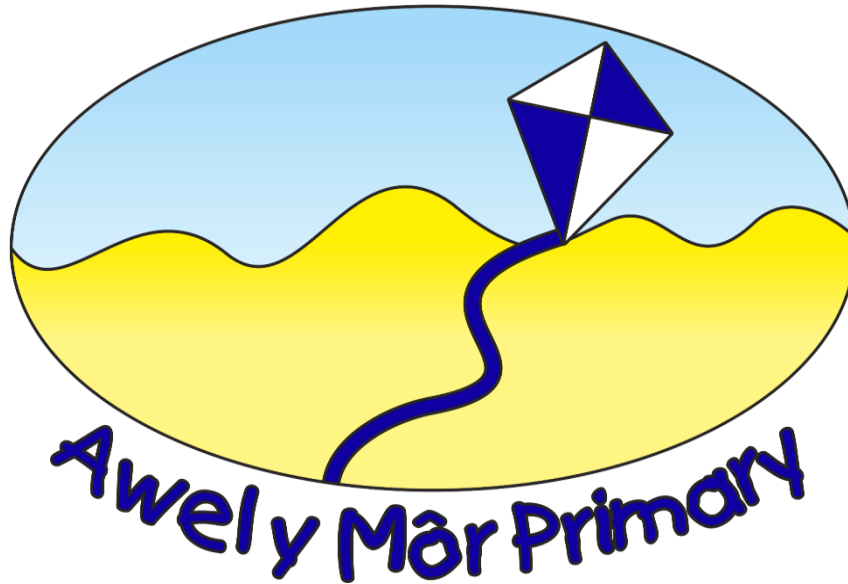


# Awel y Môr Primary School



## Relationships & Sexuality Education (RSE) Policy

## Introduction

At Awel y Môr Primary School we aim to provide children with the knowledge, skills and experiences they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Relationships and Sexuality Education (RSE) is a core part of this development and forms a part of our wider Curriculum provision. By providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Awel y Môr Primary School, RSE is taught within the Health and Wellbeing area of learning and experience. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Class Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

## What is RSE?

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Central to the Curriculum for Wales is an aspiration for every child and young person to achieve the four purposes of the curriculum.

A rights and equity based RSE curriculum helps ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. As a federation we discuss RSE in the context of the Rights protected by the United Nations Convention on the Rights of the Child.

Within our school, RSE supports learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners will be equipped and empowered to seek support on issues relating to RSE and to advocate for self and others. RSE is a mandatory requirement in the Curriculum for Wales for

all learners from age 3 to 16. This means that all learners must receive this education. There is no right to withdraw from RSE.

### Vision for RSE Curriculum

The vision for Relationships, Sexuality Education at our schools consists of 10 key aspects that we aim to promote and develop with our pupils. This is to:

- Provide a consistent standard of relationships, sexuality and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour; including both online and offline behaviours
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation and violence/abuse against Women and Men alike

### Aims of our RSE Curriculum

Our RSE curriculum is embedded within our Health and Wellbeing AoLE and is set out as per Appendix 1, however, this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online. There are 3 National elements that the RSE curriculum is based on. These are;

- Relationships and identity
- Sexual health and wellbeing (at a developmentally appropriate level)
- Empowerment, safety and respect

## Roles and Responsibilities

### The Governing Body –

The Governing Body have approved this policy and will review its arrangements and effectiveness on a regular basis.

### The Headteacher –

The Headteacher is responsible for ensuring that RSE is taught consistently across the school. The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Resources are readily accessible to support teaching and learning
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### Staff -

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Monitoring progress

Class teachers are responsible for teaching RSE within Awel y Môr Primary School. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of RSE, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

### Pupils –

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils' views, as always, will be sought as part of our ongoing monitoring and planning for RSE within the school and this will be established through the usual channels already established within the school.

Parents –

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice (available on the website)
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

### Developmentally Appropriate Teaching

Welsh Government requires that the RSE provided must be 'developmentally appropriate' for learners. Therefore, within our schools, we will always take account of a range of factors such as the learner's age, knowledge and maturity and any additional learning needs. RSE needs to be developmentally appropriate for each learner. The age of learners should be one of the criteria by which teachers decide upon the appropriateness of content; however, there will be other factors they will need to consider when planning for this element of the Curriculum.

Factors such as the physical and mental and emotional development of learners should also be taken into account. This is essential to ensuring learners are kept safe from information for which they are not sufficiently mature to process. This, however, should not be a reason for not providing children with the essential information they need as they develop physically, mentally and emotionally; developmentally appropriate RSE requires the coverage of subjects that are integral to learners' development.

### Whole School Organisation of RSE

Our RSE curriculum will support and build on each learner's knowledge, skills and values in appropriate ways throughout their development and create safe and empowering environments which build on learners' experiences both within and beyond the educational setting providing positive alternatives to some learners' experiences.

Set out below are the key principles regarding how RSE is organised and embedded at our School:

- RSE is part of a whole-school approach and effectively integrated and coordinated across the curriculum. Effective RSE requires specialist expertise, time and resources which the school will regularly evaluate to ensure are in place. This will ensure a supportive environment is created to ensure learners and practitioners are safe to discuss and learn about issues which may be sensitive or challenging.
- RSE will be interdisciplinary and cross-curricular in its approach to content, knowledge and understanding and in the way it is explored. RSE is a broad and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan.
- All practitioners contribute to the school's RSE priorities and professional learning is a key requirement for delivery of high quality RSE. As a school we enable all practitioners to access learning that can support them to develop confidence and knowledge regarding RSE.
- RSE will always be delivered in a way that is inclusive. This helps ensure that all learners can see themselves, their families, their communities and each other reflected across the curriculum and can learn to value difference and diversity as a source of strength. This contributes to a cohesive, fair and equitable society that equips learners with skills for life.
- Provision draws on specialist services and expertise, and we engage with local communities. Our curriculum will always be mindful of the different perspectives and backgrounds within our local community.
- Our approach to RSE will be protective and preventative, considering how learners might need to be supported to:
  - understand and cope with change, conflicts and pressure;
  - have the knowledge to recognise discrimination and violence, including Violence against Women and Domestic Abuse and Sexual Violence;
  - seek help and advice where appropriate.
- The teaching of RSE will respond to and be respectful of the lived experiences of learners. The approach to RSE involves recurring themes and topics which reinforce and build on the learners' developing understanding and changing needs and encourages learners to take increasing responsibility for their own learning. Practitioners recognise learners' social, physical, emotional and cognitive development and needs, as well as their evolving knowledge and experience.
- Progression in RSE is a continuous process aiming to improve overall learner well-being and safety and to realise the four purposes. As learners progress, they will build on previous learning: consolidating and strengthening the same dispositions; knowledge and skills and applying them in new, relevant contexts.

### Delivery of RSE Curriculum

Our Relationships and Sexuality Education programme will be delivered in a developmentally appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed

gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. In Junior classes, a question box will be available for pupils to ask anonymous questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If needed the school can provide additional support links to external agencies or resources that can better support Pupils and their families.

The monitoring and evaluation of delivery of RSE within our school is overseen by the Headteacher. This person will be a first point of contact regarding any issues with Curriculum or wider issues that may arise relating to the area of RSE. Monitoring is carried out on an annual basis, in line with the schools monitoring plan. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead. The delivery of RSE is monitored by the Senior Management Team through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Wales. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

This policy will be reviewed on a 2 year cycle and approved by the Governing body in line with statutory guidance.



CLlr Matthew Crowley – Chair of Governors



Sam Greasley – Headteacher

Feb 2024

To be reviewed Feb 25



## Appendix 1

### The Curriculum for Wales – RSE Code

<https://www.gov.wales/sites/default/files/publications/2022-01/curriculum-for-wales-relationships-sexuality-education-code.pdf>

#### **Content appropriate to learner development**

The Act requires that the RSE schools provide must be developmentally appropriate for learners. This means schools and settings must take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development. RSE must be developmentally appropriate for each learner, meaning that learners' needs of similar ages may differ.

The phases have been designed to give practitioners an understanding of what is likely to be developmentally appropriate. For example, in phase 1 and 2, learners will be taught about the principles of general consent as pre-requisites for learning about sexual consent at the developmentally appropriate time in phase 3. In practice, this means learners in phases one and two developing an awareness of asking for permission to share materials, for example toys; or learning about respecting personal boundaries.

The phases are designed to help schools and settings make judgements about whether learning is developmentally appropriate for specific learners. The ages set out below indicate broadly when practitioners should start to consider whether learning in a phase is developmentally appropriate for their learners. This may mean some learners will be ready for specific learning before the broad indications given in the Code, but likewise it may mean that some learners need opportunity for further development before they engage with specific learning. Introduction to a phase may be gradual: with some learning in that phase being developmentally appropriate for learners sooner than other learning. As outlined above, these decisions must be based on a range of factors.

The tables attached to each strand of learning below are in three broad developmental phases. As they are set out, they represent the building blocks of progression in RSE. As learners progress, they will be building upon previous learning from either phase one; or phases one and two, consolidating and strengthening the same dispositions, knowledge and skills and applying them in new, relevant contexts. This is very different to simply acquiring learning about topics in isolation and then moving on to other content.

The learning for RSE refers to both what is taught expressly and what is embedded throughout the curriculum and in the school environment through the whole school approach.

## Relationships and identity

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

Learners need to develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. Learners need to be supported to recognise and value different types of relationships, including families and friendships, as well as the diversity within different types of relationships, including LGBTQ+ diversity, and that these can change over time. Developing empathy, compassion and communication skills are critical to learners' relationships now and the relationships they will form in the future. This will also support respect, understanding and equitable treatment for others, whatever their sex, gender, sexuality, faith or belief.

Learners also need to develop both their sense of self and their sense of everyone being unique. Over time, learners can explore how relationships, sex, gender, romantic and sexual attraction and personal experiences may shape and inform a person's identity and individuality. This supports learners to understand how identity, relationships and sexuality are informed by biology, technology and social, cultural and religious norms and that these may change over time. By engaging with these aspects, learners can recognise both positive and harmful behaviours and norms and have the confidence to speak up for themselves and to speak out and advocate for the rights and respect of others.

This strand also recognises how rights can support and underpin equitable, respectful relationships, as well as a fair and inclusive society.

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
<b>The learning supports:</b>		
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual.  Ability to develop and understand the importance of equity, mutual respect,

		and affection in relationships with others.
<p>An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.</p> <p>Awareness of how needs relate to rights.</p>	<p>How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.</p>	<p>Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships.</p> <p>Understanding how to speak out about harmful behaviours directed at them or others.</p>
<p>Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.</p>	<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.</p> <p>Understanding positive behaviours in relationships and what can happen when relationships breakdown.</p> <p>An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.</p>	<p>Understanding how the diversity of relationships including marriage, and all types of civil partnership, has changed over time, and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.</p>
<p>Developing a sense of themselves, in the context of families, friends and communities.</p> <p>Recognising how people value different things and have different families, friends and communities.</p>	<p>Recognising how people's relationships with others shape who they are and their happiness.</p> <p>An awareness of how identity can be expressed in different ways.</p>	<p>Understanding how rights need to be balanced in a diverse society; the characteristics, benefits and challenges of living in a diverse society; and how and why attitudes have changed and are changing including towards gender and sexuality diversity.</p>

<p>Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.</p> <p>Recognising learners' rights to be treated fairly, kindly and with respect.</p>	<p>Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours</p>	<p>An ability to advocate for and advance the rights of all and understand and respect all people in relation to sex, gender and sexuality.</p> <p>Understanding how the law and human rights secure freedoms around sex, gender and sexuality and how these can differ in other countries and over time.</p> <p>Ability to critically explore and understand how a range of social, cultural and religious norms and influences about relationships, sex, gender and sexuality can shape perceptions and our well-being and can be both positive and harmful.</p>
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## Sexual health and well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

In early development, learners need to experience contexts for understanding the importance of maintaining personal health and well-being, including hygiene, and how this impacts on themselves and others. This progresses to applying broad principles of health and hygiene within sexual health.

As learners develop, teaching and learning needs to include focus on exploring how physical changes have an impact on well-being and relationships ensuring the representation of LGBTQ+ experiences and lives. Learning also focuses on menstrual well-being and conditions which can affect the reproductive system; as well as developing understanding of the possible outcomes of the decisions made relating to sexual health and relationships. All of this learning will focus on recognising the diversity of human body types, how perception and understanding of the human body is shaped by society, the law, science and technology and the impact of this on well-being.

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
<b>The learning supports:</b>		
The use of accurate terminology for all body parts.  An awareness of the human life cycle and that reproduction is a part of life.	Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.  Recognising the process of pregnancy and birth.	Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed.  The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood.

		Understanding how contraception can assist with reproductive choices, including awareness of abortion.
Awareness of how human bodies change as they grow.	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.	Understanding of good sexual and reproductive health, including the range of risks and outcomes from sexual experiences and the knowledge needed to support informed decisions about sexual activity and about reproductive choices.
An awareness of the importance of personal self-care and hygiene.	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.	The knowledge and understanding of the causes, symptoms and impact of conditions connected to sexual and reproductive health and to fertility, including sexually transmitted infections, HIV and reproductive cancers.  Understanding and skills needed to minimise risks and seek help.
A recognition that everyone's body is unique and special to them.	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful.

<p>Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.</p>	<p>Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.</p>	<p>Understanding how all are entitled to safe and pleasurable relationships and recognising the role consensual sexual activity plays within healthy relationships.</p> <p>Understanding the legal age of consent.</p>
<p>Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.</p>	<p>Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.</p>	<p>Recognise and be able to use a range of support services to access information and support around relationships, health and well-being and safety.</p>

## Empowerment, safety and respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

This strand builds on the positive behaviours and skills of healthy relationships. It reinforces the requirement to support learners to develop empathy, kindness and compassion towards each other and empowering them with the confidence to draw upon available support if they are concerned about their own safety or that of others.

Learners should be supported to understand change and conflict and recognise the impact of these on relationships, and where appropriate seek help and support.

They should be supported to understand that exercising their right to be free from all forms of discrimination, violence, abuse and neglect is enabled by trusted adults who can support their safety. This includes through a number of legal protections that exist for all. Criminal law makes such behaviours unlawful and there are criminal sanctions for those found guilty of committing such offences.

Learners need to develop an understanding of the social, emotional, physical and legal nature and impact of harmful behaviours, including all bullying, and LGBTQ+ based bullying, sexual violence and gender-based violence in a range of contexts, including online.

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
<b>The learning supports:</b>		
<p>Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.</p> <p>Ability to interact with others in a way that is fair.</p>	<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships.</p> <p>Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are</p>



		discriminatory, disrespectful and harmful, offline and online.
<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.</p> <p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>	<p>Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and others. This includes all forms of violence based on sex, gender and sexuality.</p>
<p><i>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</i></p> <p>Beginning to recognise that other people have thoughts, feelings and opinions that are different.</p> <p>An awareness of the need to seek agreement in order to share, for example toys.</p> <p>An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them</p>	<p>Understanding of the right to bodily privacy, personal boundaries including online.</p> <p>Understanding how behaviours may be perceived by others offline and online.</p> <p>Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.</p>	<p>Understanding of the importance of consent for safe and healthy relationships and in particular sexual relationships.</p> <p>Understanding of how consent can be communicated in different social contexts and relationships, including online.</p> <p>A critical understanding of how consent is impacted by perception and social context and the factors that influence and impair people's ability to engage in consensual behaviour, for example, substances, violence,</p>

<p>in a way that makes them feel uncomfortable.</p>	<p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>coercion and relationship norms.</p>
<p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p>	<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p> <p>Awareness of the benefits and dangers of the internet and social media in forming friendships online.</p> <p>Exploring the motives behind fabricated and digitally-altered media.</p> <p>An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.</p>	<p>Understand the ethical and legal issues relating to the consensual and non-consensual sharing of self-generated imagery, and rights to safety, support well-being and protection.</p> <p>Understanding the impacts associated with sexual material and intimacy online, including the ethical and legal implications.</p> <p>An awareness of how sexual material and media often represents gender, sexual activity, bodily appearance and relationships in unrealistic and harmful ways.</p>
<p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.</p> <p>Ability to speak up for each other.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>	<p>An understanding of laws around RSE issues that are in place to protect us from all forms of discrimination, violence, abuse, neglect and harassment, and that laws are intended to protect not criminalise young people.</p> <p>An understanding of how to advocate for safe</p>

		<p>environments and the rights and understanding of everyone on a range of RSE issues.</p> <p>Appreciate the importance of safely speaking out against sex and gender based and sexual violence.</p>
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