

Beliefs & Issues Policy

Including Relationships and Sex Education (RSE), Health Education & Core Religious Studies

1. Introduction

- 1.1. Beliefs & Issues combines the delivery of Personal Development and Religious Studies with the aim of providing, as part of the School's delivery of a broad, balanced and stimulating education, a comprehensive programme that will allow each student to develop confidence and promote self-esteem so that they can grow as individuals and gain the knowledge and skills they will need to make ethical and informed decisions about their well-being, health and relationships, as they growing up and for their future lives.
- 1.2. The School expects its students to develop as good citizens, adequately prepared for the responsibilities of the wider world, through active involvement in service to the school and the local community, through a commitment to the enjoyment of learning throughout their lives and through an education that has been underpinned by the moral and spiritual values of a Christian community whilst having a profound respect for those of other faiths and none.
- 1.3. Beliefs & Issues contributes to the delivery of these values by:
 - Developing and promoting character building that gives students the qualities they need to flourish in our society
 - Cultivating positive characteristics including resilience, self-worth, self- respect, honesty, integrity, courage, kindness, and trustworthiness
 - Promoting their moral, social, mental and physical development
 - Delivering effective relationship and sex education (RSE) and health education so that students can make responsible and well-informed decisions about their lives
 - Embedding Spiritual, Moral, Social and Cultural education (SMSC) into every one of its lessons
 - Exploring faiths from around the world so learning to appreciate and understand diversity and celebrate faiths and religious festivals from across the globe
 - Promoting British values
 - Raising awareness of exploitation in accordance with national guidelines ('Prevent') and particularly of the dangers of radicalisation, extremism, child trafficking and exploitation
- 1.4. The delivery of an effective Beliefs & Issues programme will allow students to gain a wide variety of skills and worldly knowledge as well as enhancing their motivation, learning, performance and achievement.
- 1.5. This policy should be read in conjunction with the School's policies on:
 - Aims of the School
 - Behaviour Policy
 - Equality & Diversity Policy
 - SEND Policy
 - Looked After & Previously Looked After Children Policy
 - Attendance and Leave of Absence Policy
 - Boarding Policy
 - Data Protection Policy
 - Online Safety and Computer Usage Policy

2. Beliefs & Issues Programme

2.1. The Beliefs & Issues programme is based on five core themes:

- Religious beliefs
Ensuring that students have an appreciation and understanding of religious faiths and beliefs from around the world and that there is real engagement with Christianity and other principle religions and religious traditions.
- Living in the wider world
Demonstrating citizenship and fostering students' awareness and understanding of democracy, government and understanding of how laws are made and upheld equipping them with the knowledge and skills needed for effective and democratic participation.
- Communicating ideas
Ensuring that students are confident at being able to express their views positively and listen to the views of others with empathy and appreciation.
- Positive relationships
Includes relationships and sex education (RSE) and supports young people through their physical, emotional and moral development.
- Healthy lifestyle
Promoting physical and emotional well-being as part of developing a healthy lifestyle ensures that students are able to make good decisions about their own health and wellbeing, guard against those risks, threats and dangers to health, both in the real world and on-line, and emphasises how physical health and mental wellbeing are interlinked.

2.2. Individuals are encouraged to:

- Be reflective about their beliefs, religious or otherwise
- Foster greater understanding of, and respect for, people of all faiths and those of no faith
- Adopt British Values
- Develop a sense of responsibility to, and membership of, the school community as well as communities beyond school
- Reflect critically on the values held by them and society and recognise the impact of these attitudes and behaviour
- Become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world
- Explore political and social issues, weigh up evidence and debate and make reasoned arguments
- Develop inter-personal and communication skills
- Develop a commitment to learning and a responsible attitude and approach to study
- Gain the knowledge and skills necessary to function effectively within the changing environment of learning and work
- Learn to manage their money well and make sound financial decisions
- Think for themselves, clarify their personal values and look after their personal needs
- Develop the capability and confidence to make considered decisions and be equipped with the knowledge and skills they need to recognise danger and potential for harm and to keep them safe both in the real world and online
- Recognise and manage risk and take responsibility for their behaviour and actions and take increasing responsibility for their own lives and develop a positive regard both for themselves and others

- Develop the life skills needed to make the transition to adult and working life and to participate effectively and safely in society

2.3. The Beliefs & Issues programme includes:

- Core Religious studies (Appendix 1)
- Relationships and sex education and health education based on national guidelines (Appendix 2)
- Fundamental British Values (Appendix 3)

3. Learning Opportunities

3.1. Beliefs & Issues will take place not only in the classroom but also through the activities students take part in outside the classroom, through extra-curricular activities, assemblies, tutorial programmes, projects and other activities that take place in School.

3.2. In developing policy and approach the School will consult with parents and carers and ensure they can be kept informed of what their children are being taught and when and their right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

3.3. The School has the same high expectations of the quality of students' work in Beliefs & Issues as for other curriculum areas and a range of quality learning opportunities will:

- Deliver high quality teaching that is differentiated and personalised to ensure both suitable challenge and accessibility by all
- Section core knowledge into units of manageable size
- Be delivered by motivated, trained staff using appropriate student centred methodologies
- Be sensitive and age appropriate in approach and content
- Recognise that family structures and circumstances can take a wide range of forms, that the school population is made up of children from a variety of different religions and cultural backgrounds and that these differences are positive and can be celebrated and experiences shared
- Recognise that views around RSE related issues are varied and whilst personal views are respected, all RSE issues are taught without bias
- Include opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations
- Present the applicable law in a factual way so that students are clear about their rights and responsibilities as citizens
- Be managed appropriately in the classroom where students will be expected to speak appropriately and listen to and respect the opinions of others and prejudice will not be tolerated
- Support students to help them achieve more following principles of the Every Child Matters agenda: enjoy and achieve, stay safe, be healthy, make a positive contribution and achieve economic wellbeing
- Allow students and teachers to assess student progress against learning objectives and relative to age expectations¹ and identify where students need extra support or intervention
- Be regularly evaluated by the Beliefs & Issues programme coordinator, together with teaching staff from Religious Studies, to assess their effectiveness

3.4. The Subject Leader for Beliefs & Issues will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.

¹ Age expectations are those levels routinely used, published and reported against - Mastering, Exceeding, Meeting, Approaching, Beginning

3.5. Our programmes will be supervised by:

Subject Leader for Beliefs & Issues	Mr Jonah Higgins
RE	Mr Jonah Higgins
Subject Leader for Biology	Mrs Aimee Wakefield
Subject Leader for ICT	Mr Jon Adey
Tutorial programme	Relevant student group tutor
Director of Sport	Mrs Hannah Dyer
Director of Co-curricular	Mr Andrew Coalter

3.6. Staff with associated specific responsibilities are:

Designated Safeguarding Lead	Mr Jon Adey
Designated Teacher for Looked After & Previously Looked After Children	Mr Andrew Coalter
Special Educational Needs Co-ordinator	Ms Kate Jowett

3.7. We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and should not provoke distress

3.8. Where we work with or use any external agency or visitor in delivering any element of our curriculum, we will make sure the external provider and any materials they use, are appropriate, age and development stage related and in line with our legal duties around political impartiality and upholding the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3.9. Representative samples of resources used may be shared with parents, enabling them to continue conversations started in class.

3.10. Parents may ask to view all RSHE curriculum materials. Requests to do so should be made to the Assistant Head, Quality of Teaching and Learning.²

4. Confidentiality & Concerns

4.1. Confidentiality within the classroom is an important component of RSE and many other aspects that might arise through the delivery of the Beliefs & Issues programme. Teachers will be expected to respect the confidentiality of their students as far as is possible and ensure that fellow students do likewise if they become aware of personal issues arising in more open discussion. Teachers should however:

- Alert the Designated Safeguarding Lead (DSL) about any suspicions of inappropriate behaviour, radicalisation or potential abuse as set out in the School's Safeguarding Policy

² Sharing may be limited to viewing or be subject to consenting to abide by copyright.

- Be aware of their responsibilities to report to the police if the teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, teachers should also discuss the case with the DSL and involve the Dudley Safeguarding Children Board – Single Point Access Team (SPA)³ as appropriate
- If a teacher suspects or considers a child at risk of such an act they must discuss the case with the DSL who will follow the School's safeguarding procedures and involve the SPA team as appropriate
- Refer to the School's Anti-Bullying Policy, which can be found in the Behaviour Policy, where a student is, or may be, being bullied, harassed or victimised whether as a result of any part of this programme or otherwise
- Refer to the School's Drug/Substance Use and Misuse Policy, which can be found in the Behaviour Policy, where they have relevant concerns
- Refer to the School's Online Safety & Computer Usage Policy, where they have relevant concerns

4.2. Where any teaching or activity is delivered by an external agency/visitor, the external party must understand the principles of confidentiality and how safeguarding concerns are reported in the School.

5. Policy Review

5.1. This policy has been produced after consultation with staff, parents/carers and students.

5.2. The Subject Leader for Beliefs & Issues will regularly and routinely review the teaching of all aspects of their subject, in the normal subject review cycle and at least annually, with the Assistant Head: Quality of Teaching & Learning. and reported to Governors through the Subject Audit, Plan and Self Evaluation (SAPSE) process. There are likely to be some routine changes in the normal course of events to ensure curriculum content can respond to the needs and context of students however, any changes of significance will be consulted upon.

³ Details about, and for, accessing SPA are set out further in the School's Safeguarding Policy where you will also find the procedures to follow in dealing with matters of safeguarding, the recording of such matters and the sharing of information. The SPA contact number is 0300 555 0050 or, if it's out of hours, 0300 555 8574.

Core Religious Studies

1. The School has a denomination of Church of England however it welcomes as students, staff and visitors alike, those of all faiths and those of no faith. The School's ethos embraces Christian principles but in its teaching has a broader core religious studies programme.
2. At both Key Stages 3 and 4 this involves the study of Christianity and other major world faiths
3. During Key Stage 3 students explore Christianity and other major world faiths with the intention of ensuring that their knowledge and understanding of these should become sound, deep and secure. While at least two religions (Christianity and Islam) have been identified for focused attention, students will also have, by the end of Key Stage 3, an opportunity to be acquainted with at least three other principle religions (Sikhism, Hinduism, Judaism)).
4. The core knowledge that should be taught in Key Stage 3 involves an emphasis on a 'beliefs and issues' programme in which the following topics are expected to be explored as a core minimum:

Year 7	Sikhism, Christianity, Judaism
Years 8	Islam, Hinduism
Year 9	Ethical and Philosophical questions including: the existence of God, poverty and wealth and life after death
5. Key Stage 4 students study a Beliefs and Issues programme surrounding contemporary and moral issues that include religious perspectives.
6. The department uses a range and variety of educational RE resources and will adapt what it uses where new or amended resources are published.

RSE and Health Education

1. Introduction

- 1.1. Under Government guidelines, from age 11 onwards, it is compulsory for all schools to provide RSE and health education as part of the curriculum.
- 1.2. Whilst in practice elements of relationships and sex education are not necessarily taught in isolation, for the purpose of this policy:
 - Relationships and sex education is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others
 - Relationships education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.
 - Health education is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 1.3. The RSE and health education curriculum will be developed in consultation with teachers and in accordance with statutory DfE guidance and based on the following key principles:
 - Engagement with students to devise an inclusive and well-sequenced curriculum that is meaningful, relevant and engaging.
 - Engagement and transparency with parents about content and materials used.
 - Embracing positivity, building knowledge and positive attitudes and skills, promoting healthy norms about relationships and about health, including mental health.
 - Careful sequencing of teaching so that students are supported and equipped with the knowledge, at the appropriate time, to navigate different experiences in a positive way before they occur, and to prevent harms.
 - Ensuring the curriculum is relevant and responsive, age and stage appropriate and is accessible where working with local partners and other bodies to understand specific local issues and ensure needs are met.
 - Ensuring skilled delivery of participative education in a safe and supportive environment which aims to support and not to alarm students
 - A whole school approach to wellbeing and positive relationships that is designed to work with our other school policies, including behaviour and safeguarding policies.
- 1.4. We believe that it is important to provide our students with a thorough and balanced curriculum, which includes age-appropriate information about sex and relationships so that they can make responsible and well-informed decisions about their lives.
- 1.5. What we teach is lifelong learning about physical, moral and emotional development. It is not about the promotion of sexual orientation or sexual activity. It is about gaining an understanding of the importance of committed, stable relationships for family life, the characteristics of positive and healthy friendships, the teaching of sex, sexuality and sexual health and the choices we can make and our responsibility for them. It is also about staying safe and about giving students the information they need to support their physical health and mental wellbeing and we will do this having regard to relevant legislation and statutory guidance including:

- The Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Statutory guidance - Keeping Children safe in Education (2026) and Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- National curriculum in England: programmes of study for Citizenship, Computing, PE & Science

2. Delivering RSE and Health Education through the Curriculum

- 2.1. Effective RSE and health education is essential if young people are to make responsible and well informed decisions about their lives. The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life and allows us to promote their spiritual, moral, social, cultural, mental and physical development at school and in the wider society. It is not delivered in isolation but is firmly rooted within the Beliefs & Issues programme. In addition to what is covered in the Beliefs & Issues programme key topic areas are also covered in the Key Stage 3 and Key Stage 4 computing, PE and science curriculum.
- 2.2. RSE and health education delivered by the School will build on and move forwards themes that have been introduced in a student's primary school learning and centre on exploring attitudes and values, developing personal and social skills, gathering information to promote their physical health and mental well-being and widening knowledge and understanding in age and developmentally appropriate ways.
- 2.3. Our teaching aims to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, and enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationships that are an equally important part of becoming a successful and happy adult and to do this in a safe and measured way that will promote their health and mental wellbeing. It aims to prepare them for an adult life in which they can:
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
 - Recognise and manage emotions within a range of relationships
 - Be aware of their sexuality and understand human sexuality
 - Develop safe, fulfilling and healthy sexual relationships, at the appropriate time and understand the arguments for delaying sexual activity and the reasons for having protected sex
 - Understand what is acceptable in relationships and what is not and be able to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful
 - Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
 - Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
 - Understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, recognise the lasting, negative impact this can have on mental well-being and understand how such situations can be managed
 - Communicate effectively
 - Develop an awareness of lesbian, gay, bisexual and transgender relationships

- Have sufficient information, knowledge and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections
- Understand how to deal with risky, negative or exploitive relationships including all forms of bullying and abuse, online encounters or any sexual or violent activity including female genital mutilation (FGM), forced marriage and honour based violence
- Avoid being pressured into unwanted or unprotected sex
- Understand the concept of consent in a variety of contexts
- Access confidential sexual health advice, support and if necessary treatment; and know how the law applies to sexual relationships
- Stay safe both in the real world and online
- Develop self-control and the ability to self-regulate, and strategies for doing so
- Include opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.
- Have confidence in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges

2.4. The RSE & health education elements of the Beliefs & Issues programme are underpinned by the development of resilience and character in the individual, the development of self-esteem, self-belief, self-respect, perseverance and personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

2.5. The teaching of RSE and health education will consider:

- The needs of all students, including but not limited to, their age, any special educational needs and/or disabilities, home circumstances and cultural and religious background when planning teaching to ensure that topics included are appropriately handled
- The context and views of the wider local community when developing the curriculum to ensure it is reflective of and informed by relevant topical issues in and around the school and at large
- The law as it applies to relationships⁴, so that students clearly understand what the law allows and does not allow and the wider implications of decisions they make, provide them with a good foundation of knowledge for deeper discussion about all types of relationships and reinforce their responsibility for their own actions

2.6. The RSE and health education programme includes physical, moral and emotional development, sexual health and sexuality.

2.7. Some aspects of general RSE and health education may be covered in tutorials or in assemblies where appropriate and particularly where they may be reactive to current topics or issues arising at that time. Delivery in tutorials and assemblies will follow the same guidelines as taught sessions in delivering age appropriate content and having regard as in 2.5 above.

3. The Right to Withdraw

3.1. Although schools must provide RSE and health education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for all students to learn and because this learning is compulsory parents cannot withdraw their children from such

⁴Students will be made aware of equalities legislation and other relevant legal provisions when topics are being taught, including for example marriage, consent, violence against women and girls, online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.), pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism and radicalisation, criminal exploitation (for example, through gang involvement or 'county lines' drugs operations), hate crime, female genital mutilation (FGM).

lessons. However, they are entitled to request that their child be removed from sex education lessons⁵.

- 3.2. Requests for withdrawal should be submitted in writing to the Assistant Head: Quality of Teaching & Learning⁶, who, before granting the request, will discuss the request with the parent and, as appropriate with the student, to ensure that their wishes are understood. A record of these discussions and understanding will be kept on the student's file.
- 3.3. Whilst acknowledging a parents right to withdraw their child from some parts of this programme, under normal circumstances, the School do not recommend doing so and in their discussion⁷ will clarify the nature and purpose of the curriculum, its importance and likely detriments which could include social and emotional effect from being excluded, as well as the likelihood of the student hearing their peers' version of what was said in class rather than what was directly said by their teacher.
- 3.4. The Headmaster can, in exceptional circumstances, refuse a request to withdraw where, for example, there are safeguarding concerns or a student has a specific vulnerability.
- 3.5. Where a student is withdrawn from such teaching the student's tutor and teacher will determine an appropriate substitute for these lessons and in most instances, students will be provided with self-directed reading or exercises which they can complete under the supervision of another member of staff.
- 3.6. In addition to not being able to withdraw from topics taught as part of the science curriculum, including topics related to puberty or sexual reproduction, there is no right to withdraw from relationships education or health education.

⁵ The request can be up to and until three terms before they turn 16-years-old. After that point, the student wishes to receive sex education, the School will make arrangements to provide this.

⁶ The Assistant Head: Quality of Teaching & Learning may delegate any discussion in this regard to another senior member of staff or the student's tutor.

⁷ Or other form of communication (e.g. email) if there is not a discussion.

4. What do we expect to deliver?

4.1. RSE will continue to develop a student's knowledge on the topics specified for primary level and, in addition, cover the following curriculum content by the end of secondary, as set out in Government guidelines.

Families
• That there are different types of committed, stable relationships.
• How these relationships might contribute to human happiness and their importance for bringing up children.
• Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
• That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
• That forced marriage and marrying before the age of 18 are illegal
• How families and relationships change over time, including through birth, death, separation and new relationships.
• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
• How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm or when they are unsure who to trust.
Respectful relationships, including friendships
• The characteristics of positive relationships of all kinds, online and offline , including romantic relationships. For example, students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy and the management of conflict, reconciliation and ending relationships.
• How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
• The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Students should understand what it means to be treated with respect by others.
• What tolerance requires, including the importance of tolerance of other people's beliefs.
• The practical steps students can take and the skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

• The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
• How stereotypes, in particular stereotypes based on sex, gender, reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice.
• How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
• How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
• Students should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness
• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
• Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
• The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
• Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
• That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how they behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
How information and data is generated, collected, shared and used online.
That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe
How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.

• What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
• That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
• The concepts and laws relating to sexual violence, including rape and sexual assault.
• The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
• The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
• The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
• The concepts and laws relating to forced marriage.
• The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
• That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
• How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health
• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
• The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
• Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
• That some sexual behaviours can be harmful.
• The facts about the full range of contraceptive choices, efficacy and options available, including male

and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision- making.
• That there are choices in relation to pregnancy . Students should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
• How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.
• The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
• How the use of alcohol and drugs can lead to take risks in their sexual behaviour.
• How and where to seek support for concerns around sexual relationships including sexual violence or harms.
• How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

4.2. Health education will continue to develop a student's knowledge on the topics specified for primary level, and in addition, cover the following curriculum content by the end of secondary, as set out in Government guidelines.

4.3. The school may also choose to teach issues other than those listed such as eating disorders and self-harm where appropriate.

Mental wellbeing
• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
• The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
• That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed
• That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
• Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
• How to critically evaluate which activities will contribute to their overall wellbeing.
• Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety

over time rather than increasing it.
• That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others
• That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones.
• That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online
• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, the impact that an over-reliance on online relationships including relationships formed through social media, can have.
• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
• The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
• How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
• The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
• The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness
• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardiovascular ill-health.
• Factual information about the prevalence and characteristics of more serious health conditions.
• That physical activity can promote wellbeing and combat stress.
• About the science relating to blood, organ and stem cell donation.
Healthy eating
• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
• The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
• The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol and tobacco
The facts about which drugs are illegal, the risks of taking illegal including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
The law relating to the supply and possession of illegal substances.
The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
The dangers of the misuse of prescribed and over-the-counter medicines.
The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
Dental health and the benefits of good oral hygiene including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks and regular check-ups at the dentist.
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
The facts and science relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety
How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid
Basic treatment for common injuries.
Life-saving skills, including how to administer CPR.
The purpose of defibrillators, when one might be needed and who can use one.
Developing bodies
The main changes which take place in males and females, and the implications for emotional and physical health.
The facts about puberty, the changing adolescent body including brain development.
About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

5. How will this be delivered?

- 5.1. Schools are free to determine how to deliver RSE and health education in the context of a broad and balanced curriculum and we have developed our Schemes of Work and tutorial programmes so that we do this in a measured and age appropriate way. But our schemes and programmes are not static, they are constantly evolving to respond to events and what is happening in the world, local community concerns, public health issues and to any other matter arising that might affect our students.
- 5.2. Parents/carers are welcome to ask questions seeking a better understanding of the School's approach to RSE and health education and we understand that the teaching of some aspects of the curriculum may be of concern to them. All of our subjects have a Learning Journey and you can find these on our website however, if parents/carers do have concerns regarding RSE and health education, they can email the Subject Leader for Beliefs & Issues, Mr Jonah Higgins on jhiggins@oshsch.com or contact the School office (01384 817300) to arrange a meeting with him.
- 5.3. The table overleaf sets out our overall approach.

Beliefs and Issues Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Ways of Seeing	Developing learning skills and wellbeing for life	Introduction to Sikhism	Introduction to Christianity	Families and Puberty	Change, loss and grief. Online world
	We will cover: difference between fact and belief. The impact of beliefs. How beliefs impact how we see the world.	We will cover: thriving in secondary school, and how to set positive goals. Managing emotions, managing reactions, developing positive thinking habits, managing rumination and worry & managing tension and stress.	We will cover: the Khanda, Guru Nanak, Baisakhi and the five K's.	We will cover: the person of Jesus, the nature of God & the key teachings of Jesus.	Families ; we will cover: understanding changing relationships & roles in the family. Puberty ; we will cover: puberty and emotional changes, menstrual wellbeing and personal hygiene.	Change, loss and grief ; we will cover: what grief is, how people may grieve and strategies on how to handle grief. Online world ; we will cover: phones and financial risk, gaming, social media and the pressure to spend online.
Year 8	Personal safety	Introduction to Hinduism	Introduction to Islam	Understanding relationships. Sleep and dental health	Healthy and unhealthy relationships	Introduction to Judaism
	We will cover: firework safety, staying safe on the roads, water safety. Understanding drugs, tobacco and nicotine, alcohol and risk.	We will cover: key Hindu beliefs (Trimurti, Brahman), the mandir, key Hindu practices (puja).	We will cover: key Islamic beliefs (nature of Allah), role of Muhammad, Salah (prayer) and the Qur'an.	Understanding relationships ; we will cover: healthy and unhealthy relationships. Introduction to consent. Sleep and dental health ; we will cover: importance of sleep and dental health.	We will cover: Recognising consent, healthy relationships, sexualised media, safer online relationships, sexual harassment and harmful sexual behaviour.	We will cover: Passover and the seder meal & Hannukah.
Year 9	Belonging and community	Managing money	Drugs and alcohol & first aid	Intimate sexual relationships	Mental health and wellbeing	Navigating online harms
	We will cover: identity and community, bias and stereotypes, discrimination and the protected characteristics and the importance of diverse and supportive communities.	We will cover: how to open a bank account, reading a bank statement, how to save money, how to use a bank card and how to manage debt.	Drug and alcohol ; we will cover: vaping, exploring attitudes, the law and managing risk, alcohol and cannabis and managing influence. First aid ; we will cover: Basic life support.	We will cover: relationship values, contraception, sexual health, managing the ending of relationships.	We will cover: managing strong emotions, managing distractions, managing disappointments and setbacks, unhealthy coping strategies and healthy coping strategies.	We will cover: feelings about sharing nudes, understanding deepfakes & manipulated images and thinking critically about misogyny.

Beliefs and Issues Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Exploring consent and recognising abuse	Navigating the online world & Government and Politics	Friendship, diversity and challenging extremism	Managing influence	Independence, healthy choices and wellbeing	Study, work and careers
Year 10	We will cover: the role of intimacy and pleasure, the impact of pornography, pressure, persuasion and coercion. FGM and forced marriage, relationship rights and reporting abuse.	Navigating the online world; we will cover: how does AI affect our daily lives? What are the limitations of generative AI? How does generative AI affect our understanding of the world? How do chatbots affect relationships? Government and Politics ; we will cover: voting and the general election.	We will cover: recognising and challenging bullying behaviour, recognising and challenging unhealthy attitudes to bullying. Valuing diversity, understanding and preventing extremism & how are people drawn into extremist groups?	We will cover: the impact and spread of misogynistic narratives & safely challenging misogynistic beliefs and attitudes.	We will cover: making informed choices, physical activity. Exploring blood, organ and stem cell donation. What is testicular cancer? Breast cancer awareness and prevention.	We will cover: identifying career preferences, navigating the careers landscape, mapping a career path, making a good impression, preparing for work experience, reflecting on work experience.
Year 11	Lifelong wellbeing We will cover: mental health and wellbeing throughout life, managing distractions, changing thinking habits, seeking help and managing stress and tension, managing change, loss and grief and the importance of sleep.	Drugs and personal safety We will cover: assessing risk, managing influence. Gangs; managing risks and staying safe, risks and consequences, getting out.	Safe relationships and sexual health We will cover: healthy and unhealthy relationships, power and control, setting boundaries and getting help, healthy relationships and sexual health, choices related to sex. Contraception and sexual health.	Families, fertility and pregnancy We will cover: long-term commitments, the legal status of marriage. Parenting, fertility and pregnancy.	 OSH OLD SWINFORD HOSPITAL	

Fundamental British Values at Old Swinford Hospital

We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

Lord Nash, Parliamentary Under Secretary of State for Schools, November 2014

1. Introduction

This School expects its students to develop as good citizens, adequately prepared for the responsibilities of the wider world, through active involvement in service to the school and the local community, through a commitment to the enjoyment of learning throughout their lives and through an education that has been underpinned by the moral and spiritual values of a Christian community whilst having a profound respect of those of other faiths and none.

2. How will this be delivered?

These values are not taught in isolation, they are embedded throughout our curriculum and our extensive wider activities so that each part of our day contributes to their delivery and we do this by:

- Embedding Spiritual, Moral, Social and Cultural education (SMSC) into every one of our lessons.
- Exploring faiths from around the world so learning to appreciate and understand diversity and celebrate faiths and religious festivals from across the globe.
- Raising awareness of exploitation in accordance with national guidelines ('Prevent') and particularly of the dangers of radicalisation, extremism, child trafficking and exploitation.

3. Democracy

- 3.1. Democracy implies that the majority has a voice. Ours is a *liberal* democracy because key freedoms are developed and protected through our rules and systems and their accountability to the electorate. Students have the opportunity to have their voices heard through our Student Council and its committees, student questionnaires, subject review and boarding visits, prefect and council meetings with Senior Leaders as well as meetings with Governors.
- 3.2. The teaching of Beliefs & Issues, History and Politics reinforces the value of our liberal democracy. Students have held mock general elections, they can attend a Model United Nations and the Debating Society has gained national awards whilst assemblies comment on the benefits of democratic politics and debunk hostile counter-narratives.
- 3.3. Importantly, students also learn that democracies are not perfect, are usually a 'work in progress' and can themselves be corrupted in times of indifference, dislocation or extremism so that participation in democratic politics is not only a hard earned right, but an important responsibility.
- 3.4. Every November we remember the Old Foleyans, who studied, taught or worked here and who gave their lives or who endured great suffering in order to protect our democratic way of living. We remember that our freedoms have come at a cost.

4. The Rule of Law

- 4.1. History lessons explain the origins of many of our laws and Politics develops this further by exploring the UK Constitution and through lessons and visits from guest speakers students are being informed and forming and debating their own views on current topics.

- 4.2. Everybody is equal before the law. This also means that where the majority (see above) enjoy considerable influence in a democracy, laws do exist to protect minorities from harm so that they, too, can enjoy individual freedoms whilst accepting shared responsibilities.
- 4.3. School rules are the same. From the dining hall queue to the sports pitch, the School expects its students to develop a respect for rules and an understanding of their place. Religious Education lessons impart an understanding of how some rules can bind communities together, but also how following others blindly can cause injury or suffering. Students also, where appropriate, seek to discuss and contest particular rules if they disagree with them. This dialogue helps them understand the importance of having rules and regulations because they give structure for dispute and allow for reconciliation.
- 4.4. Where breaking our own rules carries particular sanctions, students must be aware that the laws of the United Kingdom also apply to them at all times. This matter has been raised regularly at assembly and School Council and continually forms part of our Beliefs & Issues and IT programmes.

5. Individual Liberty

- 5.1. In order to best safeguard students, schools are usually hierarchical and much regulated communities. But this also makes schools safe places for young people to make decisions for themselves, discount alternatives and also assess risk as they prepare for the future.
- 5.2. Our Beliefs & Issues programme allows students to learn about their rights and personal freedoms as well as the responsibilities which accompany them. The co-curriculum also provides numerous opportunities for them to develop their own decision making through activities such as the Duke of Edinburgh award scheme and Combined Cadet Force which promote independence and leadership. Our careers and universities programme, as well as boarding life, helps prepare young people to manage the greater freedoms which they will encounter upon leaving school after the Sixth Form.

6. Mutual Respect and Tolerance of those of Different Faiths and Beliefs

- 6.1. Our Behaviour Policy is summarised in its opening paragraph as follows:
'Always treat others as you would like them to treat you.' (Matthew 7:12)
- 6.2. The School is a Christian school and is open to students and staff of all faiths and none. Students and staff are expected, in accordance with our Behaviour Policy, to have tolerance, trust, understanding and respect for others irrespective of age, background or ethnicity. Diversity is regarded as that which is dignified and which is to be celebrated. Students may, and do, disagree with one another; where there is disagreement, it is important that it is articulated and expressed in the appropriate way.
- 6.3. Beliefs & Issues and house based activities promote lively discussion on matters which include prejudice based discrimination and bullying and through the School Council we bring students from all houses and age groups together not only to discuss these issues but to influence the formulation of the Behaviour Policy.
- 6.4. We have strong relationships not only with the Diocese of Worcester but also local and different faith communities as well as the local British Humanist Association and we have held Inter-Faith Forums which allow members of the local faith communities to engage with the School, whilst providing students with an opportunity to put searching and sometimes difficult questions to these visitors.

7. Our Values

As a Christian school, our values system is based on a particular view of the human person as somebody who is humble, dignified, important and full of potential. It is the School's mission to have its students realise this potential so that they may bring greater benefit to the common good. In this regard, those values listed by Lord Nash at the top of this document sit very comfortably alongside those which this school has subscribed to now for more than 350 years and which it will continue to do so going forward. These values help build the scaffolding that allows our students to succeed. Successive teachers and students here have benefitted from the evolution of constitutional and liberal democracy in our country; they have experienced laws which restrict excessive state control and allowed for individualism; they have also enjoyed greater rights and responsibilities and grow in their understanding of different peoples, cultures, creeds and philosophies.