



Complete Agenda

Democracy Service
Council Offices
CAERNARFON
Gwynedd
LL55 1SH

Meeting

EXTRAORDINARY MEETING OF THE COUNCIL

Date and Time

1.30 pm, THURSDAY, 25TH AUGUST, 2022

*** NOTE ***

This meeting will be webcast

https://gwynedd.public-i.tv/core//en_GB/portal/home

Location

Multi-location Meeting - Siambr Dafydd Orwig, Council Offices, Caernarfon LL55 1SH / Virtually via Zoom

Contact Point

Lowri Haf Evans

01286 679490878

LowriHafEvans@gwynedd.llyw.cymru

(DISTRIBUTED 18/08/22)

Geraint Owen
Head of Democracy Service

www.gwynedd.llyw.cymru

THURSDAY, 18 AUGUST 2022

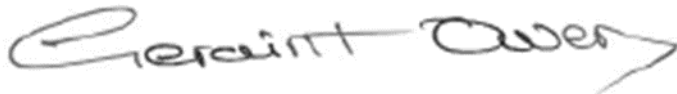
Dear Councillor,

EXTRORDINARY MEETING OF GWYNEDD COUNCIL – THURSDAY, 25 AUGUST 2022

YOU ARE HEREBY SUMMONED to attend a meeting of **GWYNEDD COUNCIL** which will be held at **1.30 pm** on **THURSDAY, 25TH AUGUST, 2022** in **SIAMBR DAFYDD ORWIG, COUNCIL OFFICES, CAERNARFON LL55 1SH AND VIRTUALLY VIA ZOOM**, to consider the matters mentioned in the following agenda.

The Meeting is called by the Chairman following a request signed by 5 members in accordance with Section 4 para 4.12.1 (d) of the Constitution.

Yours faithfully,

A handwritten signature in black ink, appearing to read "Ceraint Owen". The signature is written in a cursive style with a long horizontal stroke at the end.

Head of Democracy Services

AGENDA

1. APOLOGIES

To receive any apologies for absence

2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

3. THE CHAIRMAN'S ANNOUNCEMENTS

To receive any Chairman's announcements.

4. URGENT ITEMS

To note any items which are urgent business in the opinion of the Chairman so they may be considered.

5. RELATIONSHIPS AND SEXUALITY EDUCATION CURRICULUM 4 - 24

1. In accordance with section 4.12.1 (d) of the Constitution, a request was received by the Chairman from the five members specified, calling for a meeting of the Council to consider the matter contained in the request.
2. Information Pack
 - a) 1. Request for Extraordinary Meeting
2. Appendix – copy of High Court Order
 - b) 1. Education Department Report
2. Appendix - The Curriculum for Wales – Relationships and Sexuality Education Code

Agenda Item 5

Dear Cllr Elwyn Jones

09 August 2022

We, the undersigned, politely request an Extraordinary Meeting of the Full Council within 10 days of receipt of this email to discuss the matters included within this communication: see below.

In light of publicly available information relating to the global 'roll out' of the RSE curriculum into Gwynedd schools, we wish to pursue Gwynedd Council's procedure in calling for an Extraordinary Meeting in pursuance of section 4.12 of the Constitution.

We would hope that you are aware of the Judicial Review currently underway at the High Court. Despite the Welsh Government's media response being that the claims are merely "*sensationalised*" or "*misinformation*" (claims to which the Welsh Government have so far refused publicly to elaborate on), are themselves misleading. Mr Justice Turner, sitting at the Queen's Bench division of the High Court stated in his order dated 27 May 2022 (copy attached) that:

"The issues raised by the claimants involve the consideration of complex constitutional matters with potentially very significant consequences of both parents and children."

This case is of huge concern to us and our constituents and is of a nature that cannot be ignored. In a statement made to Parliament on 18 March 2021, the Lord Chancellor stated that "*out of 5,502 Cart judicial reviews brought between 2012 and 2019, only 0.22% were successful.*" [Independent Review of Administrative Law - Hansard - UK Parliament](#). This alone should sound alarm bells, Judicial Reviews are rare, very rare, and are most certainly not granted upon "*sensationalised claims*" and/or "*misinformation*".

In assessing whether or not to call an Extraordinary Meeting in this instance, it must be taken into consideration that we as the Council, come September, might well be teaching (without, for the first time in history, parental right of exclusion), illegal and potentially damaging content to our most vulnerable. It must also be considered that the Council has a legal and lawful duty of care to its school children. The Council are responsible as employers for teacher safety and, more often than not in Court, the Council is found vicariously liable for harm caused to children in schools. Section 1.2.1 of the constitution states:

"[...] Each Councillor is democratically accountable to the residents of their electoral division as well as all of those who live in Gwynedd. The overriding duty of Councillors is to the whole community, but they have a special duty to their constituents, including those that did not vote for them."

The issues we raise are very real and are the issues of our constituents and *prima facie*, the Courts. The issues we raise have "*potentially very significant consequences of both parents and children,*" as well as to our teachers, our constituents, and the Council itself in the not-too-distant future.

Upon the Council being made aware of the seriousness of the issues raised, we feel that the Council, in pursuance of the constitution, has a duty to examine the facts of the case and should call an Extraordinary Meeting forthwith. We feel it imperative that the Council consider and plan for, at the very least:

The potential consequences to our children (and constituents as a whole) if we follow along with the status quo and implement a potentially illegal curriculum, also

a damage control strategy in the very possible event that the Court rules the implementation of RSE in Wales illegal, and a strategy in regard to the potential, consequential safeguarding issues and potential for future damages.

Yours sincerely

Councillor Louise Hughes

Cllr Eryl Jones-Williams

Cllr Angela Russell

Cllr Gruff Williams

Cllr Rob Triggs



In the High Court of Justice
Queen's Bench Division
Administrative Court

CO/1211/2022

In the matter of an application for judicial review

The Queen

on the application of

KIMBERLY ISHERWOOD & 4 Others

Claimant

-and-



THE WELSH MINISTERS

Defendant

Before the Honourable Mr Justice Turner sitting at the Royal Courts of Justice, The Strand, City of Westminster WC2A 2LL

UPON READING the relevant documents in the permission bundle

IT IS ORDERED THAT

1. Permission to apply for judicial review is granted.
2. The second claimant's application for anonymity and that of her daughter is granted.
3. The Welsh Ministers are substituted as defendants in place of the Ministers of Education and Welsh Language.

REASONS

The issues raised on behalf of the claimants involve the consideration of complex constitutional matters with potentially very significant consequences for both parents and children. The response of the defendants, although not without force, is not so obviously determinative of the issues as to justify the refusal of permission. It is likely that robust case management will be required to ensure that the scope of the challenge and the response thereto are kept within the bounds of reasonable proportionality.

GWYNEDD COUNCIL



Report to a meeting of Gwynedd Council

Date of meeting:	25 August 2022
Title of Item:	Relationships and Sexuality Education Curriculum
Member:	Councillor Beca Brown
Contact Officer:	Garem Jackson, Head of Education / Iwan Evans, Head of Legal Services

BACKGROUND AND RATIONALE

- 1.1 The Relationships and Sexuality Education (RSE) curriculum will be implemented in Wales from September onwards.
- 1.2 Sex and Relationships Education' (SRE) will change to 'Relationships and Sexuality Education' (RSE) in the new curriculum. The change of title is deliberate – with a renewed focus on Relationships.
- 1.3 Parents have a central role to play in supporting their children. There is also a crucial role for schools - especially in a world where there is so much incorrect and misleading information and harmful materials, circulating online. RSE plays an important role for the safeguarding and protection of all learners in Wales.
- 1.4 The proposals have been consulted on extensively with the RSE draft Code subject to public consultation between the 21st May 2021 and the 12th July 2021. Details of the consultation and its findings can be found [here](#).
- 1.5 The Code has been developed by practitioners and is based on research and evidence. The Code and statutory guidance was published in January 2022 after the Senedd passed the RSE Code in December 2021.
- 1.6 RSE is a mandatory element of the Curriculum for Wales Framework and a curriculum must accord with the [RSE Code](#). This is statutory guidance for headteachers, governing bodies and LEA's. As such there is a legal expectation that it will be applied and implemented and anybody would need to have good and cogent reasons not to follow the guidance. Schools have a direct individual responsibility for implementation as corporate bodies in their own right.
- 1.7 The Act requires that the RSE schools provide must be developmentally appropriate for learners. This means schools 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.

- 1.8 There are legal requirements for Relationship and Sexuality Education to be developmentally appropriate, including the resources that schools will use to implement it.

Subjects such as online safety, consent and sexual health are all included in the Code, but at appropriate stages of development so that learners are not exposed to things that are not appropriate for their age and development.

- 1.9 Care has been taken to ensure that all learning within Relationship and Sexuality Education will be developmentally appropriate, and the teachers, stakeholders and professionals involved in its development have ensured that this is reflected in the Code.

- 1.8 Education about relationships in early development will focus on the building of self-esteem by encouraging learners to value themselves; recognise and communicate their feelings and form friendships.

- 1.9 For example, at age 5, children currently in the Foundation Phase learn about relationships with parents, family and friends - not romantic relationships. This will be mirrored in the new curriculum. The concept of general 'consent' will be introduced in early development and the learning is outlined in the RSE Code – 'an awareness of the need to seek agreement in order to share, for example toys. An awareness of everyone's right to privacy, personal boundaries'.

- 1.10 Up until the end of primary school children will learn about the following as set out in the RSE Code:
- Developing empathy and kindness through positive interactions.
 - Promoting awareness that there are different types of families and relationships – and everyone is unique.
 - Learning how human beings change as they grow.
 - Recognising the importance of looking after yourself and personal hygiene.
 - Learning the right words for all body parts.
 - Knowing the benefits of asking for help and who to ask for help.
 - Realising that everyone has a right to privacy and to understand the general idea of consent in everyday dealings with others.
 - Being able to interact with others in a way that is fair and respectful to all.

- 1.11 The Children's Commissioner for Wales "strongly supports" the RSE proposals, stating that it will "give children and young people the understanding they need to make safe, informed choices". <https://www.childcomwales.org.uk/our-work/policy-positions/relationships-and-sexuality-education-rse/>

The NSPCC have described the new curriculum as a "game-changer" in helping to keep children safe. They also campaigned for the removal of the parental 'Right to withdrawal' because they believe all children should have access to information which keeps them safe and the NSPCC responded broadly positively to the consultation on this matter.

- 1.12 Support will be provided to Gwynedd schools in order for them to deliver the Relationships and Sexuality Education as stated in the Act and Code.

LEGAL CONTEXT

- 2.1 In accordance with the Curriculum and Assessment (Wales) Act 2021 the requirement to present a Relationship and Sexuality Education Curriculum is a Statutory duty which falls on schools starting 1st September 2022 as the provisions come into force. The Relationship and Sexuality Education Code represents statutory guidance for schools regarding the implementation of the Curriculum as set out in part 1 of this report. In your role as a Local Education Authority one of your main responsibilities is to ensure that Gwynedd schools operate in accordance with their legal duties.
- 2.2 There are references to the Judicial Review case which has been taken by a group of parents against the Welsh Ministers regarding the RSE curriculum. Gwynedd Council is not a party to this case and we have no part to play in it. It will be up to the Welsh Government to deal with the outcome of the case whenever that may be and whatever the outcome. At the moment the claimants have received permission to make the application. That doesn't really predict the outcome of a full hearing. **In the meantime, the statutory requirements on our schools remain in force.** It is therefore not practical in a meaningful way to try to assess the risk associated with the possible outcomes of the case or possible steps to respond.
- 2.3 Part 1 of the report explains the nature and context of the curriculum and how it will be implemented in our schools. If the curriculum were to be modified or changed in the future, say due to the outcome of a court case, our schools would have to operate in accordance with the new requirements. However, our schools also have various wider duties in terms of the welfare and protection of children. Therefore, it is difficult to understand how it would be possible for a school which is being operated appropriately and in accordance with its legal duties could lead to the creation of a claim for compensation due to the content of their lessons

APPENDIX:

- [RSE Code](#)

ANY CONSULTATIONS UNDERTAKEN PRIOR TO RECOMMENDING THE DECISION

The RSE draft Code has been subject to public consultation between the 21st May 2021 and the 12th July 2021. Details of the consultation and its findings can be found [here](#).

THE STATUTORY OFFICERS' OBSERVATIONS

Monitoring Officer:

I have contributed to the report, no observations to add in relation to propriety.

Chief Finance Officer

Nothing to add from the perspective of financial propriety.



Llywodraeth Cymru
Welsh Government

The Curriculum for Wales – Relationships and Sexuality Education Code

The Curriculum for Wales – Relationships and Sexuality Education Code

Audience

Under the Act, this guidance is statutory for the following:

- the head teacher of a maintained school or a maintained nursery school
- the governing body of a maintained school or a maintained nursery school
- a provider of funded non-maintained nursery education
- the teacher in charge of a pupil referral unit
- the management committee for a pupil referral unit
- a person who provides teaching and learning for a child, otherwise than at a maintained school, maintained nursery school or pupil referral unit (EOTAS)
- a local authority in Wales.

Further information Enquiries about this document should be directed to:

Curriculum Realisation Unit
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
e-mail: curriculumforwales@gov.wales



@WG_Education



Facebook/EducationWales

Mae'r ddogfen yma hefyd ar gael yn
Gymraeg. This document is also available in
Welsh.

Relationships and Sexuality Education (RSE) Code

This Code contains mandatory requirements, the legal basis for which is set out in the [legislation summary](#) of this Curriculum for Wales framework guidance. It sets out the themes and matters that must be encompassed in RSE. A curriculum and teaching and learning must encompass the mandatory element of RSE outlined within the following RSE Code.

Designing your curriculum

This mandatory RSE Code supports schools to design their RSE. The content is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect.

These strands allow practitioners to design and develop a curriculum tailored to their learners, making connections and developing authentic contexts for learning across the curriculum.

The Welsh Government committed to covering the following themes in RSE: relationships; rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support. To assist schools and settings in their planning of RSE, these themes are interwoven into the learning strands.

Across the learning strands, curriculum content in RSE must be inclusive and reflect diversity. It must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.

Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning.

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
The learning supports:		
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
The learning supports:		
<p>The use of accurate terminology for all body parts.</p> <p>An awareness of the human life cycle and that reproduction is a part of life.</p>	<p>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.</p> <p>Recognising the process of pregnancy and birth.</p>	<p>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.</p> <p>The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood.</p>

		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
The learning supports:		
<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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