

West Kidlington Primary and Nursery Wellbeing Policy

2021-2022



POLICY ORIGINATOR	Emma Orton	MONITORED & EVALUATED BY	EO/SLT
GROUP RESPONSIBLE	Staff Wellbeing SLT	REVIEW PERIOD	Annually
DATE APPROVED	June 2021 by Governors	REVIEW DATE	June 2022

Context

In February 2019, the Department for Education (DfE) published guidance for schools on *Relationships Education, Relationships and Sex Education (SRE) and Health Education*.

This guidance replaces the *Sex and Relationship Education* guidance (2000). Schools are expected to teach according to this guidance from September 2020.

What is Relationships Education?

Relationships Education in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

For more information on *Relationships Education* [click here](#) to view the full DfE guidance and refer to pp.19-22.

Is Relationships and Sex Education (RSE) mandatory?

No. Whilst Relationships Education and Health Education will be compulsory in all primary schools from September 2020, Sex Education is not mandatory in primary schools. The DfE states that it is for primary schools to determine whether they need to cover any additional content on Sex Education beyond the mandatory Science Curriculum to meet the needs of their pupils.

Relationships and Sex Education (RSE) at West Kidlington Primary School and Nursery

At West Kidlington Primary School and Nursery, we believe that all children, regardless of gender, religion or background, have the right to access age-appropriate RSE and, as such, uphold our right to teach Relationships and Sex Education (RSE) to meet the needs of our pupils. See below for our reasons. That said, we understand and respect that parents have the right to request that their child be withdrawn from some or all of Sex Education (see below for more information on *Right to Withdraw*). There is no right to withdraw from Relationships Education or Health Education.

Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk) worked together to produce advice for schools which supplements the DfE's guidance.

This advice states:

Teaching RSE is vital – done well, it is enriching for teachers and pupils alike. It also helps schools fulfil their duties to protect, safeguard and promote the wellbeing of their pupils.

What is Relationships and Sex Education (RSE)?

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is RSE in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education and to protection from any kind of exploitation (being taken advantage of), as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children and young people to receive high quality RSE in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.
- West Kidlington Primary School wishes to provide RSE that prepares our pupils to lead safe, fulfilling and enjoyable lives and is in accordance with DfE guidelines.

For more information on *Relationships and Sex Education* [click here](#) to view the full DfE guidance and refer to pp.23-24.

Content and delivery

The teaching of RSE:

At West Kidlington Primary School and Nursery, we have a PSHE curriculum which covers relationships, staying safe, keeping healthy and feelings/emotions (Jigsaw Curriculum). This is a progressive scheme and builds on pupils learning year on year, ensuring that every aspect covered is age appropriate. In addition to this, aspects of RSE are included in work for other subjects such as Science and Guided Reading. In each year group, PSHE Education is delivered by the class teacher or a HLTA.

See *Appendix 1* - Table showing objectives currently covered in each year group via Jigsaw PSHE [and Science](#).

Monitoring is undertaken by the PSHE Subject Leader, Mrs Orton and SLT.

RSE has three main elements:

Attitudes and values:

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and social skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;

- learning how to recognise and avoid exploitation and

abuse.

Knowledge and understanding:

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, emotions and relationships;

Confidentiality

The school's work in RSE will result in sensitive issues being discussed, either with groups of pupils or with individuals. We will:

- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents/carers and provide support in this if necessary;
- ensure that pupils are aware that teachers cannot offer unconditional confidentiality;
- inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately;
- uphold Child Protection guidelines and procedures if there is any possibility of abuse;
- ensure that pupils are informed of sources of confidential help.

The use of outside visiting speakers and health professionals

Visitors are made fully aware of the school's RSE Policy. All visitors are subject to the school's Child Protection and Safeguarding Policy.

The right of parents/carers to withdraw their child from RSE

We will ensure, should they wish, that parents/carers have the opportunity to watch films/images shown to the children that they may be concerned about. Parents/carers have the right to withdraw their children from Sex Education except from those elements that are in the National Curriculum for Science. Requests should be made, in writing, to the Principal.

Parents/carers are not obliged to give their reasons for wishing to withdraw their child but are encouraged to discuss the matter with a senior member of staff.

There is no right to withdraw from Relationships Education or Health Education.

Monitoring & Evaluation

In order to effectively evaluate this policy, the school's Governing Body will ask the following questions on an annual basis or in light of any developments and changes in school:

- Are our aims being met?
- How can we tell?

- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?

Review

This policy will be reviewed every three years, or sooner if government guidance changes.

Links to other policies:

- Child Protection and Safeguarding Policy
- Confidentiality Policy
- e-Safety and Online Safeguarding Policy
- Equality and Diversity Policy
- Inclusion Policy
- SEND Policy
- Transgender Policy
- Guide for Safer Working Practice

Appendix I

Table showing objectives currently covered in each year group via Jigsaw PSHE and Science:

Year group	Relationships and Sex Education (RSE) objectives / expectations
Reception	<ul style="list-style-type: none"> ▪ Demonstrate friendly behaviour, including conversations and forming good relationships with peers and familiar adults. ▪ Confident to speak to others about own needs, wants, interests and opinions. ▪ Can describe self in positive terms and talk about abilities. ▪ They are confident to speak in a familiar group, will talk about their ideas. ▪ Seek out others to share experiences. ▪ Show affection and concern for people who are special to them. ▪ They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. ▪ Begin to accept the needs of others. ▪ Show confidence in asking adults for help. ▪ Seek comfort from familiar adults when needed. ▪ Aware of own feelings. Can talk about how they and others show feelings. ▪ To be able to express their own feelings. ▪ To respond to the feelings of others. ▪ To be aware that some actions can hurt or harm others. ▪ To understand that their own actions affect other people. ▪ Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. ▪ To work as part of a group or class, and understand and follow the rules. ▪ To form a special relationship with another child.
I NSPCC 'Speak Out, Stay Safe'	<ul style="list-style-type: none"> ▪ To understand their rights and responsibilities as a member of their class. ▪ To recognise that their choices affect others and can have positive and negative consequences. ▪ To identify and celebrate similarities and differences between people in their class. ▪ Awareness of what bullying is and why it is never okay. ▪ I understand that bullying is sometimes about differences. ▪ I can be kind to children who are bullied. ▪ I know when to stand up for myself and others. ▪ I know how to get help if I or someone else is being bullied. ▪ I know some ways to make new friends. ▪ I know how it feels to be a friend and have a friend. ▪ To identify the characteristics of a good friend and how it makes them feel to have friends. ▪ To explore how they are similar and different to their friends. ▪ I understand that differences makes us special and unique. ▪ To identify some ways to keep safe and healthy. ▪ I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. ▪ I can identify members of my family and understand that there are lots of different types of family. ▪ I know how it feels to belong to a family and care about the people who are important to me. ▪ I can identify what being a good friend means to me. ▪ I know how to make a new friend. ▪ I know appropriate ways of physical contact to greet my friends and know which ways I prefer.

	<ul style="list-style-type: none"> ▪ I can recognise which forms of physical contact are acceptable and unacceptable. ▪ I know who can help me in my school community. ▪ I can recognise my qualities as a person and a friend. ▪ I know ways to praise myself. ▪ I can tell you why I appreciate someone who is special to me. I can express how I feel about them. ▪ I understand that changes happen as we grow and that this is okay. ▪ I understand that growing up is natural and everybody grows at different rates. ▪ I can tell you how my body has changed since I was a baby. ▪ I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles and vagina. ▪ I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<p>2</p> <p>NSPCC 'Speak Out, Stay Safe'</p>	<ul style="list-style-type: none"> ▪ To understand their rights and responsibilities as a member of their class. ▪ To recognise when I am feeling worried and know who to ask for help. ▪ I can listen to other people and contribute my own ideas. ▪ I can help make my class a safe and fair place. ▪ To recognise that their choices affect others and can have positive and negative consequences. ▪ I am starting to understand that sometimes people make assumptions about boys and girls. ▪ I understand some ways in which boys and girls are similar and feel good about this. ▪ I understand some ways in which boys and girls are different and accept that this is okay. ▪ I know what I need to keep my body healthy. ▪ I can identify the different members of my family, understand my relationships with each of them and know why it is important to share and cooperate. ▪ I accept that everyone's family is different and understand that most people value their family. ▪ I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. ▪ I know which types of physical contact I like and don't like and can talk about this. ▪ I can identify some things that cause conflict with my friends. ▪ I can demonstrate how to use positive problem-solving techniques to resolve conflicts with my friends. ▪ I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. ▪ I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. ▪ I recognise and appreciate people who can help me in my family, my school and my community. ▪ I understand how it feels to trust somebody. ▪ I can express my appreciation for the people in my special relationships. ▪ I am comfortable accepting appreciation from others. ▪ I understand that there are some changes that are outside of my control and can recognise how I feel about this. ▪ I can identify people I respect who are older than me. ▪ I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. ▪ I feel proud about becoming independent.

	<ul style="list-style-type: none"> ▪ I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. ▪ I know that animals, including humans, have offspring which grow into adults. ▪ I can tell you what I like/don't like about being a boy/girl. ▪ I understand there are different types of touch and can tell you which ones I like and don't like. ▪ I am confident to say what I like and don't like and can ask for help.
<p>3</p> <p>NSPCC 'Speak Out, Stay Safe'</p>	<ul style="list-style-type: none"> ▪ I recognise my worth and can identify positive things about myself and my achievements. ▪ I value myself and know how to make someone else feel welcome and valued. ▪ I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. ▪ I can make responsible choices and ask for help when I need it. ▪ I understand why rules are needed and how they relate to rights and responsibilities. ▪ I understand that my actions affect myself and other and I care about other people's feelings. ▪ I understand that my behaviour brings rewards/consequences. ▪ I can make responsible choices and take action. ▪ I can work cooperatively in a group. ▪ I try to see things from other people's points of view. ▪ I understand that everybody's family is different and important to them. ▪ I appreciate my family/the people who care for me. ▪ I understand that differences and conflicts sometimes happen among family members. ▪ I know how to calm myself down and can use the 'Solve It Together' technique. ▪ I know what it means to be a witness to bullying. ▪ I know some ways of helping make someone who is bullied feel better. ▪ I know that witnesses can make the situation better or worse by what they do. ▪ I can problem-solve a bullying situation with others. ▪ I recognise that some words are used in hurtful ways. ▪ I try hard not to use hurtful words (e.g. gay, fat). ▪ I can tell you about a time when my words affected someone's feelings and what the consequences were. ▪ I know how to give and receive compliments. ▪ I understand how complex my body is and how important it is to take care of it. ▪ I can identify the roles and responsibilities of each member of my family and can reflect on stereotypical roles of males and females. ▪ I can describe how taking some responsibility in my family makes me feel. ▪ I can identify and put into practice some of the skills of friendship (e.g. taking turns and being a good listener). ▪ I know how to negotiate in conflict situations to try to find a win-win situation. ▪ I know and can use some strategies for keeping myself safe. ▪ I know who to ask for help if I am worried or concerned. ▪ I can explain how some of the action and work of people around the world help and influence my life. ▪ I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.

	<ul style="list-style-type: none"> ▪ I can empathise with children whose lives are different to mine and appreciate what I may learn from them. ▪ I know how to express my appreciation to my friends and family. ▪ I enjoy being part of a family and friendship groups. ▪ I understand that it is typically a female who has babies but that, for some animals species, males give birth (e.g. seahorses) or take a significant role before birth (e.g. emperor penguins). ▪ I understand what a baby needs to live and grow. ▪ I can express how I might feel if I had a new baby in my family. ▪ I can start to recognise stereotypical ideas about parenting and family. ▪ I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. ▪ I understand that boys' and girls' bodies need to change so that when they grow up, their bodies can make babies.* ▪ I can identify how boys' and girls' bodies change on the outside during this growing up process.* ▪ I recognise how I feel about these changes happening to me and know who to talk to about my feelings.* <p>*</p> <ul style="list-style-type: none"> ▪ Teach NSPCC PANTS rule. ▪ I can make a clear and efficient call to emergency services if necessary. ▪ I know the concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>4</p> <p>NSPCC 'Speak Out, Stay Safe'</p>	<ul style="list-style-type: none"> ▪ I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. ▪ I try to accept people for who they are. ▪ I can question why I think what I think about other people. ▪ I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. ▪ I know how it might feel to be a witness to and a target of bullying. ▪ I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. ▪ I can problem solve a bullying situation with others. ▪ I can identify what is special about me and value the ways in which I am unique. ▪ I like and respect unique features of my physical appearance. ▪ I can tell you when my first impression of someone changed when I got to know them. ▪ I can explain why it is good to accept people for who they are. ▪ I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. ▪ I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions. ▪ I can recognise when people are putting me under pressure and can explain ways to resist this when I want. ▪ I can identify feelings of anxiety and fear associated with peer pressure. ▪ I know myself well enough to have a clear picture of what is right and wrong. ▪ I can tap into my inner strength and know how to be assertive. ▪ I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. ▪ I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them. ▪ I can identify some I love and can express why they are special to me.

	<ul style="list-style-type: none"> ▪ I know how most people feel when they lose someone or something they love. ▪ I can tell you about someone I know that I no longer see. ▪ I understand that we can remember people even if we no longer see them. ▪ I understand how people feel when they love a special pet. ▪ I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet. ▪ I know how to show love and appreciation to the people and animals who are special to me. ▪ I can love and be loved. ▪ I understand that some of my personal characteristics have come from my birth parents. <i>Need to be mindful of any children who are fostered or adopted.</i> ▪ I appreciate that I am a truly unique human being. ▪ I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.* ▪ I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. ▪ I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.* <i>This should be taught by the SHN or a female member of staff to girls-only. During the time, boys to be taught</i> ▪ I have strategies to help me cope with the physical and emotional changes I will experience during puberty.* <p>*</p> <ul style="list-style-type: none"> ▪ <i>I can recognise and challenge stereotypical ideas about female and male characteristics.</i> ▪ <i>I understand that families are important for children growing up because they can give love, security and stability.</i>
<p>5</p> <p>NSPCC 'Speak Out, Stay Safe' assembly and workshop</p> <p>SHN - puberty</p>	<ul style="list-style-type: none"> ▪ I understand my rights and responsibilities as a British citizen. ▪ I can empathise with people in this country whose lives are different to my own. ▪ I can make choices about my own behaviour because I understand how rewards and consequences feel. ▪ I understand that my actions affect me and others. ▪ I understand how an individual's behaviour can impact on a group. ▪ I understand that cultural differences sometimes cause conflict. ▪ I am aware of my own culture. ▪ I understand what racism is. ▪ I am aware of my attitude towards people from different races. ▪ I understand how rumour-spreading and name-calling can be bullying behaviours. ▪ I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one. ▪ I can explain the difference between direct and indirect bullying. ▪ I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. ▪ I can appreciate the value of happiness regardless of material wealth. ▪ I respect my own and other people's cultures. ▪ I understand how the media and celebrity culture promotes certain body types. ▪ I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.

	<ul style="list-style-type: none"> ▪ I respect and value my body. ▪ I know what makes a healthy lifestyle. ▪ I am motivated to keep myself healthy and happy. ▪ I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. ▪ I know how to keep building my own self-esteem. ▪ I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. ▪ I know how to stand up for myself and how to negotiate and compromise. ▪ I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. ▪ I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend. ▪ I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. ▪ I can recognise the feeling of jealousy, where it comes from and how to manage it. ▪ I understand how to stay safe when using technology to communicate with my friends. ▪ I can recognise and resist peer pressure to use technology in ways that may be risky or may cause harm to others. ▪ I can explain how to stay safe when using technology to communicate with my friends. ▪ I am aware of my own self-image and how my body image fits into that. ▪ I know how to develop my own self-esteem. ▪ I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally (single sex groups). ▪ I understand that puberty is a natural process that happens to everybody and that it will be okay for me. ▪ I can describe how boys' and girls' bodies change during puberty. ▪ I can express how I feel about the changes that will happen to me during puberty. ▪ I understand that sexual intercourse can lead to conception and that it how babies are usually made. ▪ I appreciate how amazing it is that human bodies can reproduce in these ways. ▪ I can identify what I looking forward to about becoming a teenage and understand this brings growing responsibilities (age of consent). ▪ I am confident that I can cope with the changes that growing up will bring. ▪ I can describe the changes as humans develop to old age. ▪ Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. ▪ <i>I understand that there are different types of love (e.g. love of a pet, love of yourself, love of a friend, love of a parent, love of someone you are attracted to, love of an activity...)</i>
<p>6</p> <p>IMPs</p> <p>Junior Citizens</p> <p>NSPCC 'Speak Out, Stay Safe'</p>	<ul style="list-style-type: none"> ▪ I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. ▪ I understand there are different perceptions about what 'normal' means. ▪ I can empathise with people who are living with disabilities. ▪ I understand how living with disabilities could affect someone's life. ▪ I am aware of my attitude towards people with disabilities.

assembly and workshop
SHN – making babies

- I can explain some of the ways in which one person or a group can have power over another.
- I know how it can feel to be excluded or treated badly by being different in some way.
- I know some of the reasons why people use bullying behaviours.
- I can tell you a range of strategies in managing my feelings in bullying situations and for problems solving when I'm part of one.
- I appreciate people for who they are.
- I can show empathy with people in conflict.
- I know what some people in my class like or admire about me and can accept praise.
- I can give praise and compliments to other people when I recognise their contributions and achievements.
- I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.
- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
- I know how to help myself feel emotionally healthy and can recognise when I need help with this.
- I can recognise when I feel stressed and the triggers that cause this.
- I can use different strategies to manage stress and pressure.
- I can identify the most significant people to be in my life so far.
- I understand how it feels to have people in my life that are special to me.
- I know some of the feelings we can have when someone dies or leaves.
- I can use some strategies to manage feelings associated with loss and can help other people to do so.
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- I can recognise when I am feeling those emotions and have strategies to manage them.
- I can recognise when people are trying to gain power or control.
- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
- I understand how technology can be used to try to gain power and I can use strategies to prevent this from happening.
- I can take responsibility for my own safety and well-being.
- I can use technology positively and safely to communicate with my friends and family.
- I can take responsibility for my own safety and well-being.
- I am aware of my own self-image and how my body image fits into that.
- I know how to develop my own self-esteem.
- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- I can express how I feel about the changes that will happen to me during puberty.
- I can ask questions that I need answered about changes during puberty (single sex groups).
- I can reflect on how I feel about asking the questions and about the answers I receive (single sex groups).
- I can describe how a baby develops from conception through to nine months of pregnancy, and how it is born.

	<ul style="list-style-type: none">▪ I recognise how I feel when I reflect on the development and birth of a baby.▪ I understand how being physically attracted to someone changes the nature of the relationship.▪ I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. ▪ <i>I know what body dysmorphia is and how the media and celebrity culture can impact on people's self-concept and self-esteem.</i>▪ <i>I understand the importance of self-acceptance.</i>▪ <i>I understand the difference between biological sex and gender.</i>▪ <i>I know that we are all on a gender spectrum.</i>▪ <i>I can begin to understand that some people identify as transgender and that is okay.</i>▪ <i>I can begin to understand that we are all different - we have our own gender identity, gender expression, sex assigned at birth, physical attraction to others and emotional attraction to others.</i>▪ <i>I understand what gender-based violence is and what a hate crime is.</i>
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Last updated by EO on 21-6-21