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# Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2015: Teenage life trends report

An Official Statistics publication for Scotland

HEALTH AND SOCIAL CARE

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# Executive Summary

## Introduction

This report presents the findings from the contextual lifestyle questions of the 2015 wave of the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The research was commissioned by the Scottish Government and carried out by Ipsos MORI Scotland.

In addition, data was taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) Trend data 1990-2013 in order to analyse the long term trends for these contextual questions<sup>1</sup>.

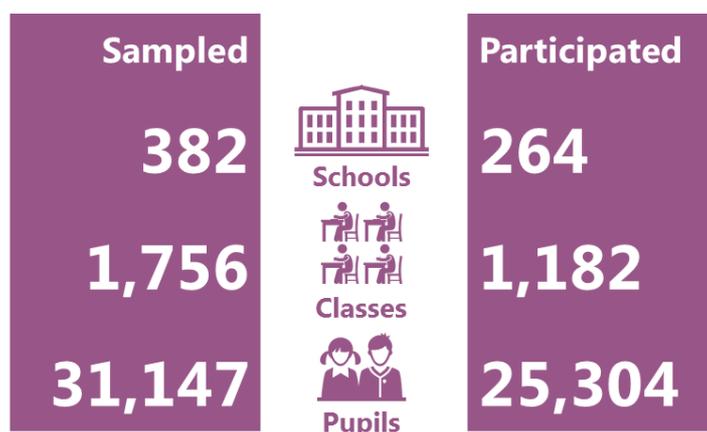
## Survey background and purpose

SALSUS is a continuation of a long established series of national surveys on smoking, drinking and drug use. These were carried out jointly in Scotland and England between 1982 and 2000, to provide a national picture of young peoples' smoking (from 1982), drinking (from 1990), and drug use (from 1998) behaviours within the context of other lifestyle, health and social factors. Since 2002, Scotland has developed its own, more tailored survey, known as SALSUS.

## About the survey

SALSUS is a self-completion survey administered by teachers in a mixed ability class, under exam conditions. In the past the survey has been completed on paper, but in 2015 half of the sample completed the survey online. Fieldwork was undertaken between September 2015 and January 2016.

**Figure 1 Numbers sampled and participated**



The overall response rate was **53%** based on class and pupil response rate<sup>2</sup>.

For full details of the methodology please see the accompanying SALSUS 2015 Technical Report.

<sup>1</sup> <http://www.gov.scot/Resource/0048/00488267.pdf>

<sup>2</sup> The overall response rate excludes schools who took part in the Realigning Children's Services Survey. For more details please see the SALSUS 2015 Technical Report

## Key findings

### School

- Overall, the majority of pupils stated that they liked school 'a lot' or 'a little'. 75% of 13 year olds liked school, compared with 64% of 15 year olds.
- 15 year old girls are more likely to feel pressured by school work 'a lot' than 15 year old boys or 13 year olds. There has been a marked increase in the proportion of 15 year old girls who felt pressured 'a lot' between 2010 and 2015: from 39% in 2010 to 62% in 2015.
- Thirty-eight percent of all pupils reported that they had truanted at least once, in the last 12 months.
- Only a small proportion of pupils had been excluded from secondary school: 10% of 15 year olds and 9% of 13 year olds.
- More than half of 15 year olds (55%) thought they were most likely to go to university when they left school. Fifteen per cent thought they would go on to further education college, 8% into employment and a further 8% thought they would be doing an apprenticeship.

### Friends

- The majority of all pupils (81%) had three or more close friends and only a very small percentage of pupils (2%) reported having no close friends at all.
- Two-thirds of pupils (66%) had friends of a similar age to them and over a quarter (28%) had friends of a mixed age. There were no notable differences by age or gender.
- It was most common for both 13 and 15 year olds pupils to spend between three and five evenings a week out with friends (46%), with little difference between the subgroups.

### Leisure activities

- The most common weekly activities among both age groups were listening to music; going online and using social networking sites; and seeing friends.
- There were not many notable differences between 13 and 15 year olds in terms of their leisure activities. However, 13 year olds were more likely than 15 year olds to do a sport (71% of 13 year olds, compared with 61% of 15 year olds) and read books (47%, compared with 33%) on a weekly basis.

## Family

- The majority of pupils live with both parents (68% of 13 year olds and 65% of 15 year olds), and around a fifth live with a single parent (20% of 13 year olds and 23% of 15 year olds). Only a small proportion lived with a step parent (8% of 13 year olds and 9% of 15 year olds).
- 13 year olds were more likely than 15 year olds to think that their mother had an average or above level of knowledge about their activities: 68% of 13 year olds thought their mother had an average or above level of knowledge, compared with 57% of 15 year olds.
- As with maternal knowledge, 13 year olds were more likely than 15 year olds to think that their father had average or above knowledge of their activities.
- Across both ages and genders, pupils would be more likely to talk to their mother than father if they were worried about something. There were no gender differences in the likelihood of talking to their mother. However, boys would be more likely than girls to talk to their father if they were worried about something.
- Overall, 10% of pupils reported that they were a young carer.

## Health

- There were very few subgroup differences in self-rated health. However, 15 year olds boys and girls were slightly less likely than 13 year olds boys and girls to rate their health as 'good'.
- 16% of pupils reported that they had a physical or mental condition or illness lasting or expected to last 12 months or more in 2015.
- 15 year old girls were more likely than the other subgroups to say that they had a long term illness or condition (21% of 15 year old girls, compared with 14% of 15 year old boys and 13 year olds).

# Acknowledgements

First and foremost, we would like to thank all of the pupils who participated in the 2015 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

We would also like to thank the schools that participated and, in particular, the teachers who organised and administered the survey. In addition, we would like to thank individuals from Alcohol and Drug Partnerships (ADPs) and Education departments within local authorities who encouraged schools to take part.

We are grateful to the SALSUS steering group for their help and guidance over the life of the project, and in particular to Isla Wallace, Justine Geyer, Emma McCallum and Julie Guy for their support throughout.

Finally, we would like to acknowledge the contributions of many Ipsos MORI colleagues, in particular: Chris Martin, Steven Hope, David Myers, Yinka Oluwi and Anna Sperati.

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Lucy Setterfield  
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# 1 Introduction and background

This report presents the findings from the contextual lifestyle questions of the 2015 wave of the Scottish Schools Adolescent Lifestyle and Substance Use Survey. The research was commissioned by the Scottish Government and carried out by Ipsos MORI Scotland.

In addition, data was taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) Trend data 1990-2013 in order to analyse the long term trends for these contextual questions.

## Survey background

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) is a continuation of a long established series of national surveys on smoking, drinking and drug use. These were carried out jointly in Scotland and England between 1982 and 2000, to provide a national picture of young peoples' smoking (from 1982), drinking (from 1990), and drug use (from 1998) within the context of other lifestyle, health and social factors. Since 2002, Scotland has developed its own, more tailored survey known as SALSUS.

## Survey purpose

SALSUS measures progress towards Scottish Government targets for smoking and drug use, and is used to inform the Scottish Government priority of addressing harmful drinking among young people.

The survey series also provides local prevalence rates for smoking, drinking and drug use across Alcohol and Drug Partnerships (ADPs), local authorities and NHS Boards. SALSUS data are used in a number of the ADP national core indicators, which allows the ADPs to monitor their progress against a common set of outcomes. ADPs and their community planning partners make extensive use of SALSUS data in local needs assessments and in developing their strategic priorities.

SALSUS is foremost a survey about substance use in adolescence and the outputs are therefore focused on prevalence of smoking, drinking and drug use. However, the survey contains a wealth of information on the behaviour of young people in Scotland over the last 30 years. While these variables are reported on in terms of their relationship with substance use, they have never been reported in their own right.

This report explores the other contextual lifestyle topics included in SALSUS. It covers trends in school, friends, leisure activities, family life and health. The report does not cover substance use and mental health which are explored in other reports in the SALSUS publication series which can be accessed here: <http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

## Methods

SALSUS is a self-completion survey administered by teachers in a mixed ability class, under exam conditions. In the past the survey has been completed on paper, but for the first time, in the 2015 wave, half of the sample completed the survey online<sup>3</sup>.

A random, nationally representative sample of S2 and S4 pupils in Scottish schools was drawn with classes as the primary sampling unit. All local authority and independent schools in Scotland were eligible for inclusion in the sample, with the exception of special schools.

Fieldwork was completed between September 2015 and January 2016. A total of 13,607 S2 and 11,697 S4 pupils responded.

Throughout the report pupils in S2 are referred to as '13 year olds' and S4 pupils are referred to as '15 year olds' for ease. It should be borne in mind that some pupils within these categories may be slightly older or younger.

Some pupils did not answer each question. Where answers are missing, these have been excluded from the analysis and so charts and tables that describe the same population may have varying bases. When differences between estimates are specifically commented on in the report, these differences are statistically significant to the level of 0.05<sup>4</sup>.

Percentages may not add up to 100% due to rounding.

For full details of the methodology, please see the SALSUS 2015 Technical Report<sup>5</sup>. Also see Appendix A for the full 2015 questionnaire.

Finally, it is important to note, that while there are associations between variables explored in this report, conclusions about causality cannot be drawn.

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<sup>3</sup> Please see the SALSUS 2015 Mode Effect report available at:  
<http://www.gov.scot/Publications/2016/10/3040>

<sup>4</sup> This means that we are at least 95% sure that a difference is real and not due to chance

<sup>5</sup> The SALSUS 2015 Technical Report can be found at:  
<http://www.gov.scot/Publications/2016/10/9287>

## 2 School

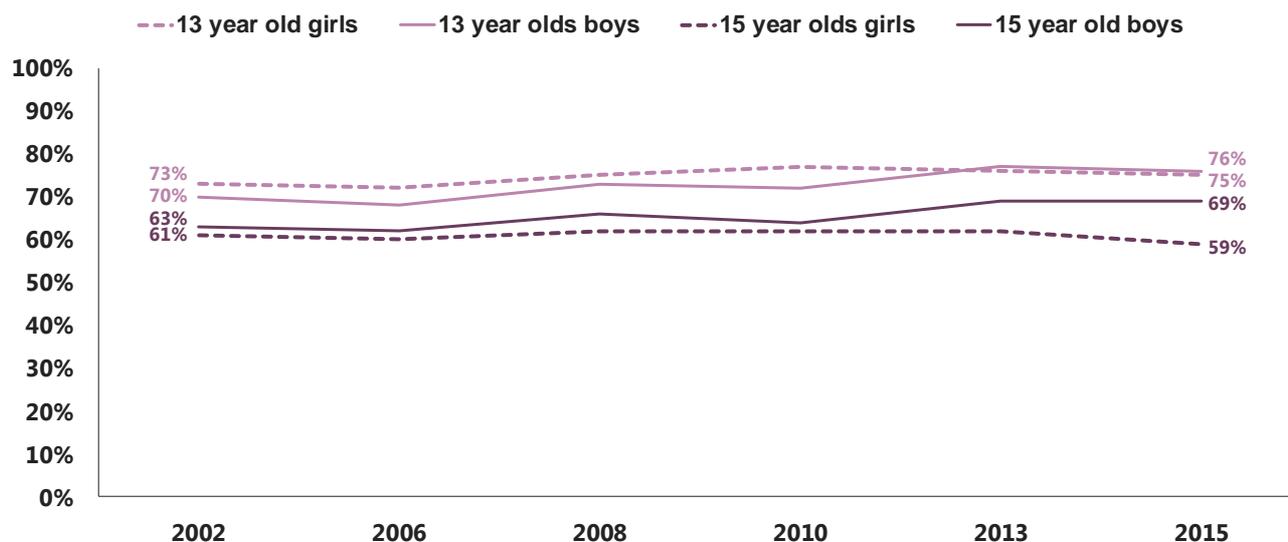
### How much pupils like school

Overall, the majority of pupils stated that they liked school 'a lot' or 'a little' (Figure 2.1). 13 year olds were more likely than 15 year olds to like school (75% of 13 year olds, compared with 64% of 15 year olds). This was due to the difference in proportion who said they like school 'a lot': 25% of 13 year olds, compared with 15% of 15 year olds.

Since 2002, the proportion of pupils who like school has remained fairly static, with only slight fluctuations among most groups. However, between 2010 and 2015, a gap has emerged between 15 year olds boys and girls. This was due to the combination of an increase in the proportion of 15 year old boys who like school (from 64% in 2010 to 69% in 2015), and a small decrease in the proportion of 15 year old girls who like school (from 62% in 2010 to 59% in 2015) in this time period. (Figure 2.1)

**Figure 2.1 Proportion of pupils who liked school 'a lot' or 'a little', by age and gender (2002-2015)**

Q. How much do you like school at the moment?



Base: all pupils (for full base sizes please see Appendix A)

## Feeling pressured by school

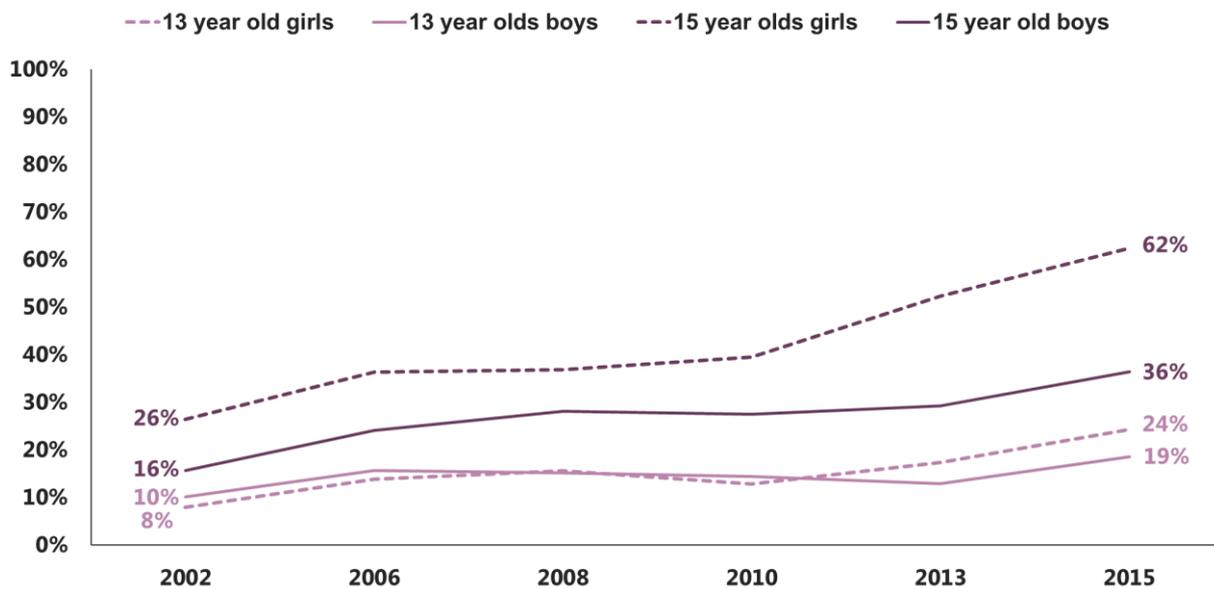
It was more common for 15 year olds than 13 year olds to feel strained or pressured by school work a lot of the time (49% of 15 year olds, compared with 22% of 13 year olds).

It is clear from Figure 2.2, that 15 year old girls are more likely to feel pressured by school work a lot than 15 year old boys (or 13 year olds) by some margin. This has been the case since 2002. However, a marked increase in the proportion of 15 year old girls who felt pressured a lot between 2010 and 2015 (from 39% in 2010 to 62% in 2015) has meant that the gap is now much wider (Figure 2.2)

There has also been an increase from 2010 among 13 year old girls, and from 2013 among 13 and 15 year old boys, in the proportion of pupils feeling strained or pressured by school work. Feeling strained or pressured by school work a lot of the time is now at the highest level it has ever been for all pupils.

### Figure 2.2 Proportion of pupils who feel strained or pressured by schoolwork a lot of the time, by age and gender (2002-2015)

Q. How often do you feel strained or pressured by the schoolwork you have to do?



Base: all pupils (for full base sizes please see Appendix A)

## Truancing

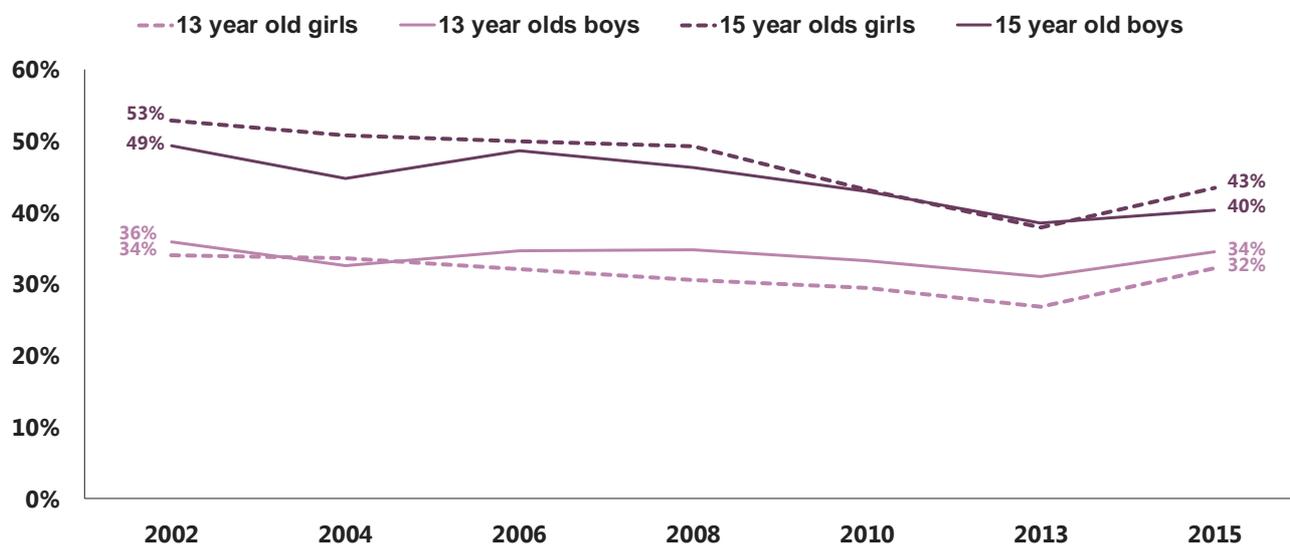
Thirty-eight percent of all pupils reported that they had truanted at least once, in the last 12 months. 15 year olds were more likely than 13 year olds to have truanted at least once in the past year, but there were no notable differences between boys and girls (Figure 2.3).

For all groups, the proportion of pupils saying they had truanted at least once in the last year had been declining between 2006 and 2013. However, this trend has now halted and the proportion who had truanted at least once in the last 12 months increased for all groups, except 15 year old boys (Figure 2.3).

Nevertheless, the proportions of pupils who say they have truanted at least once over the last year has declined since 2002.

### Figure 2.3 Proportion of pupils who have truanted at least once in the last year, by age and gender (2002-2015)

Q. In the past year, how many times did you skip or skive school?



Base: all pupils (for full base sizes please see Appendix A)

## Exclusion

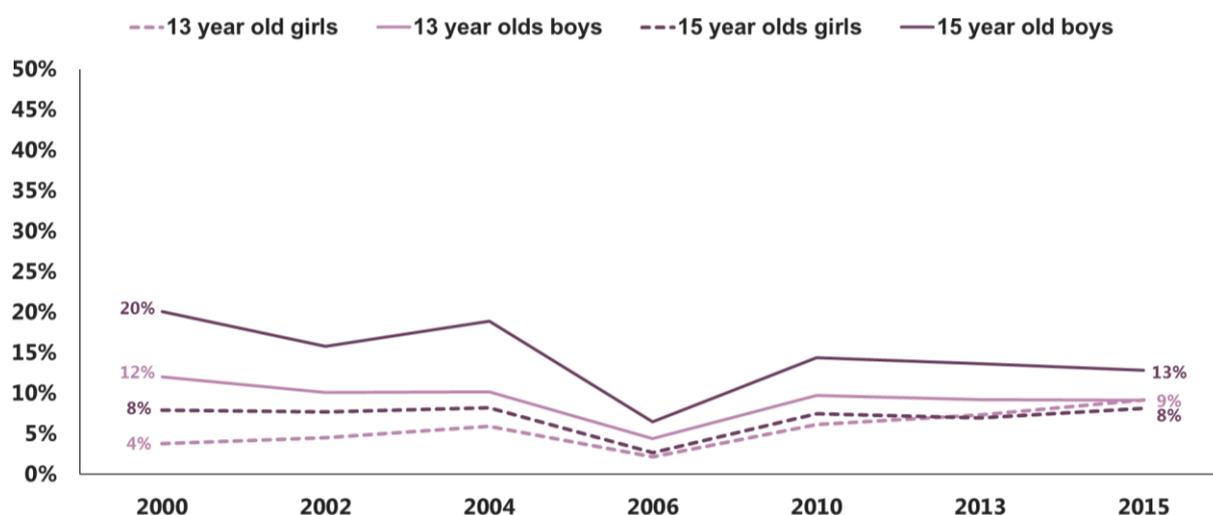
Only a small proportion of pupils had been excluded from secondary school: 10% of 15 year olds and 9% of 13 year olds.

15-year-old boys were more likely than 15-year-old girls to have been excluded, however, there was no notable difference between 13-year-old boys and girls (Figure 2.4).

The proportion of pupils who had ever been excluded has been declining steadily over time (with the exception of an unusual dip in 2006). There has been no change between 2013 and 2015.

**Figure 2.4 Proportion of pupils who have been excluded from secondary school, by age and gender (2002-2015)**

Q. Since you started secondary school, have you been excluded



Base: all pupils (for full base sizes please see Appendix A)

## Expectations after school

In this section, only 15 year olds are considered as they are more likely than 13 year olds to have given greater thought to what they will be doing once they finish school.

More than half of 15 year olds (55%) thought they were most likely to go to university when they left school. Fifteen per cent thought they would go on to further education college, 8% into employment and a further 8% thought they would be doing an apprenticeship.

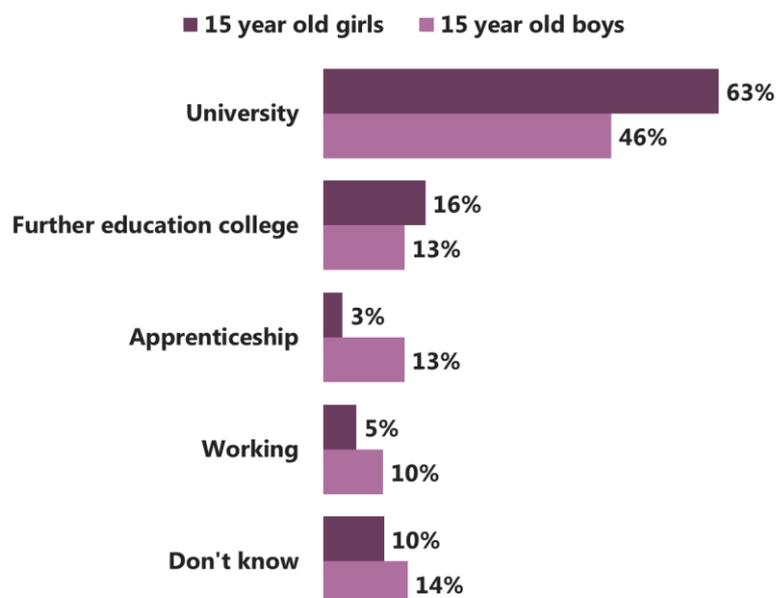
It was more common for 15 year old girls than 15 year old boys to think that would go on to university once they finished school (63% of girls, compared with 46% of boys), whereas boys were more likely than girls to think that they would go straight into employment (10% of boys, compared with 5% of girls) or do an apprenticeship (13% of boys, compared with 3% of girls). In addition, a higher proportion of boys than girls did not know what they would be doing (Figure 2.5).

Since 2002, there has been a large increase in the proportion of 15 year old girls who think they will undertake a university degree after leaving school. In the same time period, there has been a decline in the proportion who think they will go to a further education college, suggesting a move away from further education colleges in favour of attending university. A similar trend can be seen for 15 year old boys, although to a much lesser extent (Figures 2.6 and 2.7).

One of the most notable changes since 2013 has been the decline in the proportion of 15 year old pupils who think they will go straight into employment, after a peak in 2010. The proportion of 15 year olds who do not know what they will do after school, has increased notably since 2013 (Figure 2.6 and 2.7).

### Figure 2.5 Post-school expectations among 15 year olds, by gender (2015)

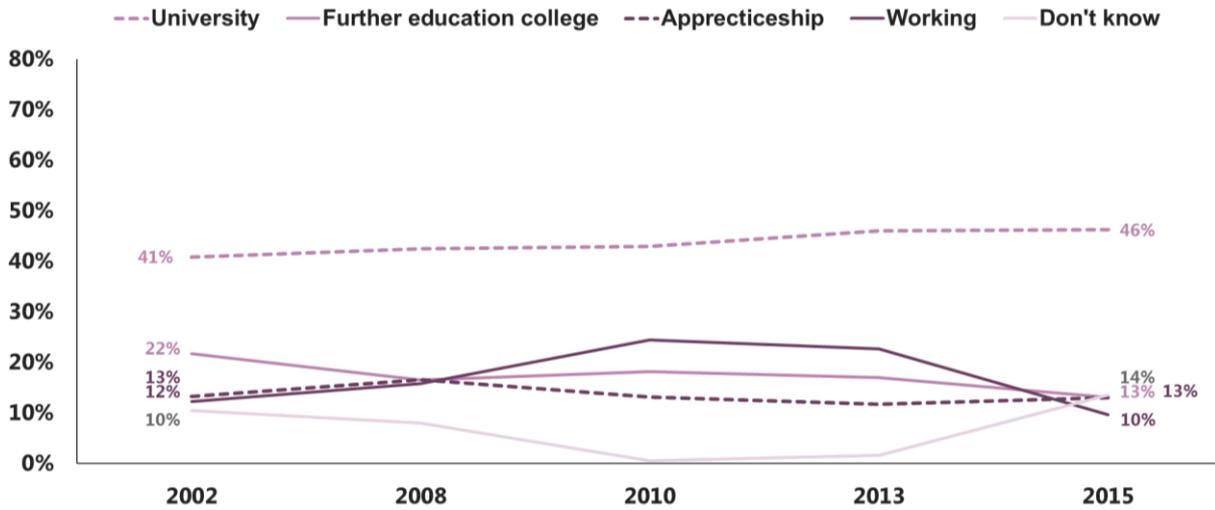
Q. Which one of these do you think you are most likely to be doing when you leave school?



Base: 15 year old boys (5,732), 15 year old girls (5,664)

**Figure 2.6 Post-school expectations among 15 year old boys (2002-2015)**

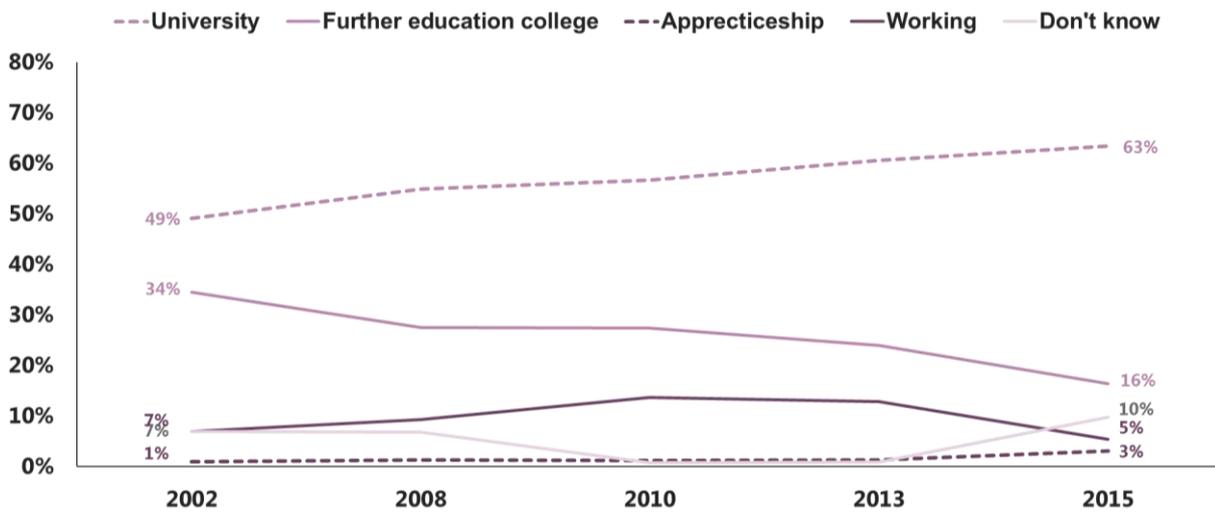
Q. Which one of these do you think you are most likely to be doing when you leave school?



Base: all pupils (for full base sizes please see Appendix A)

**Figure 2.7 Post-school expectations among 15 year old girls (2002-2015)**

Q. Which one of these do you think you are most likely to be doing when you leave school?



Base: all pupils (for full base sizes please see Appendix A)

# 3 Friends

## Number of close friends

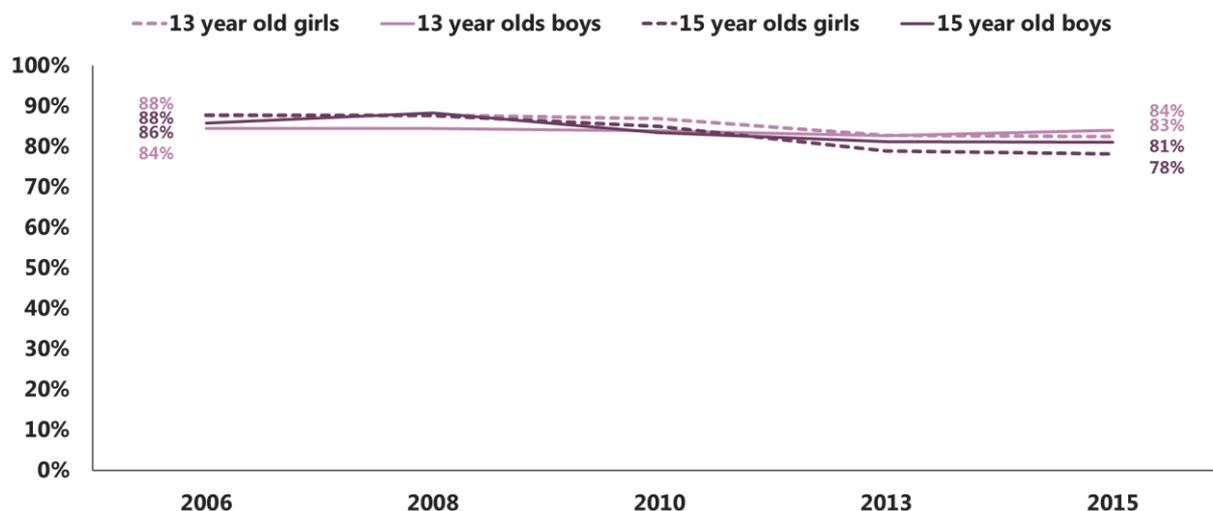
The majority of all pupils (81%) had three or more close friends and only a very small percentage of pupils (2%) reported having no close friends at all.

15 year old boys were a little more likely than 15 year old girls to have three or more close friends. There was no significant difference between 13 year old boys and girls.

The proportion of pupils with three or more close friends has declined slightly between 2006 and 2015 for all groups except for 15 year old boys (Figure 3.1).

**Figure 3.1 Proportion of pupils who had three or more close friends, by age and gender (2006-2015)**

Q. How many close friends would you say you have?



Base: all pupils (for full base sizes please see Appendix A)

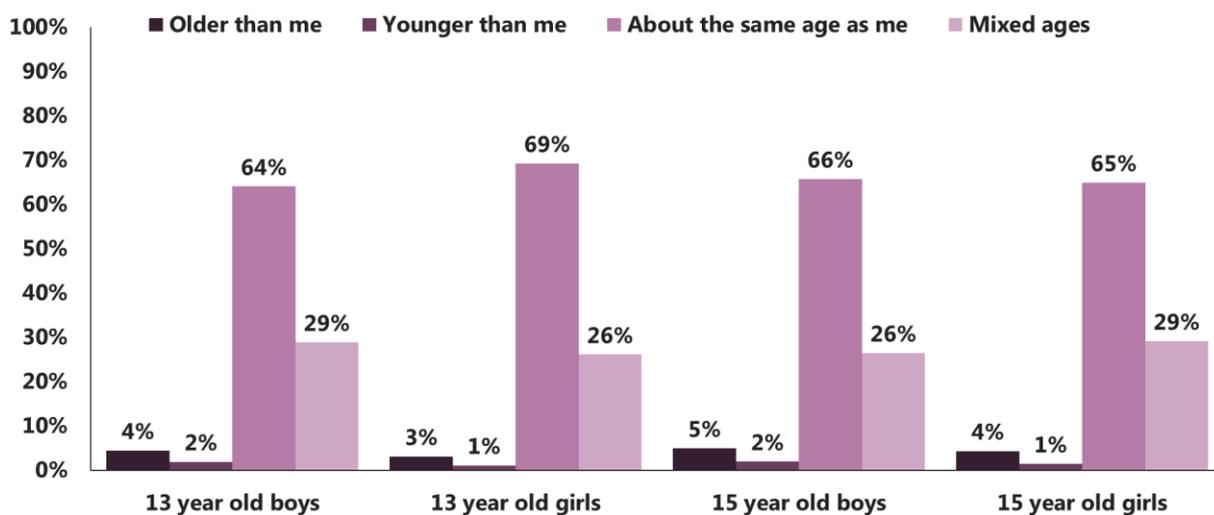
## Age of friends

Two-thirds of pupils (66%) had friends of a similar age to them and over a quarter (28%) had friends of a mixed age. There were no notable differences by age or gender (Figure 3.2).

Since 2006, there has been a gradual increase in the proportion of both 13 and 15 year old pupils with friends the same age as them, and a decrease in those with mixed aged friends. The proportion of all pupils with mostly older or younger friends has remained static (Figure 3.3).

**Figure 3.2 Proportion of all pupils with friends who are the same age, of mixed ages, older or younger (2015)**

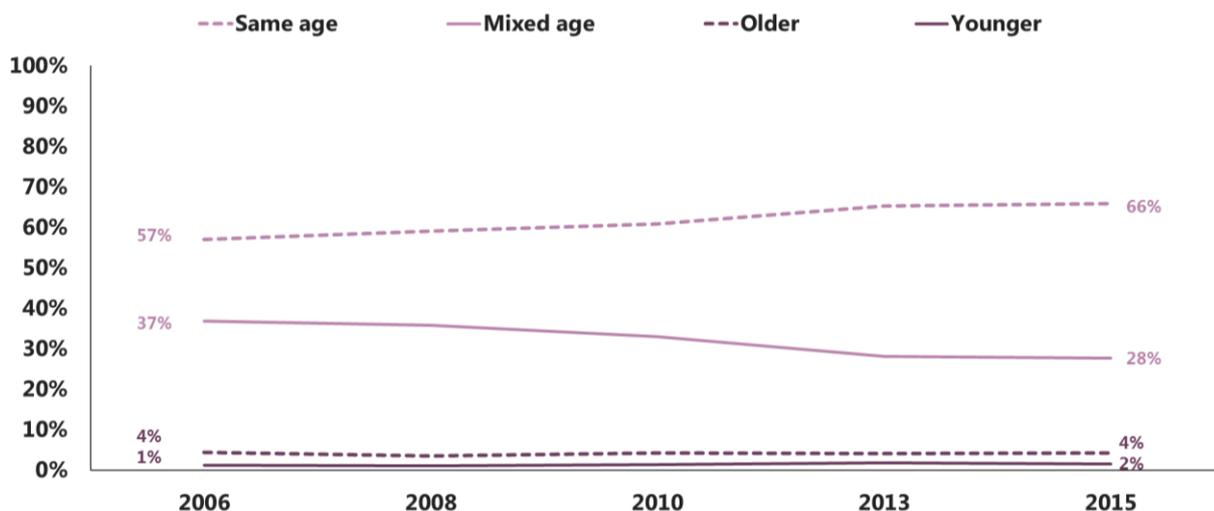
Q. Are your friends older, younger, or about the same age as you?



Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

**Figure 3.3 Proportion of all pupils with friends who are the same age, of mixed ages, older or younger (2006-2015)**

Q. Are your friends older, younger, or about the same age as you?



Base: all pupils (for full base sizes please see Appendix A)

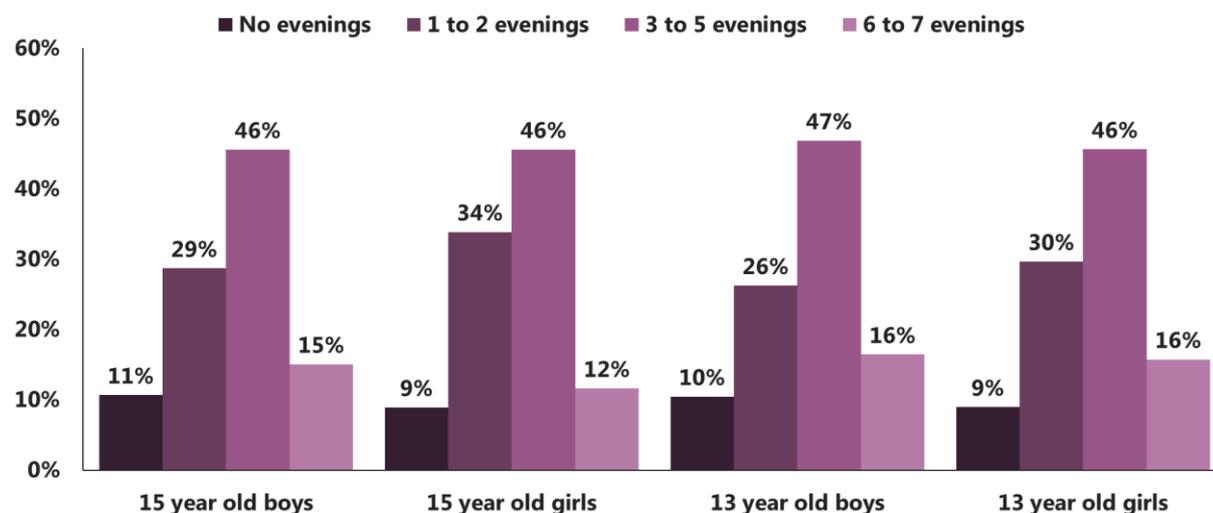
## Number of evenings spent with friends each week

It was most common for both 13 and 15 year olds pupils to spend between three and five evenings a week out with friends (46%), with little difference between the subgroups (Figure 3.4).

There has been a move away from spending many nights out with friends, to just one or two. The proportion of pupils who spend 6 or 7 nights out with their friends a week has declined between 2004 and 2013, while the proportion of pupils spending only one or two evenings out with has increased. The proportion of pupils spending no evenings or three to five evenings out with friends has remained fairly stable since 2000 (Figure 3.5).

### Figure 3.4 Number of nights spent with friends in a typical week, all pupils

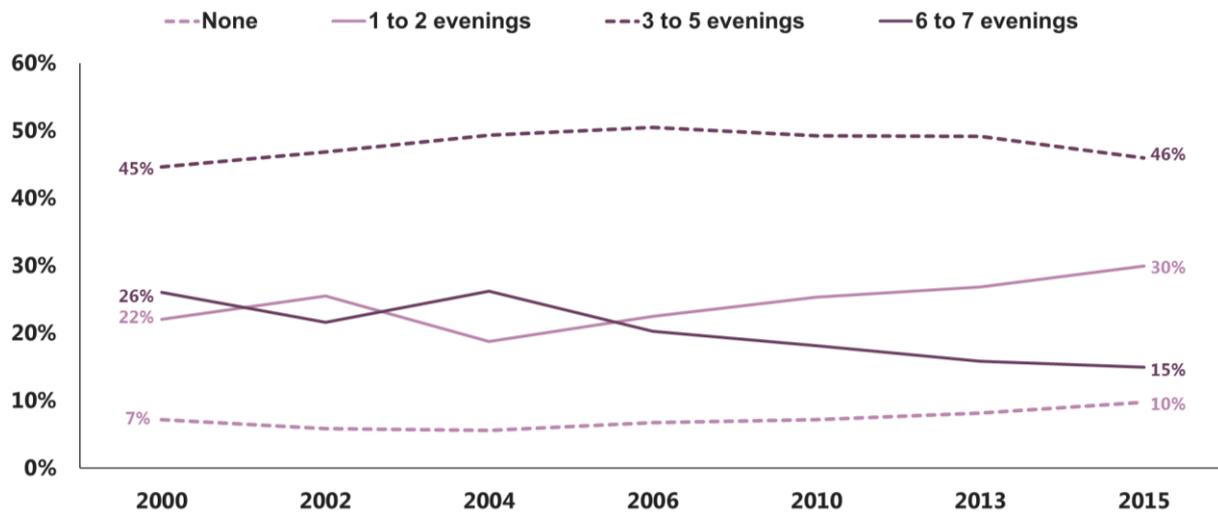
Q. Thinking about a typical week, how many evenings do you spend out with friends?



Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

### Figure 3.5 Number of nights spent with friends in a typical week, all pupils (2002-2015)

Q. Thinking about a typical week, how many evenings do you spend out with friends?



Base: all pupils (for full base sizes please see Appendix A)

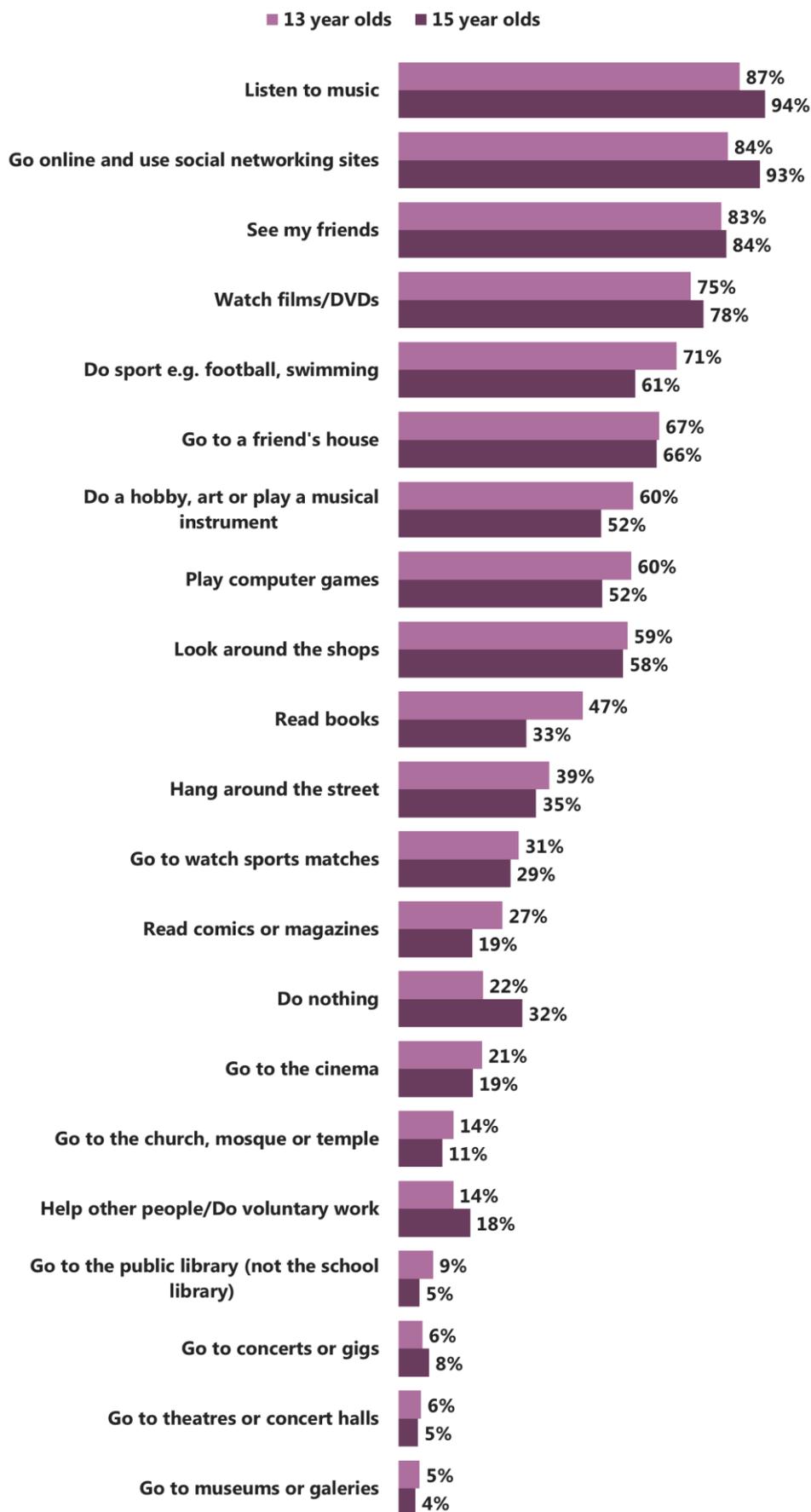
## 4 Leisure variables

Pupils were asked how often they participated in a series of leisure activities outside of school. The most common weekly activities among both age groups were listening to music; going online and using social networking sites; and seeing friends (Figure 4.1).

There were not many notable differences between 13 and 15 year olds in terms of their leisure activities. However, 13 year olds were more likely than 15 year olds to do a sport (71% of 13 year olds, compared with 61% of 15 year olds) and read books (47%, compared with 33%) on a weekly basis.

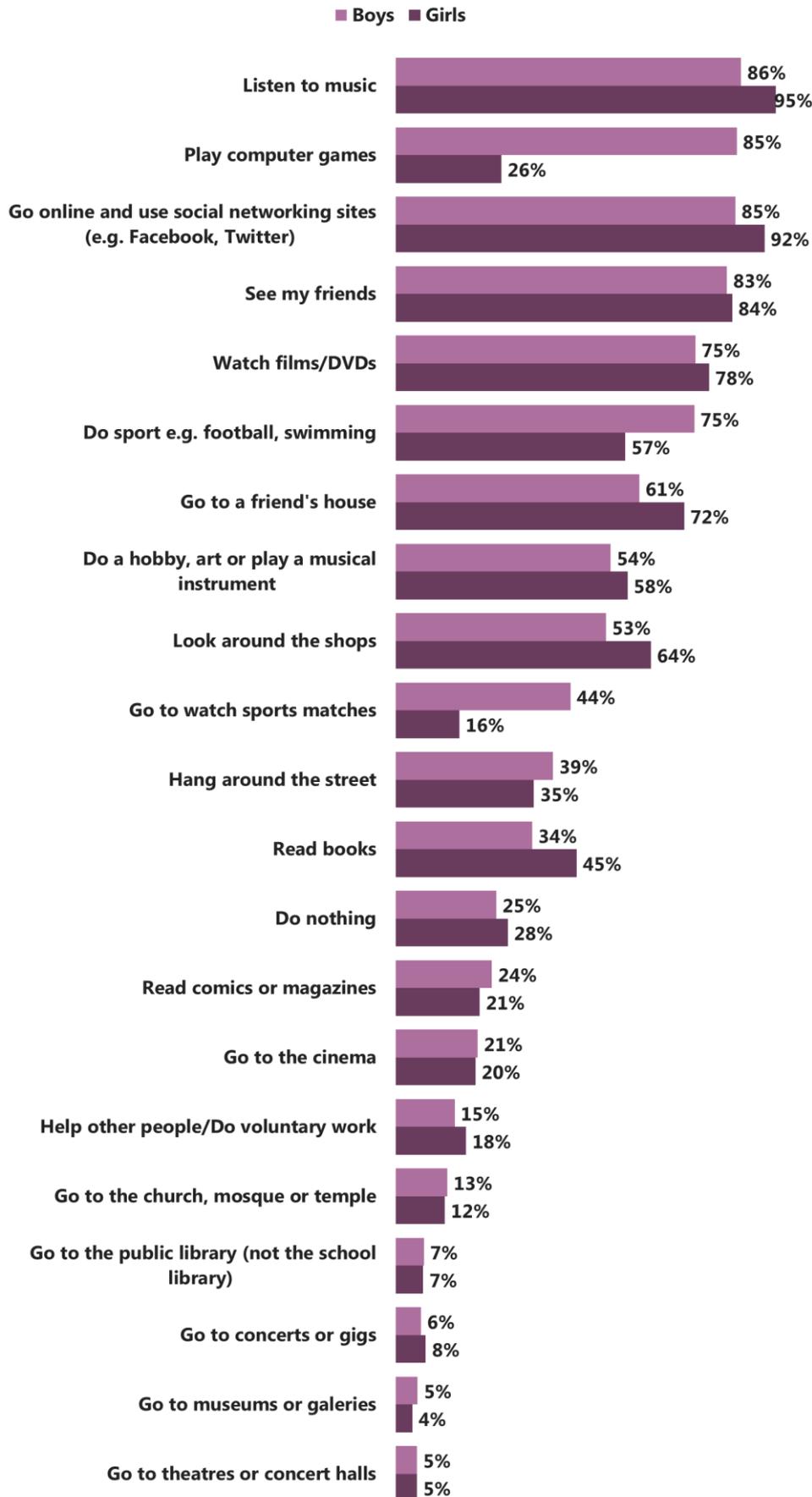
There were a number of gender differences. Boys were significantly more likely than girls to play computer games, do a sport or watch a sport, whereas girls were more likely than boys to listen to music, use social media, go to a friend's house, look around the shops and read on a weekly basis (Figure 4.2).

**Figure 4.1 Weekly leisure activities, by age (2015)**



Base: 13 year olds (12,630), 15 year olds (10,910)

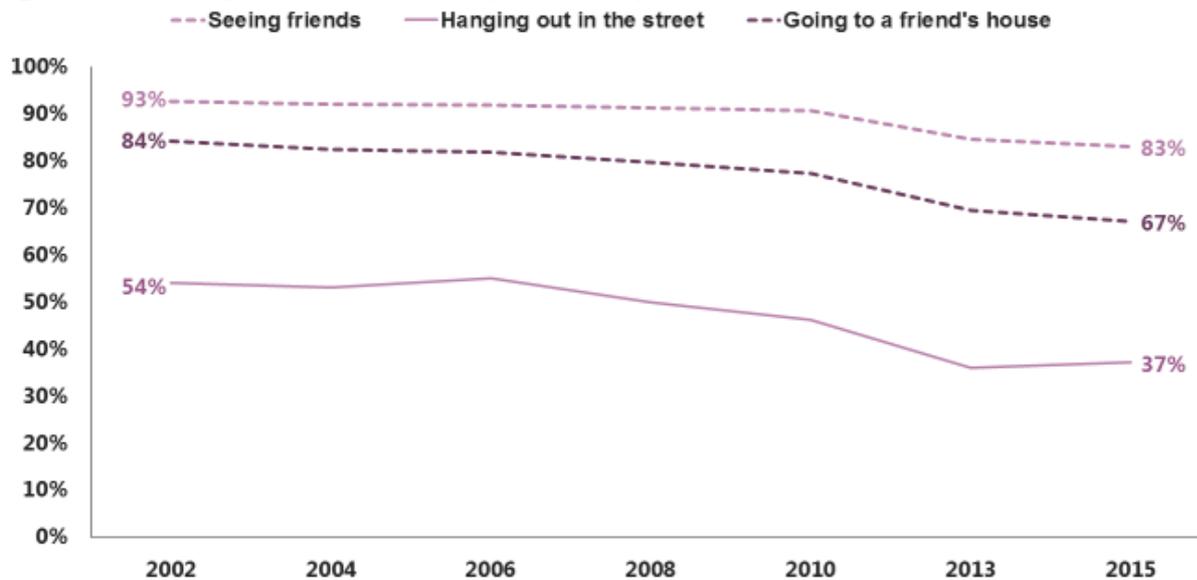
**Figure 4.2 Weekly leisure activities, by gender (2015)**



Base: Boys (11,495), Girls (10,982)

There was not a great deal of change over time in terms of the types of leisure activities that pupils participated in. However, there did seem to be an overall trend for participation in activities that involved interaction with other young people face-to-face to have declined since 2002. For example, there was a decline in the proportion of pupils who saw friends, went to a friend’s house or hung out in the street on a weekly basis between 2002 and 2015 (Figure 4.3).

**Figure 4.3 Weekly leisure activities (2002-2015)**



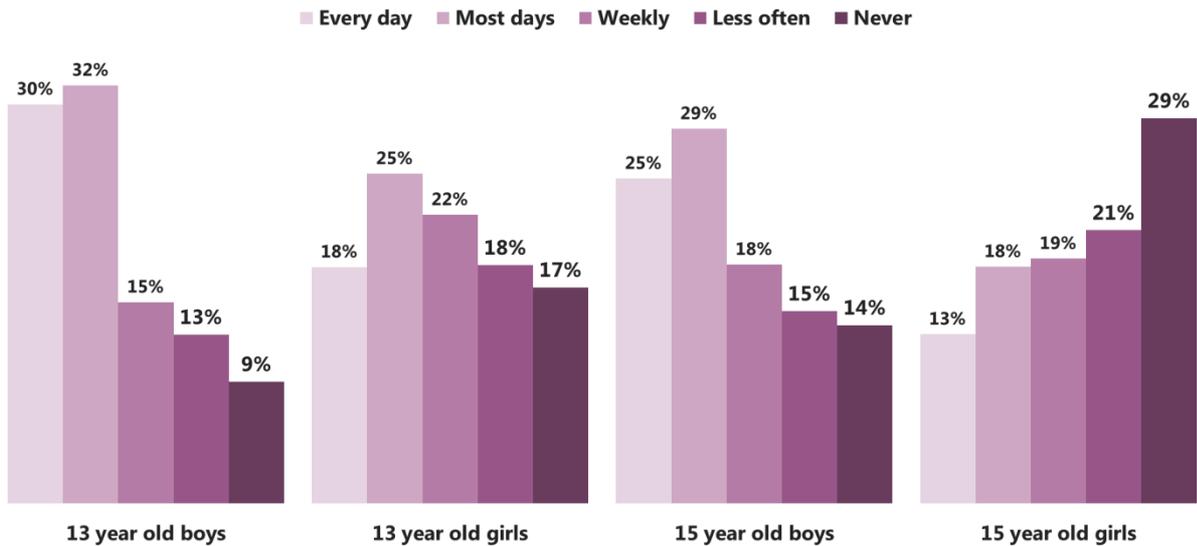
Base: all pupils (for full base sizes please see Appendix A)

## Sporting activities

As stated above, boys were more likely than girls, and 13 year olds were more likely 15 year olds, to do a sport on a weekly basis. A more detailed breakdown of the frequency with which pupils participated in sport reflects this, in addition to highlighting the greater difference between 15 year olds girls and the other three subgroups.

While among 13 year olds and 15 year olds boys it was most common for pupils to participate in sport ‘most days’, among 15 year old girls it was most common to never participate in sport (29%) (Figure 4.4).

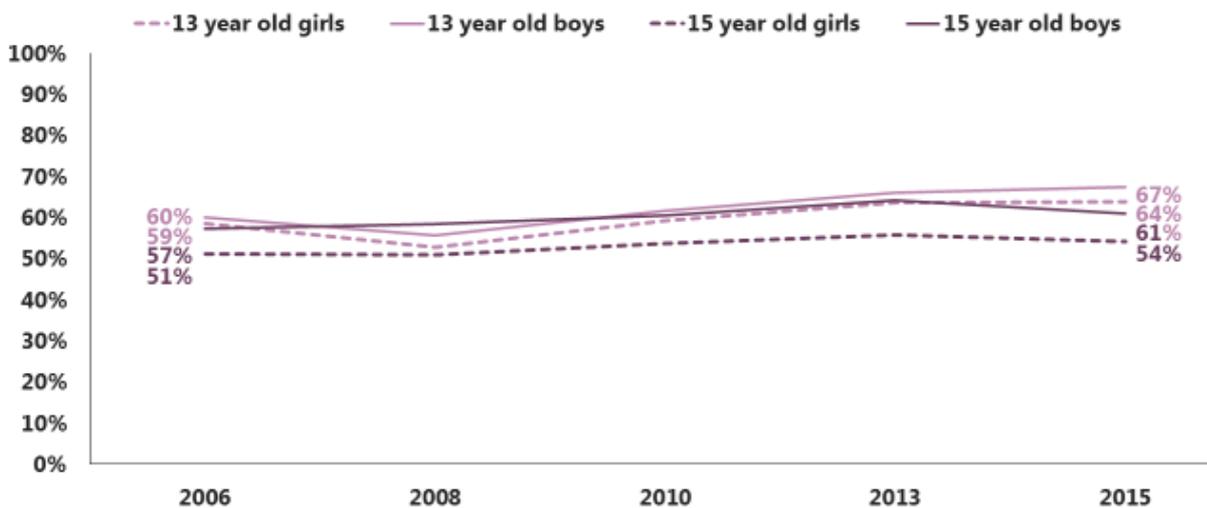
**Figure 4.4 How often pupils do sport, by age and gender (2015)**



Base: 13 year old boys (6028), 13 year old girls (5358), 15 year old boys (6461), 15 year old girls (5457)

Active participation in a sports club, gym, exercise or dance group increased among all groups between 2008 and 2013. However, there was no further change between 2013 and 2015 among 13 year olds and 15 year old girls and a small decrease in participation among 15 year old boys (from 64% in 2013 to 61% in 2015).

**Figure 4.5 Trends in participation in sports clubs, gyms, exercise or dance groups, by age and gender (2006-2015)**



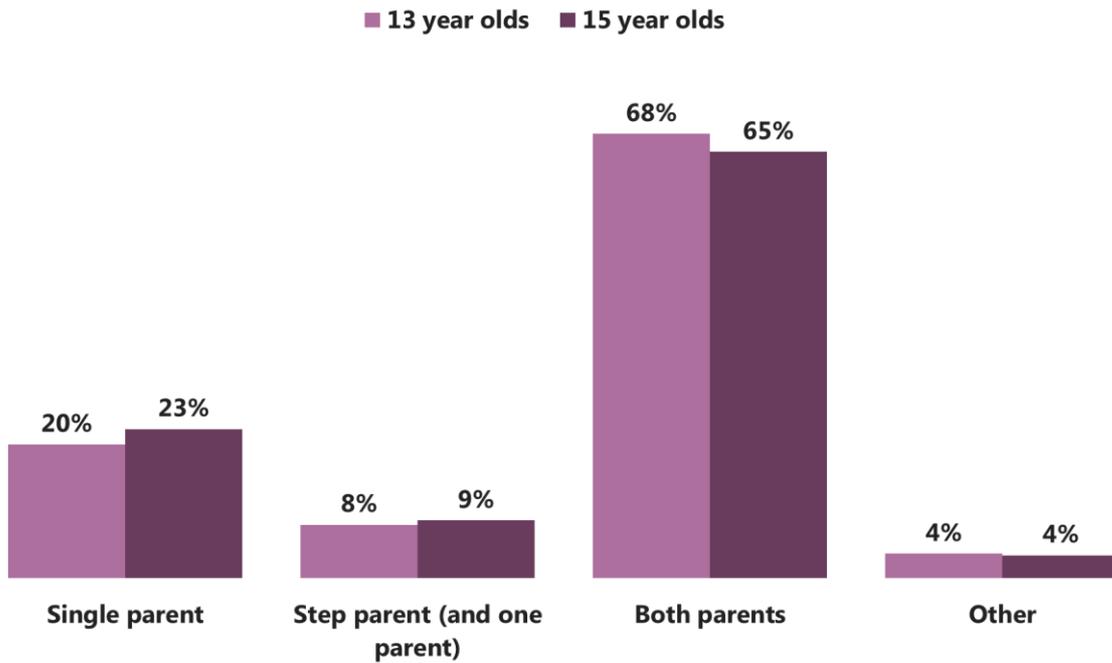
Base: all pupils (for full base sizes please see Appendix A)

# 5 Family

## Family status

The majority of pupils live with both parents (68% of 13 year olds and 65% of 15 year olds), and around a fifth live with a single parent (20% of 13 year olds and 23% of 15 year olds). Only a small proportion lived with a step parent (8% of 13 year olds and 9% of 15 year olds) (Figure 5.1).

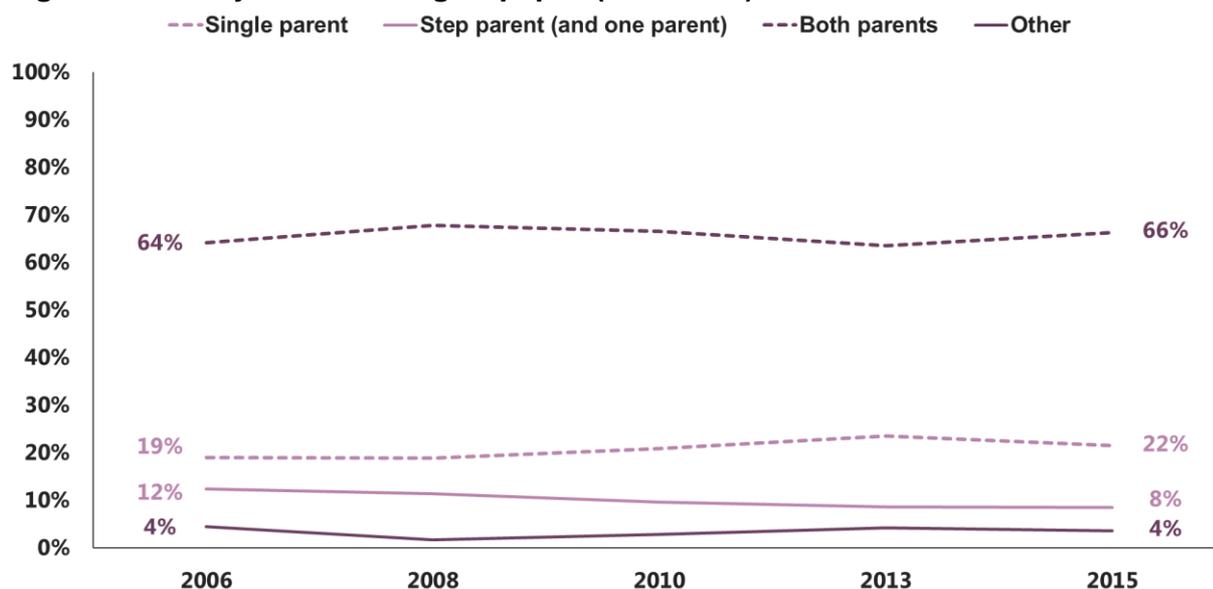
**Figure 5.1 Family status by age (2015)**



Base: 13 year olds (12,630), 15 year olds (10,910)

Family status has remained largely unchanged between 2006 and 2015. The only change has been a slight increase in the proportion of pupils living with a single parent and a decrease in the proportion living with a step parent and one parent (Figure 5.2).

**Figure 5.2 Family status among all pupils (2006-2015)**



Base: all pupils (for full base sizes please see Appendix A)

## Parental knowledge of activities

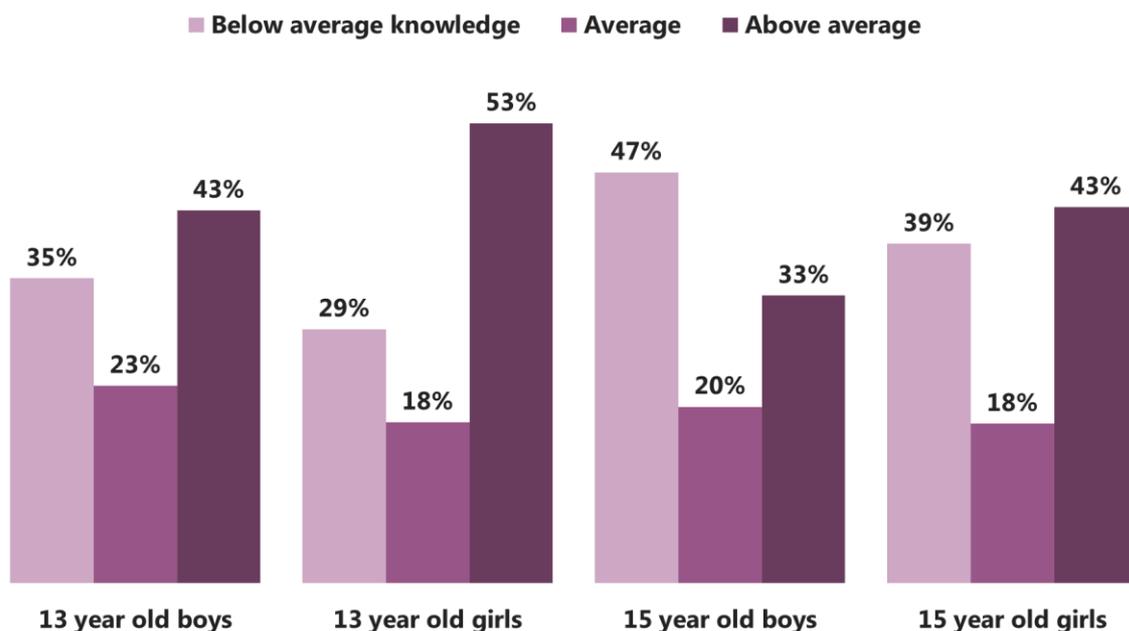
Pupils are asked how much knowledge ('a lot', 'a little' or 'nothing') their mother and father had about who their friends are, how they spend their money, where they are after school, where they go at night and what they do with their free time. The answers pupils gave to these questions were used to create a composite knowledge score which was then banded into three answer categories: pupils who think their parents who know a lot (an above median<sup>6</sup> composite score) about them, pupils who think their parents know a reasonable amount about them (a median composite score) and those who think they know little about them (a below median composite score).

13 year olds were more likely than 15 year olds to think that their mother knew a lot or a reasonable amount about their activities: 68% of 13 year olds, compared with 57% of 15 year olds.

Among both age groups, girls were more likely than boys to think their mother knew a lot or a reasonable amount about their activities (Figure 5.3).

<sup>6</sup> A median score is an alternative to the mean score when measuring the average score. It means the middle score in a range of answers. In this case the median was calculated separately for 13 and 15 year olds but not for genders.

**Figure 5.3 Perceptions of maternal knowledge, by age and gender (2015)**

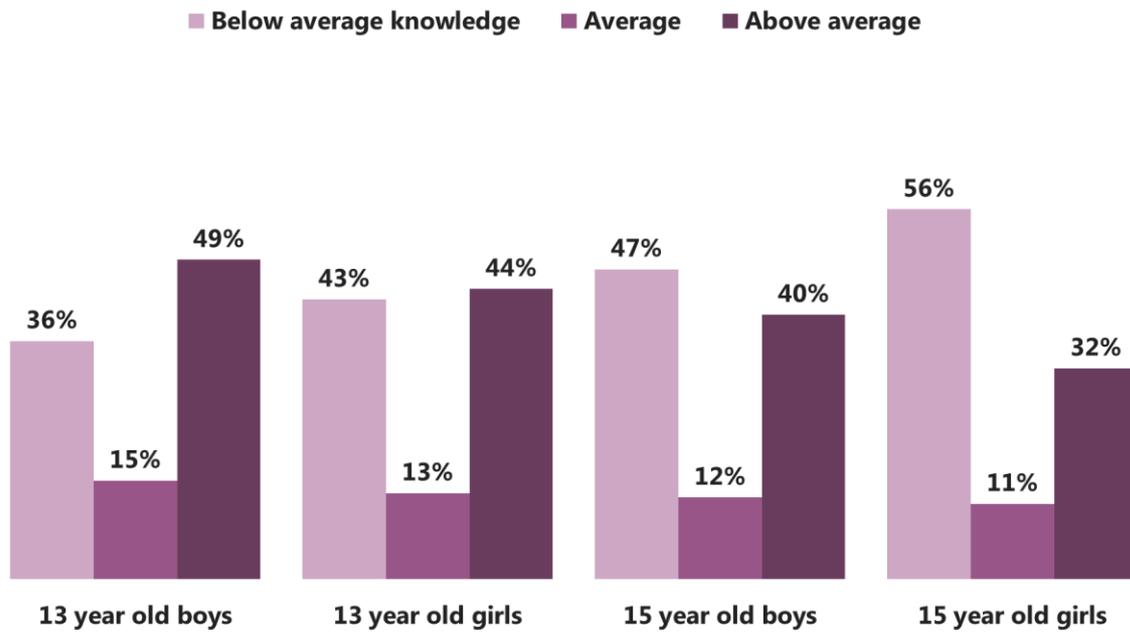


Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

As with maternal knowledge, 13 year olds were more likely than 15 year olds to think that their father knew a lot or a reasonable amount about their activities. However, in contrast, boys of both age groups were more likely than girls of the corresponding age groups to think that their father knew a lot or a reasonable amount about their activities (Figure 5.4).

Among both age groups, boys perceived their mother and father to have similar levels of knowledge of what they do and how they spend their time. However, there was a clear difference in perceptions of mother's and father's knowledge among girls. Girls believed that their father knew less about them than their mother (Figures 5.3 and 5.4).

**Figure 5.4 Perceptions of paternal knowledge, by age and gender (2015)**

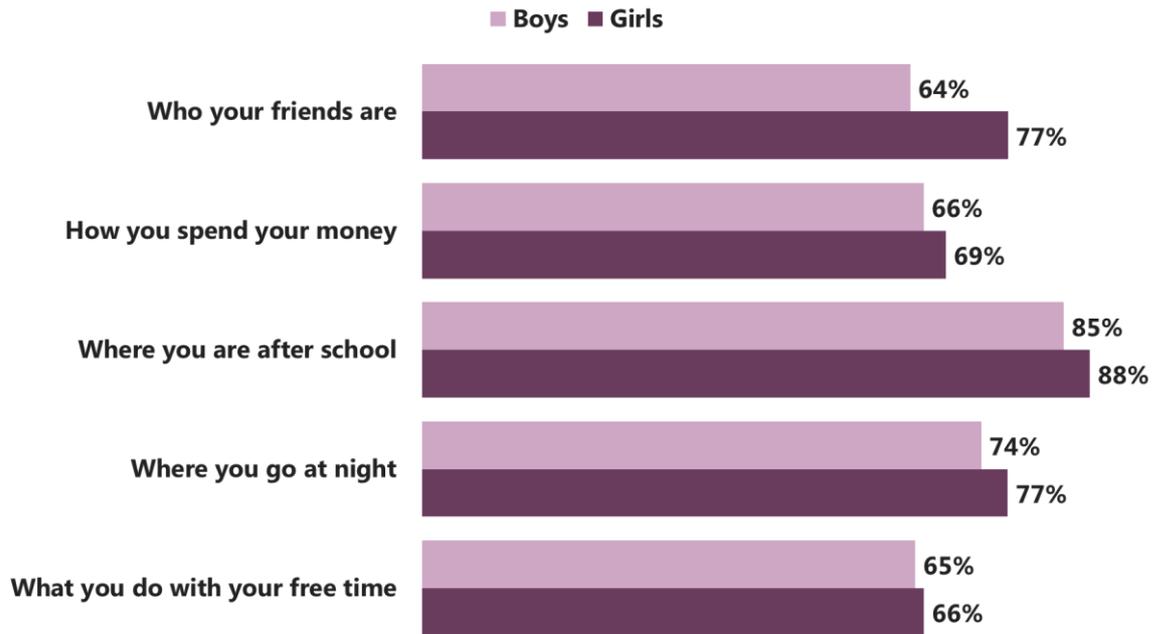


Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

In order to explore the difference between parental knowledge and gender in more detail we looked at the gender breakdown for the individual items that make up the composite scores.

Overall both boys and girls were most likely to say that their mother knew a lot about where they are after school. For most of the items, girls were more likely than boys to think that their mother knew a lot but the difference between girls and boys were small. The biggest difference between boys and girls was in relation to how much they thought their mother knew about who their friends were (64% of boys thought their mother knew a lot about this, compared with 77% of girls).

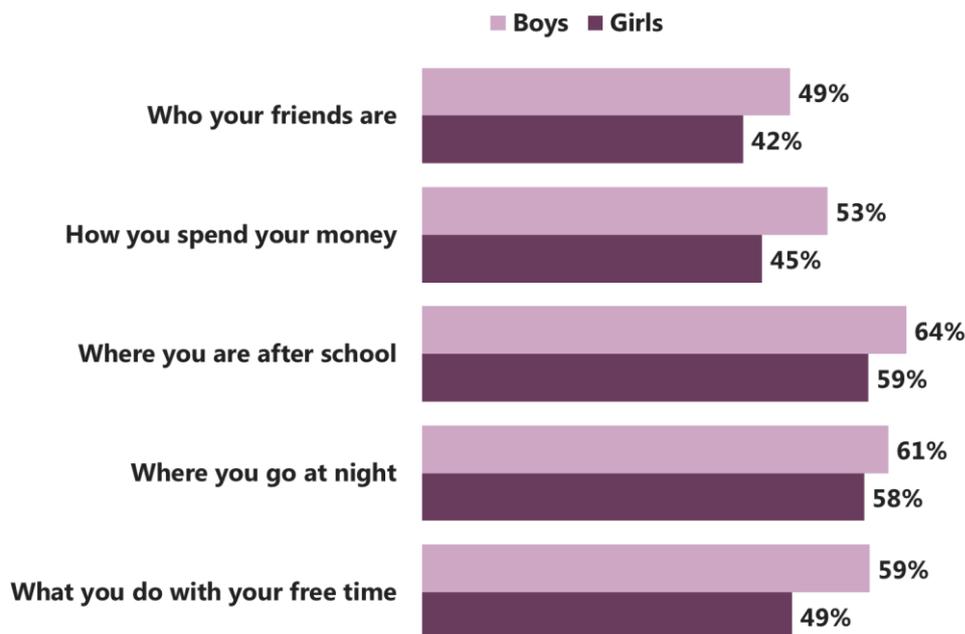
**Figure 5.5 Proportion of pupils who thought their mother knew a lot about..., by gender (2015)**



Base: Boys (11,404), Girls (11,933)

As above, both boys and girls were most likely to think that their father knew a lot about where they are after school (64% of boys and 59% of girls). Boys were more likely to think their father knew a lot about each of the items than girls. The greatest difference was in the proportion that thought their father knew a lot about what they do with their free time (59% of boys, compared with 49% of girls).

**Figure 5.6 Proportion of pupils who thought their father knew a lot about..., by gender (2015)**



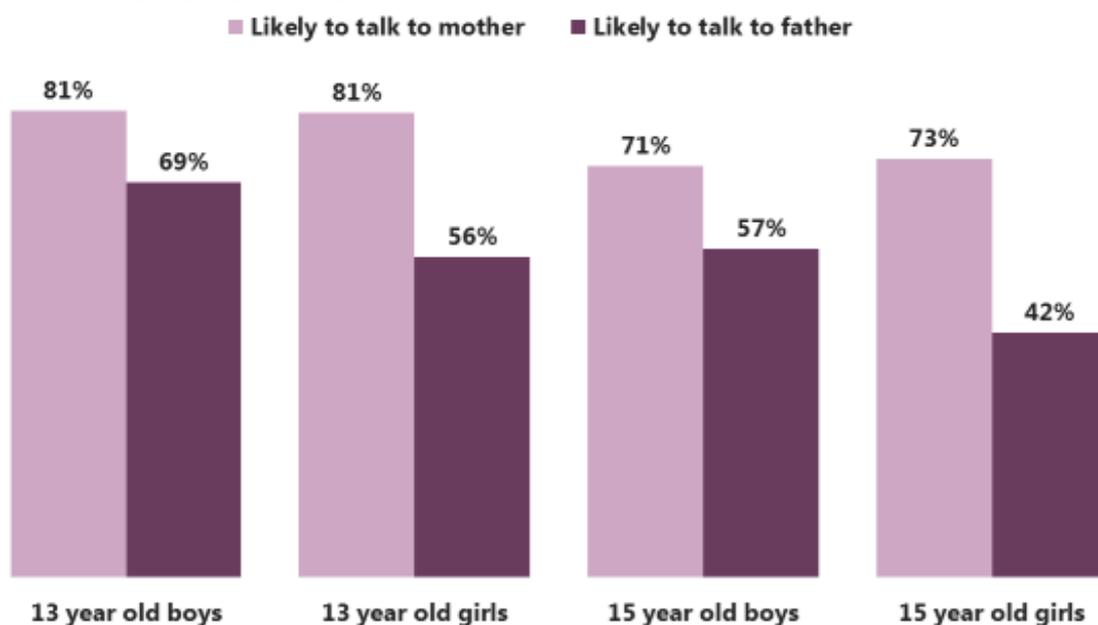
Base: Boys (11,404), Girls (11,933)

## Talking about concerns

Across both ages and genders, pupils would be more likely to talk to their mother than father if they were worried about something. There were no gender differences in the likelihood of talking to their mother. However, boys would be more likely than girls to talk to their father if they were worried about something (Figure 5.7).

13 year olds would be more likely than 15 year olds to talk to their mother (81% of 13 year olds, compared with 72% of 15 year olds) and their father (62% of 13 year olds, compared with 49% of 15 year olds) if they were worried about something.

**Figure 5.7 Proportion of pupils who would talk to their mother/father if they were worried about something, by age and gender (2015)**



Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

## Caring responsibilities

A new question on caring responsibilities was included in the survey in 2015: 'Do you care for or look after someone in your home because, for example, they have long-term physical/mental ill health/disability? In other words, are you a young carer?'.

Overall, 10% of pupils reported that they were a young carer. There were very few subgroup differences with the exception of 13 year old boys who were slightly more likely to report caring responsibilities than the other groups (Figure 5.8).

**Figure 5.8 Proportion of pupils with caring responsibilities, by age and gender (2015)**



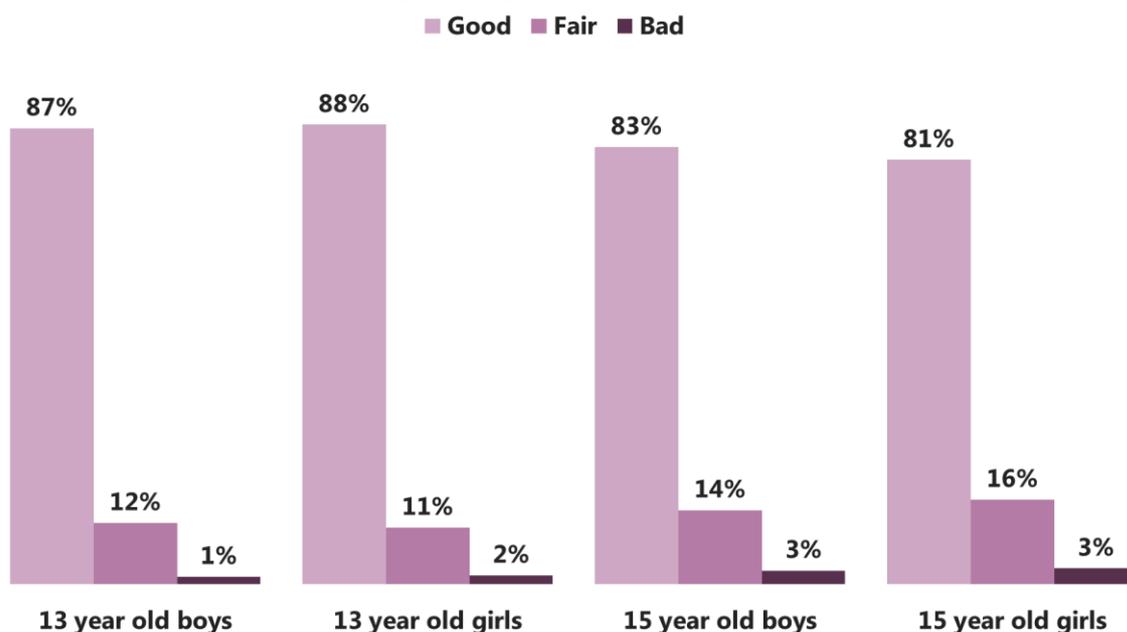
Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

## 6 Health

Overall, 84% of pupils thought that their health was good, 13% thought that their health was fair and 2% thought that their health was bad.

There were very few subgroup differences in self-rated health. However, 15 year olds boys and girls were slightly less likely than 13 year olds boys and girls to rate their health as 'good' (Figure 6.1).

**Figure 6.1 Self-rated health, by age and gender (2015)**

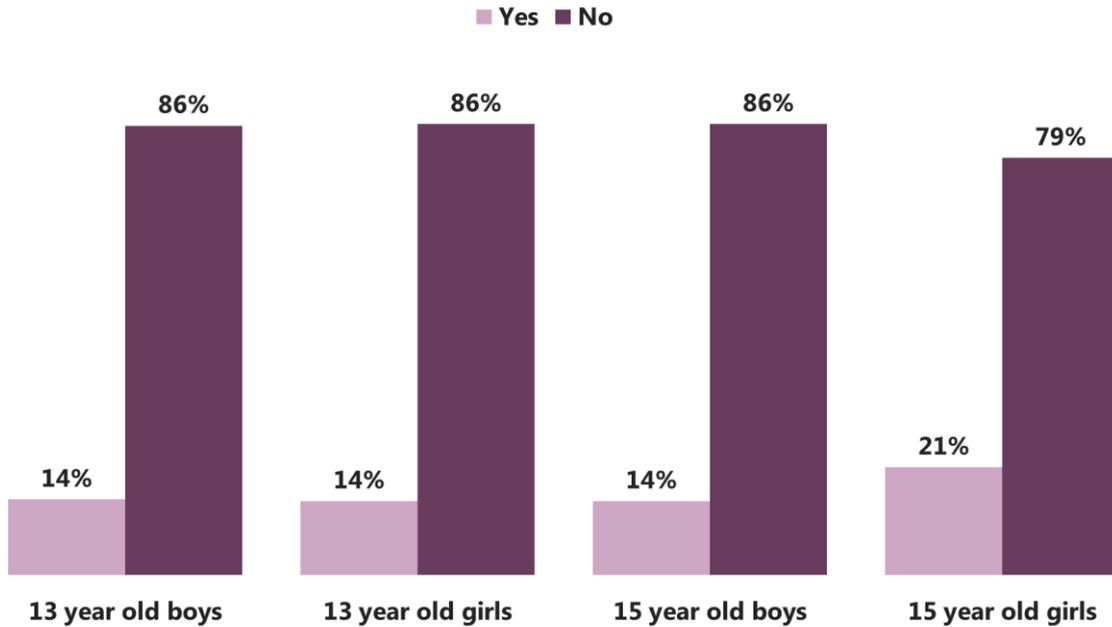


Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

16% of pupils reported that they had a physical or mental condition or illness lasting or expected to last 12 months or more in 2015.

15 year old girls were more likely than the other subgroups to say that they had a long term illness or condition (21% of 15 year old girls, compared with 14% of 15 year old boys and 13 year olds).

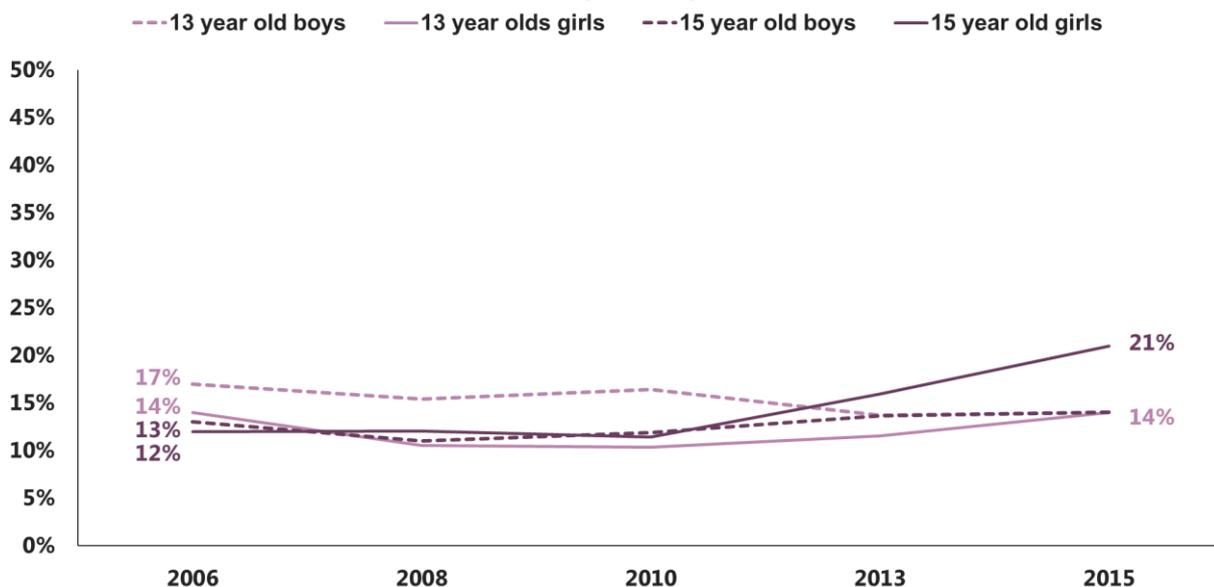
**Figure 6.2 Whether a pupils had a physical or mental health condition or illness lasting or expected to last 12 months or more, by age and gender (2015)**



Base: 13 year old boys (6,039), 13 year old girls (6,460), 15 year old boys (5,365), 15 year old girls (5,473)

Among 13 year olds and 15 year olds boys, there has been some small fluctuation in the proportion of pupils with a long term condition of illness between 2006 and 2015 but with no clear pattern. 15 year olds girls followed the same pattern until 2010. However, between 2010 and 2015, there has been a marked increase in the proportion of 15 year olds girls reporting that they had a long lasting physical or mental health condition or illness (from 11% in 2010, to 21% in 2015).

**Figure 6.3 Whether a pupils had a physical or mental health condition or illness lasting or expected to last 12 months or more, by age and gender (2015)**



Base: all pupils (for full base sizes please see Appendix A)

# Appendix A: Base Tables

Figure 2.1 Proportion of pupils who liked school 'a lot' or 'a little', by age and gender (2002-2015)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2002	5594	5971	5130	5174
2006	5355	5498	5316	5268
2008	2448	2592	2213	2297
2010	8832	8984	8533	8470
2013	7930	8140	7729	7756
2015	5902	6298	5264	5384

Figure 2.2 Proportion of pupils who feel strained or pressured by schoolwork a lot of the time, by age and gender (2002-2015)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2002	5561	5928	5106	5150
2006	5364	5506	5337	5291
2008	2444	2586	2216	2303
2010	8817	8968	8545	8484
2013	7972	8179	7754	7787
2015	5858	6263	5233	5368

Figure 2.3 Proportion of pupils who have truanted at least once in the last year, by age and gender (2002-2015)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2002	5498	5880	5067	5128
2004	1747	1692	1640	1713
2006	5360	5498	5335	5289
2008	2442	2584	2221	2306
2010	8768	8931	8472	8450
2013	7915	8153	7724	7762
2015	5745	6176	5159	5268

Figure 2.4 Proportion of pupils who have been excluded from secondary school, by age and gender (2002-2015)

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2002	5388	5835	5003	5078
2004	1713	1687	1635	1708
2006	5360	5499	5340	5295
2008	8726	8890	8465	8443
2010	7874	8123	7721	7753
2013	5809	6196	5230	5350
2015	5388	5835	5003	5078

**Figure 2.6 Post-school expectations among 15 year old boys (2002-2015) and Figure 2.7 Post-school expectations among 15 year old girls (2002-2015)**

	All 15 year old boys	All 15 year old girls
2002	5304	5252
2008	2300	2329
2010	9046	8711
2013	8132	8002
2015	5732	5664

**Figure 3.1 Proportion of pupils who had three or more close friends, by age and gender (2002-2015)**

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2002	5388	5835	5003	5078
2004	1713	1687	1635	1708
2006	5360	5499	5340	5295
2008	8726	8890	8465	8443
2010	7874	8123	7721	7753
2013	5809	6196	5230	5350
2015	5388	5835	5003	5078

**Figure 3.3 Proportion of all pupils with friends who are the same age, of mixed ages, older or younger (2006-2015)**

	All 13 year old boys	All 13 year old girls	All 15 year old boys	All 15 year old girls
2002	5408	5963	4998	5165
2006	5389	5555	5356	5309
2008	2450	2596	2222	2313
2010	8975	9084	8641	8522
2013	7526	8023	7384	7667
2015	5977	6432	5326	5451

**Figure 3.5 Number of nights spent with friends in a typical week, all pupils (2002-2015)**

	All pupils
2006	21614
2008	9575
2010	35190
2013	31954
2015	23337

**Figure 4.3 Weekly leisure activities (2002-2015)**

	All pupils
2002	21927
2004	6754
2006	21554
2008	9532
2010	34933
2013	31463
2015	22882

**Figure 4.5 Trends in sports group membership, by age and gender (2006-2015)**

	<b>Seeing friends</b>	<b>Going to a friend's house</b>	<b>Hanging out in the street</b>
<b>2002</b>	21339	21256	21247
<b>2004</b>	6755	6741	6734
<b>2006</b>	21148	20884	20725
<b>2008</b>	9426	9316	9295
<b>2010</b>	35301	35074	34955
<b>2013</b>	31997	31733	31649
<b>2015</b>	23746	23580	23552

**Figure 5.2 Family status among all pupils (2006-2015)**

	<b>All 13 year old boys</b>	<b>All 13 year old girls</b>	<b>All 15 year old boys</b>	<b>All 15 year old girls</b>
<b>2006</b>	5231	5409	5224	5210
<b>2008</b>	2655	2710	2310	2337
<b>2010</b>	8882	9070	8562	8474
<b>2013</b>	8036	8272	7734	7787
<b>2015</b>	6015	5349	6483	5434

**Figure 6.3 Whether a pupils had a physical or mental health condition or illness lasting or expected to last 12 months or more, by age and gender (2015)**

	<b>All 13 year old boys</b>	<b>All 13 year old girls</b>	<b>All 15 year old boys</b>	<b>All 15 year old girls</b>
<b>2006</b>	5231	5409	5224	5210
<b>2008</b>	2655	2710	2310	2337
<b>2010</b>	8882	9070	8562	8474
<b>2013</b>	8036	8272	7734	7787
<b>2015</b>	6015	5349	6483	5434

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The data collected for this publication

✓ are available in more detail through UK data archive

✓ may be made available on request, subject to consideration of legal and ethical factors. Please contact [SALSUS@gov.uk](mailto:SALSUS@gov.uk) for further information.

✓ will be available from late June 2017 on [www.statistics.gov.scot](http://www.statistics.gov.scot).

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ISBN: 978-1-78652-966-4 (web only)

The Scottish Government  
St Andrew's House  
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Produced for the Scottish Government by APS Group Scotland  
PPDAS264877 (05/17)  
Published by the Scottish Government, May 2017

An Official Statistics publication for Scotland