Final Report

An evaluation of the Rape Crisis Scotland National Sexual Violence Prevention Programme (SVPP)

August 2026

Contents

Figures and tables **3**

Acknowledgements **4**

Executive Summary **6**

Methods 6

Findings 7

Scale and outcomes *7*

The principles underpinning the SVPP model *8*

Reflections 9

Introduction **11**

The origins of the SVPP 12

Programme development 13

Programme outcomes 15

Evaluation methods **18**

Aims and key questions 18

Data collection and analysis 19

Document and data review *19*

Interviews and focus groups *19*

Session observations *20*

Survey *20*

Findings **22**

Scale of delivery 22

Youth participation, partnerships, and community engagement *24*

Capacity and demand *26*

Workshop outcomes 30

Teacher outcomes *30*

Student outcomes *31*

Recall and use of learning *37*

The principles of the SVPP 44

Nationally coordinated, locally-led *44*
Embedded delivery *47*
Flexible but consistent *52*
Support-based practice *58*

Reflections **62**
Organisational structure and governance *62*
Delivering an embedded and flexible model in practice *63*
Measurement systems and reporting *63*
Programme design and workshop content *64*

References **65**

Figures and tables

Table 1: Student outcomes by workshop 16
Table 2: SVPP funded outcomes 16

Figure 1: Workshop delivery by theme and year 22
Figure 2: Number of students per year by age group and whether new or repeat 23
Figure 4: Teacher feedback from monitoring forms (2024-26) 31
Figure 5: Consent workshop student outcomes (2024-26) 32
Figure 6: Power workshop student outcomes (2024-26) 33
Figure 7: Understanding sexual violence workshop student outcomes (2024-26) 34
Figure 8: USVO workshop student outcomes (2024-26) 35
Figure 9: Pornography (S1-2) student outcomes (2024-26) 36
Figure 10: Pornography (S3+) student outcomes (2024-26) 36
Figure 11: Session themes remembered by former student (n=619) 38
Figure 12: Number of Rape Crisis sessions remembered by students (n=619) 39
Figure 13: Remembered key messages from past students (n=619) 40
Figure 14: Mean learning messages selected by sessions remembered (n=448) 41
Figure 15: Student feedback on usefulness of SVPP post-delivery (n=537) 42

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“I never said it out loud, but genuinely I’m glad this is being talked about. It’s such a big issue, I’m glad it’s being addressed. Thank you.”

- Anonymous feedback, Pornography (S3) session, Boy

Executive Summary

In October 2025, Rape Crisis Scotland commissioned an external evaluation of the National Sexual Violence Prevention Programme (hereafter SVPP). The SVPP is coordinated nationally by Rape Crisis Scotland and delivered locally by specialist Prevention Workers at Rape Crisis Centres. It reaches over 38,000 children and young people aged 11-25 each year across Scotland. Prevention Workshops cover four key themes: *Power*, *Consent*, *Understanding Sexual Violence (and Understanding Sexual Violence Online*), and *Pornography*.

The evaluation builds on an earlier external evaluation of the project completed in 2015 (McNeish and Scott, 2015) which mapped the logic model of the programme and developed a monitoring and evaluation framework. It follows a review and refresh of the programme's content and structure by Rape Crisis Scotland in 2022/3 which sought to embed more of an intersectional and anti-racist perspective in the materials, create more skills-based learning, and develop a greater invitational style to the engagement of boys and young men.

Methods

The evaluation sought to establish how effective the SVPP is in achieving its aims with a focus on exploring how well it equips young people with the knowledge, attitudes and skills needed for healthy and consensual sexual relationships. It used a multi-method approach to try to gain as wide an understanding as possible about the impact of the programme as well as any challenges in delivery, take-up, or achievement of outcomes. This involved:

- Document and data review, including all funder returns for the two-year period 1st April 2024 – 31st March 2026, and all student (n=19,021) and teacher feedback (n=144) received for the same period.
- Key informant interviews (n=5) and interviews with educational and pastoral staff in schools (n=12) where the programme was delivered.
- A focus group with Prevention Workers and survey for workers (n=24) and their managers (n=8).
- Observations of all five themed sessions in the programme.
- A survey to young people (n=619) who took part in the programme at least six months prior to establish some of the more long-term impact of the work.

Findings

Scale and outcomes

The SVPP is currently the single largest sexual violence prevention programme being delivered by specialist sexual violence providers to young people in the UK. Drawing on existing monitoring data from the 1st April 2024 – 31st March 2026, together with new data on student outcomes at least six months after delivery, the evaluation finds consistent evidence that the SVPP is delivering across all of its outcomes.

Workshop delivery

- Using data from 1st April 2024 – 31st March 2026, the SVPP reaches on average over **38,000 young people** annually, delivering on average **just over 2,500 workshops** each year.
- *Consent* is overwhelmingly the most delivered session, comprising just over a third of all delivery in the two-year period (34%, n=1,786). This is followed by the other foundational session, *Power* (n=1,129, 22%) and *Understanding Sexual Violence* comprising a fifth (1,076, 21%). Take up of both the *Pornography* session and the *Understanding Sexual Violence Online* session was comparably lower than the other three sessions, at 13% (n=660) and 10% (n=505).

Workshop outcomes

- Across all workshops, the intended outcomes were met to a very high degree.
- This was particularly evident for outcomes based on understanding, followed by those based on skills. Outcomes focused on confidence were also strongly achieved, although somewhat less so than the others.
- There was some indication that session outcomes are more strongly met for girls than boys, though overall the vast majority of both boys and girls reported achieving the intended workshop outcomes for all workshops.

Student recall

- A clear relationship was evidenced between the number of prevention sessions attended and the breadth of learning remembered for past students, with a positive association between the number of sessions attended and the number of key messages remembered. This relationship did not appear to plateau after two or three sessions; rather, students attending four sessions reported the broadest range of learning.
- The majority of students who participated in the sessions more than six months prior to the evaluation also reported using what they had learned following the

sessions, one of the strongest demonstrations of the programme's value. Rather than simply increasing knowledge, the findings suggest that the SVPP equips young people with practical ways of recognising, understanding and responding to the situations they encounter in their everyday lives.

The principles underpinning the SVPP model

The evaluation also identified four core, replicable principles that underpin how the SVPP is structured and implemented. The combination of these interrelated elements was repeatedly identified as central to the programme's success, sustainability, scale and impact.

- **Nationally coordinated, locally-led:** The SVPP is coordinated nationally by Rape Crisis Scotland, giving it a legitimacy and a scale that would be unachievable otherwise. Rape Crisis Scotland holds the programme materials, provides training and practice development for the workers and manages the funding. Delivery itself is locally led by autonomous local Rape Crisis Centres who manage delivery and employ the programme's Prevention Workers directly, meaning that schools and other settings get the benefits of a local voice, local knowledge, and a local partner in prevention. This structure provides core benefits for the programme and for partner schools and students, however it also creates some challenges for Prevention Workers who, being employed by their local centre, can experience different working conditions and expectations for the same role.
- **Embedded delivery:** Within this structure, the evaluation identified a consistent pattern of embedded delivery across settings, in which Prevention Workers are integrated into the wider curriculum and culture of schools. This embedded approach enables the development of trusted relationships with staff and students and allows delivery to be shaped by local context and need. Embeddedness therefore functions as a key mechanism through which the programme works in practice, enabling consistency of approach while allowing adaptation in delivery.
- **Flexible but consistent:** The embedded model supports an approach characterised by 'flexibility within fidelity', whereby core content, values and intended outcomes remain consistent while delivery format can be adapted for different settings, classes and students. This balance between consistency and adaptation is central to the programme's effectiveness and was widely identified by teachers as a key strength. At the same time, the variation inherent in this approach presented some challenges for the evaluation, as the differences in delivery made it difficult to assess whether specific approaches were associated with different outcomes.

- **Support-based practice:** The SVPP is informed by the practice-based knowledge of Rape Crisis Centres and their workers but also functions as a form of support-based practice itself. Alongside its prevention aims, the programme provides a route into support for young victim-survivors and their families across Scotland. The evaluation identified examples of the SVPP acting as an entry point into Rape Crisis services, as well as building trust between young people, schools and Rape Crisis more broadly, increasing the likelihood of future engagement with support if needed.

Reflections

Across the evaluation, a small number of cross-cutting reflections emerged relating to how the SVPP is structured, delivered, measured and understood in practice. These do not relate to the effectiveness of the core model, which is well evidenced, but rather to how different parts of the system interact to shape implementation. In particular, these reflections highlight tensions between governance arrangements and the experience of Prevention Workers, detail the model of delivery in practice, identify some challenges in current monitoring and measurement systems and explore the relationship between the intended programme design and how schools take it up. All of these reflections have implications for how the programme is experienced and evidenced.

Organisational structure and governance

- The evaluation is clear that the relationship between individual centres and their local schools is a real strength of the overall structure of the SVPP and is working well for students, schools, and centres. However, this structure is also putting some Prevention Workers in a difficult position where they feel they neither belong entirely to their centre nor to Rape Crisis Scotland, and where differently located workers encounter different expectations and working conditions for the same job role.
- It may be beneficial for Rape Crisis Scotland to explore ways of helping to relieve this tension, in collaboration with Centres and Prevention Workers.

An embedded and flexible model in practice

- The evaluation suggests that flexibility is a key factor in why and how the programme is taken up by schools, contributing to its overall scale. While not proscribing a delivery approach, this points to the importance of the embedded and integrated nature of the model in enabling positive outcomes.
- Future promotional materials could more clearly articulate this relationship, including how different approaches (such as targeted or spiralled delivery) may

be shaped by the capacity and context of both the setting and the Prevention Worker.

Measurement systems and reporting

- The findings raise questions about whether current guidance targets and reporting systems fully reflect the nature of Prevention Worker activity or the ways in which impact is built through embedded practice. Existing targets focus primarily on engagement with new students, which may not fully recognise the value of sustained engagement with the same schools over time.
- There is also a sense of pressure described by some Prevention Workers together with an uncertainty about targets, meaning some had a perception that there is always another school or cohort they should be reaching. This should be kept in mind in any review of monitoring and measurement systems.
- This is further compounded by the misalignment between the six-month reporting cycle aligned to funding timescales (April–September and October–March) and the academic year (September–July), making it difficult to evidence repeated delivery within or across academic years and the cumulative nature of the programme's impact. Though this may not be able to be changed, it is important context for future evaluations seeking to explore the impact of the embedded delivery model.

Programme design and workshop content

- The evaluation suggests there is some deviation between the intended design of the refreshed SVPP and how it is being taken up in practice. While the programme is designed around a progression from foundational sessions on *Consent* and *Power* through to the more 'building' sessions of *Understanding sexual violence,* and *Pornography*, delivery overall is largely concentrated within three core sessions on *Consent, Power,* and *Understanding sexual violence*.
- This suggests that, in practice, a greater number of sessions are functioning as the foundational offer, with other content playing a more supplementary role depending on school capacity and context. This may reflect practical constraints within schools, including time and curriculum pressures, but it also raises questions about how different elements of the programme are framed and understood, including where session naming and content focus may not fully align with how they are experienced in delivery.

Introduction

The national sexual violence prevention programme (hereafter the SVPP) is funded by the Scottish Government, coordinated by Rape Crisis Scotland, and delivered locally by Prevention Workers located in Rape Crisis Centres. It provides free, high-quality educational workshops to young people aged 11-25 years old in every local authority in Scotland. This section outlines the programme's origins, developments, and intended outcomes.

Established in 2003, Rape Crisis Scotland is the national membership body for Scottish Rape Crisis Centres. It is the lead organisation in Scotland working to eliminate sexual violence, and to support victim-survivors. It currently has 13 member Centres, all of whom follow the Rape Crisis National Service Standards. As well as providing a national voice for the membership, Rape Crisis Scotland runs the National Rape Crisis Helpline (established in 2007), a national advocacy service (established in 2016) and a national sexual violence prevention programme (established in 2012) which is the subject of this report.

The scale and longevity of the programme is startling. The SVPP has been delivered in Scotland, coordinated by Rape Crisis Scotland and led locally by Prevention Workers in Rape Crisis Centres for 13 years.

To sustain a programme this long is itself a success for Rape Crisis Scotland, but it also points to how well the programme is being received by schools and other youth settings. The programme seeks to improve young people's understanding of sexual violence and encourage positive changes in attitudes and behaviours. At the same time, it aims to strengthen local and national approaches to prevention through the practice-based knowledge underpinned by a feminist understanding of the causes of sexual violence.

In late 2025, Rape Crisis Scotland commissioned an external evaluation of the programme which this report details. It begins by exploring the programme's origins and outlining the refresh of its materials and approach undertaken from 2022-2024, before setting out its key funded outcomes. The report then describes the evaluation methodology, which combined interviews, focus groups, survey data and detailed delivery monitoring information to assess not only the extent to which the programme was achieving its objectives, but also the factors underpinning its success. The findings section begins with exploring the scale of delivery, pressures on capacity, and student-reported outcomes, including an analysis of student recall of key messages at least six months post session delivery. Findings then look at four components underpinning the

success of SVPP in achieving its scale and outcomes: the structure of the programme as nationally coordinated but delivery is locally led; its approach to balancing consistency in content with flexibility in practice; the embeddedness of the delivery model; and finally, its position as both informed by practice-based evidence and a form of support-based practice in its own right. The report concludes with some reflections, drawing on evaluation findings to identify opportunities for further development.

The origins of the SVPP

Launched in 2013, the SVPP aimed to take a consistent approach across Scotland to engaging with young people to prevent sexual violence. The programme's first worker based at Rape Crisis Scotland sought to develop a prevention resource pack that could be delivered by part-time workers located in Rape Crisis Centres across the country.[1] That structure, where the SVPP is a national programme held and coordinated by Rape Crisis Scotland but where delivery is locally managed by Prevention Workers located within, and hired by, autonomous Rape Crisis Centres within the network, continues today. Prevention Workers in centres take the lead in organising delivery with local schools and other settings, working within the capacities available for themselves and the schools they work with, while Rape Crisis Scotland has overall responsibility for quality assuring and developing the content, administrating an online platform which contains resources and a training calendar, providing opportunities for training and peer learning, promoting the programme, and reporting back to funders.

Originally the programme oriented around seven workshop themes covering: consent; defining sexual violence; gender; how we can help prevent sexual violence; impacts and supporting survivors; sexualisation and pornography; and social media. Specific sessions across these seven themes were developed for four age groups: S1-S2; S3-S4; S5-S6 and 18- to 25-year-olds. The idea behind this was to offer a flexible delivery model where Centres could tailor a programme around the needs of each school as well as their own capacity (Rape Crisis Scotland, 2023). That commitment to flexibility continues in the current model of delivery and, as this evaluation shows, is key to the success of the programme overall.

An independent evaluation was conducted by DMSS Research in 2015 to consolidate the learnings from the first 17 months of the programme (McNeish and Scott, 2015). It showed a significant positive impact of the programme on young people's knowledge and understanding, as well as significant change in attitudes, after three sessions. This meant that the original programme agreed that, where possible, at least three sessions would be delivered to the same group of young people to support embedding the

[1] For greater detail on the history of the SVPP see Rape Crisis Scotland (2023)

learning and strengthening the achievement of programme outcomes. There was, however, recognition even at the outset that one-off sessions may be necessary to begin a relationship with a school or youth setting.

As part of the first evaluation, a theory of change was developed, setting out the intended long-term and intermediate outcomes of the project and the activities planned to achieve them. This theory of change was based in the belief that positive change in the attitudes, behaviour, knowledge and well-being of young people can be promoted through preventative education on sexual violence which provides young people with sound information, a safe space to discuss issues of consent and safety in sexual relationships and increased access to support. This then formed the basis of the SVPP which sought not only to increase young people's access to such education and support and increase their contribution to prevention initiatives through engaging them proactively, but also to promote local partnership working and facilitate dialogue between local and national developments contributing to a more consistent implementation of prevention initiatives across Scotland (see McNeish and Scott, 2015).

Programme development

In 2022, the decision was made by Rape Crisis Scotland to conduct a thorough refresh of the programme. This followed feedback from Prevention Workers themselves on the need to update materials to ensure sessions were better aligned with the evidence base both on sexual violence itself (particularly given the rise of sexual violence online) and on pedagogy in delivering gender-based violence education to young people. This latter evidence base suggests that young people respond best when engaged as critical thinkers, participatory and active learners, and where a safe space is created for dialogue and reflection on their own experiences, beliefs, and biases (Branlat et al, 2023; Ngidi and Moletsane, 2015). This approach, often termed 'transformative learning' drawing on the work of Paulo Freire (2005 [1970]), is one where workers are positioned not as teachers or educators but, as 'activist-facilitators' (Hanson, 2015), and sessions are delivered with a focus on skills, dialogue, and consciousness-raising (Parkes et al, 2016). This supports the focus in Scotland's Curriculum for Excellence on developing not just knowledge but skills and attributes in a particular learning area. As such for each topic area in the SVPP, the revised outcomes (see Table 1) include both a new form of knowledge and a new skill or attribute.

Though reflective of much of the evidence around how to engage students in a process of changing attitudes and behaviours, this approach can also be challenging when a class doesn't readily engage as it relies on a lot of discussion and working with what young people bring, rather than a more didactic approach where the core content in the sessions all comes from the teacher/facilitator.

The programme review had a focus on developing more inclusive practice, including on learning approaches for young people with additional support needs (ASN), greater focus on engaging boys and young men, and embedding an intersectional perspective throughout the materials. As part of this, Rape Crisis Scotland undertook a period of extensive consultation and material testing with young people, as well as commissioning an external anti-racism curriculum review (Pegado, 2022) and scoping study of sexual violence prevention for young people with ASN (McLean, McLean, and Ross, 2022) and convening two themed roundtables on intersectionality and engaging boys and young men. Findings from these activities were incorporated into the updated materials launched in August 2023, and the updated handbook for Prevention Workers emphasises the importance of actively unpacking workshop resources that highlight intersectional oppressions including those for racially minoritised, disabled, and LGBTQIA communities.

The new materials also included a revised approach to the structure of the programme in terms of the number of themed sessions offered, intended outcomes, and connected activities. A review of delivery from 2013-23, found a change in popularity of session topics from what they were in the evaluation back in 2015: *Consent* now the most popular session, followed by *What is Sexual Violence*, and *Sexualisation / Pornography* (Rape Crisis Scotland, 2023). This helped to inform a new structure where the original seven themed areas were synthesised into a simpler programme consisting of: a session on consent, a session on Power, two types of sessions directed at Understanding sexual violence (one in general and one specific to online sexual violence) and a session on pornography. As before, materials were designed to be age and stage appropriate with different activities for S1-2, S3-4 and S5-6. Recognising that most delivery had been in school settings, new materials were not developed for the 18-25 age group, though this group is still delivered to as part of the new programme. All workshops are designed to fit within a typical school period of approximately 50 minutes.

In the new programme design, the workshops on consent and power were positioned as 'foundational', and the sessions on understanding sexual violence and pornography positioned as 'building' workshops. This structure was designed to ensure that young people's understandings of sexual violence or pornography were grounded in understandings of structural issues of power and inequality and how that impacts boundaries and freedom. As before, materials were issued with age-appropriate content and activities around these themes to enable the sessions to be delivered differently from S1 through to S5-6.

Alongside this, the ways in which the student-based outcomes were reported on also changed. Learning over the previous ten years of the programme had been that given the capacity of workers and of schools, young people might only visit each theme once in their school life. Therefore, Rape Crisis Scotland developed core outcomes for each

theme that were the same irrespective of which age groups the workshops were being delivered to. If a worker did wish to deliver the same theme to the same group of young people more than once in their school life, then this was also intended to refresh and reinforce learning. The exception here was the pornography session which needed to have different outcomes for the younger ages (S1-2) given that the content for these sessions focused more on expectations about relationships than sex. The consolidated student-based outcomes are given in Table 1 in the following section.

The final core change was the development of an activity bank for the SVPP. The activity bank sought to be a resource where different activities for different sessions could be suggested by Prevention Workers, tested, age-checked, and quality assured by Rape Crisis Scotland, and then held centrally for all workers to be able to draw on for sessions. Activities need to be directed at achieving the same outcomes as those already in the SVPP, however the bank then allows greater choice for workers about what activities to use and greater ease for switching out activities if they don't seem to be working in any specific setting.

Taken together, the changes made during the programme review enabled greater flexibility in how the programme is delivered and more consistency in programme outcomes. This balance between flexibility and consistency is a key strength of the programme as explored later in this report.

Programme outcomes

As above, during the programme refresh changes were made to the student-facing outcomes to promote consistency in outcomes across the same workshop irrespective of what level it was delivered at. The exception here was the pornography session given that the session for S1-2 does not address the sexual scripts concept that is core to the S3-6 session, due to age-appropriateness.

Table 1 shows these student-facing outcomes by workshop theme. These outcomes contain, for each session, at least one knowledge-based learning outcome and one skills-based learning outcome.

Data on these student-facing outcomes is collected at the end of every session by Prevention Workers through connecting students to an online survey. This enables the data to be collected nationally for reporting to funders as well as being able to generate local insights if and when requested by centres.

The student-facing outcomes in Table 1 are only part of the picture of the outcomes of the SVPP. Overall, there are four funded outcomes of the programme that Rape Crisis Scotland reports on back to funders (Table 2).

Table 1: Student outcomes by workshop

Power	Understanding sexual violence[2]	Consent	Pornography (S1-2)	Pornography (S3-6)
I understand how power can influence sex and relationships	I understand how sexual violence is an abuse of power	I understand what consent means	I understand how our world can influence expectations around sex and relationships	I understand how pornography creates 'sexual scripts'
I feel more able to recognise power dynamics within relationships	I feel more able to recognise sexual violence when I see it	I understand how power can influence giving consent	I feel more able to develop relationships that feel good for me and others	I understand how pornography can reinforce stereotypes (for example, about people's gender, race, sexual orientation or disability)
I feel more confident creating equal relationships	I feel more confident challenging the attitudes that enable sexual violence to exist in society	I feel more confident practising consent		I feel more able to develop sexual relationships based on consent and equal pleasure

Table 2: SVPP funded outcomes

OC 1	National and local strategic approaches to sexual violence prevention are more consistent and more effective, leading to services and interventions for young people which are informed by a gendered analysis, give more accurate and appropriate information and messages, and respond more effectively to incidences.
OC 2	Strategic partnerships between Rape Crisis Centres and local agencies are strengthened, promoting shared approaches to sexual violence and support for direct intervention by centres, resulting in decreased acceptance of sexual violence among young people, better responses to incidences and better access to support.

[2] Note that the outcomes for the *Understanding sexual violence online* session are the same as for *Understanding sexual violence*.

OC 3	Young people have increased knowledge and more positive attitudes towards sexual relationships, and less tolerance of violence.
OC 4	Young people have a greater role in shaping preventative interventions and tackling sexual violence.

The first two outcomes are concerned with developing consistency nationally in strategic approaches to prevention as well as strengthening partnerships locally between Rape Crisis Centres and agencies including schools and other educational settings. The second two are student-directed and seek both to increase young people's knowledge and change their attitudes, as well as help young people play a bigger role in shaping prevention interventions and preventing sexual violence.

Every six months, centres are asked to share monitoring and evaluation data with Rape Crisis Scotland to enable a more national-level assessment of impact and reporting on progress to funders. This data is provided through a 6-monthly report template that can be saved offline but is also submitted online to Rape Crisis Scotland after sign-off by a Centre manager.

The template requests for each 6-month period a breakdown of how many new and repeat students have been delivered to in each age group, and how many of each workshop have been delivered. It also asks: what social media and other content on prevention has been created (contributing to OC3); whether any attitudinal or behavioural change in young people has been observed (contributing to OC3) or whether there are any particular themes arising from the work; whether young people have been worked with to develop/test materials (OC4) and/or whether any changes to workers professional practice has taken place in this period; whether and how young people have been supported to take a lead in prevention (OC4); reflections on the most successful and most challenging part of the work in this period; and data on what support from Rape Crisis Scotland has been accessed, including whether more support is needed.

Together these reports and the student-facing outcomes data provide a thorough evidence base for the programme's achievements against its funded outcomes.

Evaluation methods

The evaluation of the SVPP was conducted between November 2025 and June 2026, with primary data collection taking place between February and May 2026. Evaluation methods included a review of existing quantitative and qualitative data on outcomes and outputs together with the collection of new data from Rape Crisis Scotland, Prevention Workers, teachers and school leads, and students themselves. This section of the report provides detail on the methodological approach of the evaluation, including an overview of all data used.

Aims and key questions

The overarching aim of the evaluation was to assess the effectiveness of the SVPP and to generate insights that inform future programme design, delivery, and resourcing. In addition, the evaluation explored evidence to answer four key questions of interest to Rape Crisis Scotland:

1. What is the cumulative value of the programme in schools over time?
2. What are the optimal number of workshops per student group to maximise impact, balanced against limited resources and the need to reach a broad range of settings?
3. Is there differential impact for different groups of young people, and if so, what are these differences?
4. What is the impact of young people's participation initiatives?

Data was gathered to help provide some answers for questions 1-2. There are difficulties in fully answering question 3 given that collecting demographic information on students (in student-facing feedback and new data generated for the evaluation) beyond gender and age risks identifying students and so is not done. Where differential impacts were apparent based on student gender and/or age, these are discussed in the Findings section of this report. Question 4 requires more data to be able to answer fully, though an indication of the ways in which the young people's participation work is impacting and influencing the SVPP overall is provided.

In addition to the above, the evaluation also articulates for the first time four core implementation principles that underpin the model of the SVPP. These are key to its success, though also raise some challenges, and overall help provide a replicable blueprint for schools-based specialist sexual violence prevention.

Data collection and analysis

Document and data review

SVPP documentation: Existing documentation on the SVPP was shared by Rape Crisis Scotland early in the project for review. This included documentation around the development of the new pack such as the anti-racism curriculum, the ASN report, summaries from consultation roundtables, reviews of activities and outcome mapping. It also included broader SVPP Rape Crisis Scotland documentation such as the 10-year prevention programme report, the 2015 evaluation report, and the prevention handbook given to Prevention Workers. Lastly, the full programme materials were shared including activity sheets, slides, and supporting materials for all age ranges and all workshop themes. All documentation was reviewed and informs the understanding of the background to the programme given here.

Funder returns and centre monitoring: Existing monitoring data and funder returns were shared by Rape Crisis Scotland for the two-year period 1st April 2024 – 31st March 2026. This period was set as the first full period where all sessions were delivered using the new materials, enabling greater consistency in what was being evaluated. Six-monthly reports from all participating Centres across this two-year period for both the CYPFEIF & ALEC Fund, and the DESF SVP Fund (the two funds that combined fund the SVPP) were collated and analysed to provide information on, for example, number of sessions delivered, numbers of young people reached, and key information regarding the achievement particularly of Outcomes 1 and 4.

Session feedback: Student feedback collected by Prevention Workers at the end of each session was also reviewed for the full two-year period April 2024 – March 2026. This comprised data on the student-facing outcomes (Table 1) for all sessions delivered in that period, as well as qualitative feedback from students about the most important thing learnt in the workshop and whether there was anything they would have liked to have learnt but didn't. Data was collated into a single Excel spreadsheet for quantitative analysis, with the qualitative data also collated and analysed for overall sentiment and themes. In total, feedback forms from were reviewed from 19,012 young people. Teacher feedback was also reviewed (n=144) collected by Rape Crisis Scotland through Prevention Workers at the end of delivery.

Interviews and focus groups

Key informant: Five online interviews were held at project inception with key stakeholders in Rape Crisis Scotland who held knowledge of the SVPP either in its

current or previous form. Interviews were directed at understanding more about the origins and development of the SVPP, how it fit into other programmes on similar topics in Scottish schools such as the Mentor's in Violence Prevention (MVP) work and Equally Safe at School or ESAS (Rape Crisis Scotland's whole school intervention), perceptions of programme outcomes and key challenges, and hopes for the evaluation itself.

Teachers and school leads: Online interviews were also conducted across the length of the project with teachers and leads (including pastoral leads, safeguarding leads and PSE leads) in schools that the programme was being delivered in. In total 12 interviews were held with staff from 12 different schools across Scotland. These interviews aimed to understand the outcomes, benefits, and challenges of the SVPP from the perspective of school staff.

Prevention Workers: A focus group was held with all Prevention Workers attending the Prevention Workers meeting in May 2026. Rape Crisis Scotland workers left the room to provide a confidential space. Workers were asked to share their experiences of what was working well in the programme and what key challenges they faced. Discussion was then invited across the group again as to the outcomes, benefits and challenges of the SVPP, this time from the perspective of those delivering it. The session was recorded via Dictaphone and on Microsoft Teams and automated transcription was used.

Session observations

To ensure the evaluation was informed by a firsthand experience of the sessions in practice, opportunities were taken when available to shadow Prevention Workers delivering a session. All the sessions comprising the SVPP were observed (*Consent*, *Power*, *Understanding Sexual Violence*, *Understanding Sexual Violence Online*, and *Pornography*), though capacity meant that only one session to one age group could be observed. While not intending to evaluate the materials or delivery, observations provided key insight, both in terms of seeing the programme materials in action and understanding more about the position of the Prevention Workers in the context of the wider school environment.

Survey

Prevention Worker and service manager survey: A short survey was created to allow anonymous feedback to be shared by current Prevention Workers and their managers. Hosted on Survey Monkey. For managers (n=19) the survey covered questions about the benefits to the centre of the SVPP, whether referrals came through the programme, how the programme could develop, and whether the centre would be able to deliver schools-based prevention work in their area without it. For Prevention Workers (n=23)

the survey asked questions including the most rewarding and challenging aspects of the role, reflections on new materials, how often they get disclosures, adapt activities, or run out of time, the effectiveness of the programme against its objectives, and their hopes for future development.

Follow up survey for students: A short survey was also created to be able to capture a longer-term view on the impacts of the sessions for students. Designed to encompass just five questions and collect no personal data (so minimising free text options and collecting no demographic information), the survey asked if students could remember the name of the workshop they had (from set options), what they remember most about the sessions, what they remember learning (from set options), how they have used what they learned (from set options), and whether they felt it was useful for other young people to have sessions like the ones they received.

The survey was hosted on Survey Monkey and designed in an easy to complete 'chatbot' style. The link was shared amongst Prevention Workers who were asked to contact any schools they thought may be interested in the students completing it. Students were required to have had their last workshop from Rape Crisis at least six months prior. Prevention Workers were asked, wherever possible, to be in the class when the survey was being taken in case anything came up for any of the students. Towards the end of data collection, it was clear that students were finishing the survey in under five minutes and no problems or concerns were coming up from them. This meant that more workers were able to have the survey completed without them present.

The survey was open for three months from April – June 2026 and completed by 619 young people from a range of schools and local authorities across Scotland.

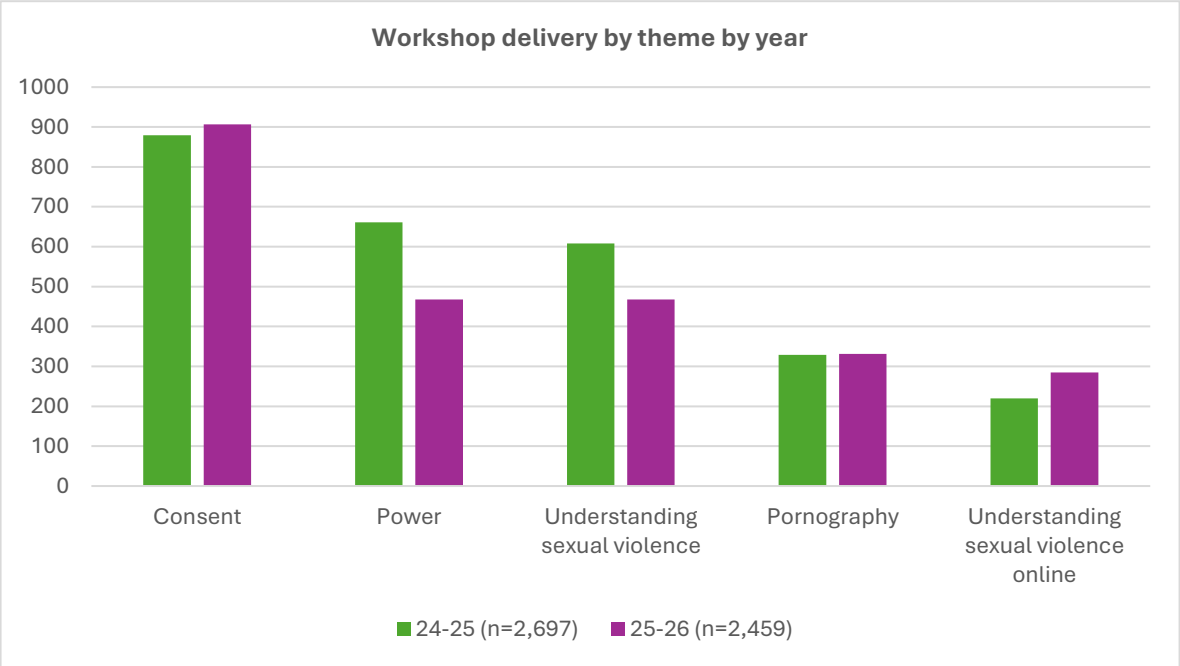
Findings

This section of the report outlines the findings of the evaluation across all methods. It begins with outlining the scale of delivery, including workshops and youth participation work, and student self-reported outcomes from the full two-year period where the new materials have been used. It then explores the findings of a follow-up survey to past students to provide some indication of whether the immediate outcomes of the programme track over time. The section ends in an outline of four implementation principles that the evaluation has found underpin the programme and its success.

Scale of delivery

The scale of delivery of the SVPP is commendable: it is currently the largest single sexual violence prevention programme being delivered by specialist sexual violence providers to young people in the UK. Using data from 1st April 2024 – 31st March 2026, the SVPP reaches on average over **38,000 young people each year** and delivers on average **just over 2,500 workshops** each year. Figure 1 below shows the breakdown of workshops delivery per year, categorised by theme.

Figure 1: Workshop delivery by theme and year

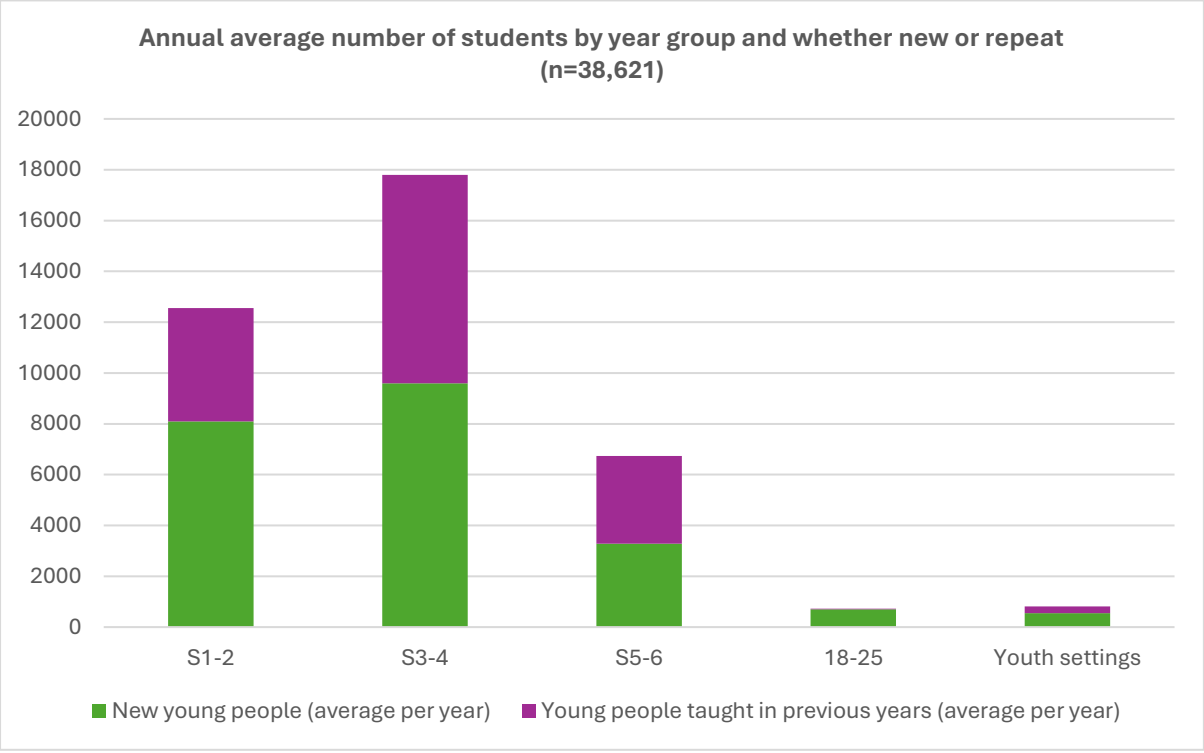


The pattern of delivery is consistent across each year, with the foundational session *Consent* overwhelmingly the most delivered session annually, comprising just over a third of all delivery in the two-year period (34%, n=1,786). This is followed by the other foundational session, *Power* comprising almost a quarter of delivery over the two years (22%, n=1,129) followed quite closely by the building session *Understanding sexual violence* (21%, n=1,076). Take up of both the *Pornography* session and the *Understanding Sexual Violence Online* session was lower than the other three sessions.

This breakdown is interesting when compared to the first evaluation of the programme when the most popular single topic was the session on defining sexual violence (*What is sexual violence)*, followed by *Social media* and *Consent*. The change in ten years is perhaps indicative of a wider awareness of the importance of consent education in schools, and also supports the change initiated by the new materials where consent became a foundational session. In total 5,156 sessions were delivered over the two-year period, an average of 2,578 sessions per year.

Turning to the numbers of young people themselves, this scale continues. Figure 2 shows annual number of young people reached by the programme using an average taken from the 2024-26 period, categorised by year/age group and by whether they are new students on delivery or whether they had been delivered to in previous years.

Figure 2: Number of students per year by age group and whether new or repeat



Total delivery each year is to an average of 38,621 young people divided into over half of young people who are new to the programme (58%, n=22,118) and under half (42%, n=15,770) who have received delivery in a previous year. Note that these figures are slightly higher than the figures reported in Rape Crisis Scotland's corresponding annual reports as they include some programme delivery carried out through additional local funding whereas the annual report figures reflect national funding only.

Delivery to new young people each year is not only a result of new students entering high schools: S1-2 groups accounts for just over a third of the new students delivered to on average each year (36%, n=8,099). Instead, new students are being reached the most in S3-4 (43%, n=9,590) and though there is a fall-off in following years, it is still the case that new students are being reached across the full spectrum of age levels.

Most delivery to new and repeat students is taking place at the S3-4 level, with this level also accounting for half (50%, n=8,211) of delivery to all repeat students, an understandable finding given some schools choose to spiral learning from their S1-2 groups into S3-4, meaning later age groups are commonly delivered further sessions to embed their learning (and, as will be seen, increase their recall). Delivery in youth settings cannot give age breakdowns given that these are often mixed-aged settings.

Due to the significant geographical variation across Scotland, there is a wide range of contexts the programme is being delivered in – from large urban schools to small rural settings. This means that, though Rape Crisis Scotland provides targets for Centres set out in a Partnership Agreement, these are intended as a guide not a requirement. Acknowledging that delivery may vary based on local area and travel required, for a typical 21-hour post, Rape Crisis Scotland suggests an aim of delivering workshops to 6-10 schools (plus any youth groups) in an average year, with 1,000 young people new to the SVPP accessing up to three sessions.[3]

Youth participation, partnerships, and community engagement

The SVPP is not only about delivery of workshops to young people. It also has aims to strengthen strategic partnerships between Rape Crisis Centres and local agencies (OC2) and to increase young people's role in shaping preventative interventions and tackling sexual violence (OC4). This work is also monitored through the six-monthly

[3] Guidance here taken from the Prevention Worker handbook issued by Rape Crisis Scotland (2025).

reports which provide both quantitative and qualitative evidence of the scale and impact of the broader prevention work taking place outside the classroom.

Monitoring data show that Prevention Workers undertake a wide range of youth participation and partnership activity that extends the reach of the SVPP beyond schools and into local communities. Each year, an average of 307 partners are worked with through the SVPP (n=293, 2024/5, and n=320, 2025/6). Rather than functioning solely as workshop facilitators, Prevention Workers thus act as local prevention practitioners, developing partnerships, strengthening referral pathways, supporting community campaigns and working alongside local organisations to embed sexual violence prevention within wider systems. This illustrates one of the core strengths of the nationally held, locally led model: while the programme maintains consistent national content and principles, Prevention Workers are locally based meaning they can respond to local priorities, develop relationships with relevant partners and integrate prevention work within their own communities.

The breadth of this work was considerable. Prevention Workers described working with a range of partner organisations including Women's Aid, NHS services including GP practices, universities, local authorities, Police Scotland and youth organisations. There was also a clear commitment to developing partnerships with specialist organisations for minoritised young people including refugee support organisations, learning disability services, and LGBT Youth Scotland. Much of this work focused on strengthening local partnerships and creating clearer pathways into support, particularly in communities where the SVPP was already established in schools. Rather than operating separately from workshop delivery, these wider activities often built directly on relationships established through the programme.

> Many of the young people who engaged with the stall had previously participated in our SVPP workshops delivered within schools. Having opportunities to connect with young people both in educational settings and in informal community spaces has increased [our Centre's] visibility and strengthened our relationship with young people as a trusted organisation… This joined up approach supports ongoing engagement and reinforces key messages beyond the classroom. *(Prevention worker, partnerships activity monitoring)*

Other workers similarly described partnership work that aimed to strengthen local systems of support, including by sharing information on services on offer with other local charities and youth support organisations. Perhaps most strikingly, several examples illustrated how relationships built through this wider participation work created opportunities for young people to seek support beyond the workshops themselves. One worker described how a young person recognised them at a drop in as having been in their school and how at another event, a young person they'd met at a

drop in, recognised them and felt comfortable enough to disclose a recent experience of violence.

> The [name removed] drop-in's we attend on a regular basis to build and maintain relationships with young people. At [name removed], one young person said, "I remember you from being in my school last year". The young person then came and spoke to me several times over the next few weeks while in their school… [At another event] one young person recognised me from the [drop in] and proceeded to disclose their experience of sexual violence… This demonstrates that the relationships we're building with young people in the community are breaking down barriers to young people engaging with our prevention activities and accessing the support they need. *(Prevention worker, partnerships activity monitoring)*

Alongside this partnership work, monitoring data also detailed the youth participation work that is part of the SVPP. Prevention Workers often described gathering feedback from young people and using this to refine activities, improve accessibility and adapt delivery while maintaining the core content and messages of the programme. Workers reported adapting activities for young people with additional support needs, revising resources in response to feedback that there was "too much reading", changing group activities and discussion formats, and modifying delivery following individual young people's experiences. Workers also described creating opportunities for young people to contribute more actively to prevention through awareness campaigns, youth groups, co-produced activities and community events. Rather than positioning young people solely as recipients of prevention education, these activities enabled them to help shape prevention work and promote its messages within their own schools and communities. This continuous process of participation and reflection illustrates how young people's experiences continue to shape the programme while its core principles and intended outcomes remain consistent.

Taken together, the data on partnership and youth participation demonstrates that the SVPP extends well beyond workshop delivery. Alongside delivering the substantial programme of school-based work described in the previous section, workers are simultaneously building partnerships, strengthening local systems, creating pathways into support and supporting young people's active participation in prevention. That this breadth of activity is being undertaken within posts which are often only 21-hours per week provides important context for understanding the following section on the levels of unmet need.

Capacity and demand

Despite the current scale of delivery, teachers who were working in schools that had the SVPP consistently described wanting more sessions, more year groups and more sustained engagement. For some this was seen as increasingly needed to stem the growing swell of misogyny being seen online and in the classrooms.

> It's needed at every level. I'm seeing more of certain things that I wasn't seeing three, four years ago within conversations, within behaviours, within beliefs of young people, what they feel they have to accept, what they feel is their right to do. So, it's offsetting that, saying that these are the facts. It's like resetting their actual human algorithm, you know, as opposed to their online algorithm. *(School staff, interview)*

> This is so important and we're seeing more and more cases of young people who are victims of violence, of any form, but in particular sexual violence, the numbers have absolutely rocketed, especially in the last couple of years. It's so important that they have this education and awareness and that [Prevention Worker] continues this work with us. It really is going to be an epidemic of young people who are victims of sexual violence, the perceived perpetrators more often they just don't know that what they're doing is not okay. And I'm finding that more and more. So definitely more sessions would be fantastic. *(School staff, interview)*

That there is such demand from existing schools indicates the success of the programme, something that was also seen in the length of time some had been participating. Quantitative data on this was not available for the evaluation but it was clear in some of the school staff interviews, where participants spoke about the programme having been delivered in their school for many years with the reasons for this being how well the work is received by the students and how easy it was to arrange delivery with workers.

It is understandable then that constraints on the capacity of workers to go into new schools and settings came up as the core challenge for Prevention Workers. Here it was not that workers were being set unrealistic targets, but rather that the demand for the work from schools exceeded what was possible for a 21-hour per week role.

> Capacity is our biggest challenge. Schools are asking for all content to be delivered across multiple year groups… we have [over 50] schools in our remit so this just isn't possible to do on 21 hours per week prevention funding. (Prevention Worker, focus group)

> There is so much work to do and never enough time, resources or funding to do it all! It's challenging to prioritise workload and balance with my wellbeing. I always want to say yes to everything -- schools and youth groups asking for more workshops, local events and campaigns, partnership working groups and committees, etc. -- and it's hard to decide what and when to say no. (Prevention Worker, survey)

Prevention Workers described putting pressure on themselves to reach more schools and more young people within finite time and resource. This particularly came out in the

Prevention Worker focus group where it was clear from the passion of Prevention Workers, that some felt they had to deliver in every school in their area.

> I think I do feel a huge amount of pressure, but it's all pressure I put on myself. Because I'm sitting there going, right, what, 21 hours? Got to cover every teenager in the system. I know I don't, but it feels like that. It very much feels like a full-time job on part-time hours. (Prevention Worker, focus group)

> I think it's a core problem and I also think that it's connected both to the burnout and people leaving all the time. Because again, how many of us here have been in the role for over 2 1/2 years? Not that many. (Prevention Worker, focus group)

This feeling isn't only individually produced; it is sustained by the current levels of funding for the Prevention Worker posts. This point was raised often by Rape Crisis Managers through the survey:

> [The SVPP] requires hugely increased funding, each centre could feasibly deploy a full team of prevention workers - some have acquired additional funding to increase their team, but that's quite insecure funding too. *(Rape Crisis Manager, survey)*

> [It needs] two to three times more funding, it's a priority at every level of government, for RCS and for our centres but it's wildly underfunded - expansion is essential. *(Rape Crisis Manager, survey)*

> It's wildly underfunded now thanks to standstill funding for many years in spite of the work and programme evolving significantly and experiencing ever increasing demand. (Rape Crisis Manager, survey)

A mismatch between levels of funding and the demand on the role creates a sense of pressure for workers which is compounded in part by the governance arrangements of the programme, where workers are employees of local Rape Crisis Centres and not the national Rape Crisis Scotland body, and the flexibility built into the SVPP where though guidance targets are offered nationally, these need to be interpreted locally given the range of contexts the programme is delivered in. Both of these elements are explored in more detail later in this report, but they also have a role in this discussion on capacity, unmet need, and how that is impacting Prevention Workers.

This flexibility, though integral to the success of the programme, means some workers feel they don't have clear boundaries or expectations about how many workshops should be delivered, to how many schools, and within what period of time, and felt unsupported in deciding when to draw a limit on their capacity. Though partnership arrangements are clear that expectations like this are the responsibility of centres, there was a shared sense in the focus group that Rape Crisis Scotland could do more to address these issues:

> One thing that I also want to emphasise which I think is the responsibility of [Rape Crisis Scotland], and we've said this over and over again, is the fact that precisely because of this variety, we need support from Rape Crisis Scotland, which we don't get necessarily. They're very easy to say, you do as much as you want with your centres, if you have an issue, it's on you. *(Prevention Worker, focus group)*

> The level of detail required in the reporting template has expanded, which we appreciate captures the breadth of the work done throughout the network, however workers have shared that they are unclear re actual targets for the SVPP. (*Rape Crisis Manager, survey)*

Combined with the commitment to the work, this lack of clarity creates a context where it is difficult for Prevention Workers to know when they have done enough.

The differences between centre practice around capacity and boundaries for Prevention Workers was well illustrated in another exchange from the focus group. One worker shared that despite doing a part-time role she rarely had a full day off because she would move around her 21 hours to suit the needs of schools across the whole school week. Another worker responded that her manager had seen she was doing that when she started and put in a firm boundary that she was only to work in schools on the set days she was meant to be working – and that this boundary was to be part of the initial communication to schools so that it was clear which days were unavailable. It is a shared challenge in the role but there are such differences in oversight that workers can be having a very different experience of how the role feels in practice.

An understanding of the levels of unmet need and demand for the service, against the capacity of Prevention Workers, is recognised by Rape Crisis Scotland and informs the approach to the promotion of the programme. Despite its huge reach, there was a sense from some workers in Rape Crisis Scotland that the SVPP was not as well-known as some other schools-based prevention programmes, including those led by Rape Crisis Scotland:

> MVP - Mentors in Violence Prevention - that's a huge program in Scotland that's really strategically recognised. If you speak to any school, even if they're not implementing MVP, they know about it… our Equally Safe at School intervention that's really on the strategic landscape. People know a lot about that. And I just sometimes think the sexual violence prevention programme, it just doesn't have the same clout maybe in the national space. *(Rape Crisis Scotland, interview)*

The lower level of awareness of the programme was partly explained however as being rooted in the high levels of unmet need for the programme balanced against the 21-hour posts for Prevention Workers, meaning that the purpose of awareness raising for the SVPP was not for more schools to get in touch but for partners and funders to learn about and help support the programme so the capacity of workers could increase.

The pressures on Prevention Workers were also explained as part of the reason for the Equally Safe at School (ESAS) programme which is about developing a whole school approach to violence prevention.

> For me, there's a big disparity across the work in that if you look at Prevention Workers that are in more rural communities where their school numbers are smaller, there's more intensive work being done and a worker going into a huge area [can] feel more like it was a drop in the ocean like, 'What difference am I making, there are so many of them and so little of me.'... So, there was a general question about what is the real, lasting change, because we're going in and delivering these workshops. But then what happened six months down the line, like what real behavioural change is happening? And so, through a bit of collaborative work on Rape Crisis Scotland and other stakeholders it was kind of like, well, how could we fill that gap? And really that's where ESAS came about. *(Rape Crisis Scotland, interview)*

Capacity pressures will likely always remain in a role that has such a high level of unmet need, and in part they illustrate the success of the programme to-date. It appeared in the evaluation that most schools that took up the offer once, continued to take up the offer in following years meaning that while new settings need to be taken on, this is happening at the same time as existing settings remaining. The combination of high demand, limited capacity and a strong personal commitment to the work is creating a persistent sense of overwhelm among many Prevention Workers, accompanied by the feeling that despite the scale of delivery, they can never do enough. This poses a risk to the sustainability of the work that is important to address.

Workshop outcomes

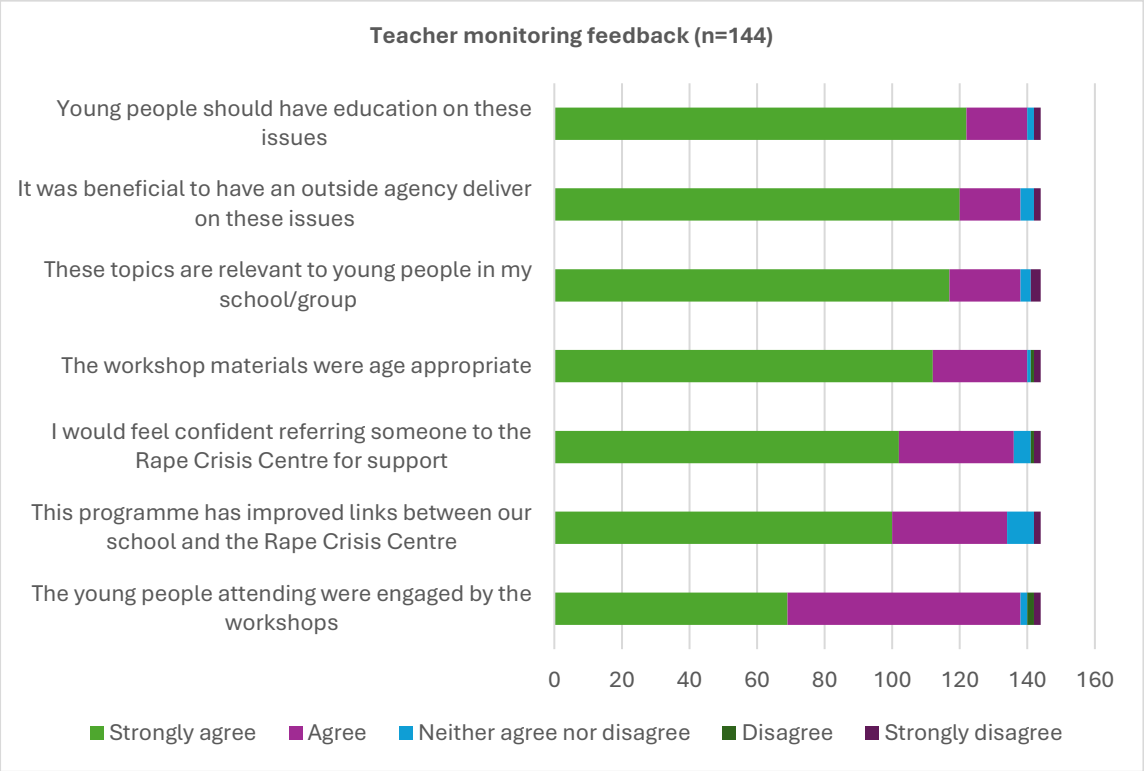
Teacher outcomes

Teachers are invited to complete a monitoring survey following delivery. For the 2024-26 period a total of 144 teachers completed this. This is a relatively low completion rate given the volume of workshops taking place over this period, even with the understanding that some of that volume would have been delivered to the same classes meaning an additional response from the same teacher wouldn't have been expected. The low response rate here was part of the reason for the teacher interviews conducted in this evaluation.

Figure 4 shows that the vast majority of teachers strongly agree with most of the statements given. The greatest strength of agreement was seen in the statements that young people should have education on these issues, it was beneficial to have an

outside agency deliver on these issues (a point that is returned to later in this report), and that the topics were relevant to young people in their setting. The only statement where there was more agreement than strong agreement was about whether the young people attending were engaged during the workshop.

Figure 3: Teacher feedback from monitoring forms (2024-26)



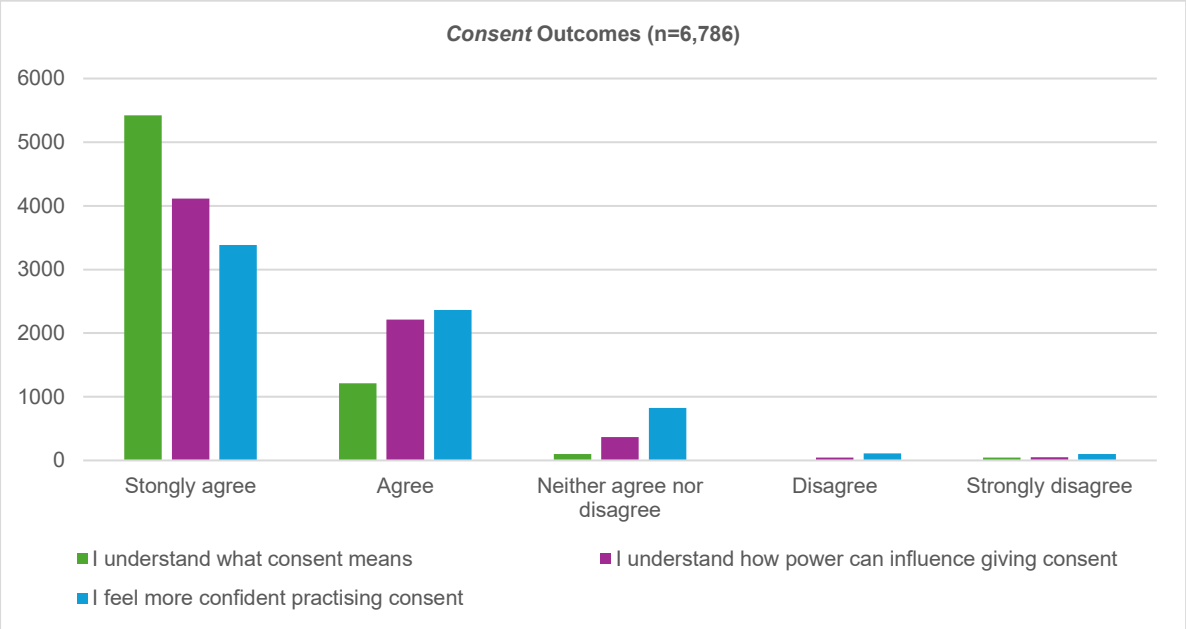
Student outcomes

A significant amount of outcomes data from students immediately following the workshops is collected nationally by Rape Crisis Scotland through an online survey, the link to which is shared by workers at sessions where possible. For the 2024-2026 period, feedback forms were received from **19,012 young people** by this method.

Consent

The foundational *Consent* workshop was both the most delivered session (see the earlier breakdown in Figure 1) and the workshop that also had the highest levels of student feedback with 6,786 students providing feedback for the 2024-26 period. This consisted of 3,350 girls, 2,934 boys, 113 non-binary students and 389 students who preferred not to give their gender.

Figure 4: Consent workshop student outcomes (2024-26)

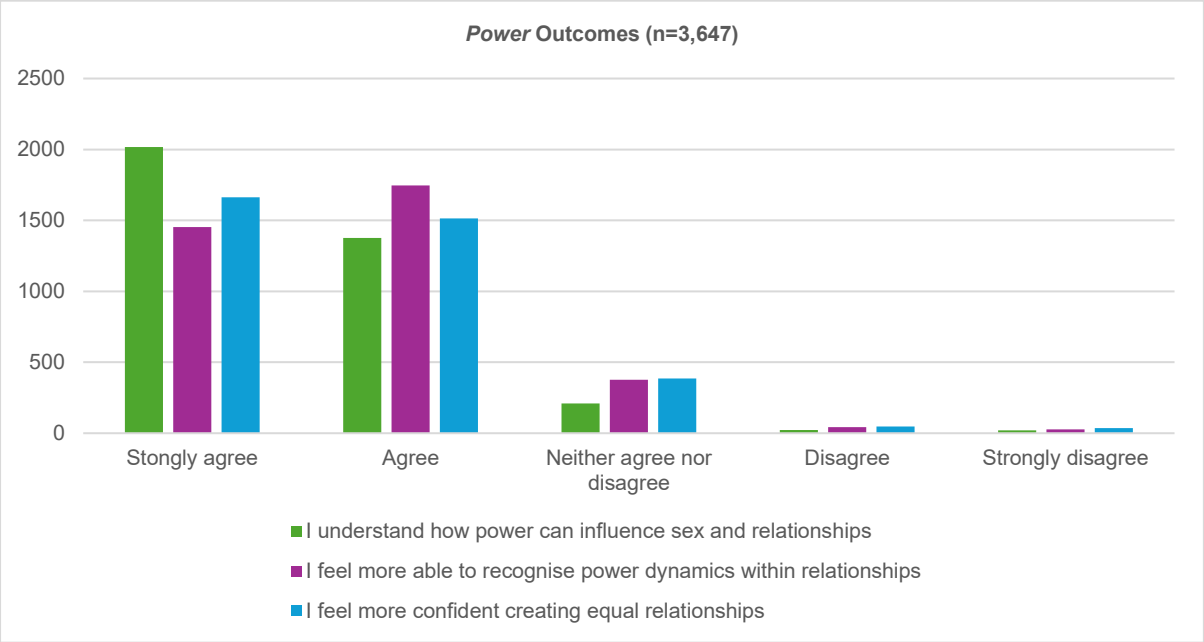


The *Consent* workshop had the most strongly met outcomes of all the workshops. As shown in Figure 5, 98% (n=6,634) of students agreed or strongly agreed that they understood what consent meant (OC1), 93% (6,324) agreed or strongly agreed that they understood how power can influence giving consent (OC2), and 85% (n=5,749) agreed or strongly agreed that they felt more confident practicing consent following the session (OC3). Though, as will be seen, outcomes based on confidence score the lowest in agreement across all workshops, it may be useful for Rape Crisis Scotland and Prevention Workers to consider how to increase opportunities for young people to practice consent in the workshop in order to support their confidence in this area.

Power

3,647 students provided feedback on the *Power* workshop for the 2024-26 period; a total comprised of 1,746 girls, 1,603 boys, 64 non-binary students, and 234 students who preferred not to give their gender.

Figure 5: Power workshop student outcomes (2024-26)



Here outcomes again are overwhelmingly met, though they are less strongly met than for *Consent* and, as will be seen, also slightly less strongly met than they are for the *Understanding sexual violence* workshops (see Figure 6). 93% of students (n=3,393) strongly agreed or agreed that they understand how Power can influence sex and relationships (OC1), and 88% of students both strongly agreed or agreed that they felt more able to recognise sexual violence when they see it (OC2, n=3,200) and that they felt more confident in challenging sexually violence enabling attitudes (OC3, n=3,178).

Interestingly the outcome that appears to contribute most to this slight drop in how strongly the overall outcomes are met is OC2 about feeling able to recognise power dynamics within relationships. For all gender groups except non-binary students (though as noted below numbers here are too low to be significant), this outcome was more likely to be agreed with than strongly agreed with. This was particularly the case for boys who were much more likely to agree (50%, n=798) than to strongly agree (36%, n=798), but it was also the only outcome across all workshops that girls were more likely to agree with (47%, n=820) than strongly agree with (44%, n=776). It may be that session content could be reviewed with an eye on ensuring the skill of recognising power dynamics in a relationship is more fully explained and explored.

Understanding Sexual Violence and Understanding Sexual Violence Online

Feedback was available from 3,846 students who had taken the *Understanding Sexual Violence* workshop (n= 1,796 girls; 1,683 boys, 48 non-binary students, and 319 prefer not to say). Feedback was also available from 2,109 students who had taken the

Understanding Sexual Violence Online workshop (n= 1,032 girls, 909 boys, 31 non-binary students, and 137 students who preferred not to say).

The outcomes for these workshops were the same, however as the content is different the outcomes were analysed by workshop type to help identify if there was any variance in achieving the outcomes between the workshops. As Figures 7 and 8 show, the results for both workshops are startlingly similar even given the difference in delivery scale.

Figure 6: USV workshop student outcomes (2024-26)

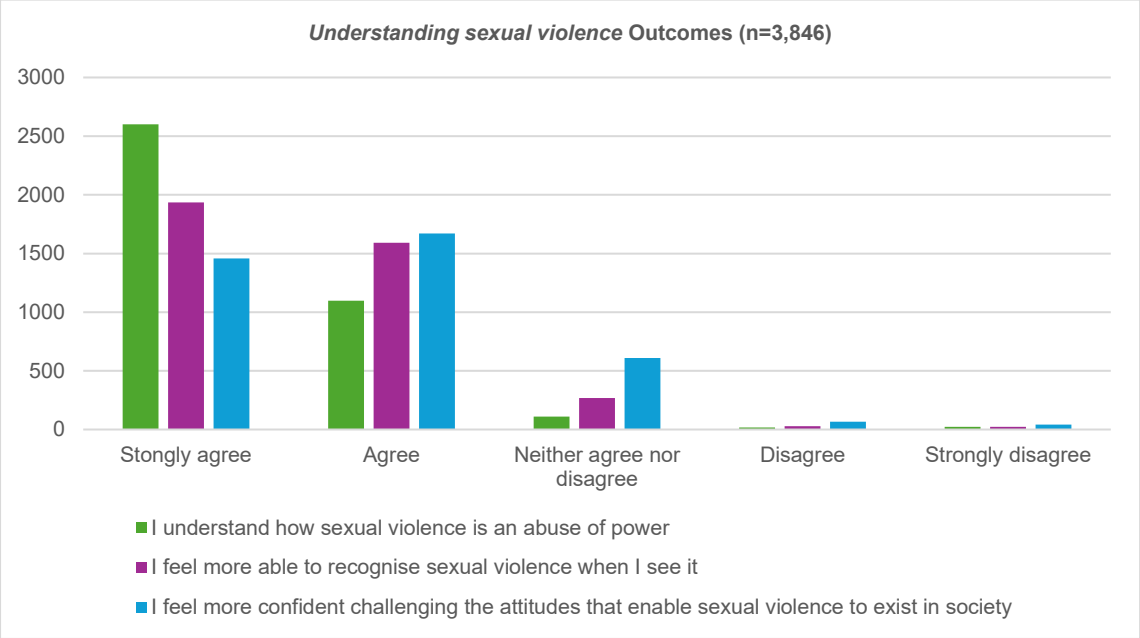
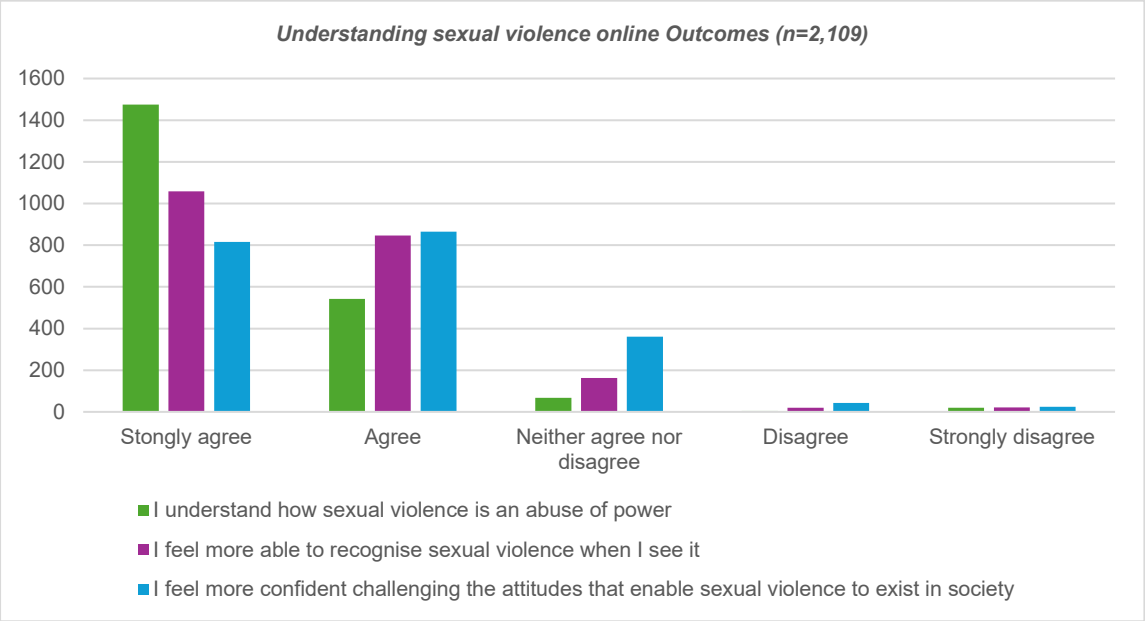


Figure 7 shows the outcomes for the general Understanding Sexual Violence session are strongly met: 97% (n=3,697) of students either strongly agree or agree that they understand how sexual violence is an abuse of power (OC1) and 91% (n=3,525) of students either strongly agree or agree that they feel more able to recognise sexual violence when they see it (OC2). With 81% (n=3,130) strongly agreeing or agreeing that they feel more confident in challenging the attitudes that enable sexual violence to exist in society (OC3) there is slightly less certainty from students here but still an overwhelmingly positive outcome.

A similar pattern is seen for the session about sexual violence online (Figure 8). Here 96% of students (n=2,107) strongly agree or agree with OC1 and 90% (n=1,905) strongly agree or agree with OC2. There is again slightly more uncertainty with OC3 on the confidence to challenge attitudes that endorse sexual violence (80%, n=1,681 strongly

agreeing or agreeing), but this is perhaps to be expected given how difficult it is to increase anyone's confidence in acting after one session.

Figure 7: USVO workshop student outcomes (2024-26)

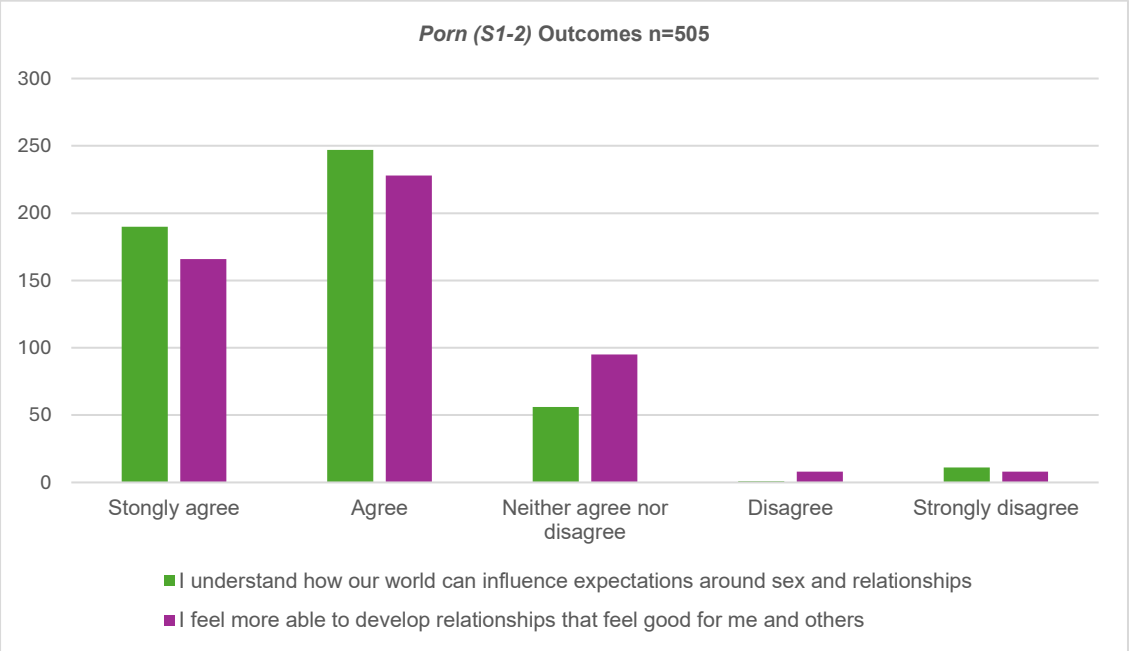


Pornography

Finally, given the difference in age-appropriateness of talking about sex and pornography, the pornography workshops are broken into two. Feedback was available from 505 students who had taken the S1-2 pornography workshop and 2,119 students who had taken the S3-6 pornography workshop in 2024-26 (see Figures 9 and 10).

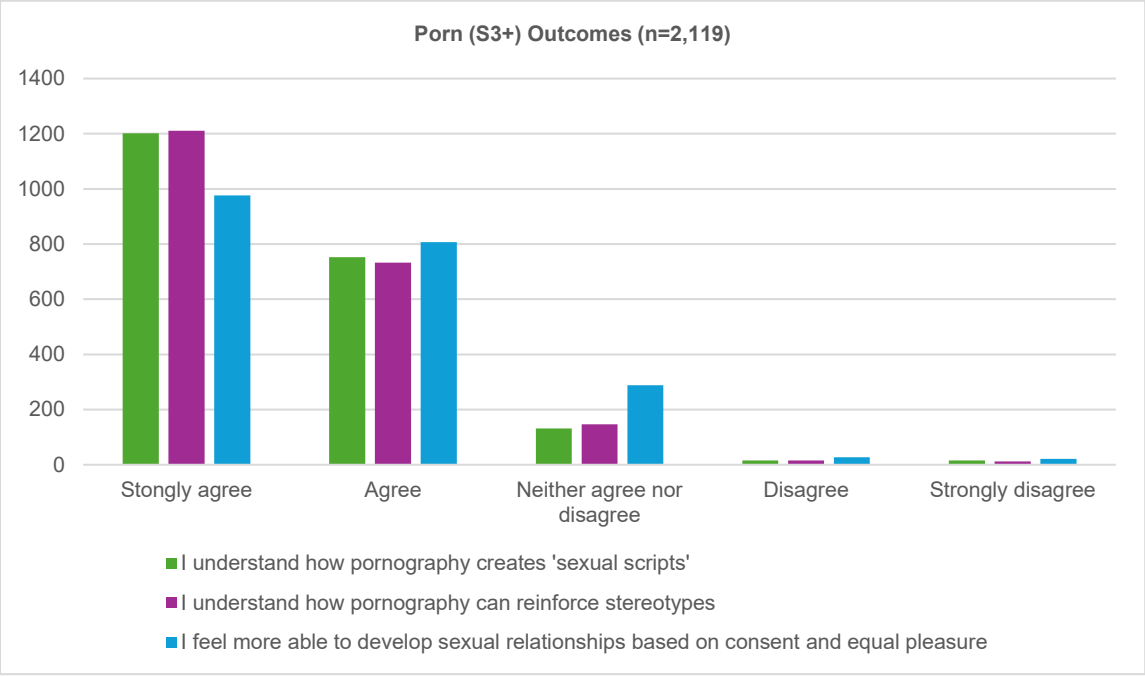
For both the younger and older aged workshops, feedback was supportive of session outcomes being met for most students. The outcomes for the S1-2 session were the least strongly met across all the workshops measured, however the significant difference in sample size (n=505 students for the S1-2 *Pornography* session compared to, for example n=6,786 for *Consent*) means that this difference can only be understood at this stage as indicative of a possible relationship.

Figure 8: Pornography (S1-2) student outcomes (2024-26)



Breaking down feedback by gender showed broadly a similar pattern. There was some indication that for the S3-6 session outcomes were more strongly met for non-binary students, though given low numbers of non-binary students in the dataset for these workshops (n=23) compared to girls (n=1,028) and boys (n=912) this again can only point to a potential relationship rather than make a claim of significance.

Figure 9: Pornography (S3+) student outcomes (2024-26)



Summary

Across all workshops then, available data from 2024-26 provides strong evidence that the intended outcomes are being met to a very high degree. This was particularly evident for outcomes based on understanding, followed by those on skills. Outcomes focused on confidence were also strongly achieved, although somewhat less so than the others. Some of this may be connected to the wording of the outcomes themselves, with the understanding-based outcomes not worded in a way that can track attribution to the workshop itself unlike the wording of both the ability and the confidence outcomes that ask students whether they feel *more* able or confident, suggesting an impact of the workshop itself.

In terms of differential impact, there was also a notable pattern across all sessions about how strongly girls compared to boys agreed with the outcome statements. While both groups overwhelmingly agreed or strongly agreed that the workshops had achieved their intended outcomes, girls were consistently more likely to strongly agree with every outcome across every session. The sole exception was OC2 in the *Power* workshop ("I feel more able to recognise power dynamics within relationships"), where boys were equally or more likely to strongly agree.

It is hard to interpret this finding without more in-depth research with students, but it may point to differences in how girls and boys engage with and respond to the workshop content. The consistent pattern across sessions, together with the single exception in relation to recognising power dynamics, suggests this is an area that would benefit from further exploration.

Recall and use of learning

The evaluation captured some indication of what students remembered over six months after their last session with Rape Crisis through a short student-facing survey completed by 619 former students. The survey was anonymous and not tracked by school or class, and so was not designed to be able to ‘test’ students whether they got it right. This may mean that some may have selected sessions they did not in fact have or not selected sessions they did have.

Names and number of sessions

Students were asked which of the five sessions they remembered having, with an option to say they don't remember and an option to say something else (Figure 11). With that caveat in mind, the sessions most remembered by students were the two foundational sessions: *Consent* (remembered by 55% of students), followed closely by *Power* (remembered by 50%). Just over a quarter of students (27%) didn't remember the name of a session that they had. However, as Figure 12 shows, most students had more than one session and as options allowed multiple selections, some students remembered the name of one of the sessions they had but not the other.

In total, one fifth of students couldn't remember the name of any sessions that they had (n=125). Just over half of the students who couldn't remember the name (n=72, 57%) also couldn't remember any of the learning from the sessions. This means that a good proportion of students (43%), though not being able to recall the number or name of sessions, could still remember what they learnt.

Figure 10: Session themes remembered by former student (n=619)

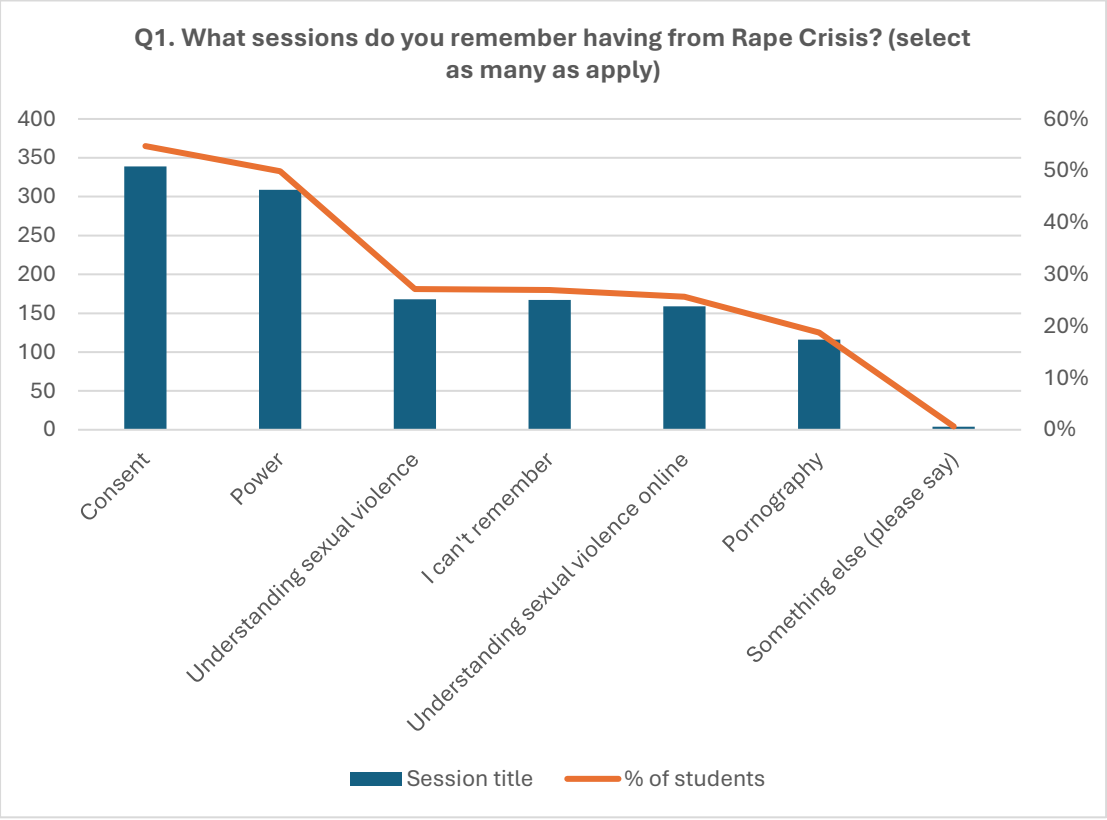
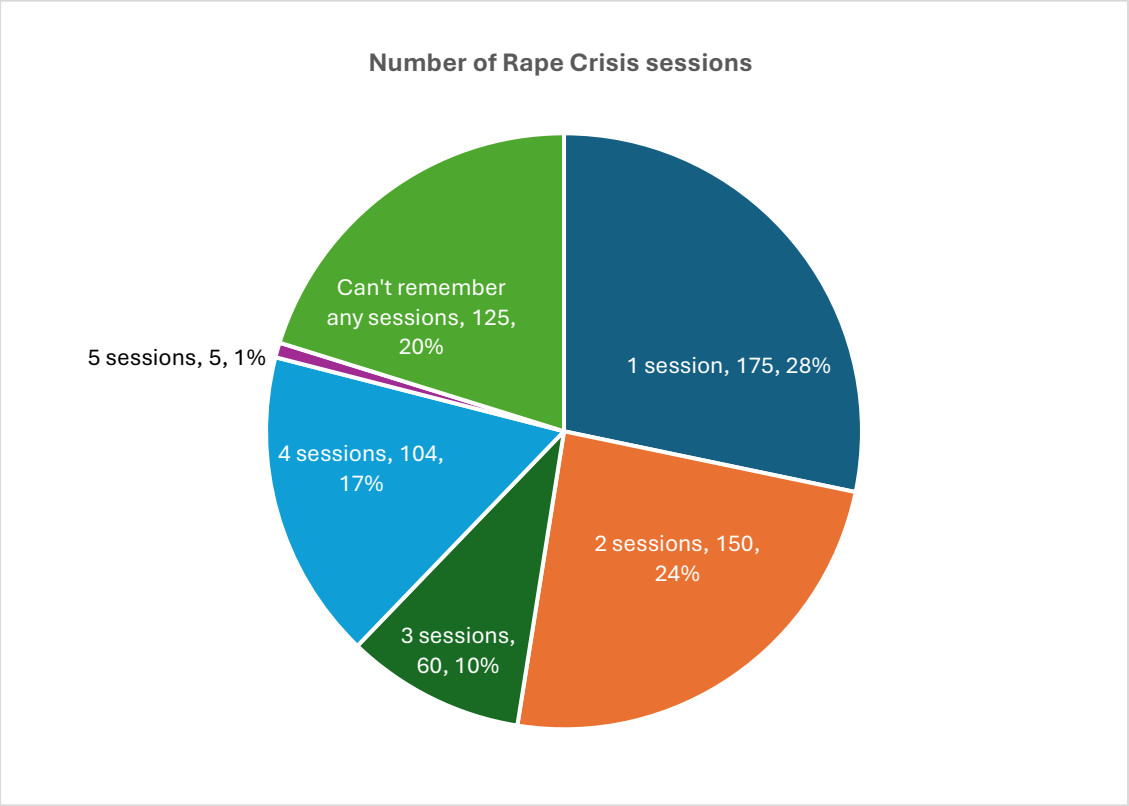


Figure 11: Number of Rape Crisis sessions remembered by students (n=619)



Key messages recall

Turning to what students remembered learning, analysis looked both at what was remembered overall and whether this was affected by the number of sessions the students remembered having. Though imperfect, given that some students likely had more sessions than they remembered (particularly as the model of the SVPP means that students are very unlikely to only have one session) this was intended to give an indication of whether it was more likely for students to remember learning if they had more sessions. Where students had answered that they didn't remember the name of any session this was excluded from the analysis as it was unclear how many had in fact been attended.

Students were provided with pre-designed options which, instead of mapping directly onto sessions outcomes, sought to summarise core messages that ran across all the programme materials.

Figure 12: Remembered key messages from past students (n=619)

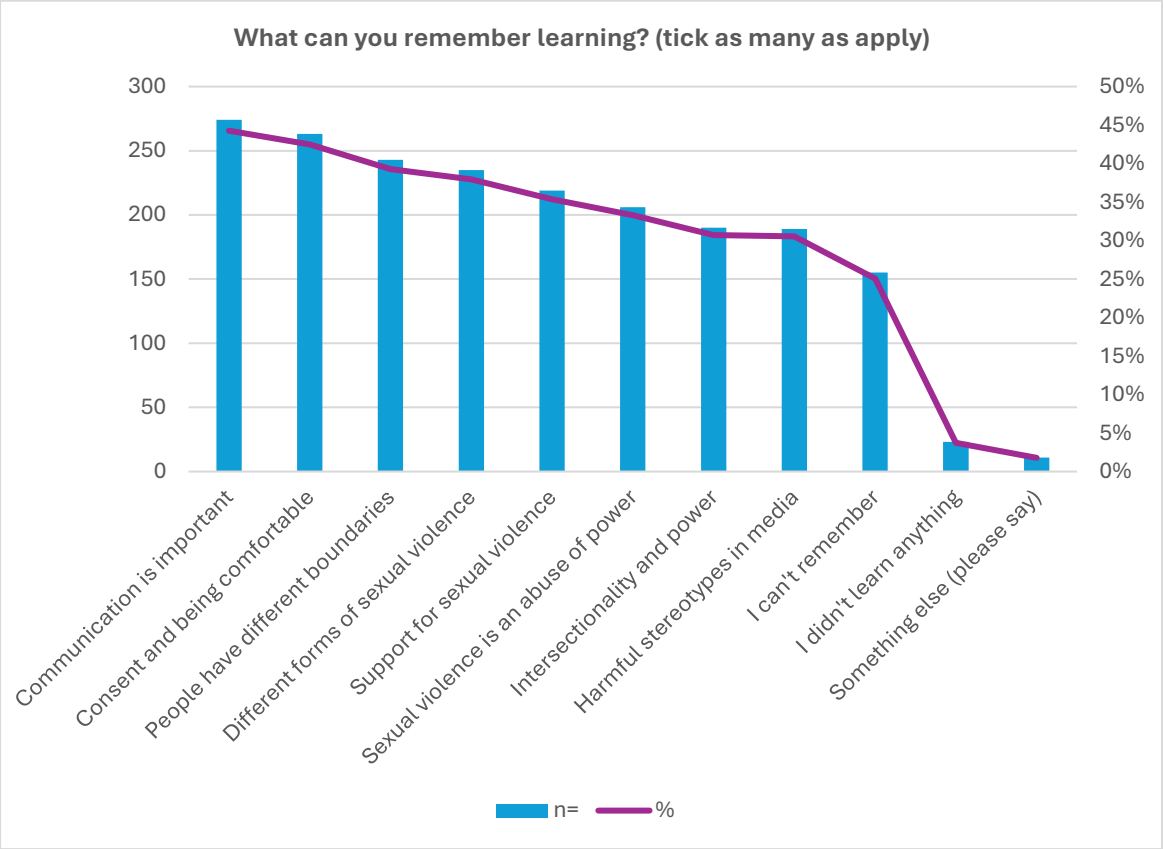


Figure 13 shows that the most remembered message was about the importance of communication and that consent is about asking themselves and others what they are comfortable with, both selected by over 40% of respondents.[4] Just one quarter of students couldn't remember learning anything meaning that the vast majority of students were able to recall key messages from the workshops a minimum of six months after input.

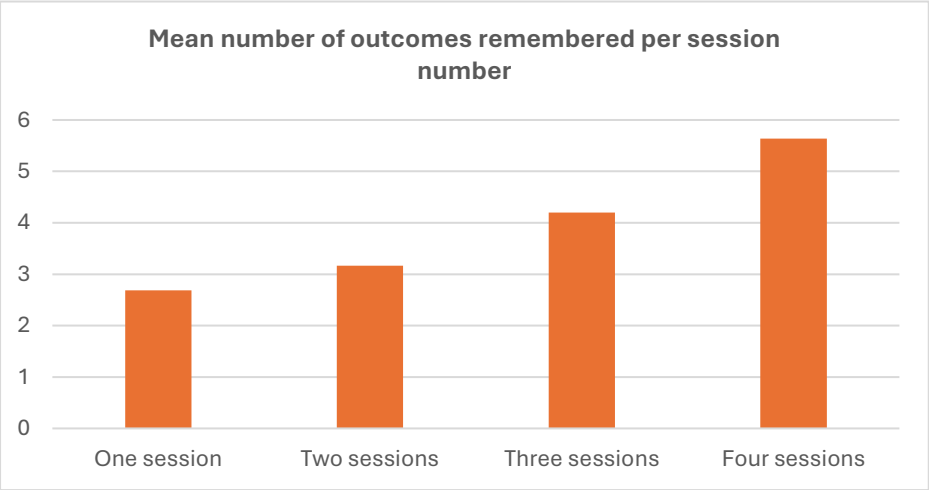
Further analysis revealed a clear relationship between the number of prevention sessions attended and the breadth of learning reported. Among students whose number of sessions could be determined, there was a positive association between the

[4] Note that due to space restrictions Figure 13 does not give the exact options offered to students. These were: That communication is important in any relationship; That consent is about asking myself how I feel and what I'm comfortable with, as well as the other person; That people have different boundaries; That there are lots of different forms of sexual violence; Where someone can access support if they experience sexual violence; That people who commit sexual violence are abusing their Power; That characteristics like race, gender, sexuality, and disability can affect how much Power people have in society and in relationships; That media can reinforce harmful stereotypes; I can't remember; I didn't learn anything; Something else (please say). Response options were randomised for respondents.

number of sessions attended and the number of learning outcomes selected. This relationship did not appear to plateau after two or three sessions; rather, students attending four sessions reported the broadest range of learning (with students attending five sessions excluded from analysis as the numbers were too small, n=5).

As seen in Figure 14, the mean number of learning messages remembered by students, steadily increased from 2.7 among students attending one session, to 3.2 among those attending two sessions, 4.2 among those attending three sessions, and 5.6 among those attending four sessions. This provides evidence supporting the three-session design (also supported in the first evaluation) but also suggests that learning continues to be embedded over more sessions. As seen clearly in Figure 12, recall doesn't level off after three sessions, it continues growing at four.

Figure 13: Mean learning messages selected by sessions remembered (n=448)



While the limits of the data mean this cannot demonstrate a causal effect, the pattern is consistent with a model of prevention that builds and embeds learning over multiple encounters. Though there may have been a few learning messages that are more clearly aligned with specific sessions (for example the media reinforcing harmful stereotypes is most associated with the *Pornography* session and may therefore have been less expected to appear in the responses of students who didn't have all four sessions) the majority of messages were consistent across workshops, though the strength with which they were stressed may have changed based on the theme.

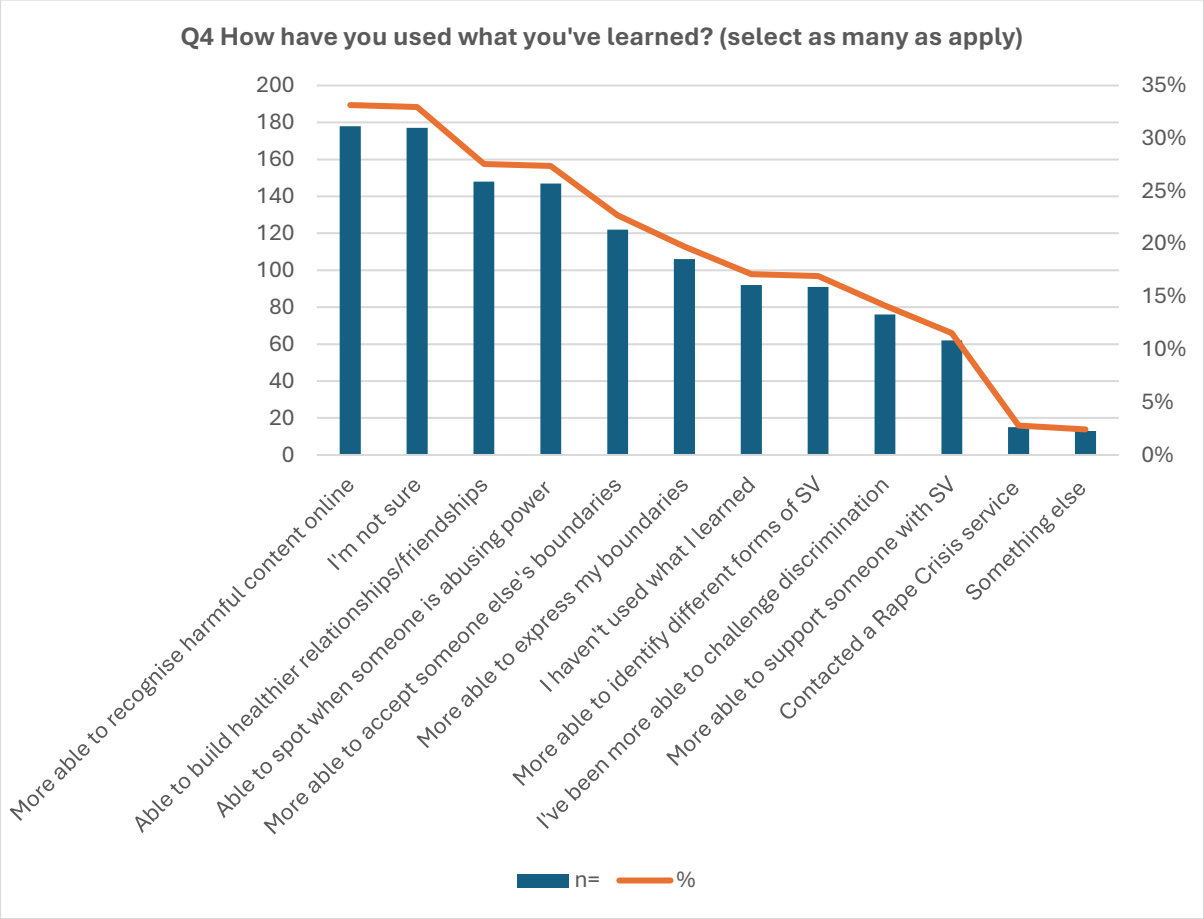
Use of learning

The core aims of the SVPP aren't only about developing the understanding of young people in relation to sexual violence, the programme is also about giving students skills

around preventing sexual violence. As such, it was important to gain some understanding of whether and how the information given in the sessions had been used by young people after delivery had finished.

Here, again, the evaluation finds significant value in the programme with most respondents having used what they learnt a minimum of six months following their final session (Figure 15).

Figure 14: Student feedback on usefulness of SVPP post-delivery (n=537)



Just 17% (n=91) of young people said they hadn't used what they learned and a third were unsure (n=177). The majority of the 537 respondents to this question chose at least one way they had used what they'd learned, most commonly being more able to recognise harmful online content (n=178, 33%), feeling able to build healthier relationships and friendships (n=148, 28%), and feeling able to spot when someone in abusing power (n=147, 27%).[5]

[5] Again, due to space restrictions Figure 15 does not give the exact options offered to students. These were: I haven't used what I learned; I've been more able to challenge discrimination; I've been able to build healthier relationships and friendships with people; I've been able to spot when someone is abusing

That most young people reported using what they had learned following the sessions is perhaps one of the strongest demonstrations of the programme's value. Rather than simply increasing knowledge, the findings suggest that the SVPP equips young people with practical ways of recognising, understanding and responding to the situations they encounter in their everyday lives.

Summary

In summary, the available data on outputs and outcomes for the 2024-26 period demonstrates that the SVPP is both being delivered at scale across Scotland and is strongly meeting key learning outcomes at the time of delivery and maintaining recall of key messages after delivery has ended. The survey findings also suggest that repeated engagement matters: students attending more sessions remembered a wider range of key messages. Students were asked at the end of the survey whether they thought it was useful for more young people to have sessions like these. 94% (n=505) of respondents to this question thought it was, with just 30 young people saying it wasn't. Strong evidence that the young people who have experienced the SVPP find use and value in the programme.

With the success of the SVPP evidenced, the following sections look at the key elements that underpin this together with some of the challenges they bring.

power (for example in real life, online, on TV); I've contacted a Rape Crisis service for myself or someone else; I've felt more able to support someone who has experienced sexual violence; I've been more able to express my boundaries; I've been more able to recognise harmful content online; I've been more able to accept someone else's boundaries; I'm not sure; I've been more able to identify different forms of sexual violence (for myself or other people); Something else (please say). Response options were randomised for respondents.

The principles of the SVPP

The data reviewed for this evaluation suggests that the scale of SVPP delivery, the success of its outcomes, and the sustainability of the programme are all based on four key principles. These are different than the values behind its content and delivery, they are the formative principles behind its structure and set-up. They have not been previously articulated however together they form the basis of what is not only successful but replicable about the SVPP model.

Nationally coordinated, locally-led

While the SVPP is held nationally by Rape Crisis Scotland, giving it a legitimacy and a scale that would be unachievable otherwise, delivery itself is locally led meaning that schools and other settings get the benefits of a local voice, local knowledge, and a local partner in prevention.

The overall holding of the programme is managed centrally by the prevention team in Rape Crisis Scotland. This consists of two four-day a week posts, a Director of Prevention and a Prevention Manager who each have a broader remit encompassing Rape Crisis Scotland's other prevention initiatives along with strategic and policy work and a three-day a week Young Person's Programme Coordinator. Together, the team is responsible for developing, maintaining and updating all national programme materials in liaison with centres; age-assuring materials and activities, providing support and guidance to Prevention Workers and Centres; organising regular forums, peer support meetings and training inputs for Prevention Workers; and providing coordination and representing prevention work at a national level, including ensuring that learning and experience from the SVPP is represented in education sector policy and strategic spaces.

Prevention Workers are employees of local Rape Crisis Centres not of Rape Crisis Scotland. This means that line management arrangements, organisational policies (including on safeguarding), employee benefits and salary scales may vary between Prevention Workers. It also means that the ways that the Prevention Worker post is advertised, its job description, how the work is situated in the Centre and the support for it differ between workers. Any employment, HR and Health & Safety issues that arise from the work of the SVPP are a matter for Centres not for Rape Crisis Scotland.

The structure of the programme being nationally held but locally delivered was understood by workers from Rape Crisis Scotland as key to its success; meaning that though children and young people across Scotland were getting access to the same

information, they were also having sessions delivered by people and organisations that knew what was going on in their local area.

> I think that there's something about when a national programme has a national infrastructure where you can sort of speak to it being broadly consistent across the country. A young person in Shetland is getting similar education to a young person in Glasgow on topics related to sexual violence, to topics related to sexual violence prevention, I feel like that is really useful for local workers to have, but I think local workers delivering the program is so important because they have the context of their local area so much better, they have the knowledge of the circumstances of the vast majority of the young people that they might be working with. *(Rape Crisis Scotland, interview)*

Teaching staff mentioned the importance of the materials sitting at national level in terms of their ability to bring the SVPP into their setting as well as to explain, when needed, the decision to provide these lessons to younger aged students. As one teacher describes below, having programme materials nationally held provides reassurance that there is a shared national consensus about when it is appropriate to begin conversations with young people about sexual violence.

> [Being a national programme] is useful in terms of it being consistent from school to school, but also, it's an agreed upon national consensus that this is the right approach, these are the key messages we want to get across to young people. I'm very conscious of the fact that the first time one of our first years will get this talk will be quite early in the year, most of the kids in there will still be really young. And if I'm having to say to parents, 'Oh, we're getting Rape Crisis in to talk to your 11-year-olds, the degree of weight to that just being able to say that this is part of a national programme, this is the agreed upon consensus on this issue and this is when we agree the right time to have this conversation is. It gives [the programme] more security and value. *(School staff, interview)*

> There's a quality assurance to it, but also the idea that all young people in Scotland are getting the same message. So, when young people are going out into the world and developing relationships for the first time, it doesn't matter if they move to University in Glasgow and meet someone who's come from Dundee, they should have the exact same knowledge about consent and relationships, that everyone else had had. *(School staff, interview)*

Teachers also echoed the importance of the SVPP being locally delivered. Here the value wasn't just about local knowledge or regional accents, though these were seen as important. It was also about what this meant in terms of an ease in contact and relationship between the school and their local Rape Crisis Centre.

> I feel like having that local voice does make it feel more grounded, does make it feel more valuable... It's easier for us if someone who's nearby, if something happens and someone needs to rearrange, it's never a big deal. Whereas I know when I've had

> speakers in who've travelled quite a long way, that becomes a much bigger sort of administration task and becomes a much bigger thing. *(School staff, interview)*

> [Prevention Worker] has got the skills, the qualities, she's got the practitioner vibe, so the kids really respond well to her, which is great. But also, it's a local organisation and, she uses local examples of where to get support which is just really valuable. We work really closely with her and the centre and people who need that service and access that on a one-to-one basis. [Rape Crisis Centre] is a really good organisation for us. *(School staff, interview)*

Session observations demonstrated the importance of this balance between national content coming directly from a local centre. All workers began sessions with an explanation of their centre including where it was (not just in terms of an address but – for example – what shops were near it that students would know), the support it offered, and who it offered this support to. Information was shared about contact numbers for both the local centre and for the national Rape Crisis Scotland helpline. This information wasn't positioned as a sideline to the real work; it was a built-in part of the session. Workers took time to really explain their centre and what it did, adjusting their language so it met the young people where they were at. Some teachers spoke about the value of this approach too, particularly in how the information was revisited every session:

> I think what's really good about them is that every lesson they start with, with every year group, they always come in and they say, this is who we are, this is what we do, this is our service, this is who it's for. So, there's not that sort of like, 'Oh, well we spoke to you once in this one, so here we are, we're just going to do it again.' It's like every time they see them, there is this very thorough reminder of who they are, so the kids have got that information. *(School staff, interview)*

Though there are substantial benefits in the SVPP being structured in this way, the evaluation also found some current challenges in what this structure means for Prevention Workers themselves. Workers sit in an in-between space; not workers of Rape Crisis Scotland but also some felt the work was not properly understood by their Centre. This meant, as already encountered in the discussion of unmet need and its impact (see Capacity and demand), that there could be significant variation in the relationships between Prevention Workers and their employers.

> I find the most challenging role is not being valued, I often feel that management have little understanding of the role and do not value my work on the same level as support. *(Prevention worker, survey)*

> [I have] no support in the role and there's a lack of understanding of our work from other staff members both in Centre and RCS… Really fast paced role/travelling all over the place, lone working, no one to soundboard to or debrief about your workshops. *(Prevention worker, survey)*

This was a difficulty that was recognised already by workers in Rape Crisis Scotland, but the current governance set-up of the programme meant that they didn't feel it was appropriate to intervene:

> [There are some] workers who are isolated in the Centre or don't necessarily have a good relationship with colleagues or managers... And I've always found that quite difficult because it's not something that we can get involved in. *(Rape Crisis Scotland, interview)*

This sense of isolation for some workers from the Rape Crisis Centre they are in, is compounded by the nature of prevention work. Unlike a lot of Rape Crisis work that takes place at the centre itself, such as the provision of helplines, counselling, and some advocacy support, the work of prevention takes place outside of the centre in schools and other educational and community settings. This can mean that the work can feel invisible to other workers in centres, meaning Prevention Workers may be less able to benefit from the sense of collective and informal peer support that has always been a foundation of Rape Crisis provision.

The coordination of Rape Crisis Scotland goes some of the way towards mitigating this. To support the Prevention Workers at a collective level, RCS holds Prevention Worker forums three times a year (in person where weather allows), bringing together Prevention Workers from across the network to discuss the work as well as share good practice and challenges. They also coordinate bi-monthly online peer-support sessions for Prevention Workers and host an online *Slack* channel which is an unmoderated space to share national updates as well as for peer support or information sharing between Prevention Workers. There is also a rotating series of internal training provided by Rape Crisis Scotland for Prevention Workers on the SVPP, and a range of learning and development opportunities for workers Finally, Prevention Workers are encouraged to share and seek out shadowing opportunities no matter how long they have been in post to enable a culture of sharing and learning from each other. Shadowing appeared to be taken up by most workers on starting their roles but rarely taken up whilst in post given the demands already on their capacity. Despite this range of support, there was still a sense from some workers that prevention work fell in between the business of Rape Crisis Scotland and the business of their own centre.

Embedded delivery

A key aim of the evaluation was to try to establish if any specific models of delivery in terms of how many sessions delivered in what year groups to which students, were associated with specific outcomes. The flexibility of the programme, discussed in more detail below, led to some challenges here. Though the content was the same across local contexts, how different sessions were organised across different classes and

years, varied widely. Given the scale of delivery, there was so much variation that attributing changes in outcomes to different delivery models was not possible.

What did become clear in the teacher interviews, was that no matter how the approach was organised in the setting, there was an often-shared model where delivery was integrated into the school. The SVPP was rarely seen as an extra to the broader learning that was taking place in the classroom. Instead, for participating schools, the SVPP – and the Prevention Workers themselves – were positioned as embedded in both the broader curriculum and the wider school environment.

This was particularly evident in the session observations where young people called out to the workers as they were moving between classes to say hello or to ask when they would see them again, something also raised by a teacher:

> The area that we're in is quite a poor area, there's a lot of drugs, there's just a lot of poverty, a lot of the kids here will never travel outside this area even into town to go to one of the colleges, that's a massive step for some of these guys. So, to have somebody coming in to see them and then coming back, it's a big thing. They're shouting along the corridor at her, which is lovely, you know? There's a really nice relationship there. *(School staff, interview)*

It was also evident in the discussions between Prevention Workers and teachers. Many of the teachers during the observations related to the workers as they would a colleague – talking about their families and home life, or discussing students that the worker would be delivering to again that they had delivered to previously. This revealed yet another seeming contradiction that the SVPP balances productively: the programme is both external and embedded, and this unique combination is part of the positive outcomes it produces.

Broadly, two different approaches were seen in how schools were organising delivery depending on capacity of both the school and the Prevention Worker: targeted and spiralled. Both were underpinned by an understanding of the SVPP as embedded and integrated in both the curriculum and the wider school community.

Targeted embedded delivery

For some schools, the sessions were used in a targeted way delivering a range of sessions to all students in one year group. For some, this was about using the offer to provide foundational sessions to all students in the early years of secondary school (S1 or S2).

> How we currently have it is [the worker will] speak to every single class that we have in Form One, which is 11, 12-year-olds. And what that means is that every class gets the

> same message. So even if, for example, I was to design a lesson and then all seven of our teachers taught it, they're all going to interpret it slightly differently and they're going to talk to teach it slightly differently. But that doesn't happen here. So, this continuity is really, I think, effective… there isn't further work with Rape Crisis in second year or third year. We try to build on the themes that are covered, so that the lesson that [the worker] teaches is about Power and relationships and then we come back to the concept of Power again in other years. *(School staff, interview)*

Schools that took this approach to targeting the foundational years, then drew on the fact that the students often remembered the sessions from Rape Crisis in later years, both to help embed core concepts and to have a touchpoint to remind them about where they can seek support.

> I just delivered actually yesterday a lesson to our form to their second years about power in friendships. It is still talking about the same concepts and how those concepts can be abused in any manner of relationships. And that way we get to spiral back to it and kind of talk about these similar concepts overall. And those do sort of wind their way into the kind of the sex that we have in three and four as well, where we do talk about a lot more about consent and coercion and issues connected to that. So explicitly no we don't have Rape Crisis in again but implicitly, we do, I would say. *(School staff, interview)*

> We teach relationships education right from first year right up to six years. So, they get some sort of relationships education every single year… When we move into second year, we'll have a real focus on negative relationships, looking at controlling behaviours like financial abuse, getting them to think outside about how these behaviours start. And then that's when [Prevention Worker] comes as part of that and to show where support can be given outside of school. *(School staff, interview)*

Instead of targeting the younger years, some schools had the SVPP workshops delivered only to their older S5-6 cohorts.

> In my previous school we did it as progression throughout the year groups. So, we did input to our S2s, our S4s and our S6s. And it was good to be able to look at the different kind of dynamics and things that were important for them and thinking about, I suppose, for the younger ones, more about power imbalances in relationships and then moving more into consent and things like that. When we've now brought it into our current school, just because of the time that is available, we're not able to quite do it in that format. But we've mainly targeted it on our kind of senior pupils. And so, it's been good to be able to look at kind of consent and then there's kind of more of a follow up on to sexual violence and things like that. *(School staff, interview)*

> I think we've now been doing it for something like at least six, possibly seven years. We have a long-established relationship and every year roundabout this time, as I'm doing the PSE - I'm in charge of PSE for S5 and S6 - so every year at this time, I reach out to the guys and say, 'can we get you back in?' We try to get it so every kid in 5th year gets 2 sessions, so that's your whole AS5 cohort get 2 sessions… it's part of a wider 10-

> week block that I've developed on promoting equality and tackling prejudice. We hit lots of different points in that, and they cover the sexism, misogyny, prejudice, discrimination part of it. *(School staff, interview)*

The approach of targeting lessons to one full year group and consistently delivering to all students in that year group every year appears most suited to schools that are limited by capacity, either that within their setting or that of the Prevention Worker given their location (for example in an area with a very large number of secondary schools). Importantly, the embedded model of the SVPP means that targeting one year group for delivery of just one session would not be recommended. Instead, this targeted approach works best when as close to the full programme of the SVPP as possible is delivered to the one-year group each year. This returning of the worker to all classes across the year enables that year group to develop a relationship with the worker and the Rape Crisis Centre, as well as increasing the likelihood that key messages will be remembered after delivery has finished.

Spiralled embedded delivery

Where capacity allowed, some schools adopted a different approach where workshops were spiralled across the school. Spiralled here is used to describe delivery where the same cohort of students receive workshops across multiple year groups, with content that reinforces and develops key messages over time. It is not only about identical sessions being repeated across different year groups (for example the *Consent* session being delivered again to students each year) – an approach that wasn't commonly adopted – but about different combinations of SVPP sessions being delivered to the same students, often by the same worker, at different points in their schooling journey.

One teacher described how this worked in her school where the Prevention Worker regularly delivers one session (*Consent)* to the S2s and then delivers the *Understanding sexual violence* session to the S5s. Though only two different year groups got one session each, she talked about how they "hang everything else around it" meaning that in planning the PSE curriculum, the sessions from Rape Crisis are embedded in the timeline. The *Consent* session to S2's is thus used not as a one-off but as an external session that is timed to draw together and reaffirm the messages they have already been learning. Teaching staff then refer to this session in teaching the S3's and S4's and by the time the Prevention Worker comes back in S5 it feels as though they've really been part of the learning the students have had.

> The fact that we have that relationship with the organisation, that we know it's her that's going to come in and do it, is really helpful because it allows us to really tie it in with what the kids are learning in their PSE lesson. So, it's not an add-on, it's part of what we are doing with them. And that's, again, where the flexibility is really important

> because the timing has to be right. It can't be that we finished doing RSHP 4 weeks ago and now we're learning about careers, but then suddenly [Prevention Workers] pops in to talk about consent. It's got to tie in with what you're doing at that time. *(School staff, interview)*

This embedded approach, spiralled across the year groups, was also seen in other schools that were able to have slightly more sessions; having one session from the SVPP delivered to all of one year group each year.

> It's become quite an embedded part of our PSE curriculum that we know that we'll have these sessions from [Rape Crisis Centre] for each of our year groups and then some lessons from us. So, for example, for S1s, it's maybe a little bit more gentle like online and consent and then as they move up the year groups, they maybe take it into more kind of hard hitting, I suppose, like the more sort of robust information that they need the older teenagers to have. So, they can agree that depending on the year and depending on the maturity of the pupils. *(School staff, interview)*

> It might be for example, that [Prevention Worker] does a second year followed by a third year, different topics, but all the classes will get covered within a six-week block. Then when we have what we call our daily reviews, we're linking back to the learning in previous units. So, we are going back over and then part of that is we are speaking about [Prevention Worker] and we're speaking about the lessons that we had with [Rape Crisis] so that they can link that going forward. *(School staff, interview)*

This means the Prevention Worker would see the same students each year for different sessions from the programme, gradually building on key learning – an approach that as demonstrated by the findings from the follow up student survey earlier, results in greater recall of key messages once the sessions have ended.

Though not a common approach due to limits in capacity, one smaller school that participated in interviews was able to spiral delivery as well as have multiple sessions delivered across three different year groups. However, they also spoke about using the sessions in other lessons to remind students of key themes, demonstrating how all schools, no matter the organisation of delivery, was drawing on the SVPP to embed messages from their own curriculum.

> The programme runs through our PSE programme and [the Rape Crisis Centre] come for a block of times, which usually maybe two, three, 4 lessons at a time for a block, and they do a block of work on a specific topic area across different year groups. Predominantly it's from 1st to 3rd year at the moment… The kids respond really well to [Prevention Worker] and they remember her content, which is great. So, when we do follow up work with other topics, we refer back to the work that we did with our local centre and they are able to remember that and apply their knowledge to other topics, which is fantastic and exactly what we need. *(School staff, interview)*

Part of what teachers drew on here is a sense that students are more likely to remember something when delivered by an external provider. This wasn't about a feeling from teachers that they couldn't teach the topic; as illustrated above many were already teaching the messages in the SVPP content and used the sessions as a source of embedding that learning. It was more that having an external provider reaffirm those messages was useful, particularly in how it helped students to remember what they were learning.

> I think it's really good to have someone that's not their guidance teacher or teacher discuss these things. It's not that we shy away from them at all. We do discuss them. It's just really good to have that reinforcement of these messages. I think it creates a different space, like a more vulnerable space, less judgment. It shows that it really normalises these conversations, which I think is really helpful. And I think the young people remember someone coming in rather than just a lesson that I deliver every day. *(School staff, interview)*

> I think it makes it more impactful, makes it more memorable as well. If I at the end of the year, 'Do you remember that lesson your teacher did on equalities back in September?' No. But do you remember the time [Prevention Worker] came in? Then they remember because that was different. It was unique. *(School staff, interview)*

This model of building in the provision of the SVPP into the offer of the school around relationships education is a way to help balance some of the limits to Prevention Worker's capacities. It demonstrates how the SVPP operates in practice not as a stand-alone piece of work in schools but in an integrated way, no matter how delivery itself is organised. Articulating this model more clearly could provide some relief to the sense from Prevention Workers that they are responsible for delivery to all students in their area. Rather than being the whole puzzle, they are a unique piece of the jigsaw that is being used strategically by many schools to ensure shared messages are affirmed and embedded.

Flexible but consistent

A third key component in the sustainability, success, and scale of the SVPP is how it maintains space for adaption of delivery format and approach within the boundaries of a nationally consistent programme. Borrowing language from implementation science, this can be understood as a form of 'flexibility within fidelity' (Kendall and Frank, 2018) where the fidelity or degree to which an intervention or programme is delivered as intended, has within it that the programme is flexible, able to adapt to varying contexts without losing consistency. This approach has been argued to be particularly well suited to school-based interventions (Harn, Parisi and Stoolmiller, 2021).

Context-led practice

Both Prevention Workers and teachers spoke about the flexibility in how the sessions are organised (i.e. in targeted or spiralled ways) as being key to facilitating take-up in schools.

> We have schools that really like us to be there quite early in S1 or S2… other schools build it into their own curriculum… it's very important to have that flexibility… if it was more prescriptive it would be harder for them to be on board. *(Prevention Worker, focus group)*

> If they were less flexible, if they didn't have the time or funding or whatever to then give that time, then we'd have to do it as an assembly type approach, which I think for these matters wouldn't have as much of an impact as it has. That flexibility is really important for us as a school and as a PSE programme. So, there is that continuity, so there's progression within that block. But there's also time for preparatory work within that block of work, so the content is not just landing on them. But like I said, it's so valuable that if they could tell me they come in at any point and I would bite their hand off. *(School staff, interview)*

> I would say for the S2s, if she had turned round and said, well, I'm only prepared to come two days and I just want to do period one with one class, period two with another, I think we probably could work that… But with the S5s, we wouldn't be able to do it. If she wasn't able to work round our period times, we would not be able to run the programme in the school because departments just won't give up the time with their pupils. *(School staff, interview)*

Another factor requiring flexibility is that the national nature of the programme means there are a broad range of contexts across Scotland within which it is being delivered. This became particularly obvious during session observations. The five settings observed were remarkably different – schools that had more or less resources, sprawling rural campuses compared to compact urban centres, large diverse student populations compared with small populations of students who shared broadly similar backgrounds.

There were also differences in classes in the same schools – classes where students were very comfortable with each other compared to those where the students were more reserved, classes where there'd been disruption (for example one class that hadn't had a consistent teacher for half the year and so were quite disengaged) compared to those who'd had consistency and an established, comfortable relationship with each other and their teacher. Classes where teachers were quite active in the session, compared to classes where the teacher really let the facilitator run the session completely.

There were also different needs of students in the same class. In one session for example, two girls were quite removed from the rest and appeared disengaged from the content. The Prevention Worker was gentle and inviting, making sure to check on them as she went around the small groups in the class to discuss the activities. On a debrief at the end of the session with the Prevention Worker and a school safeguarding lead, it came out that both girls had recently reported sexual assault from an adult known to their families. They had disclosed to the safeguarding lead following one of the sessions from Rape Crisis, who had reached out to the centre for support. The girls had been asked in advance if they still wanted to be in the session and both said they did, and the Prevention Worker was aware of this context going in and checked up with the safeguarding lead after the session about how else her or her centre could help. There was an unspoken but palpable sense of support for the girls from the Prevention Worker and likewise a clear sense of value in the sessions from the girls despite their quietness in the classroom.

This variance in context means that workers need to be exceptionally skilled, not only in the content of the programme but in understanding how to deliver it across a range of contexts and to a range of young people with their own contexts. Prevention Workers are often having to adapt on the spot, change their approach in classes that are too quiet for some activities to work, or decide which parts of the session to run with and cut for a class that is having in-depth discussion. This takes an immense amount of skill and understanding, often skills that can't be taught so much as learnt through practice, with workers talking in the focus group as well as informally during session observations about getting better over time in knowing what does and doesn't work, for whom, and in what contexts. It was also something commented on by school staff:

> Teaching is a skill. And very often when you get somebody coming in to deliver content to classes it's very obvious that they're not teachers because they've come to deliver a lesson and they're going to deliver that lesson come hell or high water. Like. 'I'm going to get through this content.' I don't feel that with [Prevention Worker]. I feel that she is actually a very good teacher, basically. I think that's a big thing. *(School staff, interview)*

Skilled adaptations in delivery

Though there is flexibility in delivery of the SVPP, indeed this is a core part of its success and key to its sustainability and scale, there is national consistency in content, with all the benefits of this in terms of legitimacy and a sense of 'national consensus' discussed earlier in the report. No additional materials or content (such as videos, websites, images or new activities) can be brought into sessions by Prevention Workers without going through an agreed process for evaluating new materials. Workers are told they are able to change the format of an activity (for example make a whole class discussion a

discussion in pairs or get a class to move around for an activity instead of sitting and discussing) but not bring in a new activity without it having gone through a quality and age assurance process at Rape Crisis Scotland. From the survey to Prevention Workers it was clear that workers were frequently drawing on the flexibility to adapt activity formats, with 65% (n=15) of respondents saying they always or often did this.

The need to adapt the content and how it was delivered was described by Rape Crisis Scotland as a big part of the reason for the refresh of the programme materials.

> I think with any sort of successful programme, there needs to be flexibility, and we need to adapt and change. For example, one of the things that helped shape the new pack was knowing that the conversations around consent had changed. It shifted. It was no longer, 'What is consent', but it was about a more nuanced understanding. So, we had to develop material that was now fit for the current kind of conversations that young people were having. And it's the same with the digital space that has changed massively in the last ten years. You need to be able to adapt and change to what the needs are of young people. *(Rape Crisis Scotland, interview)*

As seen in the quote above, given the pace of change in the lives of young people, particularly but not only regarding technology, there is a real need for the content of sexual violence prevention workshops to maintain a level of agility that can be difficult when being delivered on such a large scale. Some feedback from Rape Crisis Managers pointed to a sense that currently the SVPP wasn't as agile as it needed to be given the pace of change in the worlds of young people:

> The pack hasn't changed in three years even though the landscape is changing, developing materials - whilst we recognise this is time consuming - feels necessary. *(Rape Crisis Manager, survey)*

> Some local issues that are coming up are not able to be addressed due to rigidness on the content, things change so quickly in the world- feels like things become outdated at times *(Rape Crisis Manager, survey)*

The development of a 'pick and mix' approach as an answer to this was part of the design of the new pack. This was the idea that Prevention Workers would be able to submit their ideas for activities, resources and other adaptations to Rape Crisis Scotland for quality and age assuring before they could be made available to others – increasing the national bank of verified material for workers to draw on in their sessions. The reasons behind this approach, and some of its challenges, are described below:

> A key rationale behind the new pack was that, if we know people are going to do this pick and mix approach, let's try and create it in a way that allows them to do it, but that still meets the outcomes and that are agreed materials by the whole network… [but] it's the hardest part of the whole thing: coming up with a good process for people developing those materials, then being peer reviewed by other Prevention Workers,

> then being tested by young people and signed off by Rape Crisis Scotland and then integrated into the programme. It's a really laborious time-consuming job. *(Rape Crisis Scotland, interview)*

The survey found widespread support from Prevention Workers for this new approach even with the difficulties that have been encountered operationalising it. There was also widespread support for the new materials that comprised the updated programme particularly from those who had also delivered the old pack.

> [It's] much more concise & well rounded. Pick and Mix approach allows updates across the programme to be made and added by RCS in a more practical way. Fits the timings of one school period (ie 40-55 minutes) much better. More focussed and interactive. Boys are now much more engaged, less potential for confrontation. *(Prevention Worker, survey)*

> The new materials are a lot more direct in relation to what causes sexual violence, but also much more nuanced about how that is played out in relationships. The new materials are also enormously more student-led, which creates an environment that allows for YP to find their own solutions, as opposed to listening to a lecture about the topic. *(Prevention worker, survey)*

This was echoed in the feedback from teachers who regularly mentioned the value of the SVPP's conversational and engaging style of delivery, and importantly was also found throughout the feedback from students given following the sessions:

> Found it fun, our teacher [Prevention Worker] taught us everything in a really fun way and she helped us feel more comfortable talking about things like this! She was also pretty funny (Boy, S2 *Consent*)

> I liked how it was just an open conversation and didn't feel like a lesson (Girl, S6, *Pornography S3-6*)

> I think [Prevention Worker] was really good at delivering making everyone feel comfortable ensuring everyone was okay but also made sure the lesson was interesting and engaging. It was lovely to meet her. (Girl, S3, *Understanding sexual violence*)

> Both of the speakers were really enthusiastic and engaging. They managed to get my class to engage and prevented things from feeling awkward. (Boy, S6, *Power*)

> It was a great experience as it's not a conversation many adults want to have with teens (Girl, S5, *Understanding sexual violence)*

Though the new pack was received well, there was a sense from several Prevention Workers that some key content had been lost in the update, particularly the loss of a focus on gender:

> I never used the old pack so I don't know how well-designed or impactful the Gender workshop was, but there is a huge demand from teachers, youth groups and parents for

> us to deliver prevention work to young people specifically unpacking gender norms and misogyny, given the influence of the manosphere on young boys and the misogyny adults are witnessing from YP. It would be great to have a dedicated workshop to this subject area, as it feels like more of an afterthought in the Power workshop and there isn't enough time to really get into it about gender during those sessions. *(Prevention worker, survey)*

> The gendered aspect is really watered down. This is something I add into the workshops, but it is something that could be missed if a worker doesn't have the skill or confidence. *(Prevention worker, survey)*

> From what I have heard, there was a lot of pushback on the gender topic of the old pack, which I am assuming is why they removed it. But I don't think the current pack has enough of a focus. I adapt and focus on it within my conversations with young people but I do think it needs a more complex imbedding. It is SO rare that I get pushback when talking about gender, as long as it is done within the context of power dynamics, and empowerment for positive use of power. *(Prevention worker, survey)*

Interestingly, the 'manosphere' and online misogyny were also identified by several teachers as a key topic where they felt the programme could provide further support.

> We have seen a huge increase in misogynistic behaviours. even over the past year. And, it's young men unknowingly using words and phrases that are not okay, using who they think are role models on social media and think they say that so it's okay for us to say that. It's about educating them and their parents actually, some parents unfortunately can't see the impact that these words and phrases have on other people. But things develop all the time and things change all the time in schools and society. And that's the challenge is staying ahead of the cut. One step ahead of the curve and being current. *(School staff, interview)*

There is a recognition here of the challenge identified earlier – the need for agility in developing prevention content given the speed of change in the lives of young people, particularly regarding the digital landscape. Session observations suggest there could already be content addressing this within the S1–2 *Pornography* session which is the session that is delivered the least, possibly because the title puts schools off the session despite the age appropriateness of the content. The session itself explores where young people access information about relationships and the influences shaping their understanding, for the S3-6 session the exploration is also about where they get information on sex. Given the relatively low take-up of the *Pornography* session for both age groups, though particularly the youngest range, there may be value in revisiting its naming and framing, making small adjustments to content to more explicitly address how gender, relationship, and sexual norms are produced and reproduced online.

Support-based practice

The final key principle that underlines the model of the SVPP is that the programme is delivered directly by Rape Crisis Centres themselves rather than other workers based in organisations that do not provide frontline support for victim-survivors. In this way the SVPP is informed by the practice-based knowledge of frontline Rape Crisis work but also an example of prevention work as a form of support-based practice.

Knowledge-sharing and relationship-building

As discussed earlier, most school staff saw benefits in external providers coming into the school, but there was also evidence that external provision supported teachers in developing their own resources and thinking on similar topics. This was particularly useful for schools who are using the SVPP as a foundational offer for their own work in PSE. It was here that some of the power of Rape Crisis being the organisation delivering the sessions became evident. Rape Crisis were positioned by many teachers as experts in sexual violence. This meant that sitting in on their sessions functioned for some as an informal form of continued professional development.

> Sometimes it's nice to sit back and see what other people are doing. It certainly helped me to design a couple of things that are further up through the course in terms of reflecting what's been covered there… it's good for us because I think where we need to go and do some reading or we need to go and listen to a talk or go to some sort of presentation to find out what the current message is, we get that in the sessions from important charities in that sphere. Otherwise, we might be in the dark about what's going on. *(School staff, interview)*

> I walk away learning something every single lesson from what [Prevention Worker] says, never mind the young people that we've got in front of us. It is, I think, it's down to the programme of work, but [Prevention Worker] is the right person. (*School staff, interview)*

> One of the realities, unfortunately, of PSE is that most of the people who deliver it, you know, they're an English teacher or a PE teacher, and this is just one period in their week, so it's not something that's always going to be at the forefront of their skill set or their personal development programs. So having that external person in is actually really informative for them as well. *(School staff, interview)*

But the benefit of a support-based prevention practice isn't just that those delivering the work are able to inform teachers, and students, of current practice-based knowledge. The real benefit is in how the sessions functioned to give Rape Crisis itself a familiar face, supporting the young people and their teachers to start building trust and familiarity with their local centre, as well as the wider Rape Crisis network. Given that

the workers were seen as memorable, due to their external position and the content and style of their sessions, students seeing them around the school even when not delivering lessons to them directly seemed to help this process of building trust.

> What has been helpful is that the students know who they are because they've been in the school and they've seen them in lessons. And it means that if we've had young people who've come and disclosed at another time of the year about something that's happened, we can say, well, we can do a referral to [Rape Crisis Centre] and they're like, yeah, cool, I know who they are. I'm happy to do that. So, I think it's even just their sort of presence is useful because at least they are kind of a known agency to the young people. *(School staff, interview)*

> For example, my current second year pupils, they remember [the worker] from when she came into first year and did a couple of presentations, you know looking at friendships, relationships, then that next step what to do to support other people, etc. And I think the fact that she brought it in with so much ease, a few games, a good bit of chat and she moves around the room a fair bit, she'll do different things with the kids to get them engaged. And they just love it. I mean, their eyes light up when they actually see her coming into the building… For an outside speaker to be able to come in and make bonds like that with kids so quickly, I think it's fantastic. *(School staff, interview)*

> I think [the students] nearly expect her to be in at some point when we hit relationships education and would be a little bit disappointed if they didn't see her. *(School staff, interview)*

Supporting disclosures

The Prevention Worker role itself is not about offering direct support to victim-survivors. Though students are aware that workers will be around at the end of each workshop, this is rarely a contained space and disclosures are not encouraged. To enable disclosures to be made in a more confidential way later, many workers leave Centre leaflets, stickers, colouring or other activities for the students that also contain contact details for the centre and the national helpline. This is also where the importance of locally led delivery came in as it meant the details being shared weren't just for any centre or for a national service; they were locally produced and locally based.

Teachers spoke about disclosures coming after the sessions, something they attributed both to the learning in the sessions about what was and wasn't acceptable and to the general style of delivery which was non-judgemental and invitational.

> Having [the Prevention Worker] in has allowed some children, I would say, to be brave enough to come forward about things that have either happened recently or things that have happened historically. And I don't think, even though a lot of the kids have got

> good relationships with us as guidance staff, I don't think that they would have come forward otherwise. (School staff, interview)

> I think because it's the Rape Crisis Centre it's really clear that that's a support system and that I think it's really nice that they open up with support and they have a no judgment space. It's like a space that's really encouraged to not bring in personal experiences, but if you do want to discuss personal experiences, there is a safe space to do that afterwards. (School staff, interview)

> There's actually been a few individuals that have had more individual support from [Rape Crisis Centre] due to sessions and maybe things that they've said or they've asked for support, which has been really good. I don't think they would have come forward unless they had that group session with [Prevention Worker], which is great. *(School staff, interview)*

Disclosures were also understood as connected to the embedded nature of delivery. Where delivery contexts enabled a more spiralled model, where sessions were delivered to the same groups of students at multiple points across their schooling journey, Rape Crisis Scotland believed more disclosures were made:

> Anecdotally, I think it seems like there are more disclosures from like where a worker is actually in the school. Where there's more the physical presence, workers report that students will come up and speak to them. They get known, it's breaking down some of those barriers, and it allows for some of those workers to do like lunchtime groups because they're in the schools, so they can facilitate that. (Rape Crisis Scotland, interview)

This belief could not be tested in the evaluation as disclosures had not been systematically tracked over the 2024-26 monitoring data period that was analysed. However several centres have since put in place mechanisms to track this, and Rape Crisis Scotland is including a monitoring question in future funding returns, meaning that future evaluations may be able to provide more quantitative evidence of a route through to services.

From a teacher's perspective, the embedded model meant that they felt supported to respond to disclosures that they received from students directly:

> Anytime I've had something, I would contact [Prevention Worker]. I'm actually unfortunately having to do it very soon and say, like, 'What are your thoughts on this young person and how can we support here?' We have a really positive working relationship with [Rape Crisis Centre] that we've built through the years and that any of us know we can pick up the phone if we've got any of those disclosures to chat with them. (School staff, interview)

> They're very insistent on having really good links with schools, so we also know that they're a partner agency that we can really rely on. If we've got young people who make disclosures, we've got good relationships with the workers at [Rape Crisis Centre]

> so we know that we can go to them if it's just for advice or we know we can refer young people to them and that they'll provide a really good service. *(School staff, interview)*

> I was in the situation this term that I had a young person who experienced sexual violence and I thought, you know what, I'm just going to e-mail [Prevention Worker] and say, this is what's happened for the young person. They'd really like to talk to somebody. What do I need to do? And I didn't have to spend lots of time trying to find the information. She knew. And I was able to say to that young person, 'Remember that organisation that came in and did that thing about the pencil, about consent?' And she was like, 'Oh yeah'. And I was like, 'Well, it's those people, not the same lady that came in, but it will be that organisation'. 'Oh, they were brilliant'. *(School staff, interview)*

For this report, there was also some evidence provided in the follow-up survey to past students where 3% (n=15 young people of the total 537 responding) had contacted a Rape Crisis service for themselves or someone else following the sessions. Though this was not by any means the dominant way that young people had used what they learned (see section: Follow up student outcomes), it is evidence that the sessions are working to get information about sexual violence support into the hands of young people who need it.

Reflections

As demonstrated across this report, the SVPP is extremely well received by schools and students and underpinned by a coherent set of principles that support its delivery. Across the evaluation, however, a set of interrelated themes emerged relating to challenges in how the programme is structured, delivered, and captured in practice. These do not suggest problems with the core model itself, which is working exceptionally well. Rather, they highlight areas where governance arrangements, delivery expectations, reporting systems and programme design and content, could be reviewed or revisited to provide greater support for Prevention Workers and help strengthen the programme's sustainability.

While not framed as recommendations or solutions, the following reflections explore possible next steps for consideration in consultation with Centres and other key stakeholders.

Organisational structure and governance

It is clear from the evaluation that the relationship between individual centres and their local schools is a real strength of the current nationally held, locally delivered structure of the SVPP. This is working well for the students, the schools, and the centres and is a key factor in the programme's success, scale, and sustainability. However, the evaluation has also found this structure is putting some Prevention Workers in a difficult position where they feel they neither belong entirely to their centre nor to Rape Crisis Scotland and where differently located workers encounter different expectations and working conditions for the same job role.

That this was really the key area where improvement was identified suggests the need for Rape Crisis Scotland and Centres to reflect on the current organisational and governance structure in place for the SVPP with a view to mitigating some of the challenges for Prevention Workers that have been outlined in this report. Though the evaluation cannot provide a solution here, it is hoped that the articulation of the principles behind the programme's structure and delivery, and the role these principles play in the success of the programme, help inform future decision-making. Particularly important is the need, whatever the formal governance arrangement is, for workers to be located within centres wherever possible to continue with all the benefits of support-based practice and local delivery given throughout this report.

Delivering an embedded and flexible model in practice

The findings suggest that flexibility is a central feature of how the programme operates in practice and is a key factor in explaining its uptake by schools. Schools appear to value the ability to adapt delivery to their local context, priorities and capacity, and this adaptability is closely linked to the programme's scale and reach. Rather than being a fixed model applied uniformly across settings, delivery is characterised by a degree of responsiveness to local conditions and contexts, which is key to a range of settings being able to engage.

At the same time, the analysis points to the importance of the embedded and integrated nature of the model as an enabling condition for this adaptive but consistent approach. The ability of Prevention Workers to develop relationships within schools and with students and teachers underpins some of the key impacts of the work in relation to supporting Rape Crisis more broadly and also supports workers in adapting sessions and approaches (for example targeted or more spiralled delivery) to the specific context of each setting.

This has implications for how the programme is communicated externally. While current messaging already reflects the importance of flexibility, the findings suggest that there may be value in more explicitly articulating how this flexibility is structurally enabled through the embedded model, and how it translates into different approaches to delivery in practice. In particular, this includes making clearer the relationship between embedded working and its benefits, as well as how this can be adapted into different approaches to delivery to align with school and worker capacity.

Measurement systems and reporting

The findings raise questions about how current guide performance targets are framed and what aspects of delivery they may be incentivising or foregrounding in practice. In particular, there is some evidence that existing targets may be contributing to a sense of pressure or overwhelm for some Prevention Workers, who feel a need to be onboarding more schools across their area at the same time as needing to deliver multiple sessions to the schools they are already working with. This sense of pressure is not something coming directly from Rape Crisis Scotland or from Centres themselves, but nevertheless it is present for many workers and so there is a need to look for practical and symbolic ways to reduce it.

Current student-based targets for Centres are focused on counting new student engagement within reporting periods. While this provides a clear and administratively straightforward way of evidencing reach, it may not fully capture the importance of sustained, repeated or cumulative engagement with the same cohort of students over

time or the relationship building that is so key to the programme. This is particularly relevant in the context of the SVPP's embedded delivery model, where impact is built over time through ongoing engagement, reinforcement of learning, and repeated contact rather than single session delivery.

This also connects to a structural issue in how delivery is recorded over time. Though this may not in itself directly impact Prevention Workers, it does make it harder to evidence the impact of embedded delivery. The six-month reporting cycle (April–September and October–March) does not align neatly with the academic year (September–July), which is the primary organising structure for schools and the rhythm within which students and Prevention Workers typically experience delivery. This misalignment makes it difficult to identify whether students are receiving multiple sessions within a single academic year, or whether engagement is occurring in a more sustained way across multiple academic years.

Taken together, these issues suggest that the current approach to guidance targets may not fully capture how impact is built over time through repeated engagement with students, or how embedded delivery functions as an ongoing process rather than a series of discrete outputs. This has implications for how the work is understood and may also shape how Prevention Workers experience success within the role.

Programme design and workshop content

The evaluation suggests that there is a degree of divergence between the intended structure of the revised workshop programme and how it is being delivered in practice. The revised design positions *Consent* and *Power* as two foundational sessions, which are then intended to be built upon through sessions on *Understanding Sexual Violence, Understanding Sexual Violence Online,* and *Pornography*. However, delivery data indicates that in practice, *Power* and *Understanding Sexual Violence* are delivered at very similar levels, suggesting that these are functioning as parallel rather than sequential or layered components of the programme.

While, again, this structure of foundational and building sessions is a guide to schools rather than a requirement, this pattern does indicate that three sessions are, in practice, operating as the core "foundational" offer in schools, with the remaining sessions playing a more supplementary role depending on school capacity, curriculum space, and willingness to engage with more specialist content. It is of interest that the sessions that are the least delivered are those that orient around the online space, particularly given that online misogyny was mentioned in the teacher interviews as a growing area of concern.

Within this context, there may be value in revisiting how sessions are named and framed to ensure that schools are aware of what these less taken-up sessions contain. This is particularly the case in relation to the *Pornography S1-2* session which in practice focuses less on pornography itself and more on critical engagement with online messages about sex, relationships, and gendered expectations. This misalignment between session title and substantive content may be affecting uptake, particularly where schools are making rapid judgements about appropriateness based on session names alone.

In addition, there is some triangulated feedback across data sources suggesting a perceived gap relating to explicit exploration of misogyny and broader constructions of gender. This has been identified as an element that may have been reduced or less visible following the programme refresh, and which some stakeholders perceive as important for grounding understanding of sexual violence within wider social and cultural contexts. This suggests that alongside questions of sequencing and naming, there may also be a broader reflection as to whether an additional explicit session that covers gender or misogyny might add to the supplementary sessions offer.

Taken together, these reflections suggest that there are some areas where formal structures (including governance arrangements, delivery design, targets and reporting systems) do not always fully align with how the work is experienced and delivered on the ground. There are strengths in the current structures, particularly in relation to flexibility and responsiveness, and some challenges in relation to consistency, visibility, and the extent to which different aspects of the work are captured and articulated to internal and external audiences. Overall, however, the evaluation is clear: the SVPP is highly valued across a range of settings, delivering on an exceptional scale, and is creating real change in how young people understand and challenge sexual violence in Scotland.

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