

# Primary Prevention Strategy for Children and Young People



## Fife Violence Against Women Partnership

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Fife Violence Against Women Partnership is committed to working together to address gender-based violence. In Fife we have aligned to *Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls*<sup>1</sup>. A key aspect of this is primary prevention, being the first of four priorities.

Equally Safe Priority 1 - Scottish society embraces equality and mutual respect and rejects all forms of violence against women and girls

- a. Positive gender roles are promoted
- b. People enjoy healthy positive relationships
- c. Children and young people develop an understanding of safe, healthy and positive relationships from an early age
- d. Individuals and communities recognise and challenge violent and abusive behaviour

This priority is shared by professionals at a national and local level and is incorporated into a range of strategies and local initiatives.

*“The presence of healthy relationships in the lives of young people is vital to their health and wellbeing. Having good quality relationships can help us to live longer and happier lives and contributes to positive mental health and wellbeing. The presence of close, positive relationships in their lives can give young people a purpose and sense of belonging.”*<sup>2</sup>

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<sup>1</sup> [Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls](#). Source: Scottish Government

<sup>2</sup> [Healthy Relationships and Consent](#) , Source: Scottish Government, 2019

Joint working towards more positive outcomes for our Children and Young People is engrained in national approaches such as GIRFEC<sup>3</sup> and international documents such as UNCRC<sup>4</sup>. Promoting healthy relationships is widely recognised as important, but it is challenging to understand the breadth of work across Fife. Healthy relationship education is embedded in the Curriculum for Excellence and the implementation of benchmarks across personal and social education and health & wellbeing. The Child Protection Committee has led on child sexual exploitation, the Health and Social Care Partnership has implemented the Get on my Level Framework<sup>5</sup> and Fife Violence Against Women Partnership has also worked to promote primary prevention with schools and other settings including the use of the Prevention in Gender Base Violence resource<sup>6</sup>.

There are a range of training opportunities that staff can access to support their understanding of gender-based violence and support their delivery of this area of the curriculum including through Fife Violence Against Women Partnership (FVAWP) and other courses on CLMS.

Partners recently agreed within Fife Violence Against Women Partnership Action Plan 2019-2022<sup>7</sup> that the following key areas were identified as areas to focus on:

**1.1** Work in partnership with schools, colleges and university to raise awareness of all forms of VAWG, aligning to Scottish Government led strategies and pilot projects.

Ensure a strong focus on prevention including: raising awareness of positive healthy relationships supporting children and young people to identify 'unhealthy relationships' at an early stage.

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<sup>3</sup> [GIRFEC, Scottish Government, 2008](#)

<sup>4</sup> [UNCRC, Scottish Government, 2016](#)

<sup>5</sup> [Get on My Level Framework](#), Source Fife Council and Fife Health and Social Care Partnership, 2017

<sup>6</sup> [Preventing GBV Understanding Gender GBV and the impact on Relationships](#), Source Fife Council, 2018

<sup>7</sup> [FVAWP Action Plan 2019-22](#), Source Fife Council, 2019

**1.2** Work in partnership with youth work groups to ensure a consistent approach to raising awareness and tackling tolerance of VAWG

Violence Against Women Partnerships are required to complete a return to the Improvement Service and Scottish Government on an annual basis, which includes the following standards:

**1.3:** *The VAW Partnership has processes in place to engage with primary and secondary schools in the local authority area to help ensure they deliver age-appropriate, evidence-based interventions to raise children, teachers and parents' understanding and awareness of gender based violence, positive, healthy relationships and consent, as part of a whole school approach to tackling VAWG.*

**1.4:** *Youth work organisations deliver interventions to raise young people's understanding and awareness of VAWG and the importance of positive, healthy relationships.*

The following action plan is designed to capture the above while dove-tailing into the range of initiatives that partners are already involved in. Fife Violence Against Women Partnership (FVAWP) Prevention working group will be responsible for the delivery and will report to the FVAWP Executive Committee. Identifying appropriate representatives from services will be key to delivering this strategy.

## Fife Violence Against Women Partnership Primary Prevention Action Plan for Children and Young People

<b>Early Years</b>			
<b>Positive Gender Roles</b>			
<b>Planned Activity</b>	<b>Key actions</b>	<b>Lead</b>	<b>Timescale</b>
a) Work with Zero Tolerance to pilot the implementation of Gender Equal Play in Early Learning and Child Care Resource (Zero Tolerance and Care Inspectorate)	Identify a nursery to undertake pilot Agree implementation and timeline for pilot Identify and promote good practice Share and promote learning	Education Service/ FVAWP/ Zero Tolerance	
Promotion of Education Scotland (National Improvement Hub) Improving Gender Balance and Equalities 3-18 Scotland Resource hub	Identify FVAWP contact from Education Scotland Improving Gender Balance and Equalities team Establish a system to relay key information around positive gender roles published by National Improvement Hub	Education Scotland Improving Gender Balance and Equalities team	
<b>Positive Relationships</b>			
Delivery of Curriculum of Excellence Health and Wellbeing Experience, Outcomes and Bench Marks at Early stage.	Education Service to look to capture and report on delivery across nurseries including local case studies	Education Service Early Years	
Local implementation of Get on my Level Framework RSHP Pathway in particular friendships and relationships component <a href="http://publications.fifedirect.org.uk/c64/RSHPProgressionPathway.pdf">http://publications.fifedirect.org.uk/c64/RSHPProgressionPathway.pdf</a>	FVAWP Prevention Group to Liaise Community Children's Services	Health and Social Care Partnership	

## Early Years: Curriculum of Excellence Health and Wellbeing Indicators

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships.

**HWB 0 - 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

**HWB 0 - 44b**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

**HWB 0 - 45a/HWB 1 - 45a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

**HWB 0 - 45b**

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.

**HWB 0 - 49a**

Primary School Age Children			
Planned Activity	Key actions	Lead	Timescale
Delivery of Curriculum of Excellence Health and Wellbeing Experience, Outcomes and Bench Marks at First/Second stages	Education Service to look to capture and report on delivery across primary schools including local case studies	Education Service	
Local implementation of Get On My Level Framework RSHP Pathway, in particular friendships and relationships component	FVAWP Prevention Group to Liaise Community Children's Services	Health and Social Care Partnership	
Scoping exercise to establish what information children currently receive about healthy and unhealthy relationships across Fife.	<p>Primary cluster group to be identified to complete questionnaire</p> <ul style="list-style-type: none"> <li>• range of topics covered,</li> <li>• resources used and</li> <li>• external agencies supporting learning</li> </ul> <p>Fife-wide consultation to ascertain if cluster group is typical of all areas of Fife</p> <p>Analysis of information, identifying actions to support schools.</p>	Education Service/ FVAWP	
Develop and maintain a network of 'VAW champions' to support prevention work, recognising the key role of specialist services	FVAWP to link with specialist services to support communication between schools / youth groups and promote joint opportunities. Identify input to schools from partner agencies	VAW champions	

## Primary School Years: Curriculum of Excellence Health and Wellbeing Indicators

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships.

**HWB 1 - 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

**HWB 1 - 44b**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

**HWB 1 - 45a**

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.

**HWB 1 - 49a**

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships.

**HWB 2 - 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

**HWB 2 - 44b**

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

**HWB 2 - 45a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

**HWB 2 - 45b**

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.

**HWB 2 - 49a**



<b>Secondary School Aged Young People</b>			
<b>Planned Activity</b>	<b>Key actions</b>	<b>Lead</b>	<b>Timescale</b>
Delivery of Curriculum of Excellence Health and Wellbeing Experience, Outcomes and Bench Marks at third/fourth stages	Education Service to look to capture and report on delivery across Secondary schools including local case studies	Education Service	
Local implementation of Get On My Level Framework RSHP Pathway in particular friendships and relationships component	FVAWP Prevention Group to Liaise Community Children's Services	Health and Social Care Partnership	
Develop and maintain a network of 'VAW champions' to support prevention work, recognising the key role of specialist services (in schools and youth groups)	FVAWP to link with specialist services to support communication between schools / youth groups and promote joint opportunities Identify input to schools from partner agencies	FVAWP partners	
Develop partnership support to Fife Council youth work teams to enhance their healthy relationships work with at risk and/or vulnerable young people	FVAWP to share interactive learning sessions and materials that can be used by Fife Council youth work teams to deliver sessions and learning programmes with at risk and/or vulnerable young people around healthy and respectful relationships.	CLD/ FVAWP	
Support the implementation of Mentors in Violence Prevention in schools across Fife	Education Service to work with MVP Scotland to support programme in Fife Schools. Partner agencies to work with schools to deliver, offering specialist inputs to further support learning.	Education Service/ FVAWP	

<p>Scoping exercise to establish what information children currently receive about healthy and unhealthy relationships across Fife.</p>	<p>Invite partners to provide information to FVAWP about primary prevention inputs delivered FVAWP to collate and share this information</p>	<p>FVAWP partners</p>	
<p>Link young people to FVAWP public awareness campaigns</p>	<p>FVAWP to deliver 4 campaigns per annum. Partners to promote messages including social media to young people</p>	<p>FVAWP partners</p>	
<p>Promote Understanding of Domestic Abuse and VAW Upskilling Staff to Deliver Sessions on VAW&amp;G</p>	<p>Maintain a pool of Zero Tolerance <i>Under Pressure</i> trainers Promote and deliver <i>ZT Under Pressure</i> training 3 per annum</p>	<p>FVAWP/ ZT/CLD/ partners</p>	

## Secondary School Years: Curriculum of Excellence Health and Wellbeing Indicators

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs influence relationships.

**HWB 3 - 44a/4 - 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

**HWB 3 - 44b/4 - 44b**

I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage.

**HWB 3 - 44c/4 - 44c**

I recognise that power can exist within relationships and can be used positively as well as negatively.

**HWB 3 - 45a/HWB 4 - 45a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

**HWB 3 - 45b/4 - 45b**

I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.

**HWB 3 - 46a/4 - 46a**

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

**HWB 3 - 46b/4 - 46b**

I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.

**HWB 3 - 46c/4 - 46c**

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.

**HWB 3 - 49a/4 - 49a**

I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.

**HWB 3 - 49b/4 - 49b**

<b>Tertiary Education</b>			
<b>Planned Activity</b>	<b>Key actions</b>	<b>Lead</b>	<b>Timescale</b>
Fife College and University of St Andrews to work with partners to raise awareness of violence against women and girls on campus focusing on prevention	Link young people to FVAWP public awareness campaigns, including social media.	FVAWP/Fife College/ University of St Andrews	
Fife College and University of St Andrews to work with partners to raise awareness of violence against women and girls on campus focusing on prevention	Promote 'StAnd Together: Got Consent?'	University of St Andrews	