NCNI sharing and made conversations on the topic less of a taboo within school and when having conversations with parents/carers.
- As a result of delivering SMaP lessons, teachers described feeling more confident in dealing with NCNI sharing if a pupil were to ask for help.
- Pupils also described feeling more confident to tell someone (such as a friend or adult) if they experienced NCNI sharing.
- Pupils reported an improved awareness of the organisations available to individuals who may require support, guidance or information regarding situations involving NCNI sharing. They thought that SMaP lessons provided useful information about where to go and how to deal with NCNI sharing.
- Pupils explained how, as part of SMaP lessons, they had learnt to identify healthy and unhealthy relationships. SMaP lessons taught them how to avoid unhealthy relationships and situations where NCNI sharing could occur, and how to form healthier relationships.
- Teachers and pupils found that the lessons helped raise awareness about the legal aspects and potential consequences of NCNI sharing; namely, police involvement and a criminal record. However, a key challenge highlighted by teachers was how to select appropriate language to balance clear and informative guidance around the legal aspects of NCNI sharing without using 'shock tactics' that might make pupils feel criminalised.
- Pupils reported a greater awareness of the impacts NCNI sharing can have on victims, including negative impacts on mental wellbeing (such as depression and suicide) and complications with future relationships.

- Teachers perceived pupils to be more comfortable discussing NCNI sharing as a result of SMaP lessons and thought that pupils had increased knowledge of the topic.

## 8.2 Recommendations to improve the SMaP resource

Drawing on the findings of the pilot study, the following recommendations have been identified:

- Lessons should run across four or five sessions rather than the three specified in the SMaP guidance. Shorter sessions (e.g. a maximum length of 50 minutes) should also be considered in order to fit within schools' timetabled lessons, as well as ways to minimise lesson planning burden on teachers.
- A suggestion from pupils was that it would be useful to have more than one teacher delivering the lessons to ensure that the topic is approached from a different perspective. However, this could mean that the resource is not delivered consistently within the school.
- Ways to encourage a peer support network between teachers delivering SMaP should be considered. As part of this, a further suggestion from teachers was that the option to share good practice on lesson delivery via an online portal would be useful for future delivery.
- More guidance for teachers on the law surrounding NCNI sharing and how to provide accurate and appropriate responses to challenging questions on the law and the legal consequences of NCNI sharing is needed. This might include training for teachers on pupils on police discretion when responding to NCNI and being served with an Outcome 21.<sup>44</sup>
- Expand the range of activities to engage pupils of different ages and needs.
- Provide the opportunity for pupils and teachers to 'refresh' their learning on a regular basis – this may assist with consolidating knowledge, while also staying on top of changes and trends. For teachers, this would be about developments with the resource, risks and narratives. For pupils, this may be about reminding them how to seek support. Bolt-on refresh modules may assist with this.
- The choice of letters and numbers for the gender-neutral names used within the SMaP examples made it difficult to remember character names; these could be simpler and actual gender-neutral names used for easier recall.
- Consider including social media platforms (i.e. Instagram) within examples of NCNI sharing to make them more realistic and salient to the target age group.
- Include more content on the impacts and consequences of NCNI sharing for the fictional characters in the video scenarios.
- Ensure that the resource is compatible across platforms and devices (tablets, smartphones) to facilitate accessibility and participation.
- Include more examples and guidance for pupils around how to involve a trusted adult if they find themselves in a NCNI sharing situation.
- Provide pupils with frequent reminders of the support services available to them following completion of the SMaP lessons.

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<sup>44</sup> See <https://yjlc.uk/resources/legal-terms-z/outcome-21>

- Teachers found it difficult to monitor the impact of the SMaP lessons on pupils. An assessment (i.e. an online questionnaire) would be a useful way of capturing what information had been learnt and retained by pupils.
- On-going research and evaluation should be incorporated into the SMaP resource and its delivery across schools.
- The CEOP Ambassadors network should be consulted regularly—they are delivering the programme in real time and can treat the resource dynamically as online behaviours, harms and platforms regularly change. They can also provide a layer of quality assurance for the resource. Educational resources are often invested in, but then fail to be updated on a regular basis, making the content ‘stale’ and less relevant to those delivering, and receiving.
- It may prove worthwhile to consult parents and carers in resource adaptation to ‘sense’ check that the right/needed content is being covered.

## 8.3 Practical considerations for designing an RCT

Drawing on our analysis of evaluation findings and design considerations, we present the following recommendations:

- We propose a cluster RCT randomising at the level of schools.
- Since causal effects are defined as contrasts between conditions, irrespective of whether they are estimated by an RCT or some other method, the choice of control condition is essential. We recommend RSE as usual, and potentially, for ethical reasons, also including SMaP material in the control group after endpoint data collection. Important groundwork would include investigating what topics RSE as usual includes.
- The theory of change for SMaP needs to spell out in greater detail exactly what the SMaP programme is; namely, how SMaP material is supposed to be used by teachers and pupils. We have suggested a range of considerations in [6.2](#).
- Important decisions need to be made concerning the outcome focus. We have suggested a range of considerations in [6.3](#). Given evidence of promise, a reduction in victim blaming seems a promising outcome. However, this alone might not suffice for the behaviour change that SMaP seems to aim to achieve. Therefore, we propose revisiting outcomes following refinement of the theory of change.
- We estimated the sample size required for an RCT, assuming that the primary outcome measure is intention to seek support for NCNI sharing. This suggests that 3,240 pupils from 72 secondary schools would be required, with 36 schools (1,620 pupils) allocated to the SMaP group and 36 schools (1,620) to RSE as usual. This estimate takes account of attrition, based on plausible school-level findings from the literature and pupil-level findings from the present evaluation. The sample size could increase or decrease depending on what outcome measure is chosen and whether more than one measure is selected as a primary outcome.

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Appendix A. Scoping stage summary report

**NatCen**

**Social Research** that works for society

***Send me a pic?* Pilot Evaluation**

**Scoping stage summary report**



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**Date:** 31/03/2020

**Prepared for:** CEOP

# 1 Project overview

The National Centre for Social Research (NatCen) have been commissioned by the National Crime Agency's Child Exploitation and Online Protection Command (NCA-CEOP) to conduct a pilot evaluation of a new education resource, *Send me a pic?* (SMaP).

The project is in two stages: the scoping stage and the pilot stage. The scoping stage activities provided contextual information from a broad range of sources in order to situate and plan the pilot. The pilot stage will test the feasibility of a full randomised control trial (RCT). This report summarises the scoping activities conducted by NatCen.

## What is *Send me a pic?*

- The *Send me a pic?* education resource aims to engage young people in exploring attitudes and behaviours relating to consensual and non-consensual nude image sharing. It consists of three sessions for children aged 12-14 to be led by teachers who have responsibility for sex and relationships-related education. It uses simulated text-based conversations between young people, presented as short film clips, to introduce and navigate the issues. The resource is intended to:
  - 1) promote secondary school pupils' awareness of the differences between consensual and non-consensual sharing of nude images among young people; and
  - 2) equip them to navigate these appropriately.

## What the scoping stage involved

The scoping stage was conducted in three phases:

- **Rapid evidence review** – the rapid evidence review (RER) grounds the feasibility study in the evidence and thinking that informed the development of the *Send me a pic?*. Three sets of literature were reviewed: academic journal articles, government and NGO literature, and materials created and used during the development of SMaP.
- **Development of a logic model** – a logic model was developed over the course of four stakeholder workshops. This process was used to pin down what outcomes and impacts were feasible and realistic to expect from the pilot and subsequent.
- **Development of an indicator matrix** – to complement the logic model, we also developed an indicator matrix. This allowed us to pin down the specific criteria to be used in assessing the success of the logic model.

The sections that follow in this report provide a summary of each of these stages. We describe the development processes involved in each scoping stage and the outputs that were generated. The information reported here provides important context for the pilot stage of this research project.

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## 2 Stage One: Rapid evidence review

### Summary

A rapid evidence review involves a structured and rigorous search of literature relevant to the topic of interest. The aim of this rapid evidence review was to contextualise *Send me a pic?* in the existing evidence base and to develop a better understanding of the topic area prior to developing a logic model.

Three types of literature were reviewed:

- peer-reviewed academic journal articles;
- grey literature from government and NGOs; and
- documents of development materials from *Send me a pic?*

In total, 59 documents were reviewed: 17 journal articles, 16 grey literature items, and 26 SMaP documents. Once the documents had been reviewed, key points were summarised in an extraction template. Findings from the rapid evidence review are summarised below.

### Findings

#### **Prevalence of nude image sharing amongst young people**

There is evidence to suggest that sharing nude or sexual images is a common behaviour amongst teenagers. Studies have estimated around 20% of teenagers aged 13 to 19 years old have sent a nude or semi-nude image (Lounsbury, Mitchell and Finkelhor, 2011). The proportion of younger children who send and receive images appears to be lower, with estimates ranging between 6% and 12% for children under 13 years of age (e.g. Bentley, LGfL Safeguarding Board and LGfL Chief Executive Officer, 2018; Lounsbury, Mitchell and Finkelhor, 2011).

#### **Young people's attitudes towards nude image sharing and risky online behaviours**

Adolescents' views on possessing and sharing images appear to vary by gender. Evidence suggests girls are viewed more negatively when sharing or receiving images (e.g. Ringrose, Harvey, Gill and Livingstone, 2013). They are also held more responsible for the negative consequences associated with non-consensual nude image sharing (e.g. Dobson and Ringrose, 2016).

A meta-analysis suggests there is a weak to moderate correlation between sending images and aspects of sexual activity (Kosenko, Luurs and Binder, 2017). Alongside reasons relating to sexual activity and enjoyment, other motivations for sharing nude images relate to validation of body confidence, external pressure and revenge (McGeeney & Hanson, 2017). In line with the varied motivations for sending nude images, a review highlights that it is important to recognise the distinction between sharing images consensually versus coercion (Cooper, Quayle, Jonsson and Svedin, 2016).

A large proportion of children engage in high risk behaviour online (Davidson, Martellozzo and Lorenz, 2009). There appears to be links between online use and likelihood of viewing upsetting content and receiving and sending online abuse (Phippen, 2018). Estimates indicate vulnerable children are more likely to participate in high-risk online experiences for a range of reasons including difficulties recognising manipulation, fewer models of healthy relationships and social isolation (Katz and El Asam, 2019).

## **Responses to risky online behaviour and nude image sharing**

### *Children and young people*

It has been suggested that children find it challenging to report harmful online content. For example, it was reported by the Children's Commissioner (2017) that 20% of children said when they needed to report online content, they hadn't done so due to not knowing how or not thinking it would be effective. However, additional evidence suggests that young people who have received Thinkuknow training are more likely to say they would report a threatening experience (Phippen, Bond and Tyrrell, 2018).

### *Schools*

There is evidence to suggest that e-safety is widely taught in schools (e.g. Phippen, 2014). For example, in a survey of 2,304 primary and secondary pupils, 90% reported that they had received e-safety education (Saeed, 2018). However, the quality of provision appears to vary across settings, supported by the finding that 30% of pupils who reported receiving e-safety education felt it was not comprehensive (Saeed, 2018).

Pupils have indicated that they accept Relationships and Sex Education delivery by teachers in lessons, but it is key for teachers to have been trained (Brook Advisory Centre, 2017). However, other pupils have indicated they would prefer the involvement of young people rather than teachers in programme delivery (Davidson, Martellozzo and Lorenz, 2009).

Resources are often used in schools without evidence to support their impact for reducing harmful behaviour (e.g. Childnet, Save the Children Denmark, Kek Vonal & UCLan, 2018; Walsh, Zwi & Shlonsky, 2018). For example, whilst "scaremongering" resources are commonly used, there is limited evidence of their effectiveness, and there is some evidence to suggest they can cause distress, particularly for sexual abuse and assault survivors (e.g. Eaton, 2018). Therefore, Emmens and Phippen (2010) argue that resources should be robustly evaluated before being routinely used in schools.

### *Government*

A number of studies note the Government response to children's use of social media tends to be reactive rather than proactive due to difficulties in predicting how use will change over time (e.g. House of Commons Women and Equalities Committee, 2018). Additional evidence suggests the Government response is insufficient. For example, in Byron's review of E-Safety Recommendations, 17 out of the 38 recommendations were judged not to be sufficiently implemented by the Government ten years after they were proposed (NSPCC, 2017).

### *Caregivers*

Although it has been suggested that parents/carers have some knowledge of 'online dangers' and appear successful in teaching children about the risks associated with predators/strangers, they seem to be less aware than children about risks of bullying and sexual content (e.g. Children's Commissioner, 2017).

## **Approaches to supporting and educating young people on nude image sharing**

Research indicates that young people need support that is non-judgemental and respectful (e.g. Emmens and Phippen, 2010). In addition, evidence suggests that opportunities to practice content knowledge in a range of different ways (such as role playing, discussions, problem solving, or assemblies) increases positive outcomes (Jones, Mitchell and Walsh, 2014). However, a "one-size-fits-all" approach may not be appropriate. Vulnerable children, for example, may require specially designed programmes or resources to fit with their needs (Katz and El Asam, 2019).

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## 3 Stage Two: The logic model

### Developing the Logic Model

A logic model shows the intended change and/or impacts of an intervention and what is required to deliver it. A logic model was developed for *Send me a pic?* to determine what outcomes and impacts are feasible and realistic to expect from the pilot. The logic model will also inform the subsequent design of the full RCT evaluation. The logic model was developed through four stakeholder workshops, each with a different aim and focus.

- **Workshops one and two – constructing and refining the Logic Model**
  - For the first two workshops, NatCen researchers worked with the developers of SMaP and other CEOP education staff.
  - The aim of workshop one was to: map out the resources and activities which form SMaP; pin down medium and short-term outcomes; and clarify the ultimate intended goal of SMaP.
  - Workshop two built on the first workshop. CEOP staff interrogated the draft logic model and further developed the outcomes and impacts.
- **Workshops three and four – input from external stakeholders**
  - The third and fourth workshops were held with external stakeholders with relevant professional expertise from the charity sector and government.
  - The aim of these workshops was to interrogate what could feasibly be achieved by SMaP. Stakeholders assessed the outcomes and impacts presented in the logic model.

### Logic model components

A Logic Model provides a clear and logical connection between the effort put into the work (resources and activities), evidence of the work being delivered (outputs) and what the work achieves (outcomes and impact).

**Resources** are required to implement the programme's activities and produce the intended outputs, outcomes and impact. Resources for SMaP are grouped into four categories:

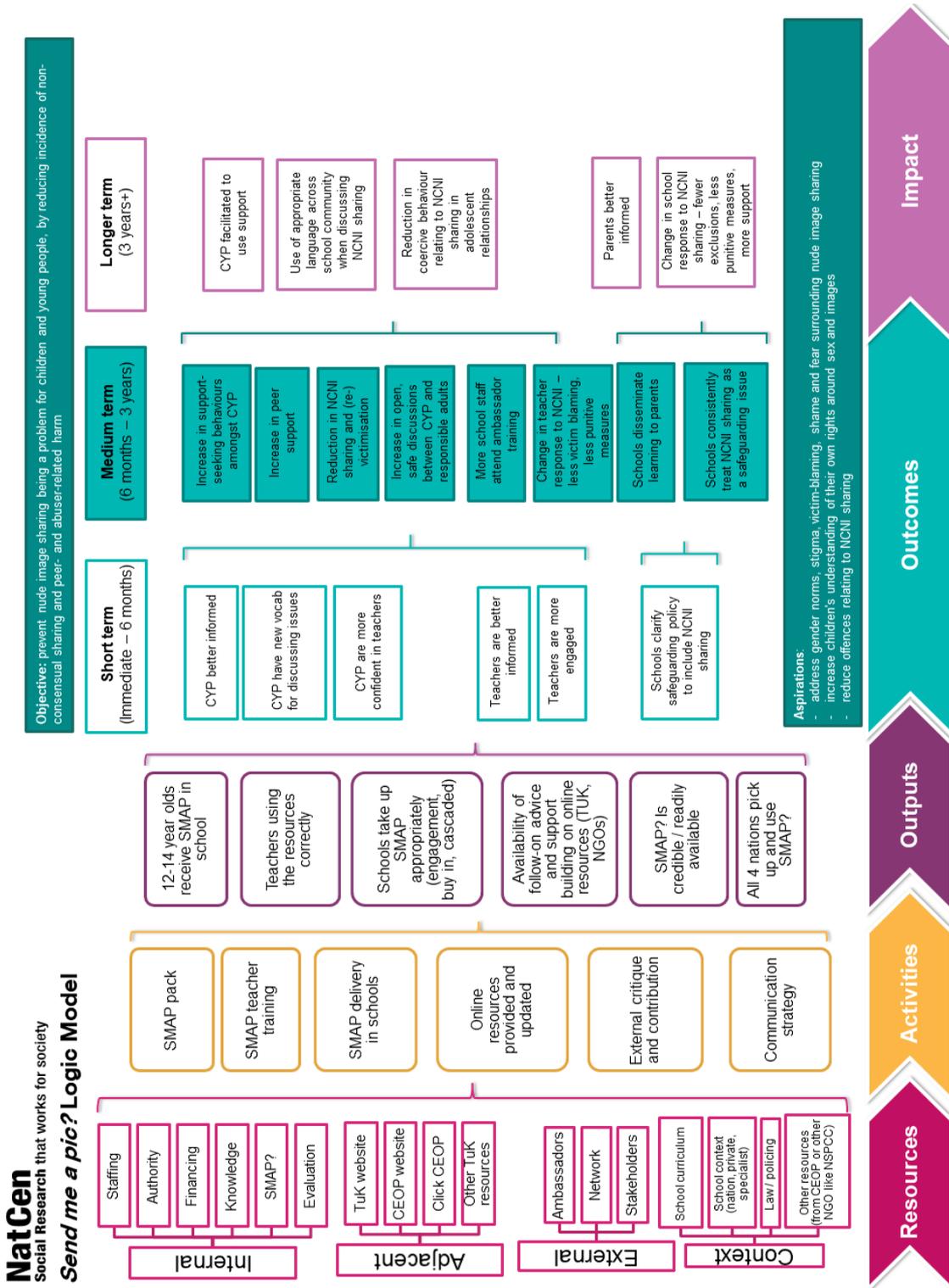
- internal resources are required from the NCA to develop SMaP;
- adjacent resources are related CEOP resources that already exist;
- external resources are from other child protection-related NGOs and professionals; and
- contextual resources are inputs specific to the delivery site.

**Activities** detail tasks or actions which are necessary to produce an output. Activities for SMaP include teacher training, delivery, and external critique and communication.

**Outputs** describe what occurs as a result of the planned activities. The logic model shows outputs for SMaP include delivery in schools at both the local and national level.

**Outcomes and impacts** are changes that are expected from the planned activities. The logic model provides an overview of the intended outcomes and impacts for pupils, teachers, and other stakeholders if they engage with SMaP as planned. The logic model shows how outcomes are logically sequenced by indicating whether each outcome is expected to be achieved in the short-, medium-, or longer-term.

Figure 3.1 - Logic Model



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## 4 Stage Three: The indicator matrix

### Developing the matrix

The indicator matrix was an additional output of the stakeholder workshops described in [Section 3](#). Alongside developing the logic model, it was necessary to determine how success would be measured. Whilst the logic model outlined the series of steps leading from input activities to outputs and impacts, the indicator matrix provided further detail about how outcomes and impacts could be measured.

### Stakeholders

Stakeholders were identified as being in two groups: primary and secondary. Primary stakeholders include pupils, teachers, and schools. These stakeholders will experience impacts of the programme directly. Secondary stakeholders are parents, as they are not direct “targets” of the programme but may still experience some of the impacts.

### Outcomes

The outcomes in the indicator matrix were taken from the logic model. As with the logic model, they are grouped by when the impact or outcome could be expected to happen.

- **Short-term outcomes** are expected to happen within 6 months of delivery of SMaP, with some occurring immediately.
- **Medium-term outcomes** are more likely to take anywhere from 6 months to 2 years to emerge.
- **Longer-term outcomes** will take more than 2 years to occur after the delivery.

### Indicators

Indicators or measures of success are specific assessments that will enable us to know that outcomes have been achieved. They can be grouped as follows:

- **Indicators of short-term outcomes:** largely related to direct engagement with the programme and findings from evaluation activities, such as results of the pre- and post-intervention surveys, e.g. increase in awareness of the issue and increase in knowledge of what is consensual and what is non-consensual nude image sharing.
- **Indicators of medium-term outcomes:** following engagement with SMaP, we expect initial changes in attitudes or behaviours to emerge among staff and pupils, e.g. more teachers at intervention schools attending CEOP’s Ambassadors training, more appropriate safeguarding responses to nude image-sharing within schools as evidenced by relevant data and reports from schools.
- **Indicators of longer-term outcomes:** more tangible changes to behaviour and attitudes take longer to emerge but we would expect these changes to be evident at the school level as policy and practice are revised to embed more appropriate safeguarding responses rather than punitive measures, and at the individual pupil level as young people use more appropriate language around nude image-sharing and are less involved in non-consensual nude image-sharing.

The pilot will test a set of specific measures for the main outcomes of interest, focusing on the short-term indicators relating to young people and teachers’ levels of awareness and understanding of the issues and their confidence in discussing them appropriately.

**Figure 4.1 - Indicator matrix**

Outcomes		Indicators / measures of success
<b>Primary stakeholders – Children and Young People</b>		
<b>Short-term</b>	CYP are better informed about who to speak to, what a healthy relationship looks like, what abusive behaviour looks like	*Attendance at all 3 SMAP lessons *Pre- and post-intervention survey results indicate more / improved knowledge
	CYP have new vocabulary	*Attendance at all 3 SMAP lessons *Pre- and post-intervention survey results indicate improved vocabulary
	CYP are more confident in teacher delivering programme	*Pre- and post-intervention survey results indicate increase in confidence *Teachers' survey responses indicate increase in pupil confidence *Students describe increase in confidence in discussion groups *Teachers describe increase in confidence in interviews
	CYP are more aware of potential harms	*Attendance at all 3 SMAP lessons *Pre- and post-intervention survey results indicate more / improved awareness
<b>Medium-term</b>	Increase in support-seeking behaviours amongst CYP	*Reports / data / logs from schools regarding safeguarding issues *Data from CEOP about use of ClickCEOP
	Increase in peer support	*Reports / data / logs from schools regarding safeguarding issues *Data from CEOP about use of ClickCEOP
	Reduction in NCNI sharing and (re-) victimisation	*Reports / data / logs from schools regarding safeguarding issues *Data from CEOP about use of ClickCEOP
	Increase in open, safe discussions between CYP and responsible adults	*Reports / data / logs from schools regarding safeguarding issues *Data from CEOP about use of ClickCEOP
<b>Long-term</b>	CYP facilitated to use support	*Review policies and procedures *Change/update policies and procedures
	Use of appropriate language across school community when discussing NCNI sharing	*Review policies and procedures *Change / update policies and procedures to improve language *Reports / data / logs from schools regarding safeguarding issues
	Reduction in coercive behaviour relating to NCNI sharing in adolescent relationships	*Reports / data / logs from schools regarding safeguarding issues *Data from CEOP about use of ClickCEOP
	Change in school response to NCNI sharing - fewer exclusions, less punitive measures	*Review policies and procedures *Change / update policies and procedures to be less punitive *Reports / data / logs from schools regarding safeguarding issues
<b>Primary stakeholders – Teachers</b>		
<b>Short-term</b>	More engaged with safeguarding issues around NCNI	*Download and teach SMAP pack *Feedback/evaluation of Ambassadors training *Track downloads of other TuK professionals materials *Pre- and post-intervention surveys
	Better informed	*Download and teach SMAP pack *Track downloads of other TuK professionals materials *Pre- and post-intervention surveys
<b>Medium-term</b>	More staff attend Ambassadors training	*Data from CEOP on school staff attendance at Ambassadors training following delivery of SMAP
	Increase in open, safe discussions between CYP and responsible adults	*Reports / data / logs from schools regarding safeguarding issues
<b>Primary stakeholders – Schools</b>		
<b>Short-term</b>	Schools clarify safeguarding policy to include NCNI sharing	*Review policies and procedures *Change/update policies and procedures
<b>Medium-term</b>	More staff attend Ambassadors training	*Data from CEOP on school staff attendance at Ambassadors training following delivery of SMAP
	Schools consistently treat NCNI sharing as a safeguarding issue	*Reports / data / logs from schools regarding safeguarding issues
<b>Secondary stakeholders – Parents</b>		
<b>Medium-term</b>	Parents better informed	*Schools disseminate information from SMAP *Track downloads of other TuK parents materials

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## 5 Next Steps: The pilot evaluation

### Purpose of the pilot evaluation

The pilot evaluation will inform the design of the subsequent RCT. It will be used to assess how SMaP is delivered and received. It will also allow us to pilot data collection modes and instruments and to inform sample size calculations for the RCT.

### Delivering the pilot

- SMaP will be delivered in 8 schools across England. Within each school, SMaP will be delivered to one Year 8 class (ages 12-13) and one Year 9 class (ages 13-14). Schools will be selected from those who attended the CEOP Ambassadors training since 2018.
- Teachers will download and read the SMaP training pack, and CEOP staff will be able to provide guidance over the telephone. They will teach the three lessons across three consecutive weeks during the Spring term (approximately March / April 2020).

### Evaluating the pilot

The key research questions we will be answering in the pilot evaluation will be:

- Does SMaP? improve teachers' awareness and understanding of the issues and confidence in discussing them?
- Does SMaP? improve pupils' awareness and understanding of the issues and their confidence in talking to teachers about them?

To explore these questions, we will assess the impact of the programme and evaluate the delivery process.

### Testing 'impact' of the pilot

To assess impact, we will conduct pre- and post-intervention surveys with pupils and teachers. Teacher surveys will all be delivered online. To test the data collection modes, pupil surveys will be delivered online in 4 schools and on paper in 4 schools.

### Evaluating the delivery process

In the pilot we will assess how uptake and delivery operated to inform the final design of the RCT. During delivery and after delivery is complete, we will collect qualitative data from participant groups using three methods: observations, discussion groups, and in-depth interviews

Observations will occur during delivery. We will observe 6 sessions in total, which will vary between first, second, and third lessons. A range of schools will be observed in order to provide comparison across delivery settings and participant groups.

Once delivery is complete, we will conduct discussion groups with pupils who participated in the SMaP lessons. We will facilitate two discussion groups of 4-5 pupils in each school (one per year group). Discussion groups will gather pupils' views and experiences of receiving the SMaP programme.

We will also interview the teacher who delivered the programme and (if different) the safeguarding / child protection lead at the school. These in-depth interviews will explore teachers' experiences of delivery and their views and understanding of child online protection since delivering SMaP.

## Extraction template

	Descriptive information			Aim and objectives		Findings and limitations		Researcher reflections
Coder	Category	Full citation	Methodology	Aims and objectives	Target audience	Key findings	Key limitations	Reflections
initials of who is coding	e.g. academic literature, grey literature	Full citation in Harvard reference format	Briefly summarise the study methodology used (e.g. qualitative, quantitative, evaluation)	Summarise the aims and objectives from the paper - fine to draw from exec sum / abstract / intro	Summarise who the document is aimed at, e.g. parents, practitioners, teachers, police, young people	Summarise the key findings - fine to draw from exec sum / abstract / conclusion	Identify any limitations to the resource as well as any gaps in the literature	Note any thoughts you have about the paper / resource not captured in the extraction sheet

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# Appendix B. Information sheet for schools

## Information for Schools

### Pilot evaluation of *Send me a pic?* – an online relationship education programme for children and young people

Your school has been invited to pilot the *Send me a pic?* resource in Autumn 2020. This sheet gives details of the resource and what the pilot evaluation involves.

#### What is *Send me a pic?*

*Send me a pic?* is a resource for secondary schools developed by the National Crime Agency's CEOP Command (responsible for protecting children from sexual abuse).

An engaging and positive resource, it focuses on nude image sharing among young people. It is designed for delivery at Key Stage 3 as part of the Relationships and Sex Education curriculum.

It is a set of three lesson plans based on seven short films depicting fictional online chats, which show young people requesting and receiving nude images and discussing issues related to the sharing of nude images.

*Send me a pic?* is intended to help young people:

- understand healthy and unhealthy relationship behaviours
- explore the positive role technology can play in relationships
- identify and respond to pressure and coercion
- critique harmful social norms around sharing nude images in groups.

*Send me a pic?* is part of CEOP's Thinkuknow education programme, which provides advice and support on online safety to children aged 4 onwards, their parents and carers, and the professionals who work with them.

#### What happens if my school decides to take part in this study?

Taking part is completely voluntary. If a school participates, individual staff and pupils can still choose not to participate. Not taking part or withdrawing from the study will not affect any other engagement with NCA-CEOP. If your school decides to take part:

#### Your school will deliver *Send me a pic?*

- You will have access to the *Send me a pic?* pack of lessons and guidance, with support from CEOP Education
- You or a colleague will deliver the lessons over three consecutive weeks to a class in Year 8 and a class in Year 9 in the Autumn term 2020. These classes should not include pupils who received any *Send me a pic?* lessons in the Spring term 2020.

---

## NatCen will review the pilot

- The staff and pupils will complete a 15-minute online questionnaire once before the first lesson and once after the third lesson.
- With the school's agreement, a NatCen researcher may also:
  - observe one of the *Send me a pic?* lessons either in-person or remotely using video call software;
  - talk to a small group of students within each year group about their experience of the lessons; and/or
  - interview a teacher and (if different) a safeguarding lead about the resource.

*NatCen will only review the resource, it will not be reviewing schools, students or staff.*

## What is the purpose of the evaluation?

NatCen has been appointed to evaluate the pilot. The purpose of the evaluation is to:

- find out what pupils and teachers think of the education resource
- find out what helps or hinders the successful delivery of *Send me a pic?*
- understand teachers' experiences of implementing the resource
- assess how best to conduct a full evaluation looking at the resource's impact.

NatCen are a non-profit organisation, independent of government and political parties.

## What will happen to the information?

The evaluation data will be used by NatCen to write a research report for NCA-CEOP. All information will be confidential in line with the Data Protection Act 1998 and General Data Protection Regulation (GDPR) 2018. Only the NatCen team will know who has taken part; no people or places will be identified in reports.

All research data will be treated in strict confidence and kept within the research team. The only exception is if anyone were to talk of a significant risk of harm to themselves or others or of an identifiable offence or illegal act that is unknown to the authorities. It is not necessary to collect personal information from your pupils; only a first name and initial of their surname will be taken to link individual 'before' and 'after' questionnaires. NatCen prides itself on its responsible research and the team commits to:

- Provide information about each stage of the research in a timely way as required;
- Store information about schools, staff and pupils securely;
- Ensure the confidentiality and anonymity of all findings;
- Be a point of contact for any questions about the research.

Please see <http://www.natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/> or contact the NatCen team on [Email address] / [telephone number] (freephone)

## What happens next?

From September 2020:

1. NatCen will re-share the pilot information sheets for you to pass on to pupils and parents/carers.
2. CEOP will re-share the *Send me a pic?* resource pack and provide guidance on it.

- 
3. Your school will deliver the three lessons to one class in each of the two year groups.
  4. The pilot evaluation will run alongside the delivery (starting just before the first lesson and ending in November/early December 2020 when the follow-up questionnaires are completed by the pupils).

### Further information

For further information, please contact the team at: [Email address] or by calling [telephone number] (freephone).

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## Appendix C. Frequently asked questions

### Pilot evaluation of *Send me a pic?* – an online relationship education programme for children and young people

#### Questions about delivering *Send me a pic?*

##### How do I confirm that I want to deliver the *Send me a pic?* lessons?

Please return the Memorandum of Understanding (MoU) to NatCen by **Friday 9<sup>th</sup> October 2020**. To do this, please email a scanned or electronic copy of the MoU to the NatCen research team at: [Email address]

##### Where can I access the *Send me a pic?* resource pack?

NatCen will send you a link to **download** the resource pack after you have returned your MoU.

##### What are the lessons about?

Each lesson plan is centred around a different learning objective:

**Lesson 1: Starting an online relationship** – Identify healthy and unhealthy characteristics of relationships online; understand features of a situation where it is risky to share a nude image.

**Lesson 2: Nudes in healthy/unhealthy relationships** – Differentiate between healthy and unhealthy relationship behaviours; understand that it is abusive to pressure or manipulate someone into sharing a nude image.

**Lesson 3: Wider sharing of nudes** – Understand that, if images are being shared, it is important not to join in; understand that, if someone's image has been shared, it is important to support them and to seek help.

##### When should I teach the lessons?

Lessons should be taught across three consecutive teaching weeks before the end of November.

##### Who should I teach the lessons to?

All three lessons should be taught to one Year 8 class and one Year 9 class. Classes should be taught separately.

**Please note that no pupils in the selected Year 8 and Year 9 class should have previously been taught any of the lessons, and no other pupils should be taught the lessons while the pilot evaluation is in progress.**

## Questions about the evaluation activities

### What are the evaluation activities?

If you decide to participate in the *Send me a pic?* pilot evaluation, we kindly ask that you also participate in the following evaluation activities\*:

- One lesson will be observed by NatCen researchers (online using Zoom or Teams)
- Teachers will need to complete:
  - One online questionnaire **before** the first *Send me a pic?* lesson is taught
  - One online questionnaire **after** the final *Send me a pic?* lesson is taught
  - An interview with a NatCen researcher
- Pupils will also need to complete:
  - One online questionnaire **before** the first *Send me a pic?* lesson is taught
  - One online questionnaire **after** the final *Send me a pic?* lesson is taught
  - A discussion group led by a NatCen researcher

*\* All activities are voluntary and you are under no obligation to participate in every activity*

### Who should complete the questionnaires?

The teacher questionnaires need to be completed by all teachers who are involved in the delivery of *Send me a pic?* to Year 8 and in Year 9 in your school.

The pupil questionnaires will need to be completed by all pupils who have received any *Send me a pic?* lessons and agree to take part.

### How should the questionnaires be completed?

For teachers, the questionnaires should be completed online. You will need a unique ID code to access the questionnaire. NatCen will provide a link to the pre-lesson questionnaire along with your unique ID code during the week commencing 12th October 2020. A link to the post-lesson questionnaire will be provided the week after lesson delivery has been completed.

For pupils, the questionnaires should also be completed online. They will not need a unique ID code. NatCen will provide a link to the pre-lesson questionnaire during the week commencing 12th October 2020. A link to the post-lesson questionnaire will be provided in December 2020.

### What is involved in the lesson observations?

During the observations, a member of the NatCen research team will be looking to understand whether the delivery of sessions is consistent across school, and any challenges and enablers to successful implementation faced. We will not be observing teaching abilities.

### What is the parent letter?

The parent information letter is for the parents/carers of children in Year 8 and Year 9 that you have identified to take part in the *Send me a pic?* lessons. It explains the aim of the research project, what is involved for pupils taking part, and how their child's data will be used.

### Why do parents and carers need the letter?

This letter informs parents about the research and their child's role in the research project if their child were to take part. It asks parents to notify the school if they do not want their child to be included in the evaluation.

### What are the timelines for completing tasks?

Activity	When?
<b>Memorandum of Understanding</b>	
Complete the MoU sent to you by NatCen to confirm your participation	Friday 9th October
<b>Parental consent</b>	
Hand out the letter to the parents/carers of the children you have identified to take part in <i>Send me a pic?</i>	Week commencing 5 <sup>th</sup> October 2020.
<b>Pre-delivery questionnaires</b>	
<ul style="list-style-type: none"> <li>Completed by teachers</li> <li>Completed by pupils</li> </ul>	<ul style="list-style-type: none"> <li>Before delivery of the first <i>Send me a pic?</i> lesson</li> <li>After parents/carers have had one week to opt-out and before the delivery of the first <i>Send me a pic?</i> lesson</li> </ul>
<b><i>Send me a pic?</i> lesson delivery</b>	
Teach the three <i>Send me a pic?</i> lessons in consecutive teaching weeks to one Year 8 class and one Year 9 class.	Anytime in October / November, after the pre-delivery questionnaires for teachers and pupils have been completed.
<b>Research activities</b>	
<ul style="list-style-type: none"> <li>Lesson observation</li> <li>Teacher interview</li> <li>Pupil discussion group</li> </ul>	<ul style="list-style-type: none"> <li>During the delivery of one lesson – exact date to be agreed</li> <li>After lesson delivery – exact date to be agreed</li> <li>After lesson delivery – exact date to be agreed</li> </ul>
<b>Post-delivery questionnaire</b>	
<ul style="list-style-type: none"> <li>Completed by teachers</li> </ul>	<ul style="list-style-type: none"> <li>During the week following the last <i>Send me</i></li> </ul>

---

<ul style="list-style-type: none"><li>Completed by pupils</li></ul>	<p><i>a pic?</i> lesson</p> <ul style="list-style-type: none"><li>1-2 months after the final <i>Send me a pic?</i> lesson<sup>45</sup></li></ul>
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<sup>45</sup> Changes to the research timeline in late 2020 due to Covid-19 meant that post-delivery questionnaires had to be collected three weeks after SMaP delivery was completed rather than one-two months post-delivery (which had originally been planned to be three months post-delivery prior to the pandemic).

# Appendix D. Memorandum of Understanding

## Agreement to participate in the pilot evaluation of *Send me a pic?*

### About the pilot evaluation of *Send me a pic?*

*Send me a pic?* (*SMaP*) is a resource developed by the National Crime Agency's CEOP command as part of its responsibility to tackle child exploitation. *SMaP* addresses nude image sharing among young people. It is designed for Key Stage 3 as part of the Relationships and Sex Education curriculum.

The overall objectives of the pilot evaluation are to:

- Find out what pupils and teachers think of *SMaP*
- Find out what helps or hinders the successful delivery of *SMaP*
- Understand teachers' experiences of using the resource
- Assess how best to conduct a full evaluation looking at the resource's impact

### About this Memorandum of Understanding

The purpose of this agreement is to outline the aims of the evaluation and everyone's responsibilities.

**Please read all statements on page 2. If you agree with the statements, please initial each box and complete Signing Page A and B. If you do not agree, just complete Signing Page A and B.**

For more information, please see NatCen's information sheet for schools and the FAQs. If you have any queries, please contact the NatCen research team at [Email address].

School name:

Thank you for your interest in the pilot evaluation of *Send me a pic?*

Please complete **all 4 pages** of this form and send a digitally-signed or scanned copy to [Email address] by **Friday 9<sup>th</sup> October 2020**.

### The NatCen research team commits to:

- Provide information about each stage of the evaluation in a timely way.
- Be a point of contact for questions about the evaluation and provide answers in a timely way.
- Collect and analyse the evaluation data to provide NCA-CEOP with an assessment of the pilot.
- Store all information about your school, staff and pupils securely. Please note that only pupils' first names and last name initial will be collected. No other personal or identifiable information about pupils will be collected at any point. We will only be collecting staff and pupils' opinions and perceptions. Identifiable pupil information will not be shared with or recorded by NatCen.

- Ensure the confidentiality and anonymity of all findings. No school, staff or pupils will be identified in any of the research outputs. We will work to minimise the likelihood of anyone being able to identify schools from information about their implementation of the intervention.
- Treat all data in the strictest confidence, complying with the General Data Protection Regulation.

### Use of Data and GDPR

- NatCen is the data controller and processor for this evaluation. The legal basis for processing data for this research is 'legitimate interest'. More information can be found in the privacy notice, which is available here: <http://natcen.ac.uk/help/privacy/>

## Pilot evaluation of Send me a Pic? Memorandum of Understanding Conditions of participation

Please read all statements and <b>initial each box</b> to confirm that you agree with the statement. Please contact the NatCen research team at [Email address] with any questions	
<b>Conditions of participation</b>	<i>Initials</i>
We confirm that we have read and understood the information sheet for this evaluation and have had the opportunity to ask questions from the research team.	
We confirm that neither of the classes selected to receive the <i>SMaP</i> lessons have received any <i>SMaP</i> lessons before.	
We know whom we can contact if we have any concerns or complaints about the study.	
We understand that this project has been reviewed by, and received ethics clearance through, the NatCen Research Ethics Committee.	
We understand that our school's participation is voluntary and that we are free to withdraw at any time, without giving any reason.	
<b>Delivery of <i>Send me a pic?</i></b>	
We will send information and opt-out letters to parents/carers of Year 8 and Year 9 pupils in two identified classes. We will leave a one-week period for any responses	
Once the one-week response period ends, we will identify and approach two classes to ask children if they would like to take part in the pilot evaluation, including all research activities	
We will ensure that the delivery teacher(s) read the <i>SMaP</i> resource pack at least <b>one week</b> prior to delivering the lessons	
We agree to deliver the three lessons to Year 8 and Year 9 in <b>three consecutive weeks</b> in October / November 2020	
<b>Evaluation activities</b>	
We understand that teachers and pupils will complete two online questionnaires, one before the first <i>SMaP</i> lesson and one after the third lesson.	
Before the first <i>SMaP</i> lesson, the teacher(s) and pupils will complete the first questionnaire. After the final <i>SMaP</i> lesson, the teacher and pupils will complete the second questionnaire. <b>Both questionnaires are voluntary and responses will be kept anonymous.</b>	

We agree to provide information and assist with activities required for the pilot evaluation. These will involve supporting the administration of the <b>questionnaires</b> and <b>interviews</b> with relevant staff. This may also include <b>observations</b> and <b>discussion groups</b> with pupils.	
We understand that NatCen will store all information collected from staff and pupils securely and that all findings will be anonymised.	
Other NatCen staff may see adult participants' names if they are monitoring or auditing the study for compliance (full names of pupils will not be viewed as they will not be recorded). We give permission for staff to see adult participants' names as part of monitoring or auditing.	
We understand that the maintenance of confidentiality of information is subject to normal legal requirements and GDPR.	
We understand that anonymised results of the pilot evaluation will be shared with NCA-CEOP. We also understand that the final report of the pilot evaluation may be published by CEOP or shared with its partner agencies. Findings will be reported anonymously.	
We will be responsive to NatCen's requests for information and facilitate the completion of research tasks within agreed timeframes.	

## Pilot evaluation of *Send me a Pic?* Memorandum of Understanding Signing Page A

Please make sure you complete **Signing Pages A and B** (either by hand or digitally-signed) before returning all 4 pages of the MoU to: [Email address] by **Friday 9<sup>th</sup> October**.

### Part 1 - To be completed by **all schools**

<p><b>School name:</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>  <p><b>School postcode:</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
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Please complete **either** Part 2 and 3 **or** Part 4

**Part 2 - To be completed by schools who wish to take part**

For each year group, please write the date and time you intend to deliver each lesson in the table below.

Lesson observations are optional and we will only observe one lesson. Let us know whether you would be happy for us to observe a lesson below.

	Year 8			Year 9		
	Date	Time	Lesson observation (Yes/No)	Date	Time	Lesson observation (Yes/No)
Lesson 1						
Lesson 2						
Lesson 3						

---

**Pilot evaluation of *Send me a Pic?* Memorandum of Understanding  
Signing Page B**

**Part 3 – To be completed by schools who wish to take part**

My school **will take part in this evaluation** and agrees to the conditions stated in this Memorandum of Understanding (MoU).

**Headteacher/senior management signature:**

\_\_\_\_\_

**Headteacher/senior management name:**

\_\_\_\_\_

The main contact for the pilot will be:

**Name:** \_\_\_\_\_

**Job title:** \_\_\_\_\_

**Contact phone number:** \_\_\_\_\_

**Email:** \_\_\_\_\_

---

#### Part 4 – Opt-out of the evaluation

My school **is unable to take part** in this evaluation.

**Headteacher/senior management signature:**

\_\_\_\_\_

**Headteacher/senior management name:**

\_\_\_\_\_

If you have any queries about the pilot or this MOU, please contact the team at: [Email address]

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# Appendix E. Parent/carer information sheet

## Pilot evaluation of *Send me a pic?* – An education programme about young people's online relationships

Dear Parent/Carer,

Your child's school is trialling a new education programme in autumn 2020 called *Send me a pic?*. The school has been invited to trial this programme so teachers and pupils can give feedback on it. **We are writing to tell you about the *Send me a pic?* lessons and how your child can give their feedback.**

### What is *Send me a pic?*

*Send me a pic?* is a resource for teaching 12- to 14-year-olds. It is a set of three lessons about young people's online relationships and sharing images. All lessons are taught as part of the school classes. The lessons are to help pupils to:

- understand healthy and unhealthy relationship behaviours;
- explore the positive role technology can play in relationships;
- identify and know how to respond to pressure and coercion; and
- discuss social attitudes around sharing images in groups.

### Who made *Send me a pic?*

*Send me a pic?* was developed by **CEOP** (the part of the UK National Crime Agency who work to keep children safe online). It is part of CEOP's Thinkuknow education programme.

Thinkuknow also includes resources for their parents and carers. You can see it here:

<https://www.thinkuknow.co.uk/>

### How will feedback be collected?

- Feedback will be collected by researchers from **NatCen**, an independent research agency (see: [www.natcen.ac.uk](http://www.natcen.ac.uk)). We have been appointed by CEOP to assess if the *Send me a pic?* lessons work well or not. We also want to understand if the programme makes a difference to pupils.
- All pupils in your child's class will be asked to **complete two 15-minute online questionnaires**, one before the first lesson and one a few weeks after the last lesson. **These are not tests.** They are for your child to give feedback on *Send me a pic?* itself.
- We may **observe one of the *Send me a pic?* lessons** remotely using video call software. The teacher will let you know if this is going to happen.
- We may also **speak with a group of pupils** about *Send me a pic?* lessons. Pupils will be selected at random, not for any other reason. We will contact you with more information if your child is invited to take part. You and your child will be able to say if you/they don't want to take part.

### Will my child be identified in the research?

No. We will not have access to your child's full name or other personal information for this research. Your child's name, the teachers' names and the school name will not be used in any research output.

We will write a report about *Send me a pic?* for CEOP but no people, schools or locations will be identified. All data will be kept confidential in line with the 2018 General Data Protection Regulation (GDPR) laws.

If you would like more information about this pilot evaluation you can ask your child's school or contact the research team at NatCen using the free telephone number or email address below.

Please complete the slip below if you do not wish your child to take part in the pilot evaluation.

If you are happy with everything in this letter you do not need to do anything.

If you have questions, call us or email: [Telephone number] (freephone)

[Email address]

Or visit the study website: [www.natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/](http://www.natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/)

## Send me a pic? study: parental objection to data processing form

**PLEASE NOTE: this form is about your child taking part in the questionnaires.**

If you are happy for your child to take part in the research questionnaires, do not complete this form.

If your child is invited to take part in a small group discussion (in addition to the whole class lessons), you will be told and have the chance to object.

If you have questions about your child taking part in *Send me a pic?* lessons, please talk to their school.

I **do not** want my child to take part in the pilot evaluation of *Send me a pic?* by doing the questionnaires

Pupil's name

.....

Your relationship to the pupil

.....

Your full name.....



Your  
signature.....  
....

Date.....

Please return this slip to your school within **one week** of receipt of this letter if you wish to **opt-out** of the pilot evaluation of *Send me a pic?*

---

Appendix F. Pupil information leaflet

**Pilot evaluation:**  
***Send me a pic?***  
**Pupil Information Leaflet**

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## What is ‘Send me a pic?’

*Send me a pic?* is three lessons about sharing images and videos online. The lessons also talk about relationships.

Your school is helping with a pilot evaluation of *Send me a pic?*

## What is a pilot evaluation?

A ‘pilot’ is when something is tried out for the first time.

An ‘evaluation’ is when something is checked to see how it works.

## Who are NatCen?

NatCen will be doing the pilot evaluation of *Send me a pic?* We are an independent research organisation. We do studies about education and work with lots of schools. We do this for charities, the government and other organisations involved with schools.

## Why do NatCen want to hear from me?

We want to find out what pupils think of *Send me a pic?* lessons. We want to hear what works well and what can be made better.

## What will I have to do?

Taking part would mean:

- Doing **two quick questionnaires** in class: one before you start *Send me a pic?* and one a few weeks after the lessons finish. These are not tests; they give feedback on *Send me a pic?*

- You can also tell us what you think of *Send me a pic?* by being part of a **small group discussion** with other pupils in your class.
- You will be asked if you want to take part and you can say no.

## What else will happen?

A NatCen researcher might talk to your teacher. This is to hear what teachers think of *Send me a pic?*

A NatCen researcher might watch one of the *Send me a pic?* lessons. They will watch it remotely using video call software. This is to see what the lessons are like.

You will continue to go to your lessons and do homework as usual.

We will not use personal information about pupils or exam results.

## What will happen to my answers?

NatCen will gather all the answers and comments from everyone.

We will write a report of what we find out and give it to CEOP. The report will tell CEOP how the lessons are working.

**The report will not use your name or personal details about you.**

We will not use the name of your school, teachers or local area.

## Do my parents or carers know?

Yes, we also wrote to your parents/carers. We told them about the pilot evaluation and asked their permission for you to take part.

---

## Where can I find out more information?

If you have any questions, please contact us:

 [\[Email address\]](#)  [\[Telephone number\]](#) (freephone)

You can also find out more on our website:

[www.natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/](http://www.natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/)

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## Appendix G. Lesson observation template

### ***Send Me a Pic?* pilot evaluation**

#### Lesson Observation Template

<b>Observation date</b> (DD/MM/YY)	
<b>Lesson</b> (1, 2 or 3)	
<b>Time and duration of lesson</b>	
<b>Teacher name and school ID</b>	
<b>Researcher name</b>	

#### **1. Basic notes**

Summarise key points for more detailed accounts on subsequent pages about:  
classroom setting / delivery techniques / delivery content / student engagement / anything else

---

## 2. Classroom setting

Record details about:

- classroom setting (location, set up of the room, equipment – e.g. interactive white board, TV)
- who is present in classroom (number of teachers, teaching assistants, pupils)
- any other relevant details

Feel free to sketch the set-up of the classroom if this is helpful.

---

### 3. Delivery techniques

Record how the session was delivered by the teacher, including:

- Ground rules (if, what, and how they were set)
- Distancing the learning (e.g. encouraging students not to consider the topic relative to their own personal experiences)
- Class management (e.g. encouraging open discussion)
- General observations (e.g. teacher's level of clarity, engagement, enthusiasm, and sensitivity)

---

#### 4. Delivery content

Record details on the content of the session, including:

- Challenging victim-blaming attitudes (e.g. critiquing language)
- Promotion of other Thinkuknow values (e.g. approaching from the child's perspective, avoiding scaremongering)
- Extent to which the lesson content outlined in the session guide was covered (e.g. playing video, disseminating worksheets, setting extension tasks and homework)
- Time given to each element (did the activities take the suggested amount of time, and if not, why not –because of format, e.g. glitches with films / worksheet length, or content, e.g. pupil confusion / jokes)

---

## 5. Student engagement

Record how engaged students were in the session, including:

- Body language (e.g., alert, listening, tracking lesson with their eyes)
  - Facial expressions (e.g., overt interest in the session, emotional responses to the material)
  - Extent of participation in the activities and lesson as a whole
  - Frequency of questions
  - Depth of responses (if possible, also length of worksheet responses for sample of pupils or questions)
  - General behaviour
-

---

## 6. Researcher reflections

After the session has finished, please note any reflections (positive or negative) on the session including the following, and consider any evidence of variation by pupil characteristic (i.e. gender, SEND status, etc.)

- Pupil learning (e.g. any new vocabulary for discussing the issues)
- Pupil attitudinal changes (e.g. overt correction of victim-blaming attitudes; attitudes to seeking help)
- Pupil confidence (both generally and in respect to the issues)
- Teacher's responses to the session
- Notable moments (e.g. significant contributions in the session)
- Unintended effects

---

# Appendix H. Teacher interview topic guide

## ***Send Me a Pic?* pilot evaluation** Topic guide for teacher interviews

### **Aim of the interview:**

The aims of the interviews with teachers in schools delivering the *Send Me a Pic?* programme are to explore and understand:

- Information on school context
- How schools are delivering *Send Me a Pic?* and whether there were any adaptations
- Key delivery challenges and successes
- Thoughts on perceived effects and impacts of the *Send Me a Pic?* lessons

### **The topic guide:**

- This guide sets out a number of topics and questions that will be covered during interviews.
- The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc., but researchers should use prompts and probes in order to understand how and why views, behaviours, and experiences have arisen.
- The interview will last no longer than **60 minutes**.

## **Introduction**

- Introduce self and NatCen Social Research, conducting the evaluation for the Child Exploitation and Online Protection command of the National Crime Agency (NCA-CEOP).
- Overall project objectives
- Participation is voluntary.
- Anonymity and confidentiality.
- Recording the interview.
- Any questions?

Start recording and ask permission to start recording. If they don't agree to recording take handwritten notes.

## **Context**

*Aim: gather information on school context and respondent background.*

## **Background information**

- Overview of school

- 
- Type, size, rural/urban, gender (mix and balance)
  - Diversity of school
  - Number of Year 8/Year 9 forms
  - Respondent's role and responsibilities
  - Respondent's teaching experience
    - Number of years teaching
    - Years teaching Year 8/Year 9
    - Years in current school
  - CEOP ambassadors at the school
  - Sex and Relationship Education teachers at the school

### **Sociocultural context of the school**

- The culture of the school
  - School ethos/character (e.g. school values)
  - Views on pupil behaviour in general
  - School behaviour policy (e.g. punitive, pastoral)
  - Peer dynamics in Year 8/Year 9 (behaviour, relationships, non-consensual nude image [NCNI] sharing)
  - Peer dynamics across year groups (behaviour, relationships, NCNI)

## **Delivering the lessons**

*Aim: explore how the SMaP programme was set up and delivered*

### **Experience of set-up and planning**

- Adjustments and accommodations made
  - Timetabling
  - Lesson plans for the term
  - Allocation of teachers
- Experience of lesson planning
  - Time spent
  - Ease / difficulty
  - Differences between the 3 lessons
  - Support from others
- Costs incurred during set up / planning and delivery

### **Experience of delivery**

- Aspects that worked well / less well and reasons
- Resolving challenges
- Initial reactions of pupils to content

- 
- Changes to delivery and reasons
  - Adaptations for children with SEND
  - Support received / needed
  - Preparations for delivering lessons

## **Views on the resources**

*Aim: gather views on resources' features – appropriateness, effectiveness and usefulness*

### **Resources**

- Overall views on resources
  - Resources provided
  - Resources used
  - Adequacy of resources
  - Recommendations around resources missing / additional resources needed
- Views on content, format and materials for each lesson
  - Usefulness, appropriateness, and effectiveness of content, format, and materials
    - Session 1: Identifying healthy and unhealthy relationships
    - Session 2: Nudes in relationships
    - Session 3: When nudes get shared around

### **Suitability of SMaP content for school context**

- Relevance of SMaP in general
- Relevance for specific groups (age, sex)
- Effectiveness in meeting needs of school
- Ways the programme could be made more suitable
- Other suitable resources known/used

## **Perceived impacts**

*Aim: to explore perceived impacts SMaP has had on respondent and pupils.*

### **Perceived impacts for respondent**

- Workload
- Knowledge
  - Healthy and unhealthy relationships amongst young people
  - What steps to take in the event of a disclosure of NCNI sharing
  - Confidence in addressing NCNI sharing
- Engagement with issues around NCNI sharing
  - Responses to NCNI sharing and related issues

- 
- Anything else – language around talking to young people about the issue?

### **Perceived impacts for pupils**

- Knowledge of:
  - healthy / unhealthy relationships and NCNI
  - risks and effects of NCNI
  - getting support and assistance
- Confidence in:
  - discussing issues around NCNI sharing with peers
  - discussing issues around NCNI sharing with trusted adults
- Support-seeking behaviours – any changes
- Impact on specific groups (gender, age, ethnicity)
- Anything else

### **Perceived impact on school**

[These things may not have happened yet; aim is to get a sense of likelihood of changes in these areas post-SMaP]

- Policies and procedures
- Ambassador training for staff
- Dissemination of learning to parents
- Response to NCNI sharing
- Any other impacts

### **Overall summary**

- Key challenges
- Key successes
- Key information about SMaP to pass on to other teachers
- Recommending SMaP to other schools
- Future delivery of SMaP

### **Additional questions if you have time:**

### **Questionnaire feedback**

- What did you think of the layout and content of the questionnaire?
- How easy or difficult was it to administer the questionnaire to pupils? (time and practical considerations)
- How comfortable were pupils with completing the questionnaire? (were pupils able to answer honestly?)

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## **Other NCNI education content**

- Before SMaP, did the school provide any NCNI education content? If so, what?
- Has the school provided any NCNI education content in addition to SMaP this academic year? If so, what?

## **TURN OFF RECORDER**

- Ask if any concerns about what they have told us.
- Thank participant and close.

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## Appendix I. Pupil discussion group topic guide

### ***Send Me a Pic?* pilot evaluation** Topic guide for pupil focus /discussion groups

#### **Aims**

- To learn about pupils' experiences of the *Send Me a Pic?* lessons and what information, ideas, attitudes and behaviours they may have taken from them
- The discussions will explore pupils' experiences of participating, to understand how the programme was implemented and how the lessons have affected them, including any perceived impacts of taking part.

#### **The Topic Guide**

- This guide is for the researcher running the discussion. It sets out topics and questions that should be covered during the focus groups.
- It does not contain follow-up probes and questions like 'why', 'when', 'how', etc. The researcher should explore participants' contributions using probes and prompts to understand how and why views, behaviours and experiences have arisen.
- The discussion should last for approximately 45 minutes – with 20 minutes spent on Section 3 (knowledge, attitudes, and behaviours).

### **Set up tasks**

#### **Introductions**

- Introduce self and NatCen
- Ask pupils to write names on labels and wear them.
- Make sure they know it's informal – they can call you by your first name

#### **Overview**

- What we will do today
- Ground rules
- Voluntary participation
- Confidentiality and anonymity
- Recording the discussion

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## Turn on recorder

### Ask each pupil to say their name and confirm participation

## Warm up

*Aim: get to know the participants*

Researcher note: for school culture and peer dynamics, ask broad, indirect questions such as “what is it like going to school here”, “how strict are your teachers” or “who is friends with who”

## Background information

- Name
- Age
- How long at the school

## The culture of the school

- School ethos e.g. what is it like going to school here? What activities or clubs are there? What do you like or dislike about going to this school?
- Diversity of the school e.g. what are the students like? Are students mainly local or live across a large area?
- Behaviour policies e.g. what happens when pupils break the rules?

## Peer dynamics

- Peer group norms – gender, age e.g. who are your friends? Do year groups tend to mix or stay separate?
- Levels of peer support – how often do you spend time with each other outside of school? What do you do together?

## Views and experiences of participating in lessons

*Aim: Understand the pupils' views on the content and delivery of the SMaP programme*

## Recap of lesson content

- Get pupils to recap what they learnt about in the SMaP lessons.
  - If they can't remember, ask what they learnt about:
    - Healthy/unhealthy relationships
    - Consequences and perceived impacts of nude image sharing
    - Where to get advice
- Researcher: write pupils' thoughts on a flip chart, separated out for lessons 1, 2, and 3.
  - Overall message of the lessons
  - Specific topics covered in each lesson

- 
- Sequencing of topics/messages across the lessons – recall clarity and how appropriate

### **Views on lesson content**

[No need to take each lesson in turn, but explore whether views are lesson-specific]

- Get pupils to put initial ideas on post-it notes; researcher to add to flip chart
  - Views on enjoyability of the lessons
  - Views on the films and activities / worksheets / slides
  - Interest in the topics
  - Level of ease or difficulty
  - Favourite / least favourite topic
  - Views on the homework
  - Anything missing or unexpected
  - Any improvements / changes
  - Anything that made you think differently
- After initial mapping exercises, probe for each lesson

### **Views and experiences of how lessons were delivered**

- Length of lessons
- Views on teaching style
  - Presentation of material
  - Communication style
  - Amount of group discussion / sitting and listening
- Appropriateness of person delivering / having one person (or two) delivering across lessons

### **Views on relevance of SMaP resource overall**

- Relevance of lessons overall
- Relevance of lessons for different groups of pupils – age, ethnicity, gender
- Suitability for this particular school

## **Knowledge, attitudes, and behaviours**

*Aim: Understand pupils' knowledge, attitudes and behaviours in relation to relationships and NCNI sharing*

### **Knowledge and awareness**

- Familiarity with topics discussed
- Young people's feelings about NCNI sharing

- 
- Getting help and advice about NCNI sharing
  - Risks of NCNI sharing
  - Impacts and effects of NCNI sharing

### **Attitudes and behaviours**

Scenario [distribute flashcard to pupils and read aloud for them]

*Coriander and Turmeric both in Year 10 and they are going out. After sending some flirty messages to each other, Coriander decides to send a nude picture of themselves to Turmeric.*

*The next day at school, Coriander hears that people were talking about them. Turmeric shared the nude picture with other pupils without asking Coriander first. Now other pupils have shared it and shown it around.*

*Coriander is upset that their nude picture was shared by Turmeric without being asked first. They are also upset that other pupils have shared it.*

Probe around:

- Acceptability of asking for an image
- Responsibility for sharing the image
- Differences in acceptability/responsibility by gender
- Differences in sending vs sharing on vs showing around
- Young person's perspective of dealing with this situation
- Young people's perspectives on the impact on the young person in the image
- Expectations of adult intervention
- Feelings about getting involved
- Confidence in giving advice
- Opinions about gender e.g. how boys should be, how girls should be. Probe around gender norms related to emotion, appearance, behaviour and sex.

### **Summary**

*Aim: Understand pupils' overall reflections on the SMaP programme*

- Key things pupils took away from the programme
- Best parts of the lessons
- Parts that could be improved
- Anything that was missing
- If pupils would recommend the programme to others – at all, of their age, other ages?

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**Additional questions if you have time:**

**Questionnaire feedback**

- What did you think of the layout and content of the questionnaire?
- Did you understand the response scales for each question in the questionnaire?
- Did you feel that you could answer the questions honestly?
- Did you have any concerns about anonymity or privacy?

**Thank and close**

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# Appendix J. Pupil pre-delivery questionnaire script

{ASK ALL FOR ALL QUESTIONS}

{HIDDEN DON'T KNOW FOR ALL QUESTIONS}

## Overview

Thank you for doing this questionnaire. It is about some lessons that you will soon have, called *Send me a pic?*

The questionnaire asks for your views on some topics in the lessons – to help improve *Send me a pic?*

The questions are not about you or your friends, only about your views.

**Your answers will be kept completely confidential** and your name will not be used in the research. Your answers will not be linked to you or shared with your teacher, school or parent/carer.

[Next page]

**Please answer all questions honestly – there are no right or wrong answers.**

The questions are being asked as part of research by NatCen Social Research for CEOP, who made the lessons. Your teacher can answer your questions about the research.

**To submit responses for this survey, you will need to answer all questions and click "submit" at the end. If you stop the survey, you will need to complete it again from the start.**

## I. Pupil Information

*Please complete all questions.*

**BasePupilName** (VARLAB: Pupil Name)

*First, we have a few quick questions about you.*

Please enter your first name and the first initial of your surname (for example, Boris J.)

[Open <50 characters>]

**BasePupilID** (VARLAB: Pupil ID code)

Please enter the ID code given to you by your teacher

[Open <50 characters>]

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**BasePupilYOB (VARLAB: Pupil year of birth)**

What year were you born in?

1. 2005
2. 2006
3. 2007
4. 2008

**BasePupilMOB (VARLAB: Pupil month of birth)**

What month were you born in?

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

**BasePupilGen (VARLAB: Pupil gender)**

What is your gender?

1. Female
2. Male
3. Non-binary
4. Not sure
5. Other (please specify) [open text box]
6. Prefer not to say

**II. Awareness of issues**

*The Send me a pic? lessons talk about sharing images with other young people. The following questions relate to this topic.*

**BasePplAwareFreq (VARLAB: Awareness of frequency)**

Among young people your age...

How often do you think people's **nude** images get shared without the person knowing?

1. Most times they send a nude image to someone
2. Some of the times they send a nude image to someone
3. Very few of the times they send a nude image to someone
4. Never
5. Don't know

[Next page]

The next questions are about a situation that some young people might experience. The situation is written as if it is about two people in your year or class. They are called Thyme and Oregano.

[Next page]

**BasePplAttCnsnt** (VARLAB: Attitudes about consent to share)

Think about the following situation:

*Thyme is going out with Oregano. They are both 13 years old.*

*Thyme was messaging Oregano. After sending some flirty messages, Thyme sent a nude picture of themselves to Oregano.*

*The next day at school, other pupils were talking about Thyme. Oregano shared the nude picture with other pupils without Thyme knowing. Now other pupils have shared it and shown it around.*

What do you think about Oregano sharing the nude picture of Thyme with other people?

Select one option.

1. It's OK, because Thyme gave the picture to Oregano. Oregano can do what they want with the picture
2. It's OK, because it is just something that young people do
3. It's only OK if Thyme isn't upset about their picture being shared
4. It's not OK
5. Don't know

**BasePplAwareImp** (VARLAB: Awareness of impact of sharing)

Think about the same situation:

*Thyme is going out with Oregano. They are both 13 years old.*

*Thyme was messaging Oregano. After sending some flirty messages, Thyme sent a nude picture of themselves to Oregano.*

*The next day at school, other pupils were talking about Thyme. Oregano shared the nude picture with other pupils without Thyme knowing. Now other pupils have shared it and shown it around.*

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How do you think Thyme feels about other pupils at school seeing their nude picture?

1. Positive – e.g. happy, proud, pleased
2. Negative – e.g. worried, anxious, upset
3. A mixture – e.g. proud but a bit worried
4. No feelings – e.g. not pleased but not worried
5. Don't know

**BasePplAttResp** (VARLAB: Responsibility of image sharing)

*Thyme is upset that Oregano shared their nude picture. Thyme is also upset that other pupils have shared it.*

Who is to blame for Thyme's nude picture being shared?

Select as many options as you like.

[multi-code]

1. Thyme for taking and sending a nude picture to Oregano
2. Oregano for sharing the picture of Thyme
3. The other pupils at school who shared the picture
4. The school for not stopping pupils from sharing nude pictures
5. The social media platform for letting nude pictures be shared
6. Don't know

**BasePplKnowShd** (VARLAB: Knowledge of how to respond)

As Thyme is upset, what do you think Thyme **should** do about their picture being shared?

Select as many options as you like.

[Multi-code; randomised order]

1. Do nothing / keep it a secret
2. Retaliate by spreading a rumour about Oregano
3. Speak to Oregano about not sharing images
4. Ask friends for support
5. Tell a parent/carer
6. Tell a teacher
7. Report it to Childline or other charity
8. Report it to the police
9. Report it to CEOP
10. Something else (please specify) [open text box]

**BasePplKnowAct** (VARLAB: Knowledge of actual response)

As Thyme is upset, what do you think Thyme **would actually** do about the picture being shared?

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Select as many as you like.

[Multi-code; randomised order]

1. Do nothing / keep it a secret
2. Retaliate by spreading a rumour about Oregano
3. Speak to Oregano about not sharing images
4. Ask friends for support
5. Tell a parent/carer
6. Tell a teacher
7. Report it to Childline or other charity
8. Report it to the police
9. Report to CEOP
10. Something else (please specify) [open text box]

### III. Attitudes around nude image sharing

The next questions are about your general views about sending and sharing nude images.

#### **BasePplAttGenF** (VARLAB: Attitudes about sharing nudes of girls)

Please say how strongly you agree or disagree with the following statement.

*It is okay for a boy to send friends a nude image of a girl that she sent to him.*

1. Strongly disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know

#### **BasePplAttGenM** (VARLAB: Attitudes about sharing nudes of boys)

Please say how strongly you agree or disagree with the following statement.

*It is okay for a girl to take a nude image of herself and send it to a boy that she likes.*

1. Strongly disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know

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#### IV. Help seeking behaviours

The next questions are about different situations young people may experience. They are written as if they are about people in your class. They are called Cumin and Nutmeg.

##### **BasePplHelpInv** (VARLAB: Willingness to intervene)

Think about the following situation:

*Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do.*

Would you want to get involved?

1. No
2. Not really
3. Maybe
4. Yes
5. Don't know

##### **BasePplHelpConf** (VARLAB: Confidence to intervene)

Think about the same situation:

*Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do.*

How confident would you feel that you would know what to do?

1. Not at all confident
2. Not confident
3. A bit confident
4. Confident
5. Very confident
6. Don't know

##### **BasePplHelpMthd** (VARLAB: Ways of helping)

*Because Nutmeg kept asking, Cumin sent a nude picture. Now Nutmeg said they will share this picture around school if Cumin doesn't send more nude pictures. Cumin wants to get help.*

Below is a list of ways Cumin could try to get help. What do you think would happen if Cumin tried each of these?

Choose at least one option for each answer.

{Insert image as an example}

	Help Cumin feel better	Cumin would get advice	Make the problem better	Make the problem worse	Nothing	Don't know
Example: Tell siblings	✓			✓		

	Help Cumin feel better	Cumin would get advice	Make the problem better	Make the problem worse	Nothing	Don't know
1. Do nothing/ keep it a secret						
2. Tell friends						
3. Tell parent/ carer						
4. Tell a teacher						
5. Report to a charity or Childline						
6. Report to Police or CEOP						
7. Report to the social media site						

## V. Thoughts on sex and relationship lessons

These last questions are about more general information and this questionnaire.

### **BasePpISRuse** (VARLAB: How useful is learning about SR topics)

How useful is it for young people to have guidance and information about the following things?

	Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know
What makes relationships healthy					
What makes relationships unhealthy					
Impact of sharing nude pictures of someone without them knowing					
Where to get advice about image sharing among young people					

**BasePpIQuEase (VARLAB: Ease of questionnaire)**

How easy or difficult did you find answering the questions in this questionnaire?

1. Very difficult
2. Difficult
3. Neither easy or difficult
4. Easy
5. Very easy
6. Don't know

**BasePpIQuOth (VARLAB: Any other thoughts)**

Finally, is there anything else you would like to tell us about this questionnaire?

[Open text box]

**Endpage**

*Thank you for taking part in this survey!*

Your answers are now saved.

{stop page}

IOM.Texts.InterviewStopped = "This survey has been stopped. To complete the survey you will need to complete the survey from the start and answer all the questions."

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# Appendix K. Pupil post-delivery questionnaire script

{ASK ALL FOR ALL QUESTIONS}

{HIDDEN DON'T KNOW FOR ALL QUESTIONS}

## Overview

Thank you for doing this questionnaire. It is about some lessons that you have had recently, called *Send me a pic?*

The questionnaire asks for your views on some topics in the lessons, to help improve *Send me a pic?*

The questions are not about you or your friends, only about your views.

**Your answers will be kept completely confidential** and your name will not be used in the research. Your answers will not be linked to you or shared with your teacher, school or parent/carer.

[Next page]

**Please answer all questions honestly – there are no right or wrong answers.**

The questions are being asked as part of research by NatCen Social Research for CEOP, who made the lessons. Your teacher can answer your questions about the research.

**To submit responses for this survey, you will need to answer all questions. If you stop the survey, you will need to complete it again from the start.**

## I. Pupil Information

Please complete all questions.

**EndPupilName** (VARLAB: Pupil Name)

First, we have a few quick questions about you.

Please enter your first name and the first initial of your surname (for example, Boris J.)

[Open <50 characters>]

**EndPupilID** (VARLAB: Pupil ID code)

Please enter the ID code given to you by your teacher.

If you do not have your ID code, please speak to your teacher.

[Open <50 characters>]

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**EndPupilYGrp (VARLAB: Year group)**

Please select your school year group

1. Year 8
2. Year 9

**EndPupilYOB (VARLAB: Pupil year of birth)**

What year were you born in?

1. 2005
2. 2006
3. 2007
4. 2008

**EndPupilMOB (VARLAB: Pupil month of birth)**

What month were you born in?

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

**EndPupilGen (VARLAB: Pupil gender)**

What is your gender?

1. Female
2. Male
3. Non-binary
4. Not sure
5. Other (please specify) [open text box]
6. Prefer not to say

**II. Awareness of issues**

---

The *Send me a pic?* lessons talk about sharing images with other young people. The following questions relate to this topic.

**EndPplAwareFreq** (VARLAB: Awareness of frequency)

Among young people your age...

How often do you think people's **nude** images get shared without the person knowing?

1. Most times they send a nude image to someone
2. Some of the times they send a nude image to someone
3. Very few of the times they send a nude image to someone
4. Never
5. Don't know

[Next page]

The next questions are about a situation that some young people might experience. The situation is written as if it is about two people in your year or class. They are called Thyme and Oregano.

[Next page]

**EndPplAttCnsnt** (VARLAB: Attitudes about consent to share)

Think about the following situation:

*Thyme is going out with Oregano. They are both 13 years old.*

*Thyme was messaging Oregano. After sending some flirty messages, Thyme sent a nude picture of herself to Oregano.*

*The next day at school, other pupils were talking about Thyme. Oregano shared the nude picture with other pupils without Thyme knowing. Now other pupils have shared it and shown it around.*

What do you think about Oregano sharing the nude picture of Thyme with other people?

Select one option.

1. It's OK, because Thyme gave the picture to Oregano. Oregano can do what they want with the picture
2. It's OK, because it is just something that young people do
3. It's only OK if Thyme isn't upset about their picture being shared
4. It's not OK
5. Don't know

**EndPplAwareImp** (VARLAB: Awareness of impact of sharing)

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Think about the same situation:

*Thyme is going out with Oregano. They are both 13 years old.*

*Thyme was messaging Oregano. After sending some flirty messages, Thyme sent a nude picture of herself to Oregano.*

*The next day at school, other pupils were talking about Thyme. Oregano shared the nude picture with other pupils without Thyme knowing. Now other pupils have shared it and shown it around.*

How do you think Thyme feels about other pupils at school seeing their nude picture?

1. Positive – e.g. happy, proud, pleased
2. Negative – e.g. worried, anxious, upset
3. A mixture – e.g. proud but a bit worried
4. No feelings – e.g. not pleased but not worried
5. Don't know

#### **EndPplAttResp (VARLAB: Responsibility of image sharing)**

*Thyme is upset that Oregano shared their nude picture. Thyme is also upset that other pupils have shared it.*

Who is to blame for Thyme's nude picture being shared?

Select as many options as you like.

[multi-code]

7. Thyme for taking and sending a nude picture to Oregano
8. Oregano for sharing the picture of Thyme
9. The other pupils at school who shared the picture
10. The school for not stopping pupils from sharing nude pictures
11. The social media platform for letting nude pictures be shared
12. Don't know

#### **EndPplKnowShd (VARLAB: Knowledge of how to respond)**

As Thyme is upset, what do you think Thyme **should** do about their picture being shared?

Select as many options as you like.

[Multi-code; randomised order]

1. Do nothing / keep it a secret
2. Retaliate by spreading a rumour about Oregano
3. Speak to Oregano about not sharing images
4. Ask friends for support
5. Tell a parent/carer
6. Tell a teacher
7. Report it to Childline or other charity

- 
8. Report it to the police
  9. Report it to CEOP
  10. Something else (please specify) [open text box]

**EndPplKnowAct (VARLAB: Knowledge of actual response)**

As Thyme is upset, what do you think Thyme **would actually** do about the picture being shared?

Select as many as you like.

[Multi-code; randomised order]

1. Do nothing / keep it a secret
2. Retaliate by spreading a rumour about Oregano
3. Speak to Oregano about not sharing images
4. Ask friends for support
5. Tell a parent/carer
6. Tell a teacher
7. Report it to Childline or other charity
8. Report it to the police
9. Report to CEOP
10. Something else (please specify) [open text box]

### III. Attitudes around nude image sharing

The next questions are about your general views about sending and sharing nude images.

**EndPplAttGenF (VARLAB: Attitudes about sharing nudes of girls)**

Please say how strongly you agree or disagree with the following statement.

*It is okay for a boy to send friends a nude image of a girl that she sent to him.*

1. Strongly disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know

**EndPplAttGenM (VARLAB: Attitudes about sharing nudes of boys)**

Please say how strongly you agree or disagree with the following statement.

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*It is okay for a girl to take a nude image of herself and send it to a boy that she likes.*

1. Strongly disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know

#### **IV. Help seeking behaviours**

The next questions are about different situations young people may experience. They are written as if they are about people in your class. They are called Cumin and Nutmeg.

##### **EndPplHelpInv (VARLAB: Willingness to intervene)**

Think about the following situation:

*Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do.*

Would you want to get involved?

1. No
2. Not really
3. Maybe
4. Yes
5. Don't know

##### **EndPplHelpConf (VARLAB: Confidence to intervene)**

Think about the same situation:

*Your friend Cumin is talking to Nutmeg online. Nutmeg asks Cumin for a nude picture. Cumin does not want to send nude pictures. Cumin messages you and asks for advice on what to do.*

How confident would you feel that you would know what to do?

1. Not at all confident
2. Not confident
3. A bit confident
4. Confident
5. Very confident
6. Don't know

##### **EndPplHelpMthd (VARLAB: Ways of helping)**

*Because Nutmeg kept asking, Cumin sent a nude picture. Now Nutmeg said they will share this picture around school if Cumin doesn't send more nude pictures. Cumin wants to get help.*

Below is a list of ways Cumin could try to get help. What do you think would happen if Cumin tried each of these?

Choose at least one option for each answer.

{Insert image as an example}

	Help Cumin feel better	Cumin would get advice	Make the problem better	Make the problem worse	Nothing	Don't know
Example: Tell siblings	✓			✓		

	Help Cumin feel better	Cumin would get advice	Make the problem better	Make the problem worse	Nothing	Don't know
1. Do nothing/ keep it a secret						
2. Tell friends						
3. Tell parent/ carer						
4. Tell a teacher						
5. Report to a charity or Childline						
6. Report to Police or CEOP						
7. Report to the social media site						

## V. Thoughts on sex and relationship lessons

These last questions are about more general information and this questionnaire.

---

**EndPpISRuse (VARLAB: How useful is learning about SR topics)**

How useful, if at all, is *Send me a pic?* for providing information and guidance for young people about these things?

	Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know
What makes relationships healthy					
What makes relationships unhealthy					
Impact of sharing nude pictures of someone without them knowing					
Where to get advice about image sharing among young people					

**EndPpIQuEase (VARLAB: Ease of questionnaire)**

How easy or difficult did you find answering the questions in this questionnaire?

1. Very difficult
2. Difficult
3. Neither easy or difficult
4. Easy
5. Very easy
6. Don't know

**EndPpIQuOth (VARLAB: Any other thoughts)**

Finally, is there anything else you would like to tell us about this questionnaire?

[Open text box]

**Endpage**

*Thank you for taking part in this survey!*

Your answers are now saved.

{stop page}

---

IOM.Texts.InterviewStopped = "This survey has been stopped. To complete the survey you will need to complete the survey from the start and answer all the questions."

---

# Appendix L. Teacher pre-delivery questionnaire script

{ASK ALL FOR ALL QUESTIONS}

{HIDDEN DON'T KNOW FOR ALL QUESTIONS}

## Overview

Thank you for taking the time to complete this questionnaire.

This questionnaire is from NatCen Social Research, who have been asked to do some research about the *Send me a pic?* lessons you are delivering.

**Before you teach the first lesson**, we would like your views on some of the topics. Please answer all questions honestly – there are no right or wrong answers.

Your name will not be used in the research and your answers will not be linked to you.

**To submit responses for this survey, you will need to answer all questions and click "submit" at the end. If you stop the survey, you will need to complete it again from the beginning.**

If you have any questions about the research, please visit our website <http://natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/>

You can also contact us via email [[Email address](#)] or freephone [**Telephone number**]

## I. Teacher Information

*Please complete all questions.*

**BaseTchrID (VARLAB: Teacher ID code)**

Please enter your ID code for this survey

[Open <50 characters>]

*Add a scripting item like this before OddEven but after the ID question,*

If  $\text{clong}(\text{right}(\text{trim}(\text{numberId}), 1)) \bmod 2 = 0$  then

    OddEven = {Even}

else

    OddEven = {Odd}

end if

*Create a hidden variable called OddEven with categorical values of Odd Even.*

---

**IntroTchrInfo** *First, we have a few quick questions about you. These will **not** be used to identify you.*

**BaseTchrName** (VARLAB: Name of teacher)

What is your first and last name?

[open text box]

**BaseTchrSchName** (VARLAB: Name of school)

What is the name of your school?

[open text box]

**BaseTchrGen** (VARLAB: Gender of teacher)

What is your gender?

1. Female
2. Male
3. Non-binary
4. Other (please specify)
5. Prefer not to say

**BaseTchrAge** (VARLAB: Age bracket of teacher)

How old are you?

1. Under 25
2. 25 – 29
3. 30 – 39
4. 40 – 49
5. 50 – 59
6. 60+

**BaseTchrExp** (VARLAB: Length of teaching experience)

How long have you been working as a teacher?

1. This is my first year
2. 1 – 2 years
3. 3 – 5 years
4. 6 – 10 years
5. 11 – 15 years
6. 16 – 20 years
7. More than 20 years

**BaseTchrRole** (VARLAB: Teacher role at school)

What are your roles within the school? Please select all that apply.

[Multi code]

1. Safe-guarding lead
2. PSHE co-ordinator/subject lead
3. SEN co-ordinator
4. Headteacher or Acting Headteacher

- 
5. Deputy / Assistant Head
  6. Head of Department or Subject Lead
  7. Head of Phase or Key Stage
  8. Head of Year
  9. CEOP Ambassador
  10. Other (Please specify) [open text box]

**BaseTchrSubj** (VARLAB: Teacher subject area)

Which subject(s) are you responsible for teaching? Please select all that apply.

[Multi-code]

1. PSHE or citizenship
2. Computing, ICT, or Media Studies
3. Arts subjects (Art, Design and Technology, Music, Drama)
4. English
5. Humanities (Geography, History, RE)
6. Mathematics
7. Modern Foreign Languages
8. Physical Education
9. Science
10. Other (please specify) [open text box]

**BaseTchrExpSR** (VARLAB: Experience of teaching about sex and relationships)

Do you have experience of teaching lessons about sex and relationships?

[Multi code]

1. Yes, at this school
2. Yes, at a different school
3. Yes, in a non-educational context (e.g. after-school clubs, scouts, cadets)
4. No

**BaseTchrSchSR** (VARLAB: Current SR lesson content)

Does sex and relationship education at your school currently address issues around nude image sharing in peer groups?

1. Yes
2. No
3. Don't know

## II. Confidence

**BaseTchrConf** (VARLAB: Teacher confidence in giving advice)

How confident would you feel about giving a pupil advice about these topics?

	Not at all confident	A bit confident	Quite confident	Very confident	Don't know
Healthy/ unhealthy relationships					
Considerations around <b>taking</b> nude pictures					
Considerations around <b>sharing</b> nude pictures					
Non-consensual image sharing in peer groups					
Where to get advice about relationships and sex					

### III. Awareness and attitudes

**BaseTchrAwareIntro** *The next questions are about situations young people may or may not experience. When answering these questions, please think about how pupils at your school would behave **across all year groups** (not just Years 8 and 9.)*

**BaseTchrAwareFreq** (VARLAB: Awareness of frequency sending nudes)

How often do you think pupils at your school send nude pictures of themselves to other pupils?

1. Frequently
2. Occasionally
3. Rarely
4. Never
5. Don't know

**BaseTchrAwareCnsnt** (VARLAB: Awareness of frequency sending nudes)

How often do you think pupils at your school share nude pictures of other pupils non-consensually?

1. Frequently
2. Occasionally
3. Rarely
4. Never
5. Don't know

**BaseTchrScenIntro** You will now be given some scenarios of nude image sharing and asked some questions about each one.

**BaseTchrAwareImp** (VARLAB: Awareness of impact of sharing)

**Scenario 1**

Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.

Below is a list of things that might happen next. How likely or unlikely is it that each of these things would happen?

	Extremely likely	Likely	Neutral	Unlikely	Extremely unlikely	Don't know
a. Nothing						
b. The pupil receives a nude image in return						
c. The person they sent it to compliments them						
d. The person they sent it to laughs at them						
e. The person they sent it to shares it on a group chat						

**BaseTchrAttResp** (VARLAB: Attitude regarding responsibility)

**Scenario 2**

Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.

---

*The person who receives the picture sends it to other pupils at school without the pupil knowing. Some of these pupils send it on to others.*

Who would you say is responsible for the pupil's nude picture being shared?

Select as many options as you like

[multi-code]

1. The pupil for sending a nude picture
2. The other person for sharing the pupil's nude picture
3. The other pupils at school who passed the picture on
4. The school for not educating pupils on non-consensual image sharing
5. The social media platform for allowing nude images to be posted
6. Other [open text box]
7. Don't know

### **BaseTchrKnowShd** (VARLAB: Knowledge of how to respond)

#### **Scenario 3**

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

*The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared.*

What do you think the pupil **should** do about the picture being shared?

Select your top three

[Multi-code; randomised order]

1. Do nothing
2. Show nude pictures of the person they are going out with to their friends in retaliation
3. Speak to the person they are going out with about not sharing images
4. Ask friends for support
5. Tell a parent/carer
6. Tell a teacher
7. Report it to Childline or other charity
8. Report it to the police
9. Report to CEOP
10. Something else (please specify) [open text box]

### **BaseTchrKnowAct** (VARLAB: Knowledge of actual response)

#### **Scenario 3**

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

*The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared.*

Thinking about the same scenario, what do you think the pupil **would actually** do about the picture being shared?

Select the top three

[Multi-code; randomised order]

1. Do nothing
2. Show nude pictures of the person they are going out with to their friends in retaliation
3. Speak to the person they are going out with about not sharing images
4. Ask friends for support
5. Tell a parent/carer
6. Tell a teacher
7. Report it to Childline or other charity
8. Report it to the police
9. Report to CEOP
10. Something else (please specify) [open text box]

### **BaseTchrKnowApp** (VARLAB: Knowledge of appropriate response)

#### **Scenario 4**

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

*The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared.*

*They decide to talk to their form tutor for advice.*

Below is a list of possible actions a teacher could take if a pupil asked for advice.

How appropriate or inappropriate would each action be?

	Always appropriate	Sometimes appropriate	Never appropriate	Don't know
Tell the safeguarding lead				
Tell the pupil's parents/carers				
Talk to the class about nude				

image sharing				
Report it to social services				
Report it to the police				
Report it to CEOP				

**BaseTchrKnowSpprt (VARLAB: Knowledge of avenues of support)**

Below is a list of people and organisations pupils could go to for support about non-consensual nude image sharing.

What do you think would happen if a pupil went to these places? Please give at least one answer for each place.

	Make the pupil feel better	Give advice	Make the problem better	Make the problem worse	Nothing	Don't know
a. Friends						
b. Parent/carer						
c. Teacher						
d. Childline or other charity						
e. Police or CEOP						
f. Social media platform						

```

If clong(right(trim(numberId),1)) mod 2 = 0 then
  OddEven = {Even}
else
  OddEven = {Odd}
end if

```

**BaseTchrAttGen (VARLAB: Attitude around gender)**

```

{route from OddEven}
OddEven = Even

```

**Scenario 5**

---

*The boyfriend of a Year 10 girl shares a nude picture of her with other pupils.*

From your perspective as a teacher, what is the main issue that needs addressing?

Select one option

[single response]

1. The girl sending a nude picture in the first place
2. The boyfriend sharing the nude image
3. Other pupils sharing the nude image
4. The school not educating pupils about non-consensual nude image sharing
5. The social media platform allowing nude images to be posted
6. Other [open text box]
7. Don't know

OddEven = {Odd}

### **Scenario 5**

*The girlfriend of a Year 10 boy shares a nude picture of him without asking.*

From your perspective as a teacher, what is the main issue that needs addressing?

Select one option

[single response]

1. The boy sending a nude picture in the first place
2. The girlfriend sharing the nude image
3. Other pupils sharing the nude image
4. The school not educating pupils about non-consensual nude image sharing
5. The social media platform allowing nude images to be posted
6. Other [open text box]
7. Don't know

### **ADDITIONAL QUESTION - BaseTchrAdditional**

#### **Scenario 5**

*The boyfriend of a Year 10 girl shares a nude picture of her with other pupils.*

Thinking about the same scenario, how do you think the school should respond?

1. In school and informing the parents/carers as it is a safeguarding issue
2. Involve social services as it is a safeguarding issue
3. Involve both social services and police, as it is a safeguarding and policing issue
4. Just involve the police, as it is only a policing issue
5. In some other way [open text box]

...

#### IV. Thoughts on sex and relationship lessons

##### BaseTchrSRuse (VARLAB: How useful are SR lessons)

How useful is it for young people to have guidance and information about the things listed below?

	Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know
What makes relationships healthy					
What makes relationships unhealthy					
Impact of sharing nude pictures of someone without them knowing					
Where to get advice about nude image sharing among young people					

##### BaseTchrSRease (VARLAB: How easy is it to deliver SR lessons)

How easy or difficult is it to deliver lessons on issues relating to sex and relationships?

1. Very easy
2. Easy
3. Neither easy or difficult
4. Difficult
5. Very difficult
6. I don't normally deliver lessons on issues relating to sex and relationships

**BaseTchrSReaseExpI** Please say more about why you gave it this rating

[Open text box]

##### BaseTchrSRhelp (VARLAB: What would help with delivering SR lessons)

What, if anything, would help with delivering lessons on sex and relationships?

[open text box]

---

**BaseTchrQuEase** (VARLAB: Ease of questionnaire)

How easy or difficult did you find answering the questions in this questionnaire?

1. Very difficult
2. Difficult
3. Neither easy or difficult
4. Easy
5. Very easy

**BaseTchrQuOth** (VARLAB: Any other thoughts)

Finally, is there anything else you would like to tell us about this questionnaire?

[Open text box]

Thank you for taking part in this survey!

We will be in touch soon with details about the follow-up survey.

In the meantime, if you have any questions please visit our website <http://natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/>. You can also contact us by email [Email address] or calling our freephone number [**Telephone number**].

To save your answers, please press 'submit'.

---

# Appendix M. Teacher post-delivery questionnaire

{ASK ALL FOR ALL QUESTIONS}

{HIDDEN DON'T KNOW FOR ALL QUESTIONS}

## Overview

Thank you for taking the time to complete this questionnaire.

This questionnaire is from NatCen Social Research, who have been asked to do some research about the *Send me a pic?* lessons you are delivering.

Now that you have engaged with the *Send me a pic?* resource (by downloading and reading the resource and/or teaching some lessons), we would like your views on some of the topics. Please answer all questions honestly – there are no right or wrong answers.

Your name and your school's name will not be used in the research and your answers will not be linked to you or to your school.

**To submit responses for this survey, you will need to answer all questions. If you stop the survey, you will need to complete it again from the start.**

If you have any questions about the research, please visit [our website](#).

You can also contact us via email [Email address] or freephone [Telephone number]

## I. Teacher Information

*Please complete all questions.*

**EndTchrID** (VARLAB: Teacher ID code)

Please enter your ID code for this survey

[Open <50 characters>]

*Add a scripting item like this before OddEven but after the ID question,*

If  $\text{clong}(\text{right}(\text{trim}(\text{EndTchrID}),1)) \bmod 2 = 0$  then OddEven = {Even}

If  $\text{clong}(\text{right}(\text{trim}(\text{EndTchrID}),1)) \bmod 2 \neq 0$  then OddEven = {Odd}

If  $\text{clong}(\text{right}(\text{trim}(\text{BaseTchrID}),1)) \bmod 2 = 0$  then Goto Quest32

If  $\text{clong}(\text{right}(\text{trim}(\text{BaseTchrID}),1)) \bmod 2 \neq 0$  then Goto BaseTchrAttGen

*Create a hidden variable called OddEven with categorical values of Odd Even.*

---

**IntroTchrInfo** *First, we have a few quick questions about you. These will **not** be used to identify you and will only be used by the research team at NatCen for administrative purposes.*

**EndTchrName** (VARLAB: Name of teacher)

What is your first and last name?

[open text box]

**EndTchrSchName** (VARLAB: Name of school)

What is the name of your school?

[open text box]

**EndTchrGen** (VARLAB: Gender of teacher)

What is your gender?

1. Female
2. Male
3. Non-binary
4. Other (please specify)
5. Prefer not to say

**EndTchrAge** (VARLAB: Age bracket of teacher)

How old are you?

1. Under 25
2. 25 – 29
3. 30 – 39
4. 40 – 49
5. 50 – 59
6. 60+

**EndTchrExp** (VARLAB: Length of teaching experience)

How long have you been working as a teacher?

1. This is my first year
2. 1 – 2 years
3. 3 – 5 years
4. 6 – 10 years
5. 11 – 15 years
6. 16 – 20 years
7. More than 20 years

**EndTchrRole** (VARLAB: Teacher role at school)

What are your roles within the school? Please select all that apply.

[Multi code]

1. Safe-guarding lead
2. PSHE co-ordinator/subject lead
3. SEN co-ordinator

- 
4. Headteacher or Acting Headteacher
  5. Deputy / Assistant Head
  6. Head of Department or Subject Lead
  7. Head of Phase or Key Stage
  8. Head of Year
  9. CEOP Ambassador
  10. Other (Please specify) [open text box]

**EndTchrSubj (VARLAB: Teacher subject area)**

Which subject(s) are you responsible for teaching? Please select all that apply.

[Multi-code]

1. PSHE or citizenship
2. Computing, ICT, or Media studies
3. Arts subjects (Art, Design and Technology, Music, Drama)
4. English
5. Humanities (Geography, History, RE)
6. Mathematics
7. Modern Foreign Languages
8. Physical Education
9. Science
10. Other (please specify) [open text box]

**EndTchrResYN (VARLAB: Engagement with resources)**

Did you download and read the *Send me a pic?* resources?

1. Yes
2. No

**{If no, route to EndTchrDelvrYN; if yes, route to ENDTchrResTme}**

**EndTchrResTme (VARLAB: Time to engage with resources)**

How long did it take you to download and read the *Send me a pic?* resources to prepare for delivering the lessons? Please give your answer to the nearest hour.

**EndTchrDelvrYN (VARLAB: Delivery of lessons)**

Did you deliver any *Send me a pic?* resources?

1. Yes
2. No

**{If no, route to end; if yes, route to EndTchrDelvrLessons}**

**EndTchrDelvrLessons2 (VARLAB: Which lesson were delivered)**

Please indicate which lessons were you able to deliver.

	Delivered by me	Delivered by another teacher	Not delivered
Lesson 1 – Year 8			
Lesson 2 – Year 8			
Lesson 3 – Year 8			
Lesson 1 – Year 9			
Lesson 2 – Year 9			
Lesson 3 – Year 9			

**EndTchrDlvrOnline (VARLAB: Delivery of lessons)**

Did you deliver any *Send me a pic?* lessons **online** due to Covid-19?

1. Yes
2. No

{If EndTchrDlvrOnline = yes}

**EndTchrDlvrOLN**

How many of the *Send me a pic?* lessons did you deliver **online**?

1. All of the lessons
2. Some of the lessons

**II. Confidence****EndTchrConf (VARLAB: Teacher confidence in giving advice)**

How confident would you feel about giving a pupil advice about these topics?

	Not at all confident	A bit confident	Quite confident	Very confident	Don't know
Healthy/ unhealthy relationships					
Considerations around <b>taking</b> nude pictures					
Considerations around <b>sharing</b> nude pictures					

Non-consensual image sharing in peer groups					
Where to get advice about relationships and sex					

### III. Awareness and attitudes

**EndTchrAwareIntro** *The next questions are about situations young people may or may not experience. When answering these questions, please think about how pupils at your school would behave **across all year groups** (not just Years 8 and 9).*

**EndTchrAwareFreq** (VARLAB: Awareness of frequency sending nudes)

How often do you think pupils at your school send nude pictures of themselves to other pupils?

1. Frequently
2. Occasionally
3. Rarely
4. Never
5. Don't know

**EndTchrAwareCnsnt** (VARLAB: Awareness of frequency sending nudes)

How often do you think pupils at your school share nude pictures of other pupils non-consensually?

1. Frequently
2. Occasionally
3. Rarely
4. Never
5. Don't know

**EndTchrScenIntro** *You will now be given some scenarios of nude image sharing and asked some questions about each one.*

**EndTchrAwareImp** (VARLAB: Awareness of impact of sharing)

#### Scenario 1

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

Below is a list of things that might happen next. How likely or unlikely is it that each of these things would happen?

	Extremely likely	Likely	Neutral	Unlikely	Extremely unlikely	Don't know
a. Nothing						
b. The pupil receives a nude image in return						
c. The person they sent it to compliments them						
d. The person they sent it to laughs at them						
e. The person they sent it to shares it on a group chat						

**EndTchrAttResp (VARLAB: Attitude regarding responsibility)**

**Scenario 2**

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

*The person who receives the picture sends it to other pupils at school without the pupil knowing. Some of these pupils send it on to others.*

Who would you say is responsible for the pupil's nude picture being shared?

Select as many options as you like

[multi-code]

1. The pupil for sending a nude picture
2. The other person for sharing the pupil's nude picture
3. The other pupils at school who passed the picture on
4. The school for not educating pupils on non-consensual image sharing
5. The social media platform for allowing nude images to be posted
6. Other [open text box]
7. Don't know

---

## EndTchrKnowShd (VARLAB: Knowledge of how to respond)

### Scenario 3

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

*The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared.*

What do you think the pupil **should** do about the picture being shared?

Select your top three

[Multi-code; randomised order]

1. Do nothing
2. Show nude pictures of the person they are going out with to their friends in retaliation
3. Speak to the person they are going out with about not sharing images
4. Ask friends for support
5. Tell a parent/carer
6. Tell a teacher
7. Report it to Childline or other charity
8. Report it to the police
9. Report to CEOP
10. Something else (please specify) [open text box]

## EndTchrKnowAct (VARLAB: Knowledge of actual response)

### Scenario 3

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

*The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared.*

Thinking about the same scenario, what do you think the pupil **would actually** do about the picture being shared?

Select the top three

[Multi-code; randomised order]

1. Do nothing
2. Show nude pictures of the person they are going out with to their friends in retaliation
3. Speak to the person they are going out with about not sharing images
4. Ask friends for support
5. Tell a parent/carer

6. Tell a teacher
7. Report it to Childline or other charity
8. Report it to the police
9. Report to CEOP
10. Something else (please specify) [open text box]

**EndTchrKnowApp (VARLAB: Knowledge of appropriate response)**

**Scenario 4**

*Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other.*

*The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared.*

*They decide to talk to their form tutor for advice.*

Below is a list of possible actions a teacher could take if a pupil asked for advice.

How appropriate or inappropriate would each action be?

	Always appropriate	Sometimes appropriate	Never appropriate	Don't know
Tell the safeguarding lead				
Tell the pupil's parents/carers				
Talk to the class about nude image sharing				
Report it to social services				
Report it to the police				
Report it to CEOP				

**EndTchrKnowSpprt (VARLAB: Knowledge of avenues of support)**

Below is a list of people and organisations pupils could go to for support about non-consensual nude image sharing.

What do you think would happen if a pupil went to these places? Please give at least one answer for each place.

	Make the pupil feel better	Give advice	Make the problem better	Make the problem worse	Nothing	Don't know
a. Friends						
b. Parent/carer						
c. Teacher						
d. Childline or other charity						
e. Police or CEOP						
f. Social media platform						

If clong(right(trim(EndTchrID),1)) mod 2 = 0 then OddEven = {Even}  
 If clong(right(trim(EndTchrID),1)) mod 2 = 0 then OddEven = {Odd}  
 If clong(right(trim(EndTchrID),1)) mod 2 = 0 then Goto Quest32  
 If clong(right(trim(EndTchrID),1)) mod 2 <> 0 then Goto EndTchrAttGen

**EndTchrAttGen** (VARLAB: Attitude around gender)

### Scenario 5

*The boyfriend of a Year 10 girl shares a nude picture of her with other pupils.*

From your perspective as a teacher, what is the main issue that needs addressing?

Select one option

[single response]

1. The girl sending a nude picture in the first place
2. The boyfriend sharing the nude image
3. Other pupils sharing the nude image
4. The school not educating pupils about non-consensual nude image sharing
5. The social media platform allowing nude images to be posted
6. Other [open text box]
7. Don't know

---

OddEven = {Even}

**Scenario 5**

*The girlfriend of a Year 10 boy shares a nude picture of him without asking.*

From your perspective as a teacher, what is the main issue that needs addressing?

Select one option

[single response]

1. The boy sending a nude picture in the first place
2. The girlfriend sharing the nude image
3. Other pupils sharing the nude image
4. The school not educating pupils about non-consensual nude image sharing
5. The social media platform allowing nude images to be posted
6. Other [open text box]
7. Don't know

OddEven = {Odd}

...

#### IV. Thoughts on sex and relationship lessons

**EndTchrSRIntro**

*The final questions are about the Send me a pic? lessons, as well as your thoughts on the questionnaire.*

**EndTchrSRuse** (VARLAB: How useful are SR lessons)

How useful is it for young people to have guidance and information about the things listed below?

	Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know
What makes relationships healthy					
What makes relationships unhealthy					

Impact of sharing nude pictures of someone without them knowing					
Where to get advice about nude image sharing among young people					

**EndTchrSRease** (VARLAB: How easy is it to deliver SR lessons)

How easy or difficult is it to deliver lessons on issues relating to sex and relationships?

1. Very easy
2. Easy
3. Neither easy or difficult
4. Difficult
5. Very difficult
6. I don't normally deliver lessons on issues relating to sex and relationships

**EndTchrSReaseExpI** Please say more about why you gave it this rating

[Open text box]

**EndTchrSRhelp** (VARLAB: What would help with delivering SR lessons)

What, if anything, would help with delivering lessons on sex and relationships?

[open text box]

**EndTchrQuEase** (VARLAB: Ease of questionnaire)

How easy or difficult did you find answering the questions in this questionnaire?

1. Very difficult
2. Difficult
3. Neither easy or difficult
4. Easy
5. Very easy

**EndTchrText**

Please click 'Next' to save your answers.

**EndTchrQuOth** (VARLAB: Any other thoughts)

Finally, is there anything else you would like to tell us about this questionnaire?

[Open text box]

Your answers are now saved.

---

Thank you for taking part in this survey!

If you have any questions please visit our website <http://natcen.ac.uk/taking-part/studies-in-field/pilot-of-send-me-a-pic/>. You can also contact us by email [Email address] or calling our freephone number [Telephone number].

{stop page}

IOM.Texts.InterviewStopped = "This survey has been stopped. You will need to come back and answer all questions again from the start to complete the survey."

## Appendix N. Tables for teacher questionnaire findings

**Table N:1 Teachers' awareness of the prevalence of nude image sharing and NCNI sharing**

<i>Base: 7 teachers</i>	How often do you think pupils at your school send nude pictures of themselves to other pupils?		How often do you think pupils at your school share nude pictures of other pupils non-consensually?	
	Pre	Post	Pre	Post
Frequently	0	0	0	0
Occasionally	2	4	0	1
Rarely	3	3	5	4
Never	0	0	0	2
Don't know	2	0	2	0

**Table N:2 Teachers' assessment of pupils' responses to nude image sharing**

<i>Base: 7 teachers</i>	<i>Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other. Below is a list of things that might happen next. How likely or unlikely is it that each of these things would happen?</i>									
	Nothing		The person they sent it to compliments them		The person they sent it to laughs at them		The person they sent it to shares it on a group chat		The pupil receives a nude picture in return	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Extremely likely	0	0	0	0	0	0	0	0	0	0
Likely	1	2	4	3	4	0	3	0	2	1
Neutral	0	1	1	3	1	4	1	4	2	3
Unlikely	2	1	0	0	1	1	2	2	2	1
Extremely unlikely	3	2	1	0	0	1	0	0	0	1
Don't know	1	1	1	1	1	1	1	1	1	1

**Table N:3 Teachers' perception of responsibility for NCNI sharing**

<p><i>Base: 7 teachers</i></p>	<p><i>Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other. The person who receives the picture sends it to other pupils at school without the pupil knowing. Some of these pupils send it on to others.</i></p> <p>Who would you say is responsible for the pupil's nude picture being shared? Select as many options as you like.</p>	
	Pre	Post
The social media platform for allowing nude pictures to be posted	7	5
The school for not educating the pupils on nude image sharing	3	3
The pupil for sending a nude picture	6	4
The other pupils at school who passed the picture	7	7
The other person for sharing the pupils' nude picture	7	7
Don't know	0	0
Other	0	0
Other (please specify)	1	1

**Table N:4 Main issues that needs addressing from teachers' perspective**

<i>Base: 6 teachers</i>	The [boyfriend/girlfriend] of a Year 10 [girl/boy] shares a nude picture of [her/him] with other pupils.	
	From your perspective as a teacher, what is the main issue that needs addressing?	
	Pre	Post
The [girl/boy] sending a nude picture in the first place	3	2
The [boyfriend/girlfriend] sharing the nude image	0	1
Other pupils sharing the nude image	0	0
The school not educating pupils about NCNI sharing	3	2
The social media platform allowing nude images to be posted	0	1
Other (please specify)	0	0
Don't know	0	0
Missing	0	0

Note: for this question, half of participants were asked about a boyfriend who shared his girlfriend's nude image without her permission and half were asked about a girlfriend who shared her boyfriend's nude image without his permission. Responses are pooled, given the small sample size.

**Table N:5 From teachers' perspective, what a pupil should and would do about NCNI sharing**

Base: 7 teachers	<i>Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other. The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared.</i>			
	What do you think the pupil should do about the picture being shared?		What do you think the pupil would actually do about the picture being shared?	
	Pre	Post	Pre	Post
Ask a friend for support	3	3	4	6
Do nothing	0	0	5	2
Don't know	0	0	0	0
Other	0	0	0	0
Report to CEOP	4	6	0	2
Report to Childline or other charity	1	2	1	0
Report to the police	3	1	0	0
Show nude pictures of the person they are going out with in retaliation	0	0	3	2
Something else	0	0	0	0
Speak to the person they are going out with about not sharing images	2	4	4	4
Tell a parent/carer	7	4	0	0
Tell a teacher	5	6	0	2

**Table N:6 Teachers' assessment on how appropriate certain actions for NCNI sharing**

<i>Base: 7 teachers</i>	<i>Two Year 10 pupils are messaging each other online. During the conversation, one sends a nude picture of themselves to the other. The person who receives the picture sends it to other pupils at school without the pupil knowing. The pupil is upset when they find out that their nude picture was shared. They decide to talk to their form tutor for advice. Below is a list of possible actions a teacher could take if a pupil asked for advice.</i>											
	How appropriate or inappropriate would each action be?											
	Report it to CEOP		Report it to social services		Report it to the police		Talk to the class about nude image sharing		Tell the pupils parents/ carers		Tell the safeguarding lead	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Always appropriate	1	4	0	0	1	3	1	2	4	0	7	7
Sometimes appropriate	4	1	4	5	4	2	6	5	3	7	0	0
Never appropriate	0	0	0	0	0	0	0	0	0	0	0	0
Don't know	2	2	3	2	2	2	0	0	0	0	0	0
Missing	0	0	0	0	0	0	0	0	0	0	0	0

**Table N:7 Teachers' views on the consequences of seeking support from different people and organisations**

<i>Base: 7 teachers</i>	Below is a list of people and organisations pupils could go to for support about non-consensual nude image sharing. What do you think would happen if a pupil went to these places? Please give at least one answer for each place.											
	Don't know		Get advice		Make the problem better		Make the problem worse		Make the pupil feel better		Nothing	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Childline	0	0	7	6	2	1	0	0	4	5	0	0
Friends	0	0	4	5	0	0	1	1	4	4	2	0
Parents	1	0	3	2	3	2	2	2	2	5	0	0
Police	0	0	6	5	4	2	1	0	2	3	0	0
Social services	1	2	0	2	0	0	4	2	1	0	2	1
Teacher	0	0	7	5	3	3	0	0	3	5	0	0

**Table N:8 Teachers' assessment of how useful it would be for young people to have knowledge relationships and NCNI sharing**

<i>Base: 7 teachers</i>	How useful is it for young people to have guidance and information about the following things?							
	Impact of sharing nudes without consent		What makes relationships healthy		What makes relationships unhealthy		Where to get advice about image sharing	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Very useful	7	7	6	7	6	7	6	7
Somewhat useful	0	0	1	0	1	0	1	0
Not very useful	0	0	0	0	0	0	0	0
Not useful at all	0	0	0	0	0	0	0	0
Don't know	0	0	0	0	0	0	0	0
Missing	0	0	0	0	0	0	0	0

**Table N:9 How easy is it to deliver lessons on issues relating to sex and relationships?**

<i>Base: 7 teachers</i>		
How easy or difficult is it to deliver lessons on issues relating to sex and relationships?	Pre	Post
Very easy	0	0
Easy	1	5
Neither easy nor difficult	2	1
Difficult	1	1
Very difficult	0	0
I don't normally deliver lessons on issues relating to sex and relationships	2	0
Don't know	1	0
Missing	0	0

**Table N:10 Difficulty rating of the questionnaire by teachers**

<i>Base: 7 teachers</i>		
How easy or difficult did you find answering the questions in this questionnaire?	Pre	Post
Very difficult	0	0
Difficult	1	1
Neither easy nor difficult	4	2
Easy	2	3
Very easy	0	1
Missing	0	0