

@school\_sexed

# This evening



- Who is School of Sex Ed
- Statutory responsibilities
- Aims of RSE
- Today's workshops: what we covered
- Time for Q&A



# School of Sex Ed

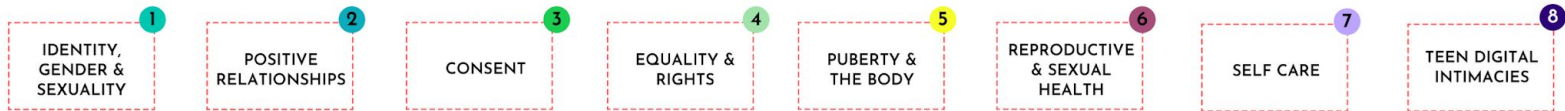


- Deliver RSE workshops in secondary schools across UK
- Deliver staff training and ITT - RSE PGCE short-course UCL IoE
- Consulted by DfE on new suite of training resources
- Programme designed with doctors, teachers, academic and young people
- Winner Pamela Sheridan Award for Innovation and Good Practice in RSE

# School of Sexuality Education: SECONDARY CURRICULUM

Our workshops are LGBTQIA+ inclusive, age-appropriate, rights-based, and respond to the statutory RSE guidance. The list below demonstrates how our 8 key RSE themes can progress across the key stages. However, we like to plan bespoke programmes, tailored to your school's needs and existing curriculum.

## KEY THEMES



## KS3

- 1 What are the various intersecting aspects that make up who we are?
- 2 Intro to positive relationships; friendships & family; improving relationships.
- 3 Intro to consent; understanding boundaries; seeking consent.
- 4 Understanding your rights & celebrating diversity.
- 5 Puberty, anatomy, correct names, hygiene, periods & taboo busting.
- 6 What do we mean by the words: 'contraception' and 'protection'?
- 7 What is 'self care'; developing good habits to safeguard our well-being.
- 8 Positive behaviour online; bystander behaviours; digital defence.

## KS4

- 1 Gender / sex / gender expression / attraction; LGBTQIA+ rights; inclusivity.
- 2 Features of positive relationships; break-ups; coercive control; supporting friends.
- 3 Consent & the law; verbal & non-verbal cues; ongoing, specific, verbal consent.
- 4 Power in society; inequalities; activism. Also: FGM - what is it; support services.
- 5 Diversity in bodies; busting myths and misconceptions e.g. myth of virginity.
- 6 Contraception & protection in detail; accessing services & your rights.
- 7 Digital habits & self-care; body image and media; body positivity/neutrality.
- 8 Nudes & digital consent; image-based abuse; online harassment; pornography.

## KS5

- 1 Gender & sexuality; re-defining 'sex' - challenging heteronormativity.
- 2 Signs of abusive relationships; gender-based violence; victim blaming; support.
- 3 Communication & pleasure. Sexual violence, the law & support services.
- 4 Equality Act; protected characteristics; harassment; hate crime; bystanders.
- 5 The body & sexual pleasure; checking your health & key health reminders.
- 6 Abortion care and reproductive rights; conception facts; miscarriage.
- 7 Sex and mental health; well-being support at University and beyond.
- 8 'Sexual scripts' & media depictions of sex; porn & what is 'ethical porn'.



# RSE government guidance (health and wellbeing guidance is separate)

- Families (different family types, marriage, seeking support)
- **Respectful relationships** (characteristics of positive and healthy relationships, stereotypes, bullying, coercive control, sexual violence and sexual harassment, Equality Act 2010)
- Online and media (rights and responsibilities online, impact of viewing harmful content, reporting, the law)
- **Being safe** (communicating consent and the concepts and laws relating to consent, exploitation, abuse, grooming, coercion, harassment, etc)
- Intimate and sexual relationships, including sexual health (contraceptive choices, STIs, accessing services, abortion, miscarriage)



# What's the aim of RSE?

- **Building positive relationships:** ensuring young people have the practical skills to build positive relationships (all types) and improve relationships;
- **Improving physical health:** providing medically-accurate information so that young people can take care of their physical health (including knowing when to seek support);
- **Supporting wellbeing** through providing emotional literacy skills, creating safe and open environments to talk;
- **Empowerment:** ensuring young people have accurate information so that they can make informed decisions
- **Ensuring safety** by providing information about rights and support services available.



## The support for statutory RSE is overwhelming



**Young people, parents, schools, health professionals and MPs all support statutory RSE**

## Young people who receive effective Relationships and Sex Education are...

- More likely to report sexual abuse
- More likely to delay first sex until they are ready
- More likely that first sex is consensual
- More likely to use contraception and condoms
- Less likely to have an unplanned pregnancy or sexually transmitted infection



# What are we tackling?

- “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.” **Ofsted, 2021**
- “sexual harassment occurs so frequently that **it has become ‘commonplace’**.”
- For example, 92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. “ - **Ofsted, 2021**
- **Everyone’s Invited** testimonies.





# Online sexual harassment

- 37% girls and 20% boys reported receiving unsolicited sexual images online.
- (Small sample of gender diverse young people - more research needed here.)
- Vast majority of unwanted images for girls were unsolicited penis photos or videos ('dick pics').
- How they felt about receiving them: 'disgusted' or 'confused' (this aligns similar with YouGov research).
- Staggering low reporting rate: only 6% reported to social media platform; 3% told parents; 1% reported to their school - **normalisation**.



# How do we 'tackle' this situation in schools?

## Prevention :

- **Challenging the culture** of normalisation, trivialisation, misunderstanding of SV with a **whole school approach**: policies, staff training, consistent cross-curriculum messaging and
- **Quality, inclusive PSHE and RSE**

## Response :

- Trauma-informed, person-centred **survivor support**
- **survivor-centred, harm-reduction approach to allegations**



# Today's sessions



## Year 7-8

- What is 'consent' and what are 'boundaries'?
- How should touching make us feel?
- What types of behaviours are 'appropriate' and 'inappropriate'?
- How do we know whether or not someone is consenting?
- Discussing scenarios to put this theory into practice;
- Where to go to seek support if you need it.

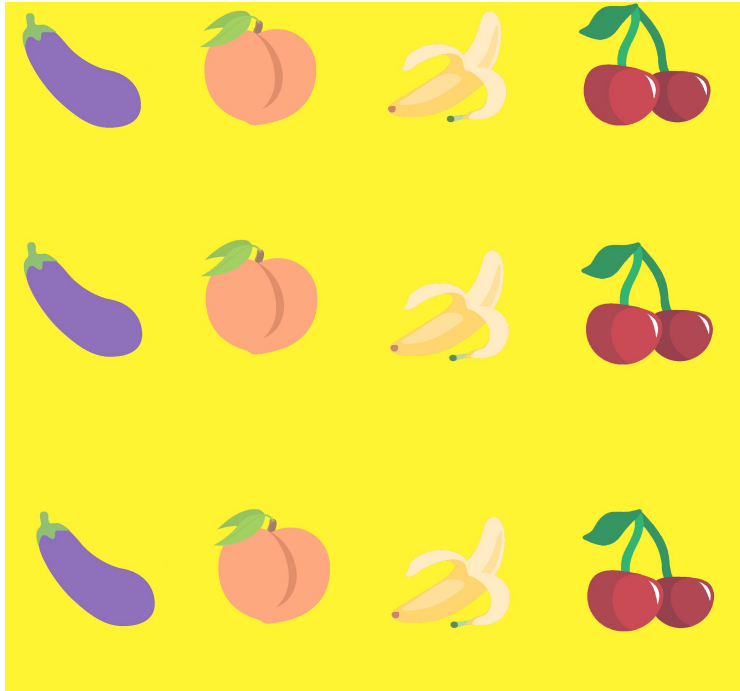
# Today's sessions



## Years 9-11

- What is consent and what's the law, both online and offline?
- What do we mean by the 'freedom' and 'capacity' to consent?
- How do we know if someone is consenting?
- The importance of freely given, informed, enthusiastic, ongoing consent!
- Scenario discussion - identifying pressure and coercion
- Support services and signposting.

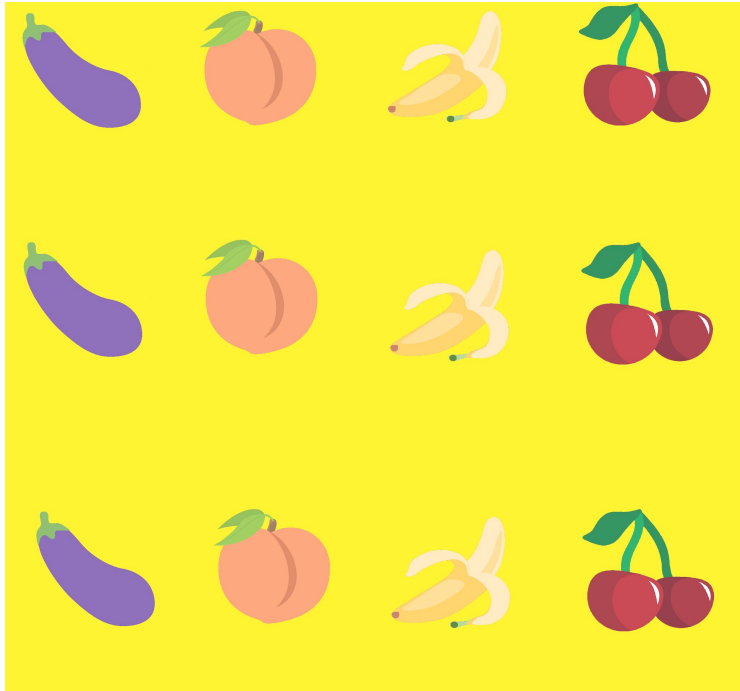
# Home and school: a joint approach



- Avoid having one ceremonious ‘talk’
- Normalise regular conversation around these subjects – “not making it a big deal” can be a great way to tackle stigma & foster curiosity
- Model consent and openness



# Some tips for having these conversations



- Always keep your child's boundaries in mind
- Try to respond to comments in a judgement-free way
- Don't worry if you don't know the answer to a question!



# Some ideas for what to say

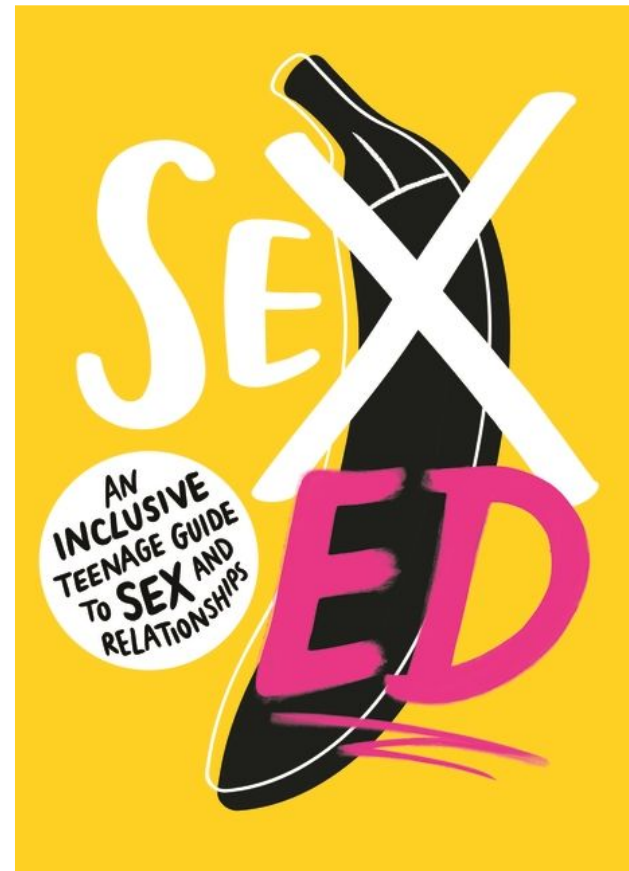


- Distancing techniques can  
“What did people in your year think about the session today?”  
“I didn’t learn much about xyz at school but I think it’s quite important - what do you think?”
- Literature/TV/film



# Useful resources

[schoolofsexed.org/useful-links](https://schoolofsexed.org/useful-links)





# Support for Young Survivors of sexual violence in the UK

**Rape Crisis** - support for women and girl survivors of sexual violence

**Survivors UK** - support for men, boys and non-binary survivors of sexual violence

**Galop** - support for LGBTQ+ people surviving abuse

**Respond** - support survivors of sexual violence with a learning disability

**The Mix** - support for U25s on any matters

**Childline** - support for U18s on any matters



## Online tools - if a student has experienced online harassment, e.g. receiving unwanted sexual messages or images.

### Blocking, reporting

Many students will simply block other users who are harassing them online.

Apps are generally not great at responding efficiently to reports of online harassment - but sometimes if multiple users report the same comment/person they'll be more likely to act.

### Report Remove

A new, confidential service run by Childline and Internet Watch Foundation.

Supports YP who are victims of IBSA to get nudes removed.

You can also visit Internet Watch Foundation itself - removes sexual images of children from the internet.

Both very user-friendly.

### Report Harmful Content

Can be used to report:

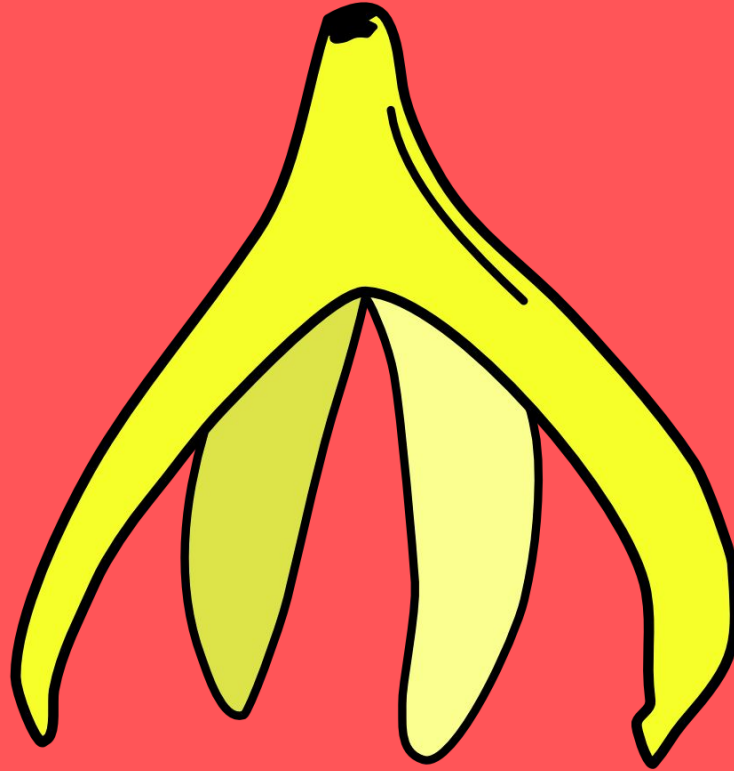
- Threats
- Unwanted sexual advances
- Harassment
- Bullying.

They'll help you to ensure you've reported to the app before you report to them.

Easy to use.

Find time to look up the sites above so you know how they work if you ever need them.

**Revenge Porn Helpline** is for **over 18s** to report image based sexual abuse.



Thank you!

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