

Safeguarding in Partnership projects – meeting the statutory content of Relationship and Sex Education SECONDARY curriculum 2021

<p>Project 10 sessions. (P10) Designed for years 5-8, but adaptable for younger or older children and SEND need 1. What is a crime, recognise criminal behaviour and who might be a victim 2. Domestic abuse. Positive and negative family relationships 3. Keeping myself safe 4. Hate crime 5. Age of criminal responsibility 6. Vandalism 7. Theft. 8 Child Crime Exploitation 9. Knife Crime 10. Who can support and help us</p>	<p>Project Right Click (RC) Designed for y7-11 but some materials and the videos can be used for younger children. Focus is around safety while being online 1. online and offline behaviours 2. bullying 3. influence on social media 4. drugs and social media 5 grooming 6. child drug exploitation 7. Self- harm, 8. image based sexual abuse 9. hate crime 10 radicalisation 11 relationships 12 pause think plan</p>	<p>Through Their Eyes (TTE) Designed for y7-11 but some materials and videos can be used for younger children. The focus is that our actions have consequences. Most sessions include implicit peer support. The sessions are on the following themes: sexual assault, theft, road traffic safety, railway safety, radicalisation, open water safety, knife crime, hate crime, drugs, domestic abuse, assault, arson, anti-social behaviour</p>
	<p>Elements of RSE curriculum</p>	<p>Sessions from Project 10 (P10), Right Click (RC) and Through Their Eyes (TTE) that cover this content</p>
<p>Relationships and Sex Education</p>		
<p>1.1 Families</p>	<p>that there are different types of committed, stable relationships</p> <ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	<p>P10 Session 1, 2, 3, 8 RC, 2, 3, 5, 6, 8, 10, 11, 12 TTE domestic abuse, sexual assault, radicalisation,</p>
<p>1.2 Respectful relationships, including friendships</p>	<p>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>P10 Session 1, Session 3, Session 8, Session 10 RC Sessions 2, 3, 5, 6, 8, 10, 11, 12 TTE implicit in all topics is peer pressure and peer relationships</p>

	<p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>	<p>P10 session 2, RC 8, 11 and TTE sexual assault, domestic abuse, assault</p> <p>P10 session 4, RC 9, TTE hate crime</p>
<p>1.3 Online and media</p>	<p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>what to do and where to get support to report material or manage issues online.</p> <p>the impact of viewing harmful content that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p>	<p>P10 Session 1, 2, 3, 4, 8</p> <p>RC 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12</p> <p>TTE -implicit in all sessions is the impact and role of online behaviours</p>

<p>1.4 Being safe</p>	<p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) 	<p>P10 Session 1, 2, 3, 8, 10</p> <p>RC 1, 2, 3, 4, 5, 6, 8, 11, 12</p> <p>TTE - all</p>
<p>1.5 Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship <p>that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>that they have a choice to delay sex or to enjoy intimacy without sex.</p>	<p>P10, 1, 2, 3, 10,</p> <p>RC, 5, 6, 8, 11, 12</p> <p>TTE sexual assault, domestic abuse,</p>
<p>Physical and mental health</p>		
<p>3.1 Mental wellbeing</p>	<p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>how to recognise the early signs of mental wellbeing concerns.</p> <p>common types of mental ill health (e.g. anxiety and depression).</p> <p>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p>	<p>P10 Session 1, 3, 10</p> <p>RC 1, 7, 10, 12</p> <p>TTE implicit in all sessions are mental health issues associated as a contributory cause or effect of the topic</p>

<p>3.2 Internet safety and harms</p>	<p>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</p> <p>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>	<p>P10 session 1, session 3 RC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>TTE – most sessions refer to the role the online behaviours contribute to each topic</p>
<p>3.5 Drugs, alcohol and tobacco</p>	<p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>the law relating to the supply and possession of illegal substances.</p> <p>the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>awareness of the dangers of drugs which are prescribed but still present serious health risks.</p>	<p>P10, session 8, session 10</p> <p>RC 4, 6, 7, 12</p> <p>TTE drugs</p>
<p>2. The Law</p> <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p>		
<p>a) consent, including the age of consent</p> <p>c) online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</p>	<p>P10 session 1, session 2, session 3, session 8, session 10 RC 5, 6, 8, 11, 12</p> <p>P10, session 1, session 2, session3, session 8, session 10 RC 5, 6, 8, 11 TTE implicit in all topics</p>	

<p>d) pornography</p> <p>h) substance misuse</p> <p>j) extremism/radicalisation</p> <p>k) criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</p> <p>l) hate crime</p> <p>m) female genital mutilation (FGM)</p>	<p>RC 8,</p> <p>RC 4, TTE drugs</p> <p>P10 session 4, RC 9, 10, TTE hate crime, radicalisation,</p> <p>P10, session 1, session 2, session3, session 8, session 10</p> <p>RC 5, 6, 8, 11</p> <p>TTE drugs, hate crime, radicalisation</p> <p>P10 session 4, RC 9, 10 TTE hate crime, radicalisation</p> <p>P10, session 1, session 2, session 3, session 10</p>
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