

CONSENT AND HEALTHY RELATIONSHIPS.

Delivered by Louise Stinson – School Improvement Officer.

24rd November 2021 – Staff Meeting on Consent

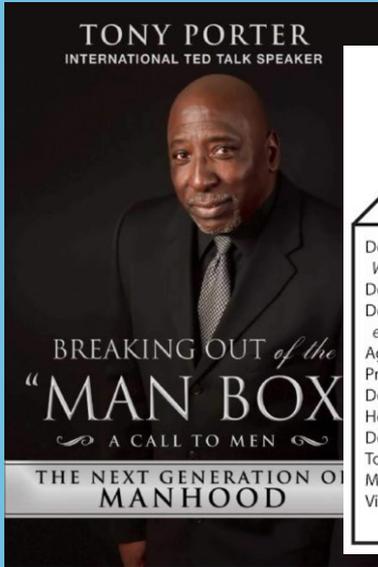


FREEDOM TO GROW; STRENGTH YOU CAN TRUST



THE MAST
ACADEMY TRUST

WHY DO WE NEED TO DO THIS?



THE 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

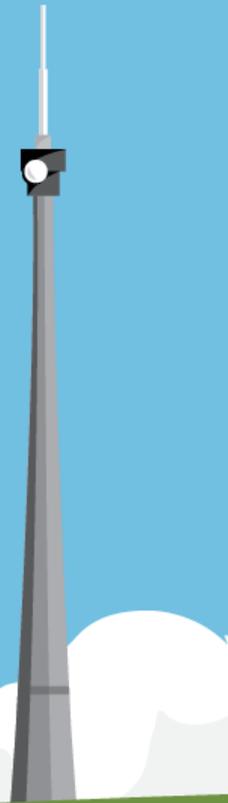


OFSTED'S REPORT INTO SEXUAL ABUSE IN SCHOOLS

- 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?

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.

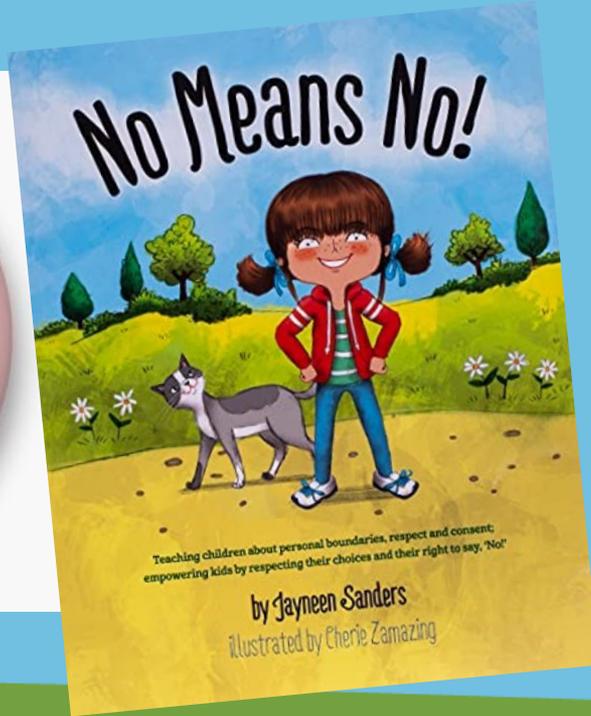


WHAT DOES THE REPORT SAY HAPPENS IN THE BEST SCHOOLS?

- 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!”

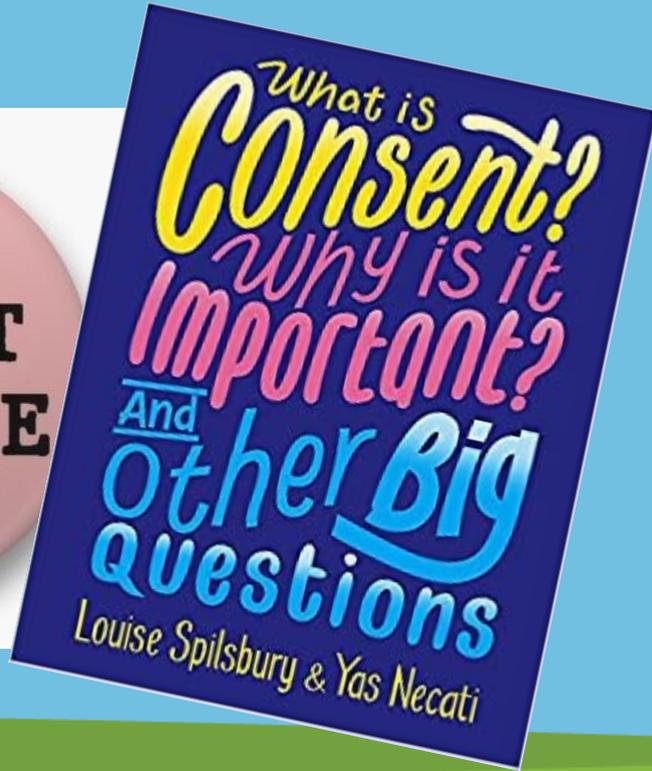
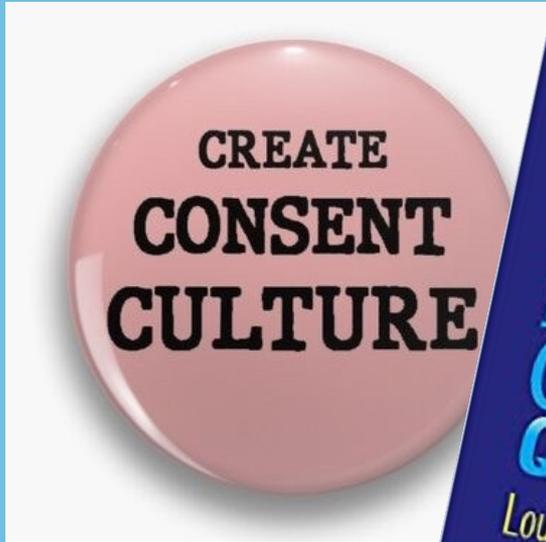
Empowering children by respecting their choices and their right to say no....



For our First Schools....

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

CONSENT “No means, no!”



For our Middle Schools....

Recognising Consent
Your body, your choice.
Under pressure
Persuasion
Consent and law
Medical consent
FGM
Special friendships
Intimate relationships

WHAT DID OUR PUPIL VOICE INDICATE?

11 October, 2022



Pupil Voice - Gender and Consent

(Year 5) - sample of boys and girls

(Year 3) - as above.

(Year 4) - as above.

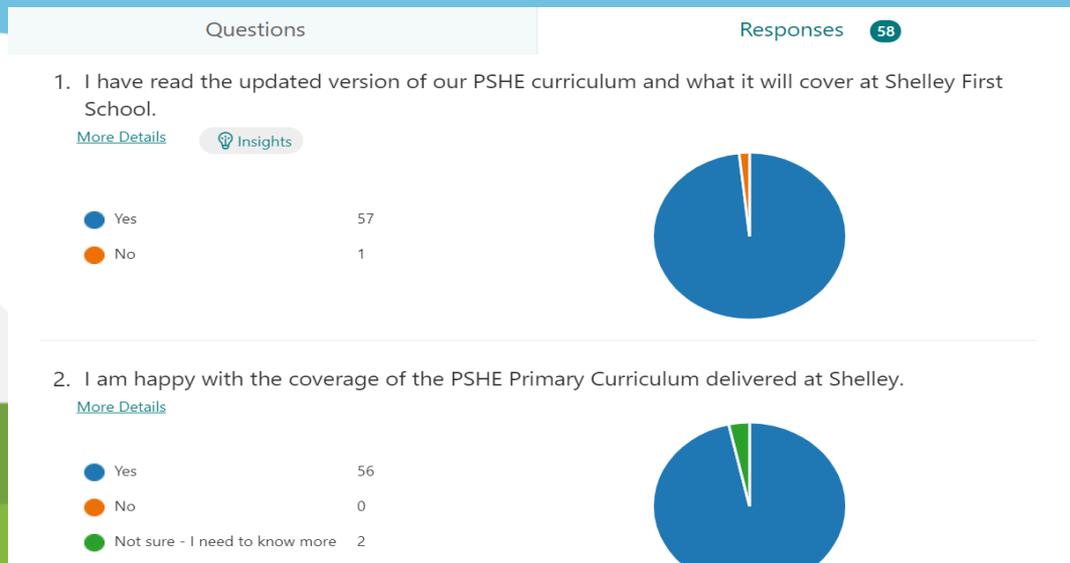
1. Should girls and boys have different things to play with on the playground?

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.

WHAT DO OUR PARENTS WANT TO KNOW?

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WHAT NEW LEARNING DO WE ALL NEED TO EMBRACE?

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- Personal space
- Mutual respect
- Boundaries
- Acceptable/unacceptable touching
- Persuasion
- Peer Pressure
- Secrets and surprises



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