

The Crabtree Academy Trust

Crabtree Lane, Harpenden, Herts. AL5 5PU

Crabtree Infants' School

Headteacher: Mrs Sally Patrick



Crabtree Junior School

Headteacher Mr Ian Patrick

Sex and Relationships Education

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The Board of Directors shall conduct the Trust with a view to promoting high standards of educational achievement.

Crabtree Academy Trust is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The Crabtree Schools will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Date	Notes
July 2016	Approved by Board of Directors

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1. Arrangements for monitoring and review

This policy shall be reviewed in full by the Trust at least once every three years in accordance with the Academy Year Planner. The Policies Administrator shall inform the Board of any changes to the Model Code of Conduct.

The policy will be evaluated annually by the Headteachers and PHSE subject leaders through observation of lessons in the normal programme of monitoring teaching.

The curriculum committee of the Governing body is responsible for monitoring the Sex and Relationships Education Policy. The committee will consider any comments from parents about the sex education programme, and keep a record of all such comments. The headteacher will report to the governors the number of pupils withdrawn from lessons

This policy is available to parents on the schools' websites.

Links to other policies/documents

This policy should be read in conjunction with the Trust's statement of Vision and Values and policies on PHSE, Child Protection, eSafety and Equality.

2. Introduction

Although sex and relationships education is not compulsory, the directors, governors and Headteachers endorse the view that effective SRE is essential if young people are to make responsible and well informed decisions about their lives. In providing SRE, the Trust must have regard to the SRE Guidance 2000, which states, *inter alia*, that:

- All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes; and
- Children should learn 'how a baby is conceived and born' before they leave primary school.

The Crabtree Academy Trust believes that a successful SRE programme will help young people learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood. The Trust considers that SRE provided in an age-appropriate way contributes to the schools' safeguarding efforts and fulfills the Trust's wider duty to promote the well-being of its pupils; the programme of SRE at The Crabtree Academy Trust will always be tailored to the age and the physical and emotional maturity of the children.

The Crabtree Schools follow the National Curriculum for Science, which includes topics related to Sex Education, including the biological aspects of puberty, reproduction and the spread of viruses. The broader topic of sex and relationships education (SRE) is delivered through the non-statutory PSHE programme of study.

This policy is based on guidance set out in DfEE 0116/2000 Sex and Relationship Education Guidance (July 2000); the FPA Policy Statement (January 2011), and the Sex Education Forum SRE Policy Guidance 2014. It covers the Trust's approach to SRE and describes the content and organisation of SRE taught both within and outside the Science Curriculum.

This policy was produced by the Trust's Curriculum Committees in consultation with parents.

3. What is sex and relationship education?

SRE is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationship and empathy for others. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Further, the Sex Education Forum defines SRE as “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health” and says that SRE “should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for the sexual health and well-being”.

The objective of SRE is to help and support young people through their physical, emotional and moral development in order that they can develop the skills and knowledge to make decisions about how they relate to others. This contributes to the Trust’s Vision to develop in our pupils the necessary skills to become independent adults.

SRE must be inclusive and relevant and should meet the educational and emotional needs of *all* pupils. It has the needs and rights of children and young people at its centre, rather than the concerns of adults.

There are three main elements:

Attitudes and values: developing positive attitudes and values that support self-esteem and wellbeing, an appreciation of difference; tolerance; openness.

Personal and social skills: gaining the personal and social skills necessary for emotional development, interaction with others, active participation in society and the ability to make informed and responsible choices.

Knowledge and understanding: acquiring relevant and age-appropriate knowledge.

4. What is taught?

The SRE curriculum at The Crabtree Academy Trust aims to ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for changes in their bodies and for puberty.

Sex and Relationship Education (SRE) at the schools is firmly rooted within the framework for PHSE and Citizenship. The Directors believe that the Crabtree Schools have a responsibility for helping pupils develop as mature citizens who understand their rights and responsibilities and have been given the skills to make appropriate choices to lead a full and rewarding life. The Trust teaches about SRE through the broad themes identified within the PSHE framework (Health and Wellbeing, Relationships, and Living in the Wider World) and also through statutory elements of the Science curriculum for KS1 and KS2.

The national curriculum programmes of study for the Science topics on *Animals, including Humans; Living things and their habitats; and Evolution and inheritance* are reproduced in Appendix 1; extracts from the suggested PHSE programme of study are shown in Appendix 2.

Children are taught about:

- the physical development of their bodies
- that humans, animals and plants reproduce
- respect for their own bodies
- the importance of family and community life
- moral questions
- relationship issues
- respect for the views of other people

These topics are delivered within the context of the National Healthy Schools Standard and using Social and Emotional Aspects of Learning (SEAL) resources, ensuring that SRE is appropriately set for the age and maturity of the pupils, through four broad themes:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

Crabtree Infants' School

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The school teaches about SRE through JIGSAW resources which are divided into the following topics:

Celebrating Difference

Being Me in my World

Dreams and Goals

Healthy Me

Relationships

Changing Me

and through the broad themes identified within the PSHGE and Citizenship framework and within the new Science curriculum 2014 for KS1. We also seek to extend the children's learning by answering questions honestly should they arise and responding to situations and issues as they arise.

Crabtree Junior School

The school teaches about SRE through JIGSAW resources which are divided into the following topics:

Celebrating Difference

Being Me in my World

Dreams and Goals

Healthy Me

Relationships

Changing Me

and through the broad themes identified within the PSHGE and Citizenship framework and within the new Science curriculum 2014 for KS2. We also seek to extend the children's learning by answering questions honestly should they arise and responding to situations and issues as they arise.

In addition, over and above what is included in the Jigsaw scheme, pupils are taught about

- 1) The body and its functions
 - Using language with which the teacher and the child feels comfortable
 - Leading to the use of correct terminology
- 2) Relationships
 - Examples of families
 - Friendships – boy/girl, boy/boy, girl/girl, etc.
 - Different roles of family members

- 3) Reproduction
 - In the context of a stable and caring relationship between a man and a woman
 - May introduce the subject of AIDS and contraception if questions arise
- 4) Puberty
 - Physical and emotional change
 - Menstruation

Reproduction and growing up are presented to children in a sensitive, simple and straightforward way that is appropriate to their age, needs and understanding. In particular, the school supports pupils' ongoing emotional and physical development as they approach the transition to secondary school.

In Year 5, the children are given information about health, hygiene and life processes. The girls have a separate session about menstruation. In Year 6, the children revisit these topics and also learn about human reproduction. The School Nurse delivers these sessions to the children but all staff are able to answer questions on sex education and discuss sex and relationships, as appropriate. An opportunity to view the key materials used is given at a meeting for parents of Year 6 children and any queries can be answered at the meeting or in private.

Language and terminology

SRE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. Staff will use medically correct terms for genitalia and sexual parts of the body; not only is this recognised good practice but this is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in SRE.

Answering children's questions

If a child asks a direct question relating to sex or relationships issues, teachers will endeavour to answer it honestly and openly but giving only the information specifically requested. Depending on the question, teachers may decide to consult with colleagues before responding or may decide that the question is best answered individually rather than in a classroom setting.

If questions of a very explicit nature arise or if staff have any reason to believe a pupil is at risk, referral will be made to the designated senior person for child protection.

5. Right to withdraw children from lessons

The Trust is committed to working with parents and the Directors require that parents be kept informed of the nature and content of the SRE that is to be offered to pupils at The Crabtree Schools. The schools will communicate with parents/carers to ensure that the teaching of sex and relationships education reflects their expectations and complements teaching at home.

Whenever more sensitive or specific aspects of SRE are covered parents and carers will be notified by letter, to enable them to be prepared to answer their children's subsequent questions or talk together about their children's learning.

Parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum. Any parents wishing to exercise this right should contact the Headteacher, who will first invite the parents to attend a meeting to discuss their concerns; following this discussion, if parents still wish to withdraw their child from SRE, reassurance will be given about appropriate alternative arrangements and the Headteacher will provide information about the lessons being missed and ideas for other sources of support for the parents to fulfil the task of educating their child at home.

Appendix 1: Science programmes of study: key stages 1 and 2, National curriculum in England September 2013

The relevant topics are: *Animals, including humans; Living things and their habitats; and Evolution and inheritance.*

Animals, including humans		
	Pupils should be taught to:	Non-statutory guidance
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <ul style="list-style-type: none"> ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p>
Year 3	<ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p>
Year 4	<ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p>
Year 5	<ul style="list-style-type: none"> • describe the changes as humans develop to old age. 	<p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p>
Year 6	<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. 	

Living things and their habitats		
	Pupils should be taught to:	Non-statutory guidance
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>
Year 4	<ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	
Year 5	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	<p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>
Year 6	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. 	
Evolution and inheritance		
	Pupils should be taught to:	Non-statutory guidance
Year 6	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of 	<p>Pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that</p>

	<p>years ago</p> <ul style="list-style-type: none">• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<p>characteristics are passed from parents to their offspring</p>
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Appendix 2: PSHE Education Programme of Study (extracts relating to SRE)

	Health and wellbeing	Relationships	Living in the wider world
Key Stage One	Pupils should have the opportunity to learn:		
	<ol style="list-style-type: none"> 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences 3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 6. the importance of and how to maintain personal hygiene 7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others 8. about the process of growing from young to old and how people's needs change 9. about growing and changing and new opportunities and responsibilities that increasing independence may bring 10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 11. that household products, including medicines, can be harmful if not used properly 12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) 13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' 	<ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 	<ol style="list-style-type: none"> 1. how to contribute to the life of the classroom 2. to help construct, and agree to follow, group and class rules and to understand how these rules help them 3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) 4. that they belong to various groups and communities such as family and school 5. what improves and harms their local, natural and built environments and about some of the ways people look after them 6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 7. about the role money plays in their lives including how to manage their money, keep it

Key Stage Two	Building on Key Stage 1, pupils should have the opportunity to learn:		
	<ol style="list-style-type: none"> 1. what positively and negatively affects their physical, mental and emotional health (including the media) 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe 12. that bacteria and viruses can affect health and that following simple routines can reduce their spread 13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media 14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 15. school rules about health and safety, basic emergency aid procedures, where and how to get help 16. what is meant by the term 'habit' and why habits can be 	<ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes 17. Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender 	<ol style="list-style-type: none"> 1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices 5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation 6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities 7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment 8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 9. what being part of a community means, and about the varied institutions that support communities locally and nationally 10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 12. to think about the lives of people living in other places, and people with different values and customs 13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 16. about enterprise and the skills that make someone 'enterprising'

	<p>hard to change</p> <p>17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>18. how their body will, and emotions may, change as they approach and move through puberty</p> <p>19. about human reproduction</p> <p>20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <p>21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p> <p>22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>	<p>identity and sexual orientation</p> <p>18. Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)</p>	<p>17. to explore and critique how the media present information</p>
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