

Online appendix

Extract from framework matrix

	A	B	C	D	
1	THEME	2. Sources of sexual health information and learning (SCHOOL)			
2	Name	Satisfaction	Content/Topics focused on	Delivery mode and quality of teaching	Lea
3	Alice and Cleo	Neither felt like they had learned very much in school. They both agreed that they had been taught very little and that the responsibility was placed on them to learn Alice: left up to us to...(Cleo:...learn)...yeah". They agreed that they would have liked	Alice and Cleo described primarily learning about STDs in their SBSHE, but not enough practical information, like how to use condoms: Cleo: We learned about STDs which was good to be aware of...but other than that you didn't know like how to say use a condom and stuff like that; Alice: Mmhhh they didn't do that.	They were both in the same class at school and described being primarily taught by their teacher in the PSHE classes. They thought being taught by their teacher was awkward. On a few occasions they had outside people (not sure who) that came in to teach them and they both said they preferred this to	Alice prev it mig about "wou actu about boys Lea
4	Craig and Darren	They were both generally positive about the teaching they received. School was the main source of sexual health learning for Craig and Darren growing up. In fact for Craig, his classes in PSE were the first thing that came to his head when he thought about sexual health. Overall, Darren thought that the classes "gave us the	Craig said that the lessons varied from week to week – from a "slow lesson" to something "pretty full on and you'd have to put on a condom on a dildo or something [laughing]". They thought that the classes provided enough information, although Darren thought they "probably got it too much". There was a sense that there was quite a lot of repetition: "it was all the same in the end" (Craig). Although, this was seen as a necessary evil: "it does get boring but at least you've known it that whole	They got taught within their PSHE classes by their guidance teacher who they described as their closest teacher in school: "so everyone knew him well" (Darren); "you build up a relationship with them" (Craig). Darren said the teachers pitched it at quite a good level which helped everyone learn: "I think they did take it seriously, but they, kinda, conveyed the, sort of, laughy sort of thing	"help beca class awke about were whol "wor awke and t
5	Liam and Rowan	Liam and Rowan both stated that their information needs weren't met in school and both recalled negative experiences. Liam talked about being "the only gay in the class", which meant his information needs weren't provided, forcing him in an effort to learn to ask "leading questions" and being picked on by his fellow classmates.	Rowan and Liam talked about only really recalling learning about STIs in a very basic way with not enough detail. Rowan attended a denominational school and was critical about the kind of messages his school promoted about homosexual relationships - he said they only talked about heterosexual relationships "for their own agenda to completely tarnish all homosexual relationships". All he recalled being taught was that homosexual relationships are "morally wrong". Liam described getting no practical information about anal sex, just the message that it is	Liam who identified as gay remembered quite negative experiences in school and the quality of teaching to be poor. He recalled his teacher asking him whether it was OK to talk about homosexual sex and then asked him what she should cover. He said "I was like 'I'm the one who's supposed to be learning stuff here, not you. Where's your teacher training?' Liam remembered the one week they were meant to be taught how to put a	

Extract from website coding

	A	B	C	D	E
1				Scenario 1	
2		Search terms	Action/Webpage chosen	Link number	Comments on conversations
3	00:00:36	when do symptoms start to show of an sti			Skye whispers to Lily that she doesn't know the answers
4	00:00:50	Website category key <div style="border: 1px solid black; padding: 2px; width: fit-content;"> Health organisation (governmental) Health organisation (non profit) Commercial/for profit User generated/social media Other Educational organisation </div>	How soon do STI symptoms appear? - Health questions...(NHS)	1st link	Scroll through site reading bits out to one another. Lily is shocked by some of the information as she didn't know about it. Skye reads out that some STIs don't have symptoms. They both seem to share some of their own knowledge about STI symptoms
5	00:02:34		Video: genital warts from above site		Lily seems to like the interactive features of websites - they try to watch a video about genital warts but it doesn't work. Skye seems hesitant and tries to discourage her from watching it, seems maybe disgusted at the thought of watching it
6	00:03:24		Return to Google		They both talk about what else they should look up - unsure
7	00:03:40	what stds can you get from one night stand			Skye suggests this
8	00:04:07		Sexually transmitted diseases (STDs) - NetDoctor.co.uk	1st link	Skye says 'netdoctor' and they agree to go on it. Scroll through - some symptoms info catches attention and reads out, they seem a bit worried about some of the symptoms. Only read out certain bits, scroll quickly through some. Lily reads about treatment of Gonorrhoea and recalls a trip to the doctor. Lily seems confused by some of the language. Skye struggles to pronounce some of the STI names. They like this website and write it down in the notes. Skye shares some of her knowledge about condoms
9					
10	00:08:18			Scenario 2	
11		Search terms	Action/Webpage chosen	Link number	Comments on conversations
12	00:08:49	contraception'			Lily asks Skye what they should look up and she suggests 'how to avoid getting STDs' but Lily seems unsure and suggests 'contraception' and Skye agrees. Lily offers her own advice before the website has loaded - about making sure they wear protection
13	00:08:56		Contraception - Contraception guide - NHS Choices	3rd link (1st	Lily recalls there being a quiz on this website that she has used before and she scrolls through looking at it (she likes this kind of interactive content). Struggles to find it
14	00:09:09		Back to search results		Goes back to search results, before going back to NHS ws
15	00:09:11		Clicks on 'which method suits me?' which is an option on the Contraception-Contraception guide - NHS Choices	3rd link optic	Scrolls through again looking for quiz
16	00:09:23		Clicks on Brook - My Contraception tool link (Contraception NHS Choices)	3rd link tool	She finds it and gets excited about a contraception tool questionnaire. She says "That's very good isn't it?" Skye seems less enthused
17	00:09:42		Start My Contraception Tool (www.brook.org.uk/our-services/category/my-contraception-tool)		She says "That's very good isn't it?" Skye seems less enthused and they go back to search results
18	00:10:04		Back to search results		
19	00:10:06		Contraception - Contraception guide - NHS Choices	3rd link	They go back to the NHS Choices website and scroll quickly through - info about different contraceptions catch attention (tends to be headings and highlighted words). Skye says "What if somebody wants to go deep?" and Lily laughs and reminds her it is recording. She doesn't seem bothered
20	00:10:24		Clicks on link for more information about the Contraceptive cap (NHS Choices)	3rd link	The select more information on the Contraceptive cap as they are unsure about it. Lily reads out the information to Skye, but becomes confused by the description and use of the word 'permicide'. They are both confused
21	00:12:33		Back to previous page - Contraception - Contraception guide - NHS Choices	3rd link	Scroll through quickly
22	00:13:18		Click on link for more information about 'natural family planning'	3rd link	Scroll through quickly - read out headings that catch attention
23	00:13:46		Back to previous page - Contraception - Contraception guide - NHS Choices	3rd link	
24	00:13:55		Return to Google		Lily suggests they look up information about being ready for sex as it is important that they know whether they are ready or not. As she is typing it in she comments that the predictive Google text automatically predicts this and Skye comments on it coming up in the top searches - lots of people searching for it
25	00:14:08	how do you know you are ready to have sex'	How to Know if You Are Ready to have Sex: 9 Steps (with...) (wikihow)	1st link	Lily notices in the heading that it has 9 steps and she wants to select it. They do and scroll through reading out the steps (often just the titles of steps). They agree with the information about embarrassment and maturity, and agree that you shouldn't have sex if you think you are going to be embarrassed - Skye says you really shouldn't be in the relationship if that is the case. Lily talks about it being important to be emotionally ready. They talk about consent. They look at some of the information. Lily depends on the more 'how to do it' stuff on Wikihow. While reading this