

Consultation on the Curriculum and Assessment (Wales) Bill

Evidence submitted to the [Children, Young People and Education Committee](#) for Stage 1 scrutiny of the Curriculum and Assessment (Wales) Bill.

About you

Organisation: Welsh Women's Aid

1. The Bill's general principles

1.1 Do you support the principles of the [Curriculum and Assessment \(Wales\) Bill](#)?

Yes

1.2 Please outline your reasons for your answer to question 1.1

(we would be grateful if you could keep your answer to around 1500 words)

Welsh Women's Aid supports the principles of the Bill as stated in part 3.8 of the Explanatory Memorandum (EM). We agree that the new curriculum should be purpose-led and endorse the four 'purposes' as specified in Section 2 of the Bill. The general approach to curriculum reform is welcomed, both in terms of its emphasis on tailored and developmentally-appropriate education provision (rather than prescribed and age-determined), and the intention to utilize and maximize the skills, knowledge, and passion of teachers to develop and deliver this education. We do, however, have some significant concerns about the provisions made in the Bill (or lack thereof) in relation to the content and delivery of the RSE curriculum.

(1) RSE Curriculum: Content

Concern 1:

The draft RSE Code lacks the necessary detail for achieving the aims of the curriculum, and there has

been no assurance that the missing detail of the Code will be included in the accompanying statutory guidance.

Recommendations:

That the RSE Code includes further detail on the content, including specific topics which must be

taught, with clear developmentally appropriate progression pathways and a clear statement on how the

RSE Code will be supported by the statutory guidance.

Welsh Women's Aid welcomes the proposal that Ministers, under section 8 of the Bill, will be required to issue an "RSE Code" setting out "themes and matters to be encompassed by the mandatory element of Relationships and Sexuality Education". While a general approach of non-prescription is, we believe, the right one for the wider curriculum, we also agree with the Minister for Education that, for RSE, there must be an exception.⁽¹⁾ We know that, currently, the content, quality, and quantity of RSE taught in schools is highly inconsistent and, in many places, inadequate.⁽²⁾ We therefore support the stated aims of the RSE Curriculum to "improve the profile, quality and consistency of RSE" so that learners are supported to "become healthy, confident individuals who form positive relationships" and to ensure that learners "have access to a wide range of support and advice" (EM, para.3.53). That said, we are concerned that the draft RSE Code, as it currently stands, lacks the necessary detail for achieving these aims, and that there has been no assurance that the missing detail of the Code will be included in the accompanying statutory guidance.

The draft RSE Code identifies six broad thematic areas which, if retained in the final iteration of the Code, must be 'encompassed' in each (relevant) educational setting's RSE curriculum. While we support the inclusion of each of these thematic areas, we believe that there is a need to be more explicit about specific issues or concepts which these thematic areas ought to cover. We recognise that mandating specific 'topics' or 'issues' entails a departure from the general approach of 'non-prescription' employed in the development of the new curriculum. However, we believe that it is necessary to do so given the significant implications for child safeguarding and children's rights should these issues / concepts fail to be taught.

While RSE, like the rest of the curriculum, should be about maximizing well-being and helping children to achieve their potential, it is also has a more basic / fundamental

function: keeping children safe. Children and young people experience many forms of VAWDASV – in their home, in their own intimate relationships, among peers, and – increasingly – online. For example:

Teenage intimate relationship abuse: NSPCC reported that between a half and two-thirds of young women

aged 14-17 years old and between a third and two-thirds of young men have reported experiencing intimate

partner violence.(3)

Sexual violence, including online: 31% of young women aged 18-24 report having experienced sexual abuse

in childhood,(4) while reports of online sexual abuse, such as being exposed to online sexually explicit

images, sharing sexual images/messages, and grooming, are also rising.(5) Up to 1 in 5 girls at secondary

schools in Wales report that they have experienced unwanted touching, groping or kissing by a boy whilst in

school at least once.(6) The NSPCC estimates that roughly a third of all child sexual abuse is perpetrated by

peers.(7)

Domestic abuse: It is estimated that, across their lifetime, one in five children experience domestic abuse.(8)

During 2018/19, 4,263 children and young people were known to access some form of specialist VAWDASV

support in Wales. 1,070 children under 16 years of age were supported in refuge-based support services, and

3,193 were supported by specialist domestic abuse community-based support/outreach services. In addition,

the helpline has provided support to the parents of an estimated 2,922 children.(9)

Forced marriage and so-called 'honour-based' abuse: children made up 27 per cent of the victims supported

and advised by the Forced Marriage Unit in 2019; more than half of these were under the age of 16 years.¹⁰

Female genital mutilation: It is estimated that 24,000 girls under the age of 15 in the UK are at high risk of

FGM.⁽¹¹⁾ 584 FGM Protection Orders had been made by the end of March 2020, since their introduction in

July 2015.⁽¹²⁾ The number of FGM Protection Orders made each year have been steadily increasing – with

2018-19 and 2019-20 recording the highest number of year-on-year increases at 182 FGMPOs made each

year.⁽¹³⁾

Of significant concern is that many children and young people who experience abuse do not get the support they require.⁽¹⁴⁾ While this may be in part due to the lack of services available, as well as insufficient training of practitioners to identify and respond to concerns / disclosures of abuse (see more on these points response to Q. 3.1), it is also the case that many children and young people do not recognize their experiences as constituting abuse, and /or think that it is 'normal'.⁽¹⁵⁾

If people are not taught that particular behaviours are abusive (or, rather, if harmful attitudes and beliefs relating to VAWDASV are not 'un-taught'), we should not expect them to recognise abusive behaviour and come forward to seek support. Nor should we expect their peers, staff, and community members to challenge abusive attitudes and behaviour. Attitudes and behaviours can only be challenged if they are first labelled and understood. Understanding that VAWDASV is both a cause and consequence of gender inequality, and taking steps through education to challenge harmful gendered norms and beliefs, is an essential part of the process of ending VAWDASV.

We know that changing the social and cultural norms which condone and reinforce VAWDASV takes years. In the meantime, children, young people and their families continue to face VAWDASV. Children need to be equipped with information and language to understand they have a right to safety, to recognise all forms of abusive or controlling behaviour, and know how to get support. If children continue to suffer without being

heard, supported, and provided with the necessary information, the achievement of the overarching aims of the curriculum, as embodied by the 'four purposes', is likely to be impeded. Clearly, RSE alone will not solve the problem of VAWDASV, but it has a key role in ensuring that children and young people understand their rights (and gain an appreciation of, and advocate for, others' rights); helping them to be able to recognise what constitutes abuse as well as the role of gender inequality in causing and condoning abuse; and helping them to realise that support is available and how they can access it.⁽¹⁶⁾ As such, we believe it is necessary to identify key topics which must be taught in the interest of improving children and young people's safety.

(2) RSE Curriculum: Delivery

Concern 2:

That the quality of RSE will continue to be highly variable across schools because:

(a) The Code does not intend to legislate on the delivery of the curriculum – only its content;

(b) There is no commitment for either the Code or statutory guidance to include the

recommendations made by the SRE Expert Panel around the effective delivery of RSE, including

the need for an RSE lead in each school and local authority and for training and RSE delivery to be

supported and informed by specialist services;

(c) There is a lack of clarity around the meaning of embedding RSE in a "whole school approach" -

facilitating cross-curricular learning on RSE is crucial but should bolster, not replace, lessons on

specific RSE topics.

Recommendations:

At minimum, to include in the RSE Code the established 'embedding principles' as set out in the

Curriculum for Wales guidance and make a statement as to how the statutory guidance will support the

delivery of the curriculum.

Make an explicit commitment in the Code to implementing 11 recommendations made by the SRE

Expert Panel in 2017, and make provision for these to inform the statutory guidance.

Make an explicit reference in the Code to the Welsh Government's Good Practice Guide: A Whole

Education Approach to Violence against Women, Domestic Abuse & Sexual Violence in Wales as a

model of delivering RSE.

As the SRE Expert Panel pointed out (2017), how RSE is delivered is equally important as what is delivered. We welcome the intention for RSE to be delivered in a 'whole school approach' (EM, para.3.52). We know that individuals' and communities' attitudes towards, and acceptance of, VAWDASV are heavily influenced by social norms, structures, and practices which reinforce harmful ideas of 'gender roles' and of what constitutes 'masculine' or 'feminine' behaviour.(17) A recent study of more than 1,000 young men aged 18-24 found that a belief in rigid masculine stereotypes was the biggest predictor of their use of physical violence, sexual harassment, verbal bullying and cyber bullying - and at a rate of 25 times more accurate than a range of demographic variables.(18) Evidently, it is important that children and young people not only learn about different manifestations of abuse and that it is never OK - and never their fault - but also that these norms and stereotypes which reinforce VAWDASV are actively challenged throughout the whole school community. The Welsh Government's Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse & Sexual Violence in Wales provides a good template for embedding the RSE curriculum in a 'whole school approach'. We believe that the Code would be strengthened by making a direct reference to this guidance as a model of delivering RSE in a comprehensive and 'whole school approach'.

We welcome the intention for RSE to be 'cross-cutting' - to be taught across all six AoLEs. This is central to a 'whole school approach' and is important in ensuring that we move

away from a 'tick box' culture where, for example, children are considered to have 'been taught' about domestic abuse after receiving one isolated lesson in a period of 12 months. Welsh Women's Aid believes that facilitating children's understanding of RSE topics requires opportunities to learn about them in different contexts. Such opportunities, however, should bolster – not replace – lessons on specific RSE topics. Taking coercive control as an example, it would be very difficult for children and young people to recognise coercive or controlling behaviour in the context of different subjects (e.g. history, drama) without first having an understanding of the concept itself. The RSE code and statutory guidance needs to make clear the importance of retaining lessons on specific RSE topics while strengthening this learning in the wider curriculum. Without out this clarity we are concerned that some schools will fail to incorporate lessons dedicated to specific RSE topics into their curriculum.

Connected to this is the importance of meaningfully involving specialist services – e.g. domestic abuse, sexual violence, BME, disability, and LGBT services - in informing and supporting the delivery of RSE on a local level, not only in relation to the educational provision, but also in providing clear pathways to specialist support for those who need / want it. Given that the RSE Curriculum is intended to be delivered across the six AoLEs, this means that teachers across the whole spectrum of subjects will need to receive training on key aspects of RSE. It is very important that this training is delivered / supported by specialist services, both in terms of utilising their expertise, and in terms of offering support to staff, parents and pupils who are themselves survivors of VAWDASV.

While we welcome the proposal in the EM for the Code to be bolstered by statutory guidance which will "provide teachers and school staff with practical support to build high quality provision of Relationships and Sexuality Education" (para. 8.296), we are concerned that the Code itself does not intend to legislate on the delivery of the curriculum – only its content. We would recommend that, at minimum, the RSE Code include the established 'embedding principles' as set out in the Curriculum for Wales guidance and make a statement as to how the statutory guidance will support the delivery of the curriculum. We would further recommend that the Code explicitly commits to the 11 recommendations made by the SRE Expert Panel in 2017, and make provision for these to inform the statutory guidance.

1.3 Do you think there is a need for legislation to deliver what this Bill is trying to achieve?

(we would be grateful if you could keep your answer to around 500 words)

Yes.

Welsh Women's Aid believes it is important to legislate in order to successfully deliver on the aims of the Bill. In relation to RSE, we already know that non-statutory provision has resulted in inconsistent RSE provision, both in terms of its quality and quantity. For example, Terrence Higgins Trust found that the vast majority of young people who responded to their survey were not taught about consent (75%) or LGBT relationships (95%), while as many as one in seven did not receive any RSE.(19) The Sex Education Forum and the National Education Union carried out a survey with 1001 young people across the UK and found that 20% were not taught about the signs of an abusive relationship, and 23% did not learn anything about how to tell if a relationship is healthy.(20) The Sex and Relationships Education Expert Panel highlighted that RSE in Wales was rarely inclusive, cautioning that: "without... legislative change SRE will remain a low priority for schools, be narrowly conceived, and children and young people's rights, needs, questions and concerns are not sought or met and where sex, gender, sexuality and relationship inequalities and inequities remain unchallenged and endure" (Welsh Government, 2017, p.10)". Welsh Women's Aid reiterates this caution. We believe that legislation is necessary to achieve the four purposes of the new curriculum for all pupils.

2. The Bill's implementation

2.1 Do you have any comments about any potential barriers to implementing the Bill? If no, go to question 3.1

(we would be grateful if you could keep your answer to around 500 words)

Yes - Professional Development

Concern 3

Ring-fenced funding: there is no commitment to providing ring-fenced funding for professional learning for

in-service teachers and teacher training resources for Welsh RSE providers.

Concern 4

Measures of quality: in the absence of detail on what is expected in terms of content and delivery, it is

difficult to envisage how what is delivered can be assessed for quality and progress in achieving the aims of the curriculum.

Concern 5

Specialist services: No detail has been provided about the role of specialist services in the development

and delivery of the curriculum. Failure to involve specialist services will risk poor teaching /

misunderstanding / avoidance of topics which require expertise, and the inadequate provision of specialist

support to staff, parents, and pupils who require it.

Recommendations:

Commit to providing ring-fenced funding for RSE professional development

Commit to implementing all 11 recommendations by the SRE Expert Panel, either by way of the Code or

statutory guidance

Identify key topics that must be taught within the broad thematic areas contained in the Code

Make the role of specialist services in the training and delivering of RSE explicit within the Code and

statutory guidance to draw upon their expertise and what they are already delivering with children and

young people in their local communities.

The SRE expert panel identified an urgent need for teacher training. However, very few teachers access or receive specialist RSE curriculum training. While we welcome the acknowledgement in the EM (para. 8.298) that "professional learning will be required in order for teachers to gain the knowledge and confidence to embed relationships and sexuality education within their teaching", Welsh Women's Aid is concerned that the

commitments to improving and funding professional learning and resources for Welsh RSE providers within the Bill are too vague. There is no detailed commitment to improving or resourcing the professional learning for in-service teachers and initial teacher training and resources for Welsh RSE providers. There is also no commitment to ensure that, in line with the SRE Expert Panel recommendations, each school and local authority has a trained RSE lead – vital to co-ordinate a cross-curricular whole school approach.

Moreover, there is no commitment or detail on how training on specialist areas of RSE, especially sexual health and well-being, gender-based and sexual violence, LGBTQ+ rights and equity, child protection and abuse, will be informed and supported by those with expertise in these areas from the relevant sectors. The EM (para.8.300) suggests that “specialist external support” should be brought in only with the view to “equipping staff to deliver the curriculum themselves”. While we endorse the aim for all staff to be equipped with the necessary skills and confidence to teach RSE, the importance of specialist input extends beyond this aim. Specialist input is necessary not only to ensure that the subject matters are properly understood by staff and communicated to the pupils, delivered in a trauma-informed approach; but also to build and strengthen schools’ links with specialist services and identify clear and accessible referral pathways to specialist support; and to provide links to support for the staff who are being trained, as there will inevitably be professionals who are affected by VAWDASV attending the training. Specialist services are also experts in working with children and young people in their local community. For example, many of our member services deliver the Safety, Trust and Respect (STAR) suite of services – which already equip children and young people with understanding of healthy relationships, consent, gender equality, online relationships, etc. It therefore makes economic as well as practical sense to equip schools to draw on these expertise and resources already in their communities.

Section 3.132 of the Explanatory Memorandum notes that an enhanced £24m funding allocation for professional learning was made available over the years 2018/19 and 2019/20 “to allow schools to prepare for the new curriculum”, and that further funding will be available in 2020/21 for the same purpose. While this is welcome, given that RSE is intended to be taught across the six AoLEs and employing a whole-school approach, this is going to require all teachers to (a) be able to identify opportunities for bolstering RSE lessons within their own specialisms; and (b) to be confident in discussing a range of RSE topics. The intention for RSE to be cross-cutting makes it an area that will require substantially more investment in training and creating support structures for staff to be able to deliver on this aspect of the curriculum. As such, we believe that it is necessary to have ring-fenced funding for RSE professional development.

Without dedicated funding for specialist training, and continuing access to specialist services (external and in-house), schools may either avoid covering perceived sensitive or challenging topics altogether or provide RSE in a way that fails to adequately safeguard and meet the needs of children and young people.

2.2 Do you think the Bill takes account of these potential barriers?

(we would be grateful if you could keep your answer to around 500 words)

Answer: No

See response to question 2.1. Welsh Women's Aid believes that there must be a commitment in the Bill to ring-fenced funding for RSE professional development and for external RSE providers. We further believe that a delivery framework for the curriculum (including the key elements as recommended in the SRE Expert Panel report) should be included in the Bill / subordinate legislation.

3. Unintended consequences

3.1 Do you think there are there any unintended consequences arising from the Bill? If no, go to question 4.1

(we would be grateful if you could keep your answer to around 500 words)

One likely consequence of successfully embedding high-quality RSE in schools is that pupils, as well as staff and parents, are better able to recognise abusive behaviour; are able to recognise, challenge, and change social norms, attitudes and beliefs that condone VAWDASV; that they know how to get support; and feel more able to disclose experiences of abuse.⁽²¹⁾ While this is a positive outcome, the impact on the child's safety and well-being is dependent on the response they get. Enabling children and young people to recognise abusive behaviour and ensuring that they feel able to disclose experiences of abuse is not enough. We must ensure that they are all offered support, and at the earliest point possible. This requires all school personnel to be trained in how to identify signs and symptoms of VAWDASV, as well as how to respond positively to a disclosure and be proactive about raising concerns about children's safety. Strong links between schools and specialist support services are also imperative, as this can facilitate earlier intervention to prevent abuse from escalating, as well as aiding the process of recovery for children and their families.

However, the outcome of this is contingent on the adequate and sustainable resourcing of the specialist services. With increased disclosures and improved referral pathways to specialist services, the demand on these services is likely to increase. We already know that many children and young people experiencing VAWDASV do not get the support they require: some get no support, while others are supported only once they've reached the 'at risk' safeguarding threshold. This is unacceptable and can be seriously damaging for children and young people. Welsh Women's Aid therefore urge the Welsh Government to commit to additional and longer-term funding for children and young people VAWDASV services in anticipation of an increase in disclosures / referrals with the introduction of the RSE curriculum in 2022.(22)

4. Financial implications

4.1 Do you have any comments on the financial implications of the Bill (as set out in Part 2 of the [Explanatory Memorandum](#))? If no, go to question 5.1

(we would be grateful if you could keep your answer to around 500 words)

As stated in Q.3.1, Welsh Women's Aid welcomes the acknowledgement in the EM that professional learning will be required to enable teachers to gain the knowledge and confidence to embed relationships and sexuality education within their teaching. However, despite the allocation of funds for generic 'professional development', we are disappointed that we have yet to see a commitment to dedicated funding for professional development on RSE. Failure to adequately resource schools with the funding necessary to equip their staff with the skills and confidence to deliver RSE across the curriculum – supported by specialists – could seriously undermine the ambitions of the curriculum reform. Welsh Women's Aid believes that the Welsh Government must commit to providing ring-fenced funding for professional learning on RSE if the ambitions of the curriculum reform are to be realised.

5. Powers to make subordinate legislation

5.1 Do you have any comments on the appropriateness of the powers in the Bill for Welsh Ministers to make subordinate legislation (as set out in Chapter 5 of Part 1 of the [Explanatory Memorandum](#)). If no, go to question 6.1.

(we would be grateful if you could keep your answer to around 500 words)

No.

6. Other considerations

6.1 Do you have any other points you wish to raise about this Bill?

(we would be grateful if you could keep your answer to around 1000 words)

Yes.

Concern 6

Post-16 provision: the Bill makes no provision for post-16 RSE.

Recommendation:

Include provision in the Bill for post-16 RSE, in line with the provision for post-16 RVE.

Welsh Women's Aid understands that the remit of this Bill primarily relates to the provision of education for those of compulsory school age. However, section 62 of the Bill requires head teachers of maintained schools to "ensure that teaching and learning in Religion, Values and Ethics is provided at the school for pupils [of post-compulsory school age] who request it". We are highly concerned that the Bill makes no similar provision for teaching and learning in RSE for pupils in post-compulsory education. This is a critical time for young people's relationships. This age group is at a higher risk of experiencing forced marriage,(23) and studies have shown that 16 to 19-year olds are the age group who are most likely to experience domestic abuse in their relationships.(24) The revision of the statutory definition of domestic abuse by the Domestic Abuse Bill to include 16 and 17-year olds makes it even more important that the 16+ age group have an understanding of domestic abuse and of their right to support. This is also the age when they are likely to be having their first sexual relationships and therefore it is crucial that they have an understanding of consent and how to have positive sexual relationships.(25)

Concern 7:

That teaching will be inconsistent due to lack of shared understanding of key RSE concepts.

Recommendation:

Make provision in the Code for the inclusion of the glossary produced by the RSE Expert Panel in the statutory guidance.

RSE is a specialist area. In order to improve consistency of teaching, there needs to be a shared understanding across Wales of the key concepts used in the forthcoming Code and guidance. Welsh Women's Aid would recommend using the glossary produced by the RSE Expert Panel, which could be updated if and when required, in recognition of the fact that the RSE is to be a "living" curriculum. We believe that the Code should make a provision for this Glossary to be included in the statutory guidance.

Concern 8:

Health and Well-being Area of Learning and Experience: Some of the phrasing in the guidance suggests

that it is children's responsibility to keep themselves safe. This view can lead to victim-blaming and can

deter survivors of abuse from disclosing and seeking support.

Recommendation:

Ensure that the curriculum guidance and legislation focuses on the rights of children to be safe, removing

any reference that could be interpreted as placing the responsibility on the child for being abused.

It is imperative that survivors of any form of abuse are never blamed, or made to take responsibility, for being abused. Research has shown that victim-blaming is prevalent, even among organisations whose responsibility is to safeguard children, and that often, the attitudes held by practitioners prevent them from seeing that the way they talk to / about the child attributes blame to the child.(26) This can discourage children and adults from coming forward to seek support.(27) Tackling these attitudes and looking at the way language can be used to reinforce / challenge victim blaming should be part of professional development for RSE; but this also needs to be reflected in all publications on the curriculum.

The following phrase in the "What Matters Statements" for the Health and Well-being AoLE – that children "need to be aware of how to keep safe" – suggests that personal

safety is something that children have a responsibility to ensure. Although we do not believe that this is the intended meaning, it is possible that it will be interpreted as such. To avoid any risk of misunderstanding, we would advise rephrasing the sentence to something like: children “need to be aware of their right to safety”.

Concern 9:

Findings and Recommendations by the SRE Expert Panel: It is not clear how the recommendations of the

SRE Expert Panel, which the Minister for Education accepted, are informing the development of the Code

and statutory guidance.

Recommendation:

Publish a ministerial update on the progress made in delivering on these recommendations.

Make a commitment in the RSE Code to implementing of all these recommendations.

Sections 3.28 to 3.31 of the EM summarise the context and remit of the Expert Panel’s review of SRE in Wales back in 2017. Some of the findings and recommendations are highlighted in these sections. Section 4.16 of the EM states that these “recommendations have informed the approach to developing the relationships and sexuality education curriculum”.

While it is clear that some of these recommendations have been taken on, no explanation has been provided for why other recommendations - e.g. for a dedicated RSE lead with protected hours in each school, and for a dedicated RSE local authority lead to work with the consortia – appear not to have been addressed. We believe that the RSE Code would be strengthened by committing to implementing all the recommendations made by the expert panel.

Concern 10:

The process of developing the Code and statutory guidance: There is a lack of clarity around the

involvement of children and young people and those with experience of creating and delivering RSE in the

development of the Code and statutory guidance.

Recommendation:

That Ministers draw up and make public an engagement plan that enables pioneer schools who have

already been involved in co-constructing the proposed RSE curriculum with children and young people for

the past two years to share their expertise and experience; and for children and young people to be

meaningfully involved in developing the Code and statutory guidance, using the participatory methods

already successfully trialed by pioneer schools

Welsh Women's Aid welcomes the opportunity to participate in the RSE Working Group to contribute to the development of the RSE Code and statutory guidance alongside other organisations with expertise in different topic areas. We are concerned, however, that there is a lack of clarity around the involvement of children and young people in the process (as is their right under Article 12 of the UNCRC), as well as those with experience of creating and delivering high quality RSE. The Rights of Children and Young Persons (Wales) Measure 2011 requires Ministers to have due regard to Part I of the UNCRC when exercising any of their functions, including provision proposed to be included in an enactment. It is not clear how this has been done in relation to the Bill – in particular the provision for the RSE Code. It is also unclear how those with RSE expertise in curriculum design and implementation are to be involved in the process.

For the RSE curriculum to be meaningful to children and young people and of high quality, we believe that the process of its construction should be an iterative one between the Working Group, the Involvement Group, RSE experts (both academics and practitioners), and children and young people. We would recommend that the Ministers draw up and make public an engagement plan that enables pioneer schools who have already been involved in co-constructing the proposed RSE curriculum with children and young people for the past two years to share their expertise and experience, and for children and young people from a diverse range of backgrounds – including those with lived experience of

VAWDASV - to be meaningfully involved in developing the Code and statutory guidance, using the participatory methods already successfully trialed by pioneer schools.(28)

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(3) Estyn (2017) A Review of healthy relationships education.

(4) NSPCC (2015) 'Safeguarding Teenage Intimate Relationships (STIR) Connecting online and offline contexts and risks'. See also L. Radford, et al., 'Child abuse and neglect in the UK today', NSPCC, 2011.

(5) NSPCC (2016) 'Childline Annual Review 2015/16: It turned out someone did care'.

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(18) The Men's Project & Flood, M (2020), Unpacking the Man Box: What is the impact of the Man Box attitudes on young Australian men's behaviours and wellbeing? Jesuit Social Services: Melbourne.

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