



SUMMARY



- This project aimed to engage with a range of young people from schools and other youth spaces across East Sussex.
- We were asked by East Sussex County Council to explore with young people their views and experiences of health and wellbeing, both in and out of school. We wanted particularly to understand how young people can improve their health in school and gather some ideas on what seems to work and what doesn't.
- We focused on three topics:

Whole-school approaches to health improvement

Emotional wellbeing and resilience

Sexual health



We engaged a total of 109 young people in the project as follows:

97

young people took part in participatory focus group discussions

4

young people took part as members of the project steering group

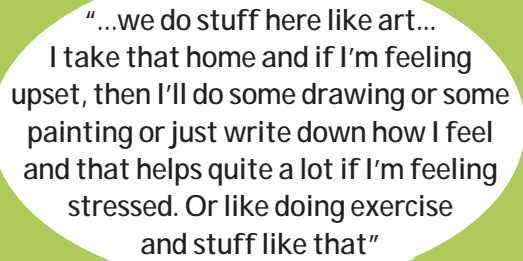
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young people took part by helping us develop the project recommendations

Activities were held at various different sites such as academies, youth centres, and community schools/colleges from across all five boroughs and districts of East Sussex.

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Emotional Wellbeing and Resilience¹



"...we do stuff here like art...
I take that home and if I'm feeling
upset, then I'll do some drawing or some
painting or just write down how I feel
and that helps quite a lot if I'm feeling
stressed. Or like doing exercise
and stuff like that"

Sexual health



We were asked to make recommendations based on our discussions and other research evidence, and some young people helped us to prioritise these into a 'Top Three' in each of the key areas.

Whole School Approach to Health Improvement

- 1** Schools should continue to show young people how to prevent illness or poor health, but should also include positive ways in which they can improve and take control of their health.
- 2** Schools should make the school nurse easier for young people to find and talk to by giving out better information about where to find them and the things they can offer, and by having more regular contact between them and young people.
- 3** Schools need to ensure that *all* pupils have equal access to sports and physical activities regardless of whether they are able to do so.
- 3**

