Being Safe

This is the case for learning about: safe friendships online and offline, how to respond to strangers, their bodies are their own, appropriate and inappropriate touch and contact, the concept of privacy, the importance of reporting feelings of being unsafe or feeling bad about an adult or older person, how to ask for help (repeatedly where needed until they are heard), that safety is more important than keeping a secret, and the importance of reporting abuse.

Protective Behaviours and the NSPCC PANTS approach both provide approaches that underline the importance of recognising your feelings, understanding boundaries, keeping yourself safe and accessing help. This teaching can empower pupils and embed the skills they need to keep themselves safe.

Challenging attitudes and behaviours which support abuse

Relationships Education, RSE and Health Education must provide positive and proactive ways to challenge harmful attitudes and behaviours. Lessons should empower pupils to challenge:

- jokes that make light of harmful sex
- discussion of people as sex objects, with no apparent respect for their thoughts, feelings or body
- promotion of sexual activities which are non-consensual
- rating and comparing people on their looks and sexual engagement
- putting pressure on or tricking a peer into doing something they don't want to do

Our curriculum should teach pupils to see the beauty in their uniqueness and also to aspire to relationships which are built on shared interests and values, spending quality time together; caring for each other, mutual attraction and respect.