


# CONSENT AND HEALTHY RELATIONSHIPS.

Tuesday 22<sup>nd</sup> March 2022

Delivered by Louise Stinson – School Improvement Officer.

The Mast Academy Trust – Well being and Consent Development Group.

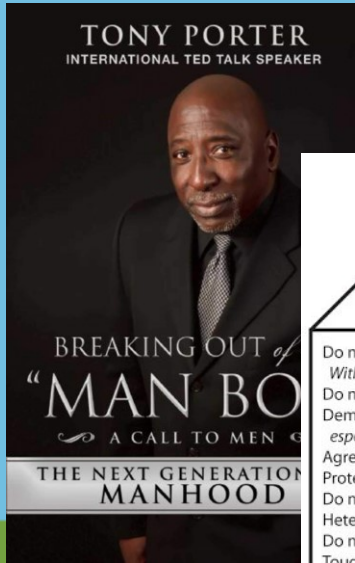


If you  
have to  
convince  
them,  
it's **not**  
**consent.**

FREEDOM TO GROW; STRENGTH YOU CAN TRUST

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# WHY DO WE NEED TO DO THIS?



**MAN BOX**

- Do not cry openly or express emotions  
*With the exception of anger*
- Do not express weakness or fear
- Demonstrate power/control  
*especially over women*
- Aggression-Dominance
- Protector
- Do not be "like a woman"
- Heterosexual
- Do not be "like a gay man"
- Tough/Athletic/Strength/Courage
- Makes Decisions - does not need help
- Views Woman as property/Objects

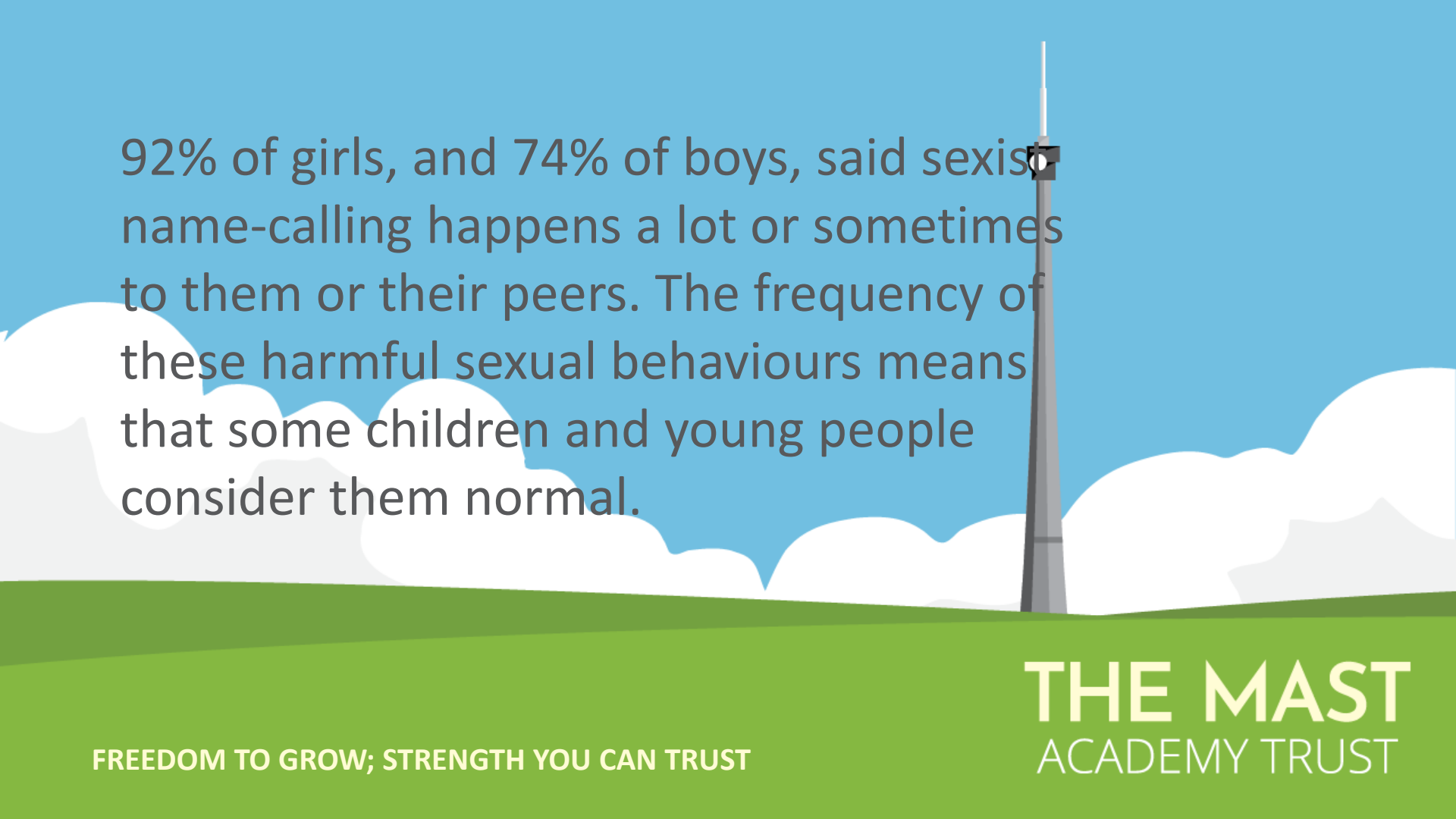


## OFSTED'S REPORT INTO SEXUAL ABUSE IN SCHOOLS

- Conducted in response to the 'Everyone's invited' campaign
- Involved 32 schools and colleagues and 900 children and young people over the age of 13
- Children and young people were interviewed in separate gender groups

**So what were the findings about children and young people's experience?**

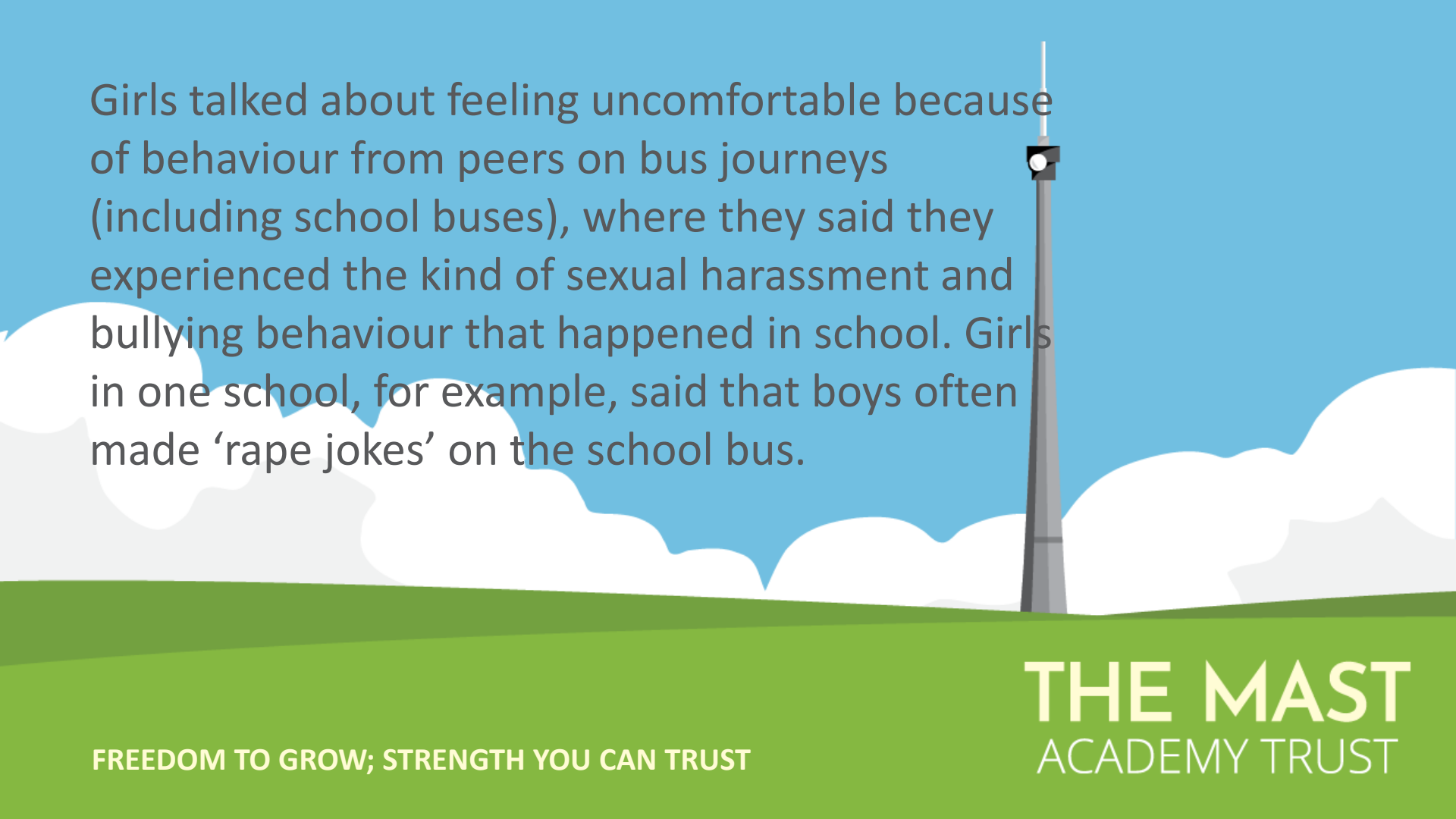




92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. The frequency of these harmful sexual behaviours means that some children and young people consider them normal.

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Girls talked about feeling uncomfortable because of behaviour from peers on bus journeys (including school buses), where they said they experienced the kind of sexual harassment and bullying behaviour that happened in school. Girls in one school, for example, said that boys often made 'rape jokes' on the school bus.

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On our visits, girls told us that sexual harassment and online sexual abuse, such as being sent unsolicited explicit sexual material and being pressured to send nude pictures ('nudes'), are much more prevalent than adults realise. For example, nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers.

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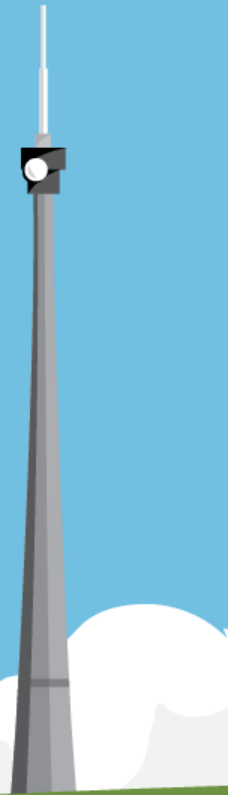
When we asked children and young people where sexual violence occurred, they typically talked about unsupervised spaces outside of school, such as parties or parks without adults present, although some girls told us they also experienced unwanted touching in school corridors.



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In the schools and colleges we visited, some teachers and leaders underestimated the scale of the problem. They either did not identify sexual harassment and sexualised language as problematic or they were unaware they were happening. They were dealing with incidents of sexual violence when they were made aware of them, and following statutory guidance. But professionals consistently underestimated the prevalence of online sexual abuse, even when there was a proactive whole-school approach to tackling sexual harassment and violence.





# WHAT DOES THE REPORT SAY HAPPENS IN THE BEST SCHOOLS?

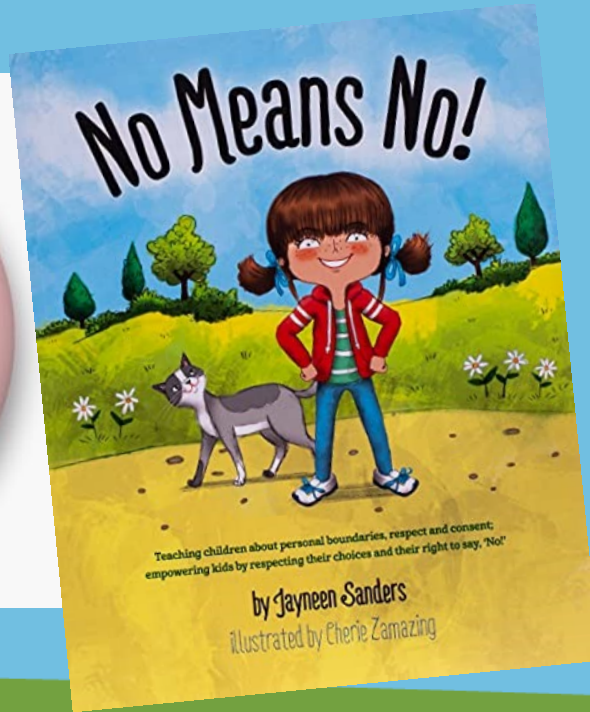
- Create an environment where **staff model respectful and appropriate behaviour**, where children and young people are clear about what is acceptable and unacceptable behaviour, and where they are confident to ask for help and support when they need it.
- A 'whole school' approach to healthy relationships which is longer-term and involves young people in development and delivery.
- Emphasis is placed on **respect and teaching about consent and healthy relationships** is prioritised . Concepts were generally sequenced and interwoven in an 'age and stage' manner, allowing for content to be revisited and built on in further depth at appropriate points in children and young people's learning.
- Even in the strongest schools, some of the main weaknesses in the delivery of Relationships Education linked to the lack of subject knowledge that teachers had on topics like consent, healthy relationships and sharing of sexual images.

# CONSENT “No means, no!”

Empowering children by respecting their choices and their right to say no....

## For our First Schools....

- Personal space
- Touching
- Game inclusion
- Likes/dislikes
- Individual tolerance
- Pressure
- Persuasion



# PUPIL VOICE – HAS IT HAPPENED AND IF SO WHAT HAS THE RESPONSE TO THE CURRICULUM BEING?



## Pupil Voice - Gender and Consent

(Year 5) - sample of boys and girls

(Year 3) - as above.

(Year 4) - as above.

1. Should girls and boys have different things to play with on the playground?

I didn't think that boys and girls should be separated - everyone should be free to choose and know that.

NO, girls might like to play with what we would expect a typical boy to play with.

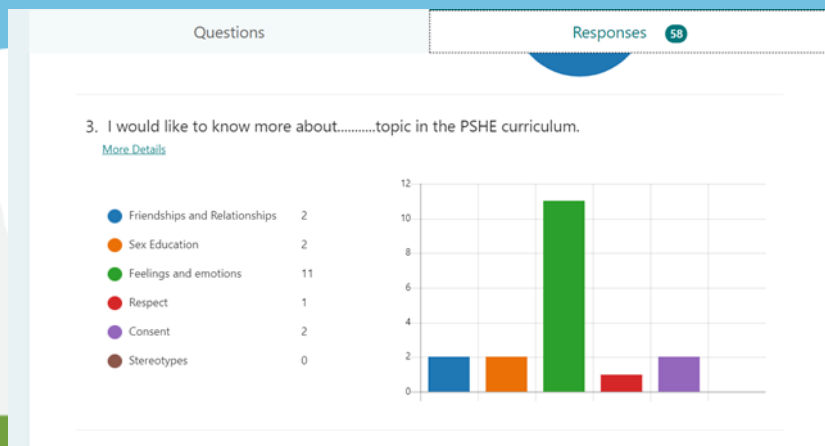
## Findings

The children have a sense of freedom in terms of equality and gender identity.

They understand stereotypes in terms of men and women and how they are portrayed on the TV, in books and movies. They also understand that intimate relationships are usually represented as a man and a woman BUT they are very well aware that the combination could be a man and a man or two women.

The children admitted that there were occasions where consent wasn't respected. They also talked about saying yes when they weren't convinced but felt this would ensure their popularity with their friendship group. Some were transparent and said they would pressure and persuade people to do something they had already said no to.

# WHAT DO OUR PARENTS WANT TO KNOW?



Make sure your schools are not assuming.

This could come in the form of a questionnaire sent out to parents. What do the responses indicate? Most importantly, how are these being used to provide what the parents are wanting and need?

# FEELINGS AND EMOTIONS



Shelley First School  
Parental Workshop, 6th April 2022 9-10

What is Emotional Intelligence and why is this part of our wider curriculum?

#1 BESTSELLER  
**DANIEL GOLEMAN**  
The groundbreaking book that redefines what it means to be smart  
**Emotional Intelligence**  
Why It Care Matters More Than IQ  
WITH A NEW INTRODUCTION BY THE AUTHOR

At Shelley First school, post pandemic, we spent time reflecting on the PSHE curriculum.

We looked at priorities and made decisions about additional skills the children must acquire to become resilient children and adults who show integrity.

You are invited to a workshop about why this is part of our wider curriculum and learn more about the importance of EQ.

Please let the school office aware if you would like to attend. Refreshments included!

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

— Daniel Goleman —

AZ QUOTES

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# HOW CAN WE INFORM THE WIDER COMMUNITY ABOUT CONSENT AND HOW WE RAISE BOYS AND GIRLS?

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