

RSE & PSHE



*Kapow
Primary™*

Keeping children safe
in Education: Child on
Child Sexual
Harassment

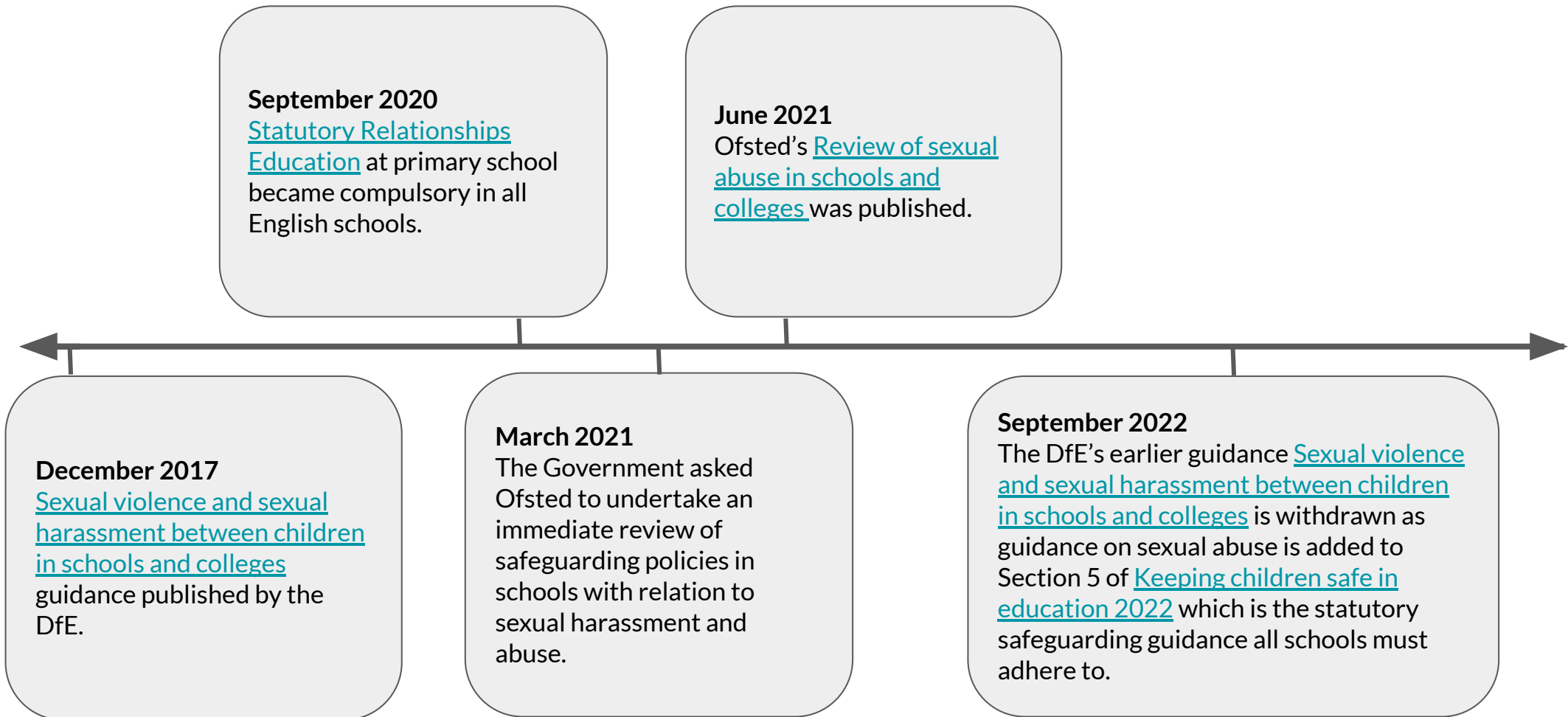
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This document was created on 31.01.23. The most recent version can always be found [here](#).

What is the current government guidance?

Safeguarding guidance is constantly being reviewed and updated, and it is useful to have an understanding of how the current guidance came into place.



Key findings from Ofsted's review

In June 2021 Ofsted's [Review of sexual abuse in schools and colleges](#) was published, summarising their **findings** and **recommendations** for whole school approaches, some of which are highlighted below:

'This rapid thematic review has revealed how prevalent sexual harassment and online sexual abuse are for children and young people.'

'It is concerning that for some children, incidents are so commonplace that they see no point in reporting them.'

'This review...found that the issue is so widespread that it needs addressing for all children and young people. It recommends that schools...act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.'

'92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers.'

'Children and young people, especially girls, told us that they do not want to talk about sexual abuse for several reasons, even where their school encourages them to. For example, the risk of being ostracised by peers or getting peers into trouble is not considered to be worth it for something perceived by children and young people to be commonplace.'

'...some teachers and leaders underestimated the scale of the problem. They either did not identify sexual harassment and sexualised language as problematic or they were unaware they were happening...professionals consistently underestimated the prevalence of online sexual abuse.'

'a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes.'

'high-quality training for teachers delivering RSHE.'

'training to ensure that all staff (and governors, where relevant) are able to:
-better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
-identify early signs of peer-on-peer sexual abuse
-consistently uphold standards in their responses to sexual harassment and online sexual abuse'

Kapow Primary's approach

Kapow Primary's approach to addressing sexual harassment in schools builds on the requirements for RSE, which are outlined in the statutory guidance set out by the [DfE: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

Kapow Primary's RSE & PSHE curriculum already covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and Sex education and Health Education guidance, 2021 which outlines what pupils should know 'by the end of primary school' (See our: [RSE & PSHE: Statutory guidance mapping document](#)). However, we have now broken some of the relevant targets down further to show progressive knowledge outcomes across the primary phase that prepare pupils for further learning around sexual harassment in secondary school.

Improved teacher guidance and enhanced lessons now cover the outcomes detailed on pages 8 and 9, which can all be met by following our existing Kapow Primary RSE & PSHE curriculum. We have organised the outcomes into five sections (as shown below) to show pupils' development through the key stages.

Understanding consent: Understanding that they have rights over their own bodies and what they do with them and how the same is true of those around them.

Key stage 1: Learning that they can say 'yes' or 'no' to others' requests or games and importantly, that they also have the right to change their mind after giving an answer. Learning respect for their amazing bodies and about appropriate and inappropriate touch, as well as considering their personal boundaries. Learning that it is important to respect others' boundaries and act accordingly when told 'no' or 'stop'.

Key stage 2: Revisiting and embedding the ideas touched upon in Key stage 1 but with new terms introduced such as 'permission' and, in Year 5 and 6 'consent' when talking about their own and others' personal boundaries. They will briefly discuss sexual consent in Year 6 but most teaching will be around the concept of consent generally.

Self awareness: Being aware of their own feelings, needs and boundaries and giving these high priority when decision making. Learning how to express their feelings, needs and boundaries appropriately and assertively.*

Key stage 1: Learning to make their own decisions based on their wants and needs and to know when they feel uncomfortable or unhappy in a situation. Learning ways to express their needs to others, without getting angry or giving in to pressure.

Key stage 2: Learning to identify and set their own personal boundaries. Being introduced to the term 'assertive' and practising being assertive in expressing their needs, moving on to understand the difference between being passive, assertive and aggressive.

**Please note that it is important to teach children to make sensible decisions to stay safe whilst being clear that victim blaming is always wrong.*

Awareness of others: Learning how to recognise the feelings and boundaries of others and responding to them appropriately, as well as recognising when they are/ are not being treated with respect by others.

Key stage 1: Learning that respect is accepting a person for who they are and treating them considerately. Learning to recognise others' feelings from their actions, body language and facial expressions.

Key stage 2: Beginning to understand more about the different ways that they can show respect to their friends, peers and adults and how to recognise when they are or are not being respected themselves. Equipping them with ways in which they can respond to other people's feelings.

Protected characteristics and stereotyping: Recognising how important it is not to discriminate against or stereotype others and that it is against the law to discriminate against protected characteristics.

Key stage 1: Beginning to develop an understanding about stereotyping and knowing that it is wrong to judge or make assumptions about somebody based on their appearance or background.

Key stage 2: Learning some of the common stereotypes and how those stereotypes can impact on people, as well as how to challenge them when they see them. Learning that it is usually inappropriate to comment on someone's body (even if the comment is positive) and that commenting on people's appearance can leave a harmful and lasting impression. In upper key stage 2, pupils learn specifically about the protected characteristics and that harassment or unfair treatment related to these characteristics is often known as 'discrimination.'

Reporting behaviours: Learning how important it is to challenge inappropriate or unsafe behaviours to their peers and which behaviours should be reported to an adult. They learn what will happen when reports are made.*

Key stage 1: Learning the importance of telling peers if they are doing something to upset them, before 'telling on them' to an adult. Starting to make decisions about what behaviours they should try to deal with themselves first and which should be reported to an adult.

Key stage 2: Learning why it is important to report behaviours for the continued safety of themselves and others. Identifying the kind of behaviours that should be reported and gaining an understanding of the process school follows when a report is made.

**This element of the curriculum will need to be tailored to reflect your school's policies, but the importance of informing pupils about what will happen when a report is made was highlighted in the [Ofsted review of sexual abuse in schools, 2021](#). Again, pupils will need to understand that even if they have not followed recommended reporting guidelines or advice for staying safe, they will not be victim-blamed or ignored.*

Creating a safe environment

This can be a sensitive topic, and therefore, it must be taught within a safe learning environment. Many of these ideas will be used in your PSHE education lessons but should be reinforced for sensitive topics.

Creating ground rules:

These should be negotiated with children, but you need to ensure they include not sharing personal information or naming other people and what can and cannot be kept confidential.

Distancing techniques:

When having discussions in lessons, children should not be talking about their own experiences. You might want to ask them to consider what might happen to people similar in age to them or what they might do in certain situations.

Sources of help and reporting:

While reporting individual concerns is not appropriate in a lesson, children still need to know where to get help. Ensure the lesson tells them whom they can talk to in and out of school. Also, make sure they understand what will happen if they report concerns.

Be open to questions:

Give children the opportunity to ask questions in the session and provide anonymous opportunities such as a question box. Children might also use this to report concerns, so make sure it is regularly monitored.

Ensure lessons are age-appropriate:

Lessons need to be balanced to ensure they are realistic about what children may have experienced (or seen others experiencing) but not frightening them. Consider carefully any resources you select to ensure they meet the needs of the children in your school.

Creating balance in lessons:

Women and girls more frequently experience sexual harassment. However, it is essential that you do not create a blame culture. The focus of lessons should be how everyone deserves respect and what children can say or do to make sure this is the case.

Progression of knowledge

Area	Learning outcomes		
	Key stage 1	Lower key stage 2	Upper key stage 2
Consent	To know that a person can say 'yes' or 'no' and say what they do and do not like to do.	To know that a person can give or refuse their permission.	To know what 'consent' is (in a general sense).
	To understand that my body is amazing and it belongs to me.	To understand that my body belongs to me and that I (along with my parents) make decisions regarding it.	To know that a person does not have to give their consent if they do not wish to.
	To know that it is ok for a person to change their mind from 'yes' to 'no.'	To know that a person can change their mind about what they want to do or not do with their body.	To know that a person can change their mind and withdraw their consent.
	To listen and act accordingly when somebody says 'no' or 'stop.'	To understand that people's facial expressions and body language can help to convey their boundaries, as well as their words.	To know that if I am unclear whether someone has given their consent, then I should check.
	To learn how to ask permission from others.	To know that I should always respect other people's boundaries.	
Self-awareness / Awareness of others	To know that I can make my own mind up about what I choose to do or not do.	To know ways in which to be assertive and make my wants and needs clear to others.	To know the difference between being passive, aggressive and assertive.
	To know that some types of physical contact are appropriate and others are never appropriate.	To know that I can set my boundaries around physical contact and that those boundaries may be different with different people.	To understand that other people will have different boundaries around physical contact and to respect those boundaries.
	To know that I can feel a range of feelings and emotions.	To know that other people and their actions can affect my feelings and emotions.	To know how to respond when someone affects my feelings and emotions.
	To know that I can tell other people what I want or need without getting angry or giving in to their wishes.	To identify and set my personal boundaries.	To know techniques to help me to be assertive without being aggressive.

Area	Learning outcomes		
	Key stage 1	Lower key stage 2	Upper key stage 2
Self awareness / Awareness of others	To learn how others show their feelings.	To understand why others show their feelings.	To know how to respond to other people's feelings.
	To know that respect is accepting someone for who they are and treating them considerately.	To understand how I show respect.	To recognise when I am being respected.
Protected characteristics and stereotyping	To know that it is wrong to judge someone based on their appearance.	To know that it is unkind to comment negatively about someone.	To know that even commenting positively on someone's body is usually inappropriate.
	To know that stereotyping is making assumptions about somebody which are sometimes based on appearance.	To understand why someone might be stereotyped.	To know what to do if I am being stereotyped.
			To know some of the protected characteristics and that bullying or unfair treatment related to these characteristics is known as 'discrimination.'
Reporting behaviours	To know that it is important to tell a person if they are behaving in a way which upsets me or makes me feel uncomfortable.	To know how to communicate with others when my personal boundaries are crossed.	To know what to do when my boundaries have not been respected.
	To understand that I should report to an adult if another person's actions make me feel uncomfortable.	To know how to respond to the inappropriate behaviour of others.	To know what happens when a report is made against someone.
	To know who I can tell if I am upset at school or at home.	To know that 'telling' on people is important if their behaviour is putting themselves or others at risk and they are not stopping when asked to.	To know the kinds of behaviour that should be reported.

Curriculum mapping - Key stage 1

	End of key stage outcomes:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>
Understanding consent	To know that a person can say 'yes' or 'no' and say what they do and do not like to do.	L3	L5	L2, L5					L5, L6	L7	
	To understand that my body is amazing and it belongs to me.		L5	L5				L4			
	To know that it is ok for a person to change their mind from 'yes' to 'no.'	L3, L4	L5				L4, L7		L5, L6	L7	
	To listen and act accordingly when somebody says 'no' or 'stop.'	L5	L5	L5	L1		L4		L5, L6		
	To learn how to ask permission from others.		L5						L6		
Self awareness/ Awareness of others	To know that I can make my own mind up about what I choose to do or not do.	L3, L4, L7		L2			L3, L7				
	To know that some types of physical contact are appropriate and others are never appropriate.		L5	L5	L1			L1	L4, L5, L6		
	To know that I can feel a range of feelings and emotions.	L3, L5	L1, L4				L3	L1			
	To know that I can tell other people what I want or need without getting angry or giving in to their wishes.	L1, L5	L1, L4				L3	L1			

Curriculum mapping - Key stage 1

	End of key stage outcomes:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>
Self awareness / Awareness of others	To learn how others show their feelings.	L3, L4, L5	L4				L2, L3, L4	L1			
	To know that respect is accepting someone for who they are and treating them considerately.	L1, L2, L4		L1	L4		L1, L2, L4, L5, L7		L5	L5, L7	
Protected characteristics and stereotyping	To know that it is wrong to judge someone based on their appearance.	L7					L7			L5	
	To know that stereotyping is making assumptions about somebody, sometimes based on appearance.	L7					L7				
Reporting behaviours	To know that it is important to tell a person if they are behaving in a way which upsets me or makes me feel uncomfortable.	L2, , L4, L5	L4	L1, L5			L3, L4		L3, L4, L5, L6		
	To understand that I should report to an adult if another person's actions make me feel uncomfortable.	L5, L6		L1, L2, L5			L3, L4		L3, L4, L5, L6		
	To know who I can tell if I am upset at school or at home.	L5, L6	L5	L1, L2, L5			L3		L3, L4, L5, L6		

Curriculum mapping - Key stage 2

	End of key stage outcomes:	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
		<u>Families and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Families and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>
Understanding consent	To know that a person can give or refuse their permission.			L4			L2		L2, L4		
	To understand that my body belongs to me and that I (along with my parents) make decisions regarding it.		*				L2		L2, L4		
	To know that a person can change their mind about what they want to do or not do with their body.		*				L2		L2, L4		
	To understand that people's facial expressions and body language can help to convey their boundaries, as well as their words.	L4		L3			L1,L2	L6			
	To know that I should always respect other people's boundaries.	L4					L1,L2			L1	
Self awareness/ Awareness of others	To know ways in which to be assertive and make my wants and needs clear to others.	L2, L4					L1, L2, L5		L2		
	To know that I can set my boundaries around physical contact and that those boundaries may be different with different people.		*				L1,L2				
	To know that other people and their actions can affect my feelings and emotions.	L2		L7			L4, L5, L6	L6, L7	L2	L1	
	To identify and set my personal boundaries.		*				L1,L2				

Curriculum mapping - Key stage 2

	End of phase outcomes:	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
		<u>Families and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Families and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>
Self awareness / Awareness of others	To understand why others show their feelings.	L3					L3	L6	L2	L1	
	To understand how I show respect.	L4, L6		L3			L1, L2, L3			L1, L5	
Protected characteristics and stereotyping	To know that it is unkind to comment negatively about someone.	L2, L6		L3			L2, L5		L2	L5	
	To understand why someone might be stereotyped.	L7, L8					L6			L5	
Reporting behaviours	To know how to communicate when my personal boundaries are crossed.	L3, L4	*	L7			L1, L2		L4		
	To know how to respond to the inappropriate behaviour of others.	L2, L3		L3			L2, L3, L5		L2, L4		
	To know that 'telling' on people is important if their behaviour is putting themselves or others at risk and/ or they are not stopping when asked to.	L2, L3					L5	L6	L2, L4		

Curriculum mapping - Key stage 2

	End of key stage outcomes:	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6					
		<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Identity</u>
Understanding consent	To know what 'consent' is (in a general sense).	L2		L1			L2	L5	L3, L5			
	To know that person does not have to give their consent if they do not wish to.			L1, L2			L2	L5	L3, L5			
	To know that a person can change their mind and withdraw their consent.			L1, L2			L2	L5	L3, L5			
	To know that if I am unclear whether someone has given their consent, then I should check.			L1, L2			L2	L5	L3			
Self awareness/ Awareness of others	To know the difference between being passive, aggressive and assertive.		L5				L1, L2	L4, L5				L1
	To understand that other people will have different boundaries around physical contact and to respect those boundaries.	L4					L2	L5				
	To know how to respond when someone affects my feelings and emotions.	L2	L5				L1, L2	L2, L4, L5	L3	L1		L1
	To know techniques to help me to be assertive without being aggressive.	L4	L5				L2	L4, L5				L1

Curriculum mapping - Key stage 2

	End of key stage outcomes:	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6					
		<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Identity</u>
Self awareness / Awareness of others	To know how to respond to other people's feelings.		L5				L2	L5	L3			L1
	To recognise when I am being respected.	L4					L2	L5	L3	L1		L1
Protected characteristics and stereotyping	To know that even commenting positively on someone's body is usually inappropriate.											L2
	To know what to do if I am being stereotyped.					L5	L1, L3, L4					
	To know some of the protected characteristics and that bullying or unfair treatment related to these characteristics is known as 'discrimination.'	L7, L8					L5			L1, L4	L4	
Reporting behaviours	To know what to do when my boundaries have not been respected.	L4, L6		L1, L2			L4, L5	L5	L3			L1
	To know what happens when a report is made against someone.	L5, L6		L1, L2			L5		L3	L1		
	To know the kinds of behaviour that should be reported.	L6		L1, L2			L4, L5		L3	L1, L4		