

RSHE

Relationships, Sex & Health Education

Mini Conference - 13th July 2021

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RSHE
Relationships, Sex and Health Education

Agenda

- ▶ Welcome
- ▶ NSPCC - Shelley Shaw
 - *'Being Safe'*
- ▶ PSHE Association - Sally Martin
 - *'Respectful Relationships'*
- ▶ Young Minds - Hayley Riggs
 - *'Mental Wellbeing'*
- ▶ A Review of the DfE modules

BEING SAFE

Deepa Vasudevan -Ernehale Hub

Related topics

Being safe is closely related to the following topics:

- ↳ respectful relationships (it is good practice to teach this topic first as it provides the framework for good relationships and being safe)
- ↳ internet safety and harms
- ↳ online relationships (primary), online and media (secondary)
- ↳ mental wellbeing

The context for being safe (1)

No one should ever experience abuse and there are adults that pupils can trust who will take appropriate and positive action to help them. Be clear about who these adults are.

All pupils can benefit from learning the skills needed to build healthy relationships and recognise unhealthy relationships.

Schools must be proactive in creating a safe environment where healthy relationships can be built, where pupils facing abuse will be listened to and helped, and where abusive behaviour will not be tolerated.

Schools should take care to ensure that pupils continue to feel safe, while being aware of pupils who may already have experienced harm.

The context for being safe (2)

Primary teaching should introduce the concepts of:

- ↓ personal boundaries
- ↓ privacy, both in person and online
- ↓ what to do if pupils ever feel unsafe

This will help to prepare pupils to absorb the more demanding secondary content. Pupils will also be empowered to identify if they are/feel unsafe, and to know where they can access help, from an early age.

Managing difficult topics

Good practice

The topics covered in this module could cause distress to some pupils. You should manage this distress by:

- ↓ Judging the most appropriate timing and sequencing of the teaching to ensure pupils are not overwhelmed and do not lose sight of the positive and healthy relationships they will build and experience throughout their lives (see slide 'Timing and sequencing these topics' in this module).
- ↓ Teaching about healthy relationships before discussing more difficult topics
- ↓ Highlighting ways to get help whenever difficult topics are discussed

Embed the school's own policies on bullying and safeguarding, ensuring pupils and parents are aware of the rules and protections.

Ensure language and advice is sensitive to the impacts of abuse and challenges victim-blaming and any stigmatising of survivors, creating a culture where people feel able to seek help.

Inclusion

Primary schools are enabled and encouraged to cover LGBT (lesbian, gay, bisexual and transgender) content if they consider it age appropriate to do so. When doing so, schools should ensure:

- ↳ LGBT-relevant knowledge and examples are included throughout programmes of study (not one-off teaching)
- ↳ inclusive language is used, considering how individual pupils may relate to particular topics
- ↳ You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

Respectful, positive relationships

Teaching about being safe must always take as its starting point respectful, healthy, positive relationships.

Children need to be able to recognise these and recognise their right to be respected, before they can recognise unsafe relationships.

Discuss some characteristics of a positive:

- ↳ **friendship**, e.g. enjoying time together
- ↳ **family relationship**, e.g. love and trust
- ↳ **relationship with someone else**, e.g. feeling supported by a teacher

STATUTORY GUIDANCE

Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Appropriate boundaries

STATUTORY GUIDANCE

Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Embed learning from ‘respectful relationships’ on respecting boundaries between friends.

Explain that it is important to know our own boundaries in friendships, and with others, both offline and online.

This includes having appropriate boundaries around:

- ↓ **physical contact** (including how much and what kinds of contact we have with different people)
- ↓ **personal information** (including what information we share, and what we keep private)

Explain that individuals have personal boundaries and that these differ by situation (e.g. at school or online) and between people (e.g. with close friends or others).

Teach pupils how to:

- ↓ **communicate** their boundaries
- ↓ **recognise** and respect other people’s boundaries
- ↓ **keep some information private**, including online
- ↓ **ask for support** from a trusted adult if someone does not respect our boundaries

Communicating boundaries

STATUTORY GUIDANCE

Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Teach pupils that while other people should not make assumptions about our boundaries we can also communicate our boundaries by:

- ↳ **telling or showing** people how we feel about things (e.g. which toys we are happy to share, whether we prefer to greet friends by saying hello, hugging or in another way)
- ↳ **telling a trusted adult** if someone does not respect our boundaries

Explain that we all have a right to maintain our boundaries both offline and online and that it is ok to say no (for example).

Recognising boundaries

Teach pupils that, whilst some of their boundaries might be similar to others', **recognising and respecting** other people's boundaries is an important part of friendships and other relationships and can make them happier.

This means:

- ↳ **not assuming** that everyone wants to be treated in the same way
- ↳ **listening to our friends** if they tell or show us that they are uncomfortable

Remind pupils that when we feel under pressure, we may say they are happy with something when they are not. 10

Keeping some information private

Teach that people also have boundaries about the information they share.

We have a right, for example:

- ↳ not to share personal information with someone online
- ↳ to only talk to the people we choose (e.g. a close friend or trusted adult) about some issues

Remind pupils that if they or someone they know is keeping information private that worries or upsets them, they have a right to talk to a trusted adult about it.

Privacy

Teach that children, young people and adults have a right to privacy, which may include:

- ↳ having some times or spaces where others do not see us (e.g. when using the toilet or dressing)
- ↳ having some things that other people do not know about us (e.g. our personal details)

Explain that sometimes trusted adults need to check a child is safe or know things (including secrets) in order to keep them safe.

STATUTORY GUIDANCE

Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Secrets

Explain that sometimes secrets can be fun (e.g. a surprise party). However, we do not have to keep secrets that make us feel worried or uncomfortable.

Explain that pupils can:

- ↓ ask a trusted adult for advice if a secret makes them feel scared, embarrassed or uncomfortable
- ↓ encourage a friend to speak to someone or call [Childline](#) anonymously if they are keeping a strange or worrying secret

This applies even if an adult or another young person has asked for something to be a secret. Talking to a trusted adult could keep someone safe.

STATUTORY GUIDANCE

Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

Rights over our own bodies

STATUTORY GUIDANCE

Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Recognise that for some pupils physical contact with others can be a good thing. Holding hands with or hugging people we like and trust can be positive and reassuring.

Teach that everyone's body belongs to them. For older pupils introduce the concept of '**bodily autonomy**'.

Wherever possible an individual's physical boundaries should be respected. No one should do anything to someone else's body to make them feel uncomfortable.

Ensure that children are able to name body parts and are aware of which parts are considered to be private.

Emphasise the wonders of our bodies, and be clear that our bodies belong to us.

Teach that people have a right to:

- ↴ **choose whether we have physical contact**, like holding hands or hugging
- ↴ **refuse some contact**, e.g. saying 'no' or 'that makes me uncomfortable', or indicating in another way in words, with a facial expression or with our body
- ↴ **change our mind** about physical or other contact at any time

Rights over our own bodies (2)

STATUTORY GUIDANCE

Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Explain that an adult or another young person should never make a young person uncomfortable, e.g. by:

- ↓ touching them inappropriately
- ↓ touching them in a way they do not agree to
- ↓ asking them to share or look at an inappropriate image (e.g. a partly or fully naked picture)

Explain that pupils can:

- ↓ ask a trusted adult for advice if physical contact ever makes them feel scared, embarrassed or uncomfortable
- ↓ encourage a friend to speak to someone or call [Childline](#) anonymously if they are worried about physical contact they have experienced

Refer to the slides on “Asking for help and support” for more guidance

Responding to adults

STATUTORY GUIDANCE

Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

Teach that children have the right to:

- ↓ deny or withdraw permission from adults or other young people who make them feel uncomfortable or unsafe to have contact with them in person or online
- ↓ speak to a trusted adult if an adult or another young person makes them feel unsafe, sad, worried or embarrassed

Being safe

Teach that all people, including children, have a right to feel safe.

For example, feeling safe can mean:

- ↓ feeling cared for by our family, knowing we will have enough food when we need it for some pupils, positive, reassuring touch

Feeling unsafe

Teach pupils to trust how they feel to help recognise feelings of being unsafe or feeling bad about any adult or other young person.

Explore examples of behaviour that can make people feel unsafe, include examples from previous slides in this module.

Add that being shouted at a lot with hurtful words, or told to say bad things about someone else might also make them feel unsafe.

Recognising abusive behaviour (1)

STATUTORY GUIDANCE

Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

Embed learning from ‘respectful relationships’ and discuss the characteristics of positive relationships to enable pupils to contrast positive and negative behaviour.

Begin to introduce the concept of abuse so that pupils:

- ↳ can recognise the signs that something is wrong
- ↳ know when they need to get support

In particular, explain that a pupil can seek help if:

- ↳ someone is harming them in any way making inappropriate physical or other contact
- ↳ they are worried or upset about how anyone is treating them (including online)

Explain there are laws against abuse and it is important to report concerns or ask for help if we or someone we know is being abused.

Explain that it is never wrong or rude to do something to keep ourselves or someone else safe

Recognising abusive behaviour (2)

In particular, explain that a pupil can seek help if:

- ↓ someone is harming them in any way
- ↓ someone makes inappropriate physical or other contact with them
- ↓ they are worried or upset about how anyone is treating them (including online)

Explain that there are laws against abuse and it is important to report concerns or ask for help if we or someone we know is being abused.

Explain that it is never wrong or rude to do something to keep ourselves or someone else safe.

Right to ask for help

Teach that children have a right to feel safe. If an adult hurts a child in any way, or makes them feel uncomfortable or unsafe, then the adult is doing something wrong. It is never the child's fault.

Explain that we can also ask for help if another child is hurting us, or making us feel uncomfortable or unsafe and that:

- ↳ speaking up is not 'telling tales' and shows courage
- ↳ people can speak up for themselves or for someone else
- ↳ we do not have to keep secrets that worry us

Speaking to a trusted adult is a good way to get support. Sometimes an adult will be able to manage an issue, find someone else to help, and reassure us.

STATUTORY GUIDANCE

Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

How to ask for advice

Teach that we can ask a trusted adult for help in any way, e.g. by saying things like:

- ↳ *can I tell you something? I need your help.*
- ↳ *I feel worried, confused... I am scared for [a friend]*
- ↳ *this lesson made me think about when...*

Teach that adults should listen to and take children's feelings and experiences seriously. If a child is not listened to or understood they should ask others for help.

Remind pupils of school processes and the people they can speak to outside the classroom.

STATUTORY GUIDANCE

Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

How to talk about concerns

Explain that it can be hard to talk to people when we are worried or hurt by something. Teach that children can use any way of communicating that feels right to them, e.g. speaking, writing it down, drawing a picture, or referring to a TV programme. Examples of what someone could say include:

- ↳ *this person is doing... and I don't like it/ this person makes me feel [sad, embarrassed]*
- ↳ *I feel worried, scared, bad when... /someone touched me and I felt uncomfortable*

Ensure pupils have the vocabulary to report accurately any concerns about inappropriate touching or abuse.

STATUTORY GUIDANCE

Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Where to get advice

Teach pupils to identify who they can go to for advice if they feel unsafe or need to talk. This could include:

- ↳ adults in their family (immediate and extended), or other adults they feel safe with (e.g. teachers and other staff, GP, a friend's parents)
- ↳ a range of support services (national and local)
- ↳ [Childline](#) anonymously

Remind pupils that if someone is in immediate danger we can call the police ourselves on 999.

Explain that talking to a friend can often help but that children do sometimes need support from an adult to deal with difficult problems and worries.

STATUTORY GUIDANCE

Know where to get advice
e.g. family, school and/or
other sources.

Dealing with difficult questions

Pupils may well ask questions because they:

- ↓ want information
- ↓ are seeking permission - “Is it OK if I ...?”
- ↓ are trying to shock or get attention
- ↓ have related personal beliefs

Remember:

- ↓ don't feel pressured or that you have to answer straight away
- ↓ don't disclose personal information - use third-person examples, say ‘some people...’
- ↓ seek advice if you need it

Subjects covered by the secondary slides

The content is divided into the following sections for ease of reference:

- ↓ introduction
- ↓ consent and communicating consent
- ↓ sexual consent
- ↓ abuse
- ↓ rape and sexual assault
- ↓ honour-based violence and forced marriage
- ↓ female genital mutilation (FGM)
- ↓ grooming
- ↓ coercion
- ↓ harassment

Training module

Teaching: **Respectful Relationships**

Part of: Relationships education (primary)

Gemma Coleman - Mapplewells Primary & Nursery School
RSHE - SLE

September 2020

About this training module

Subject leads can use the adaptable slides and ‘**activities and templates for trainers**’ section at the end of this module to help shape training sessions for teachers.

This non-statutory training module supplements the [statutory guidance](#) on teaching about **respectful relationships**, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the [Early Career Framework](#) for pedagogical guidance.

General things to remember...

Take a whole school approach:

- ↳ **incorporated** within the school's behaviour policy
- ↳ **championed** by teachers and everyone at the school
- ↳ **a central part of the school's culture, ethos and expectations**
- ↳ **modelled** in all interactions and reflected in relevant policy documents

Primary schools are enabled and encouraged to cover LGBT (lesbian, gay, bisexual and transgender) content if they consider it age appropriate to do so - ensure diverse representation is used and age related vocabulary.

Pupils with SEND - You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

Safeguarding - Pupils may be affected by issues discussed in lessons. Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching.

Closely related topics

Respectful relationships is related to the modules:

- ↓ online relationships
- ↓ mental wellbeing
- ↓ being safe
- ↓ intimate and sexual relationships (secondary only)
- ↓ caring friendships
- ↓ families and people who care for me

Therefore you should:

- ↓ **consider thematic links** across key topics and the whole school when planning and delivering lessons
- ↓ find ways to **link knowledge and vocabulary** across topics

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- ↓ **discussed** and understood by all
- ↓ **clear** and practical
- ↓ **modelled** by the teacher
- ↓ **followed** consistently and enforced
- ↓ **updated** when needed
- ↓ **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Primary curriculum

Over the next slides you will see the content of the Primary curriculum – I will not go through this with you, but do feel free to explore these in your own time as there is useful guidance about how to deliver.

The importance of respect

Explain that respect means being considerate of the wishes, feelings and needs of another person.

Teach that **mutual respect is fundamental** to building all healthy friendships and relationships.

Discuss some characteristics of a positive:

- ↳ **friendship**, e.g. enjoying time together
- ↳ **family relationship**, e.g. love and trust
- ↳ **relationship with someone else**, e.g. feeling supported by a teacher

Explain to pupils that in school and in wider society it is important to show respect and feel respected by others.

STATUTORY GUIDANCE
Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Boundaries and personal space

Teach that a key part of a healthy relationship is to respect each other's **personal space and boundaries**.

Explain that everyone has the right to have their own boundaries, for example:

- ↳ to share some of their toys, but not all of them
- ↳ to choose how much physical contact they have, e.g. some people like to hug, but other people prefer to just wave

Explain the differences between **appropriate and inappropriate or unsafe contact** (in both physical and in other contexts, e.g. online).

STATUTORY GUIDANCE
Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Respecting difference

Teach that everybody is unique. For example, people:

- ↳ **look different** from each other
- ↳ like and dislike **different things**
- ↳ might have **different beliefs or customs**

Explain that everyone needs to show the same respect to others, **regardless of how different** they are to them.

Explain that targeting someone simply because you disagree with them is a form of bullying and not acceptable.

STATUTORY GUIDANCE

Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Self-respect and happiness

Explain to pupils that self-respect means valuing their own worth, needs and wishes. These are of **equal value** to anybody else's.

Having **self-respect and self-worth** can help them to:

- ↓ be confident and happy
- ↓ feel that they matter
- ↓ empathise with others
- ↓ achieve personal goals
- ↓ be resilient

STATUTORY GUIDANCE

Know the importance of self-respect and how this links to their own happiness.

Respect for ourselves and others

Explain to pupils that practising respect for ourselves and others also means **showing other qualities** such as honesty, empathy, integrity, courage, humility, kindness, generosity, trustworthiness, tolerance and fairness.

Explain each of these qualities to pupils and **encourage active demonstration** of these behaviours throughout the school community.

Teach that they can develop these qualities by **taking part in activities** such as helping others and volunteering.

STATUTORY GUIDANCE
Know the importance of self-respect and how this links to their own happiness.

Respecting people in authority

Explain that all relationships benefit when respect is **mutual** and **reciprocal**.

Teach pupils that it is **courteous** to respect those in positions of authority. Explain that the people within these jobs often have a **responsibility** to make other people's lives safe and secure. Teach that by **respecting those positions** we enable them to do this properly.

Give some examples of people in such positions and explain why respect for them and the job they do is important.

STATUTORY GUIDANCE

Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Improving relationships

Teach pupils that all relationships (e.g. friends, family, online) can be supported by:

- ↳ being **kind, considerate** and **respectful**
- ↳ being **honest**
- ↳ **listening** to each other
- ↳ respecting **personal space, privacy and boundaries**
- ↳ **accepting** each other's differences
- ↳ **focussing on the good things** in each other
- ↳ **praising** each other on their achievements

STATUTORY GUIDANCE

Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

Supporting relationships

Explain to pupils that when relationships have problems it may help them to:

- ↳ **negotiate together** and **compromise**
- ↳ **not pressure each other** to think or do something
- ↳ **acknowledge** when someone has done something wrong (including ourselves) and **say sorry**

Teach pupils that **mutual respect does not mean having to agree** with someone and that their own needs are just as important.

STATUTORY GUIDANCE
Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

Courtesy and good manners (1)

STATUTORY GUIDANCE
Know the conventions of
courtesy and manners.

Teach pupils that there are conventions which are considered to be courteous and respectful, for example:

- ↓ saying **please** and **thank you**
- ↓ **being on time**, e.g. when meeting people
- ↓ **taking turns**, e.g. waiting for their turn to play with a toy
- ↓ **not talking over or interrupting** other people
- ↓ **listening attentively** when others are speaking
- ↓ **using respectful language**, e.g. not calling names
- ↓ being considerate of **personal space and boundaries**

Courtesy and good manners (2)

- ↳ **allowing other people to go first**, e.g. through doors
- ↳ **offering to help** people where they can
- ↳ **greeting people** when they see them (e.g. good morning) and using their name
- ↳ **asking for permission**, e.g. ‘would you mind if I ...?’

STATUTORY GUIDANCE

Know the conventions of courtesy and manners.

Bullying

Teach that bullying is behaviour:

- ↳ by an **individual or group**
- ↳ **repeated** over time
- ↳ which **intentionally hurts** another individual or group
- ↳ which can be either **physical and/or emotional**

Teach that bullying is not the same as arguing with friends. Explain that bullying might be motivated by **actual differences** between children, or **perceived differences**.

Teachers should read the guidance on [preventing and tackling bullying](#).

STATUTORY GUIDANCE

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Types of bullying

Explain bullying can take many forms, such as:

- ↳ **physical**, e.g. pinching, hitting, pushing
- ↳ **verbal**, e.g. name calling, spreading rumours
- ↳ **non-verbal**, e.g. staring at someone, making faces
- ↳ **psychological**, e.g. making someone feel bad about themselves, trying to control what someone does or says, regularly excluding someone

Teach that it is not always possible to tell if someone is hurt by bullying, for example, they may laugh or smile. Explain that bullying is always harmful.

STATUTORY GUIDANCE

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Cyberbullying

Explain that cyberbullying is bullying which **takes place online**, e.g. social media, texts, emails or in online games. Bullying online is just as **serious as bullying offline**.

Explain that someone can be cyberbullied by people they know or don't know, including people who are anonymous.

Cyberbullying includes:

- ↳ sharing or making **offensive or hurtful comments**
- ↳ **pressuring someone** into doing something
- ↳ sharing someone else's private messages or images **without their consent**

STATUTORY GUIDANCE

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

The impact of bullying

Teach that **all forms of bullying are harmful**, and can make those targeted:

- ↓ feel humiliated and ashamed
- ↓ feel scared, sad and alone
- ↓ feel like they want to hurt themselves or other people
- ↓ lose confidence in themselves
- ↓ miss school and other opportunities
- ↓ feel bad **long after** the bullying happens

STATUTORY GUIDANCE

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Responsibilities of bystanders

Teach that a 'bystander' is someone who witnesses bullying, but is not involved. Explain to pupils they can be an **active bystander** or a **passive bystander**.

Work with pupils to understand the ways they can **safely** be an active bystander, for example:

- ↳ privately asking the victim if they're okay
- ↳ reporting it to a teacher (discuss the school's reporting procedure)
- ↳ telling a trusted adult
- ↳ encouraging the victim to contact an organisation like [Childline](#)

STATUTORY GUIDANCE

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Help for tackling bullying

Explain your school's safeguarding, anti-bullying and behaviour policies.

Teach pupils that they can **speak to a trusted adult**, or organisations such as [Childline](#) or [CEOP](#).

Explain that online bullying by a pupil at the same school can be reported to the school.

Also discuss:

- ↳ **digital reporting tools** to remove content
- ↳ **blocking** certain users
- ↳ **taking a break** from online platforms
- ↳ **taking evidence**, for example, screenshots

STATUTORY GUIDANCE

Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

Understanding stereotypes

Teach that a stereotype is an **overly simplified, often untrue, fixed idea** about a group of people.

Explain that a stereotype is a belief that someone's character, preferences, attributes or abilities can be automatically inferred from a group that they may happen to be a part of.

For example, their gender or ethnic background.

STATUTORY GUIDANCE

Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.

How stereotypes can damage

Teach that stereotypes are damaging for anyone in those groups as they:

- ↳ affect how people think about and behave towards them
- ↳ mean they are judged on assumptions about them rather than their own achievements and qualities
- ↳ make people look for behaviour in them that reinforces the stereotype of that group

Teach that stereotypes are damaging and unfair whether they are applied to a group that is in the majority or the minority.

STATUTORY GUIDANCE
Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Seeking permission

Discuss with pupils when people need to **seek permission** from someone else, e.g. borrowing property, joining someone else's game.

Discuss with pupils:

- ↳ what they should do if permission is unclear
- ↳ other ways that people say 'no', for example, 'maybe later' or 'I don't know'
- ↳ **non-verbal cues**, for example, people shaking their head, or saying nothing

Teach pupils the importance of **being clear when seeking permission**, for example, by asking a direct question.

STATUTORY GUIDANCE

Know the importance of permission-seeking and giving in relationships with friends, peers and adults.

Giving permission

Explain to pupils that part of self-respect is **knowing when they want to do something** or not.

Discuss **ways they can express this** with confidence and kindness.

Teach pupils that:

- ↳ not giving permission does not make them a bad friend
- ↳ giving permission does not make them a good friend

STATUTORY GUIDANCE
Know the importance of permission-seeking and giving in relationships with friends, peers and adults.

Activities and templates for trainers

Subject leads can use the templates and training activities provided to plan training on teaching the new curriculum topics.

Examples:

- **Rate your confidence activity** (pre and post training)
- **Dealing with difficult questions** (share concerns about questions they could be asked by pupils & ways to respond to such questions)
- **How will I teach this?** (planning, preparation and resourcing ideas)

Thank you!

Do make yourself familiar with this module and tailor it to your schools needs.

Get in touch if you have any questions.

Teaching the new RSHE curriculum

Rachel Hall - Newton Primary School

Knowledge and capability

From September 2020 there are **new requirements** for teaching mental wellbeing as part of health education. Statutory guidance explains how this knowledge will benefit pupils.

STATUTORY GUIDANCE

... young people are increasingly experiencing challenges ... The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. (p4)

Start with wellbeing

The majority of children and young people have good mental wellbeing most of the time. The starting point should therefore be teaching pupils the factors that contribute to and help us maintain wellbeing.

Once understanding of wellbeing is established you will be able to teach pupils to understand and identify:

- ↓ when someone may be experiencing poor mental health
- ↓ contributing factors to poor mental health
- ↓ positive strategies to improve wellbeing
- ↓ when people need help from others

Closely related topics

Mental wellbeing is closely related to several other topics such as:

- ↓ Relationships, bullying, and internet safety and harms
- ↓ Physical health, healthy eating, and drugs, alcohol and tobacco
- ↓ Intimate and sexual relationships (secondary)

Therefore you should:

- ↓ **consider thematic links** when planning and delivering lessons
- ↓ find ways to **link knowledge and vocabulary** across topics
- ↓ design lessons that **enable pupils to make connections** between mental wellbeing and other topics

Pupils with SEND

Pupils with special educational needs and disabilities are statistically more likely to have wellbeing needs. Your special educational needs coordinator (SENCO) can help you develop support strategies (this may have happened during curriculum planning).

You will need to **adapt lessons to allow all children to access and apply the knowledge in this module**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory ‘preparing for adulthood’ outcomes for those with an education, health and care (EHC) plan. (See [SEND code of practice](#), section 8.)

Safeguarding

Pupils may be affected by issues discussed in lessons. Let your child protection/pastoral/safeguarding lead know what you are teaching so they can speak to pupils, including those with adverse childhood experiences.

Also make sure you follow safeguarding procedures, including:

- ↓ **setting ground rules** for lessons, where needed, particularly around not sharing personal information
- ↓ **stopping discussions if personal information is shared** in lessons and following up with pupils later where needed
- ↓ **not promising confidentiality** if a pupil confides something concerning
- ↓ **telling pupils they can ask for help** and they will be taken seriously

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- ↓ **discussed** and understood by all
- ↓ **clear** and practical
- ↓ **modelled** by the teacher
- ↓ **followed** consistently and enforced
- ↓ **updated** when needed
- ↓ **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but don't use names or descriptions that identify anyone, including ourselves. We never put anyone 'on the spot'.

Listen to others. It's okay to challenge a view or disagree, but we listen properly before making assumptions or deciding how to respond. Everyone has the right to feel listened to.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Right to pass. Every pupil has the right to choose not to answer a question or join the discussion if a topic makes them uncomfortable.

Primary curriculum

Primary

You may also want to refer to the statutory guidance for [physical health and mental wellbeing](#).

Introducing mental wellbeing

Teach pupils that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.

Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, and eating and sleeping well can also help.

Prompt older pupils to reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing.

Reference: [NHS: 5 steps to mental wellbeing](#)

STATUTORY GUIDANCE

Know mental wellbeing is a normal part of daily life, in the same way as physical health.

Range of childhood emotions

Teach pupils to **identify and name the range and degrees of emotions** in daily life. Pitch lessons to match developmental stage.

Stage 1: Recognising fear, joy, disgust, surprise, sadness, anger, happiness.

Stage 2: Recognising pride, shame, dismay, jealousy, embarrassment, empathy.

Stage 3: Recognising multiple emotions (feeling good, bad or indifferent at the same time), false emotions (pretending to like a present).

STATUTORY GUIDANCE

Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

Scale of childhood emotions

Teach younger pupils to recognise:

- ↳ **emotional triggers** (losing a toy, routine change)
- ↳ that the behaviour of others can affect their wellbeing
- ↳ their own behaviour and emotions can affect others

Build older pupils' awareness of:

- ↳ the impact of **life events** (parents separating, arrival of a new sibling)
- ↳ the many factors that can affect mood such as responsibilities, personal preferences, exercise
- ↳ how events can affect the intensity of our emotions

STATUTORY GUIDANCE

Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

Talking about emotions

Establish and build younger pupils' vocabulary for:

- ↓ things that make them feel happy or sad
- ↓ things that could make someone else feel happy

Challenge older pupils to talk in more complex and nuanced ways about:

- ↓ how events and people can make them feel happy, sad, anxious or upset
- ↓ others' emotions and how to recognise them
- ↓ how someone might feel in an abstract scenario

STATUTORY GUIDANCE

Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Appropriate emotions / behaviour

For younger pupils model appropriate:

- ↓ responses to events/situations
- ↓ ways to express emotions

Also provide opportunities for pupils to practise recognising appropriate emotions and behaviour.

Give older pupils opportunities to select appropriate emotions and behaviours in response to (positive or negative) scenario-based triggers. Teach that there is usually a range of potential responses / expected behaviours.

STATUTORY GUIDANCE
Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Physical activity and wellbeing

Teach pupils that physical activity (activity that gets heart pumping) has been proven to be good for mental wellbeing. Pupils should be physically active **every day for at least 60 minutes**. Ensure pupils know and experience the benefit of activity, such as:

- ↴ PE at school
- ↴ walking or cycling to school
- ↴ physically demanding activity out of or inside school (e.g. daily mile-long walk, jogging, sports)

Explain that this is the **minimum** and that the more exercise they do the better their wellbeing is likely to be.

STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Social activity and wellbeing

Explain that **contact with other people has also been proven to be good for mental wellbeing**. Ensure that pupils know and experience the benefits of social interaction inside and outside school, including by:

- ↓ taking part in clubs (e.g. sports clubs, rainbows, beavers)
- ↓ participating in groups of people who share interests (e.g. drama clubs)
- ↓ helping out with volunteering projects at school
- ↓ volunteering elsewhere (e.g. litter picking with people in the local community)

STATUTORY GUIDANCE
Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Positive routines and sleep

Teach pupils that **good mental wellbeing depends on getting the right amount of sleep every day:**

- ↓ children aged 3 to 5 need 10 to 13 hours
- ↓ children aged 6 to 12 need 9 to 12 hours
- ↓ young people aged 13 to 18 need 8 to 10 hours

Explain pupils can develop a routine to reduce screen time and prioritise sleep, social interaction and physical activity, which are vital for wellbeing, for example, by:

- ↓ agreeing a weekly online limit with their parents
- ↓ switching off their phone 2 hours before bed

STATUTORY GUIDANCE

Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Simple self-care techniques

Teach younger pupils to make **positive connections** between things they enjoy (activities, friends) and feeling good.

Challenge older pupils to reflect on how rest, time with others, hobbies and interests, rationing time online, help to maintain and increase their wellbeing.

Ensure older pupils are taught and know of a range of **self-care strategies** they can use to regulate their emotional experience (for example, some people enjoy mindfulness, colouring, exercise, setting a time to ‘unwind’ before bed as well as getting enough sleep).

STATUTORY GUIDANCE
Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Primary

Isolation and loneliness

Teach pupils the difference between boredom, isolation and loneliness. Anyone (including adults) can experience these feelings - whether or not they have people with them.

Encourage younger pupils to use creative activities (such as telling or writing stories) to tackle boredom.

Emphasise that they can seek out a trusted adult or friend when they feel lonely.

Explore strategies with older pupils to reduce loneliness (for example, seeking companionship or joining clubs).

STATUTORY GUIDANCE

Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Talking and getting support

Remind younger pupils to talk to a trusted adult when:

- ↓ experiencing friendship problems (e.g. toys being taken from them)
- ↓ they feel lonely

Check that older pupils:

- ↓ can describe what loneliness is
- ↓ know that it can help to talk about feelings
- ↓ are aware of the adults they can talk to
- ↓ can suggest actions a character might take if they were lonely (structured scenario)

STATUTORY GUIDANCE

Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

The impact of bullying

Teach that:

- ↓ bullying can make people feel bad and negatively affects mental wellbeing
- ↓ all types of bullying can hurt people (including ‘cyberbullying’)
- ↓ you can’t always tell if someone is being hurt by bullying
- ↓ bullying can affect someone long after an incident has happened (it can affect their whole life)

Emphasise that bullying should not be tolerated and that people should ask for help if they need it.

STATUTORY GUIDANCE

Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

When to ask for help

Tell younger pupils that they should always ask for help when they need it, such as when they or someone else is worried or upset.

Explain and encourage older pupils to recognise scenarios when they should ask for help, such as when they're concerned about:

- ↓ their wellbeing / emotional reactions
- ↓ someone else's wellbeing / emotional reactions

This could be in response to face-to-face or online behaviour.

STATUTORY GUIDANCE
Know where and how to seek support (including recognising the triggers for seeking support).

Who to ask for help

Ensure all pupils know their appropriate adults to ask for support when they or somebody else is feeling hurt, upset, worried or angry (including about issues arising online).

Identify their key trusted adults at school and remind pupils they can also talk to any other teacher.

Older pupils should also know who they can speak to outside school (e.g. parent/carer, a friend).

STATUTORY GUIDANCE

Know ... whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Children and mental health

Teach pupils that feeling emotions such as sadness doesn't mean we are unwell - feelings often change throughout the day and over longer periods.

Sometimes mental wellbeing can be affected, e.g. by life events or seemingly lower-level stressors and:

- ↓ **people sometimes need help** to get better or cope, e.g. help from family, friends, a doctor
- ↓ **wellbeing is a spectrum** and addressing issues early can minimise the negative impact
- ↓ **people can seem happy** but still need help

STATUTORY GUIDANCE

Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Examples of good practice

Good practice

The following are just some of the approaches you might consider when preparing to teach mental wellbeing.

You will need to adapt these approaches to ensure they are age appropriate and developmentally appropriate for your pupils.

Good practice

Good practice: Planning wellbeing teaching

Approaches to consider:

- ↓ **ensure pupils know that they can talk** to their teacher or other trusted adults if they have any concerns about wellbeing
- ↓ **consider giving pupils contextual information** (e.g. through a virtual learning environment) ahead of lessons where appropriate
- ↓ **begin and end classes on a positive** and let pupils know a few minutes before class will end to allow them to transition
- ↓ **think about the atmosphere** in the teaching space (seating arrangements, relevant posters)

Good practice

Good practice: Mediated self-monitoring

Embed 'early signs' of wellbeing concerns and encourage self-monitoring through third-person scenarios that challenge pupils to articulate their knowledge. This is emotionally safer than roleplay and avoids pupils 'oversharing' or being singled out.

How does someone know when they are well?

What do people notice when their wellbeing isn't right?

How would someone know if their wellbeing changed?

How do people behave when they are not well?

When might someone need support from others?

Who might be able to give support?

Good practice

Good practice: Share further information

Make sure pupils know the key people they can speak to at school, and that if they want to, they can speak to any teacher.

You could also make information about support organisations available in the classroom and school spaces. For example:

- ↓ [Childline](#) - where children can get in touch on 0800 1111
- ↓ [Young Minds](#) - crisis helpline
- ↓ GP and other health professionals

In an emergency or crisis pupils should also know they can contact the [Samaritans](#) or call 999.

Good practice

Contact details

Contact:

tsainfo@flyinghightrust.co.uk

Link to supporting resources

<https://drive.google.com/drive/folders/18-IOEtUQ7zimDVgjaRHKzc1GcSl4NleG>