

# Welcome



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**SFET** Teaching School Hub  
Success for Every Teacher  
Serving Hampshire and Surrey

Developed in  
conjunction  
with the  
Department  
for Education



# RSHE Training for Secondary Schools

Module Title: Relations Education: Respectful Relationships Including Friendships

# The new RSHE Curriculum



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Research and analysis

Review of sexual abuse in schools and colleges

Published 10 June 2021

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Executive summary and recommendations

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What did we find out about the scale and nature of sexual abuse in schools?

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Introduction

Ofsted was asked by the government to carry out a rapid review of sexual abuse in schools and colleges. This report summarises our findings and recommendations.

We were asked to report on the following:

SAFE LooSigns (0...docx)

RSHE Training an...docx

RSHE Training an...docx

SHO 14th Septe...docx



Department  
for Education

# Keeping children safe in education 2021

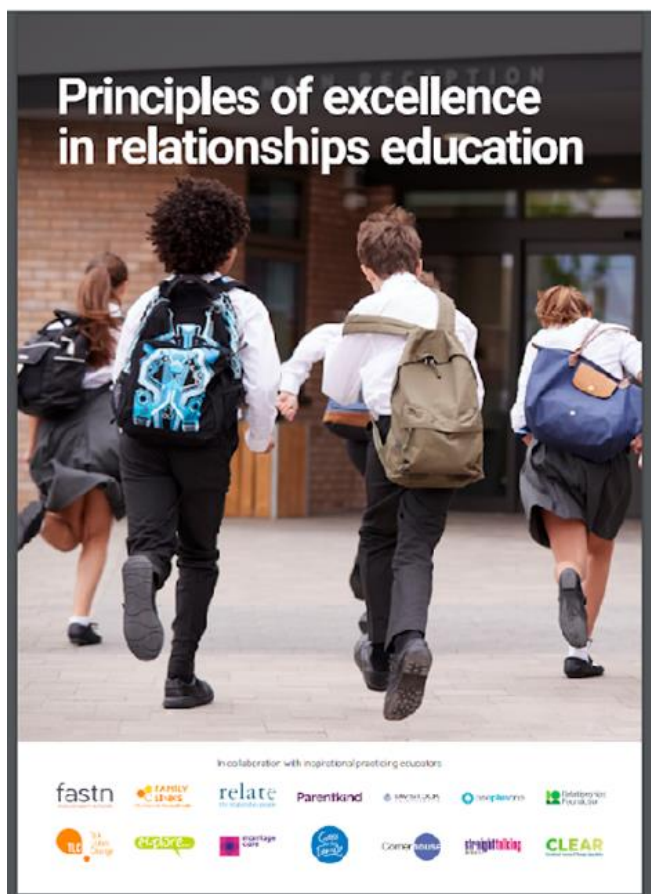
Statutory guidance for schools and colleges

September 2021





# Principles of excellence



## What are the principles of excellence in relationships education?

- 01** Educators feel supported, knowledgeable and confident to deliver relationships education and role model healthy and reliable relationships.
- 02** Leaders champion and demonstrate a commitment to relationships education.
- 03** Pupils have opportunities to understand healthy and reliable relationships through experiencing them.
- 04** Parents and staff role model positive relationships and honest communication.
- 05** An active relationships education policy is at the core of the school's culture and ethos.
- 06** A relationships education curriculum is the basis of personal, social and health education and crosses the wider curriculum.
- 07** The relationships education curriculum is age appropriate and reflects the community and society it serves.
- 08** The policy and curriculum aim to improve relationships across the school community.
- 09** School practice reflects understanding of Public Sector Equality Duty, emphasises with and accommodates diverse family needs, circumstances and structures.
- 10** The school supports pupils to recognise unhealthy relationships and develop their own relationship ambitions.
- 11** The school approaches behaviour as the communication of feelings and needs.
- 12** Progress is measured towards a better understanding of emotions and relationships for all.

## Principles

Excellence in relationships education is guided by the following principles:

<b>Policies</b>	<ul style="list-style-type: none"><li>Is developed with the school community, resulting in a curriculum that meets both statutory requirements and the community's needs.</li><li>Recognises developing relationship skills requires pupils exploring it, as well as learning about it, in class, and outlines how the school will help the community role model healthy and reliable relationships.</li><li>Is considered in everything the school does, including teaching, recruitment, communications, and equality and diversity practices.</li><li>Is available as a pupil-friendly version that can be understood and acted on by all pupils.</li></ul>	<ul style="list-style-type: none"><li>Is developed with the school community, resulting in a curriculum that meets both statutory requirements and the community's needs.</li><li>Recognises developing relationship skills requires pupils exploring it, as well as learning about it, in class, and outlines how the school will help the community role model healthy and reliable relationships.</li><li>Is considered in everything the school does, including teaching, recruitment, communications, and equality and diversity practices.</li><li>Is available as a pupil-friendly version that can be understood and acted on by all pupils.</li></ul>
<b>All school policies</b>	<ul style="list-style-type: none"><li>Reflect the relationships education policy, encouraging communication and collaboration.</li><li>Include measures to mainstream them, embedding the school community's goals.</li></ul>	<ul style="list-style-type: none"><li>Reflect the relationships education policy, encouraging communication and collaboration.</li><li>Include measures to mainstream them, embedding the school community's goals.</li></ul>
<b>Working with families</b>	<ul style="list-style-type: none"><li>Communicates how relationships education can help pupils have healthy and reliable relationships in their contexts making them happier, healthier and more secure for life.</li><li>Offers families opportunities to attend and discuss relationships education openly.</li><li>Responds to families' needs and contexts, providing them with information and resources to support pupils.</li><li>Understands how to build on parents' and families' positive and provides additional support to pupils and families where appropriate.</li><li>Supports pupils to share what they've learned with their families.</li><li>Meets families as partners with a shared goal of excellent outcomes for pupils.</li><li>Uses tools like Parentlink's Parent Friendly Schools Dialogue to embed strong relationships with families in all aspects of school life.</li></ul>	<ul style="list-style-type: none"><li>Communicates how relationships education can help pupils have healthy and reliable relationships in their contexts making them happier, healthier and more secure for life.</li><li>Offers families opportunities to attend and discuss relationships education openly.</li><li>Responds to families' needs and contexts, providing them with information and resources to support pupils.</li><li>Understands how to build on parents' and families' positive and provides additional support to pupils and families where appropriate.</li><li>Supports pupils to share what they've learned with their families.</li><li>Meets families as partners with a shared goal of excellent outcomes for pupils.</li><li>Uses tools like Parentlink's Parent Friendly Schools Dialogue to embed strong relationships with families in all aspects of school life.</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>Are supported to understand how to role model healthy and reliable relationships as their children's primary educators.</li></ul>	<ul style="list-style-type: none"><li>Are supported to understand how to role model healthy and reliable relationships as their children's primary educators.</li></ul>

Resource link: <https://www.fastn.org/Handlers/Download.ashx?IDMF=c6bc6810-ed4c-4e4a-951a-1bb3ce2551ae>





# Related guidance

- Schools may also want to refer to the following related guidance when planning to teach this subject:
  - [Guidance for schools on preventing and responding to bullying \(including cyberbullying\)](#)
  - [Teaching online safety in school](#)

# Taking a whole school approach

- The importance of respectful relationships should be:
  - **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
- Many of the points within this module can be illustrated and discussed in class using case studies or examples from film or literature.





# Primary and Secondary Curriculum

## Primary Curriculum

### Pupils should 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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



## Secondary Curriculum

### Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- 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 people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

- ‘Mutual respect is fundamental to building all health friendships and relationships’
- Positive friendships – for example, enjoying time together
- Positive family relationships – for example, love and trust
- Positive relationships with someone else – for example, being taught by a teacher

The aim here is that Primary age pupils will know the importance of respecting others even when they are different from them.





# Primary- Developing Respect

- Honesty
- Integrity
- Courage
- Humility
- Kindness
- Generosity
- Trustworthiness
- Fairness



# Primary- Self Respect

- Lessons in the Primary phase on self respect will focus on pupils valuing their own worth and their own needs.

This will be focused on how pupils can be helped to

- Be confident and happy
- Feel that they matter
- Empathise with others
- Achieve personal goals (including resilience)



# Primary:

Respecting Boundaries/Supporting Relationships  
Bullying  
Stereotypes  
Permission

Introduce secondary content in primary with pupils who are ready  
Teach the primary content in early secondary lessons to pupils who need to build knowledge before secondary content is taught

(Statutory Guidance p.31)



# Secondary Curriculum



## **STATUTORY GUIDANCE**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

# Positive and healthy friendships (1)

- Building on what is taught in primary, teach that **healthy** friendships make people feel **happy, confident, safe, and positive** about themselves.
- Explain to pupils that this applies to relationships in **person** and **online**.
- Explore, in both contexts, **what pupils can do** if they are in a relationship that does not make them feel this way, e.g. tell a trusted adult.

## Resources:



[Childline Friendship Quiz](#)

[Public Health England Resources](#)

[Childline resources](#)

## **STATUTORY GUIDANCE**

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.



# Positive and healthy friendships (2)

- In a positive and healthy friendship both people:
  - are **kind, considerate and respectful** to each other
  - are **honest** with each other
  - listen to each other
  - respect each others **personal space, privacy and boundaries**
  - **accept** each other's differences

## Resources:



[Healthy relationships NSPCC](#)

[CBBC - help me out friendship](#)



## **STATUTORY GUIDANCE**

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.





# Teach the trainer task

- Read through this article on the adolescent brain and it's response to peers - how might this be useful in your teaching:

[https://greatergood.berkeley.edu/article/item/how\\_the\\_teen\\_brain\\_transforms\\_relationships](https://greatergood.berkeley.edu/article/item/how_the_teen_brain_transforms_relationships)



# Respect

- Explain that in a respectful relationship they should be able to:
  - **express their feelings and opinions** without being made to feel stupid, scared, or embarrassed
  - **listen to and genuinely value** the other person's feelings and opinions
  - **be able to disagree** without causing a fight or someone saying hurtful things

**Resources:** [Samaritans Listening Resources](#)



[Childnet toolkit - healthy relationships](#)

## **STATUTORY GUIDANCE**

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.



# Using the DEAL technique



**D**escribe the situation

You have arrived late by 30 minutes and we are now late for the cinema.

**E**xplain how you feel

I don't feel comfortable with rushing around, I like to be on time or I get stressed.

**A**sk for a change

Can you make sure that you set off earlier next time? Perhaps an earlier meet time?

**L**ist the improvements.

That way we won't miss the film and we both won't be so stressed.



# Boundaries, privacy, consent

- Teach that even within the closest friendships, people appreciate and expect to:
  - have their **privacy respected**, e.g. trust that their friends will not access their phone without permission
  - have their **boundaries respected**, e.g. how closely they interact with people, physically or otherwise
  - be **able to choose when to give and withdraw consent**, e.g. change their mind
- Explain that this applies to all relationships, e.g. family, friends or other's they regularly interact with.

**Resources:** [Disrespect nobody Government campaign](#)



## **STATUTORY GUIDANCE**

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.



# Conflict and reconciliation

- Teach that when there is conflict in relationships it can help to:
  - **apologise** if they are in the wrong
  - **discuss** ways to de-escalate conflict
  - **listen and acknowledge** each other's viewpoints
  - **clarify views and opinions**
  - **accept the consequences** of their actions
- Explain that a **successfully resolved** conflict can **strengthen** a relationship as the parties understand more about the other person and themselves as a result.



## STATUTORY GUIDANCE

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

### Resources:

[BBC - How to argue well](#)

[The benefits of arguing - psychology today](#)

[Conflict resolution animals](#)



# Ending relationships

- Teach that friendships can end for different reasons:
  - they can **end suddenly**, e.g. with a disagreement
  - people can **grow apart gradually** as they develop different interests or priorities
- Explain that all people make and end relationships throughout their lives. After a relationship ends:
  - learning to move on without ill-feeling is part of a **mature response** to these normal life events
  - trying to maintain a relationship with someone who does not want to can be **damaging for both people**

## **STATUTORY GUIDANCE**

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.





# Stereotypes damage individuals (1)

- Building on what is taught in primary school, teach that stereotypes are unfair, and can **be limiting for the individual** and for **our society**.
- These include stereotypes based on:
  - sex
  - gender
  - race
  - religion
  - sexual orientation
  - gender reassignment
  - background

## STATUTORY GUIDANCE

Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

## Resources:

[Shattering Stereotypes - BBC](#)

[Lesson plans - equality and human rights commission](#)

[C4 Together against hate](#)



# Stereotypes damage individuals (2)

- Teach that stereotypes are unfair because people do not always fit into the idea that others may have of them.
- Teach that a lot of **potential is wasted** if people base their decisions on stereotypes rather than on an individual's strengths.
- Explain that it shows greater integrity to **respect people's individuality** rather than having preconceptions about them.

**Resources:** [All that we share - Uplifting Danish advert](#)



[Nick Vijicic - Great role model](#)

## **STATUTORY** **GUIDANCE**

Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).



# Stereotypes encourage prejudice



- Teach that stereotypes **encourage prejudice** and can **normalise non-consensual behaviour**.
- For example, the stereotypes of femininity and masculinity may:
  - make people think certain careers are for men and others are for women, limiting the types of jobs people think they can do
  - contribute to the idea that one party has fewer rights in a relationship than the other

**Resources:** [BBC experiment - boys and girls](#)

[Boys don't try - rethinking masculinity in schools](#)

[Neuroscientist Interview - Brains](#)

## **STATUTORY GUIDANCE**

Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

*Brains reflect the lives they have lived, not just the sex of their owners.*





# Respect and tolerance



- Teach that **everyone is entitled** to be respected. Explain that as we live in a society, we are all obliged for **everyone's benefit** to show respect and tolerance.
- Identify **key roles in society** that are needed to ensure society works and is fair and just, e.g. the police, judges, government. **Discuss the consequences** of undermining these roles through disrespect.
- Discuss the difference between **fair and evidence-based challenge to authority** (e.g. whistleblowing) versus abusive, personal attacks, slander and libel.

## Resources:

[Smart Law](#)

[BBC bitesize](#)

[Oak National resource - citizenship](#)

### **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 people in positions of authority and due tolerance of other people's beliefs.





# Types of bullying



- Building on what is taught in primary, discuss with pupils the types of bullying they may encounter, for example:
  - **physical**, e.g. punching or kicking someone
  - **verbal**, e.g. spreading rumours, using racial, sexist, or homophobic slurs
  - **non-verbal**, e.g. intimidating someone by staring at them, blocking someone's path
  - **psychological**, e.g. 'gaslighting', putting someone down, humiliating them, or excluding them

## **STATUTORY GUIDANCE**

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

## **Resources:**

[Crumpled paper demonstration](#)

[PHE resources on bullying and cyberbullying](#)





# Cyberbullying (1)



- Building on what is taught in primary, explain that all the following behaviours constitute cyberbullying:
  - **publishing someone's personal information or images** without their consent, e.g. deliberately trying to humiliate them by sharing their private messages
  - intimidating or threatening someone, e.g. with threats of violence, or revealing private information
  - **harassing or stalking someone**, e.g. repeatedly sending unwanted messages, either privately or publicly

## STATUTORY GUIDANCE

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

**Resources:** [Childnet toolkit](#) - crossing the line.

[Digizen cyberbullying](#)

[Kidscape stories](#)

[National bullying helpline - social media advice.](#)







# Cyberbullying (2)



- **vilifying or defaming someone**, e.g. posting upsetting or defamatory remarks about them online
- **excluding someone**, e.g. setting up closed groups or 'blocking' them
- **impersonating someone**, e.g. identity theft, carrying out acts online or posting messages while pretending to be that person
- Teach that cyberbullying **can be extremely hurtful and damaging**.
- Explain that cyberbullying can be hard to escape and particularly hurtful because of the 'large audience' online.

## **STATUTORY GUIDANCE**

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

**Resources:** [NSPCC - Netaware guide to whatsapp](#)



# Impact of bullying



- Teach that all forms of bullying, including cyberbullying, are harmful. Bullying can:
  - make someone want to **hurt themselves**
  - make someone want to **hurt other people**
  - have a negative impact on **mental health and wellbeing**, e.g. depression, social withdrawal
  - affect someone long afterwards
  - make someone **miss school**
- Teach that someone might be affected by bullying even if they appear otherwise. Unexplained changes in their behaviour might be a sign of this.

## **STATUTORY GUIDANCE**

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

## **Resources:**

[Child bullying victims still suffering at 50](#)

[Effects of cyberbullying - Bullying UK](#)

[NSPCC bullying](#)

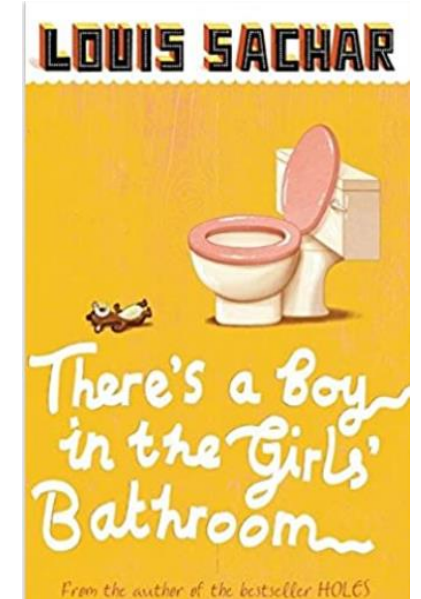
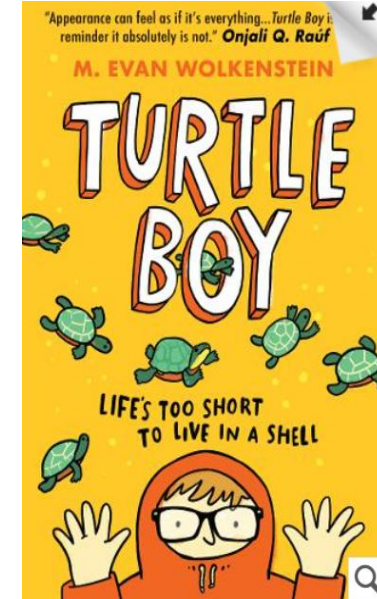
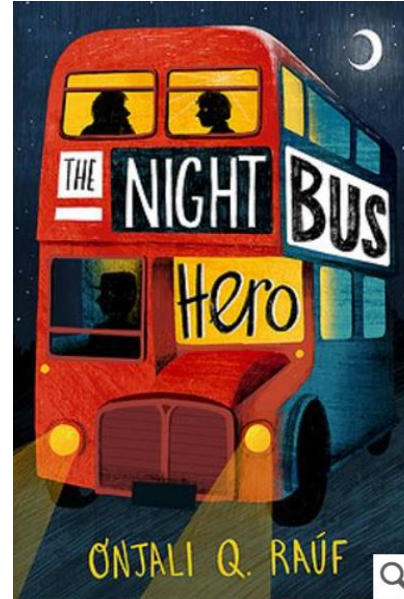
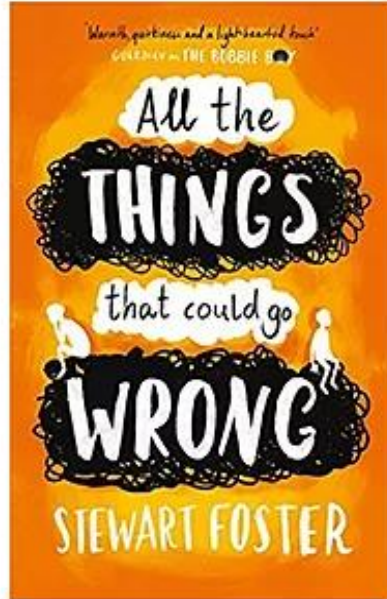




# Literacy Opportunity



## Books for Year 7 and 8



[Link to books for older teens: Books for older teens on difference, accepting and bullying.](#)





# Bystander intervention



- Build on what is taught in primary. Remind pupils what **active** and **passive** bystanders are and the importance of **bystander intervention**.
- Teach to pupils the ways that they can become an active bystander including:
  - **diffusing** the situation if they are able to do so
  - **privately asking the victim if they're okay**, giving reassurance, solidarity and offering the hand of friendship
  - **reporting** the bullying

## **STATUTORY** **GUIDANCE**

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

## Resources:

[No Bystanders - Stonewall](#)

[Be an active bystander \(advice\)](#)





# Help for bullying victims



- Explain your school's safeguarding, anti-bullying and behaviour policies with regards to bullying.
- Teach that pupils can **speak to a trusted adult**, or an organisation such as [Childline](https://www.childline.org.uk). Explain that online bullying by a pupil at the same school can be reported to the school.
- Discuss:
  - **digital reporting tools** to remove content
  - **blocking** certain users
  - **taking a break** from online platforms
  - **taking evidence**, e.g. screenshots
- Find more help and tools at [www.childline.org.uk](https://www.childline.org.uk).

## **STATUTORY GUIDANCE**

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

[Setting up a free anonymous response blog](#)





# Criminal behaviour (1)



- Explain that criminal behaviour in a relationship can include:
  - **assault** - a physical attack or unwanted physical contact on a person; there are degrees of assault from battery (e.g. pushing) to grievous bodily harm (e.g. stabbing someone)
  - **sexual assault** - intentionally touching another person sexually without their consent; there are different forms of sexual assault (e.g. forcing someone to perform sexual acts, rape)

## Resources:

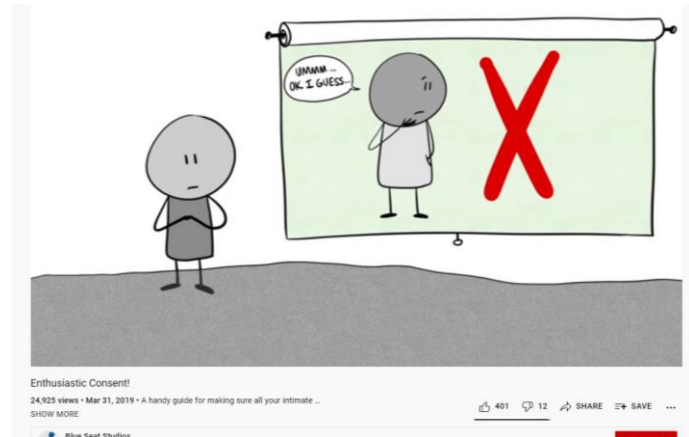
[Tea and consent](#)

[Enthusiastic Consent](#)

[Derbyshire Police resources - assault](#)

## STATUTORY GUIDANCE

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.







# Criminal behaviour continued (2)



- **stalking and harassment** - a pattern of fixated and obsessive behaviour which is repeated, persistent, intrusive and causes fear of violence or engenders alarm and distress in the victim (e.g. following someone, watching or spying on them, repeated offensive comments on someone's social media)
- **coercive and/or controlling behaviour** (see dedicated slides)
- **blackmail** - threaten to reveal embarrassing, compromising or damaging information about someone unless they make a payment or follow other demands

## STATUTORY GUIDANCE

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

## Resources:

[Suzy Lamplugh Trust](#)





# Controlling Behaviour



- Explain that **controlling behaviour** is a form of harmful behaviour in a relationship aimed at making someone **subordinate and/or dependent**.
- For example by:
  - **isolating** them from sources of support
  - **exploiting** their resources or capacities
  - **depriving** them of the means needed for independence, resistance and escape
  - **regulating** their everyday behaviour

## **STATUTORY GUIDANCE**

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

## **Resources:**

[Coronation Street Storyline - Geoff](#)

[This is abuse - Hollyoaks](#)





# Coercive control



- Define **coercive behaviour** as an act or pattern of acts such as assaults, threats, humiliation and intimidation, used to harm, punish, or frighten someone.
- Teach that coercive and/or controlling behaviour is always wrong, and **can be a criminal offence**.
- Explain that abusive behaviour in relationships, including criminal behaviour, can be subtle and may be justified as being about love or care.
- Remind pupils of the **importance of mutual respect** in all relationships.

## STATUTORY GUIDANCE

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

### Resources:

[Exploited](#)

[Hollyoaks male domestic violence storyline](#)



# Sexual harassment

- Define **sexual harassment** as ‘unwanted conduct of a sexual nature which has the purpose or effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.’
- Illustrate how sexual harassment can happen in different contexts, for example:
  - at school, e.g. unwanted touching, sexual comments
  - online, e.g. unwanted sharing of naked photographs
  - in the workplace, e.g. displaying sexual images
  - in public, e.g. ‘catcalls’, wolf-whistles
- Related module: Being safe



## Teacher Resources:

[Statistics of child sexual abuse](#)

[ONS Statistics](#)

## STATUTORY GUIDANCE

Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.

### PREVENTING SEXUAL HARASSMENT IN SCHOOLS | PSHE the role of PSHE education | PSHE Association

#### Being proactive as well as responsive

- PSHE education lessons can provide an ideal context for addressing issues as they arise in the public consciousness. At the same time, lessons must not be reduced to this purpose, as it would undermine the subject's preventative role.
- The aim should be to ensure a carefully sequenced, spiral curriculum that revisits the relevant topic areas, each time extending and deepening learning in an age and developmentally-appropriate way.

#### Laying the foundations at KS1&2

- Although sexual harassment, abuse and violence would not be directly covered with young children, the foundations for this learning should be introduced from key stage 1 – including, for example, learning about: asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private.
- This understanding will support primary pupils' current safety while preparing them for specific learning about sexual violence and sexual harassment at the secondary phase.
- When planning this content, make use of baseline assessments, local data and guidance from the PSHE Association [Programme of Study](#) and [Programme Builders](#), for example, to make decisions about what should be covered in each year group.

#### Relevant statutory content in the primary PSHE education curriculum

##### Statutory PSHE guidance includes requirements that KS1&2 pupils understand:

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

#### Addressing harassment and abuse directly at KS3&4

- The introduction of statutory PSHE will help to ensure all schools are responding to the needs and concerns of young people, including the prevalence of sexual harassment and violence.
- The [statutory PSHE guidance](#) identifies a wide range of relevant content in the secondary phase related to treating others respectfully, recognising unhealthy relationships and seeking support.
- This statutory guidance provides schools with an outline of what they need to cover, and the important knowledge that pupils should acquire, but PSHE education must also equip pupils with the skills and attributes to apply this understanding in the real world.



# Choosing resources wisely

Mark include:

- Resources to support the Home Office — ‘Disrespect Nobody’ and ‘Something’s Not Right’ campaigns
- Alice Ruggles: Trust Relationship Safety resources
- Medway Public Health materials on ‘Managing healthy and unhealthy relationships’
- University of Exeter : ‘Working out relationships’ lesson plans.

*They also recommend consulting Government guidance ‘Sexual violence and sexual harassment between children in schools and colleges’, which includes advice on how to help prevent and respond to issues*



# Sexual violence



- Teach pupils that sexual violence is a broad term which can:
  - describe a sexual act which uses **coercion**, e.g. physical force, psychological intimidation, blackmail
  - involve someone **who does not or cannot consent**, including sexual comments or advances
- Define consent as **agreement by choice** and having the **freedom and capacity** to make that choice.

**Resources:** [Abuse in relationships - would you stop yourself?](#)

## STATUTORY GUIDANCE

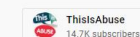
Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.



Abuse in Relationships: Would you Stop Yourself?

3,952,096 views • Feb 15, 2010 • Home Office: This is Abuse TV advert...  
SHOW MORE

👍 21K 🗨️ 1.8K ➦ SHARE ➦ SAVE ...



SUBSCRIBE



# Good practice approaches

- Ensure that information on age-appropriate support services is available for different groups.
- For example, signpost to services for:
  - women/girls: [Rape Crisis, national domestic abuse helpline](#)
  - men/boys: [Survivors UK](#)
  - LGBT people, e.g. [GALOP](#)
  - perpetrators, e.g. [Respect helpline](#)
  - friendships, bullying, and other concerns, e.g. [Childline](#), [Childnet](#), [CEOP](#), [anti-bullying organisations](#)



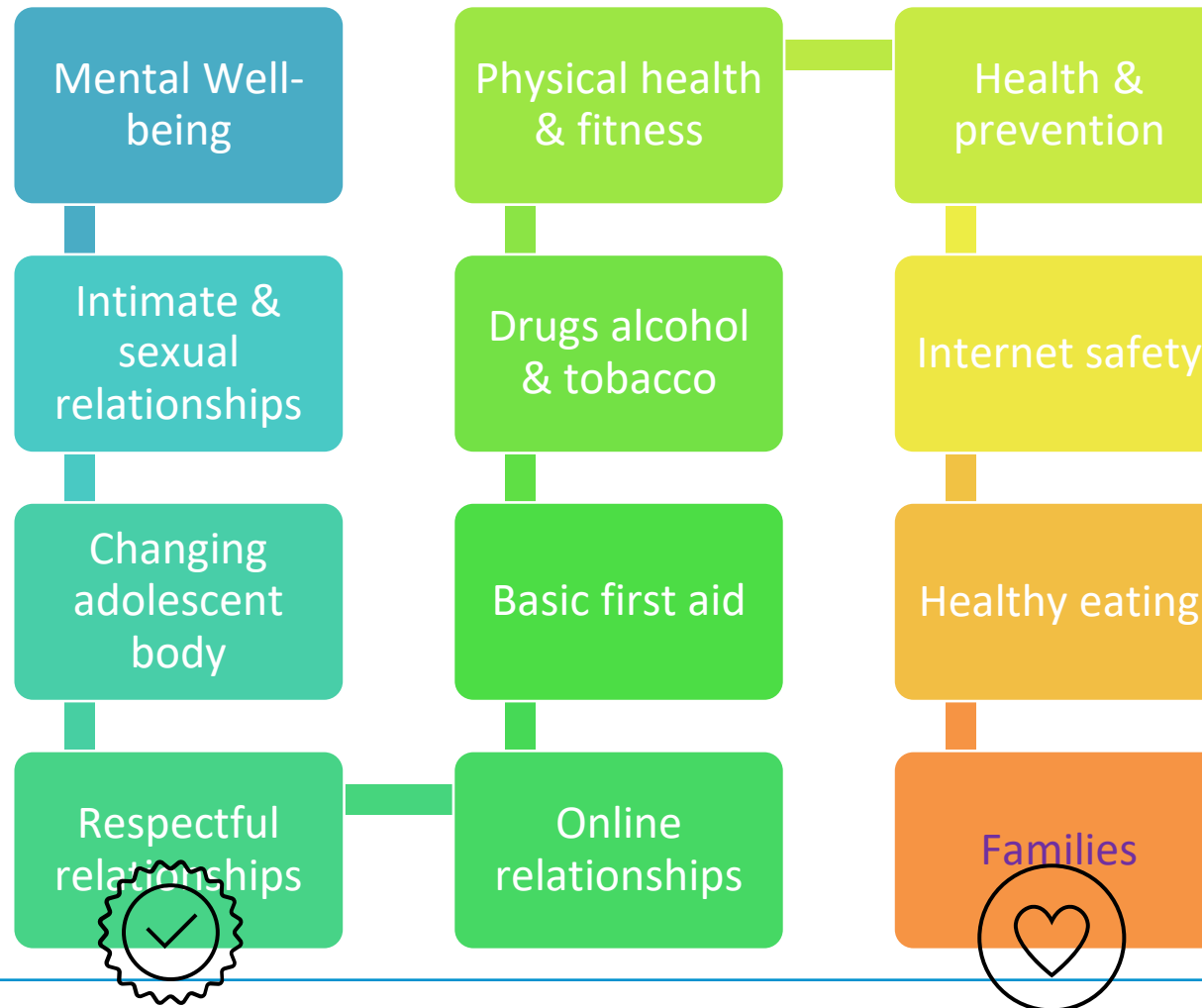
# Dealing with difficult questions

- 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





# The new RSHE Curriculum



# Families



# Primary and Secondary Curriculum

## Primary Curriculum

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
    - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
  - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
    - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



## Secondary Curriculum

Pupils should know

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help

# Families

## Committed Relationships

Marriage

Civil partnerships

Commitment and cohabitation

Difficulties within a relationship

Ending a relationship and divorce

Unsafe relationships



# Types of committed relationships

- Explain that a committed relationship is when 2 people agree to be in a **long-term relationship**.
- Examples can include:
  - being committed partners but living apart
  - cohabiting in a committed relationship
  - marriage or civil partnership
- Give examples of a range of stable, committed relationships. Explain that **people are free to make relationship choices** that are right for them.

## STATUTORY GUIDANCE

Know that there are different types of committed, stable relationships.

## Resources:

[Healthy relationships questionnaire](#)



[Michelle Obama talks relationships](#)

[Kim Kardashian talks about marriage](#)



# Diverse relationships and families



- Teachers can expand on primary teaching by giving further examples of **diversity in relationships and families**.
- Examples may include:
  - LGBT partners/parents
  - single parents/carers
  - step-families
  - foster and adoptive families
  - intergenerational families (e.g. families that include grandparents)
- Resources used to depict family groups should also be inclusive of wider diversity (e.g. disability, race, religion).



## STATUTORY GUIDANCE

Know that there are different types of committed, stable relationships.



## Resources:

[Stonewall Different Families, Same Love](#)

[Channel 4 ad break - stand against racism](#)

[Channel 4 ad break - stand against online abuse](#)



# Happiness and bringing up children

- Explain that healthy, committed relationships can contribute to people's happiness by providing:
  - love and intimacy
  - enjoyment of time spent together
  - an opportunity to share everyday experiences and significant moments in life
  - a sense of support in facing life's challenges
- Explain that a family where people love and are committed to each other provides a good environment for bringing up children.

## **STATUTORY GUIDANCE**

Know how [committed] relationships might contribute to human happiness and their importance for bringing up children.

## **Resources:**

[McCain advert](#)

[M&S Dad advert](#)



# Responsibilities of parents/carers

- Explain that **parents and carers have responsibility for a child's needs, safety and development**, e.g.:
  - supporting physical, social and emotional development and wellbeing
  - supporting education
  - creating security and a sense of home
  - meeting basic needs (e.g. food, drink and clothing)
  - providing a loving environment
  - supporting them to understand right and wrong
  - seeking to provide guidance as they progress through life

## STATUTORY GUIDANCE

Know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

## Resources:

[Clip from Fresh Prince of Bel Air](#)

[Family TED talks](#)





# Marriage, civil partnerships and cohabitation



# Introducing marriage

- Teach that [marriage](#) in England is a formal and **legally binding long-term union of 2 people** as partners.
- Couples marry for many reasons, including because:
  - they have chosen to remain **committed**
  - they believe marriage provides **stability** for a family
  - they want additional **legal rights** and protections
  - marriage is important in their **religion, culture or tradition**
- Teachers may explain the process of marriage (e.g. witnesses, giving notice) and explore some of the ways in which marriage is celebrated in different cultures.

## **STATUTORY GUIDANCE**

Know what marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

Know why marriage is an important relationship choice for many couples...

**Resource:** [Train proposal](#)



[Arranged marriage: Interview with Nadiya Hussein](#)



# Who can marry

- Explain that in England people can get married at:
  - 16 (with parental permission or permission of court)
  - 18 without parental permission
- Teach that in England, 2 people of either sex can legally marry (e.g. same-sex couples).
- Teachers may also want to give examples of people who cannot marry, such as:
  - people who are already currently married
  - people who are related in certain ways, e.g. siblings

## **STATUTORY GUIDANCE**

Know what marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

**Resource:**



[Who can get married?](#)



# Freedom to consent to marriage

- Teach that **marriage must always be freely entered into** with the consent of both people. This means each person has the right to:
  - choose if, when and who they marry
  - withdraw their consent if they change their mind about getting married
- **Forced marriage**, where people do not freely consent, is against the law.
- The **being safe** module provides more information on both consent and forced marriage.

## STATUTORY GUIDANCE

Know why marriage must be freely entered into.

### Resources:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/family-life-lesson-plans> - 3 lesson plans from PSHE association

[Childline - Force marriage](#)

[Women's aid survival handbook](#)



# Civil partnership

- Teach that a **civil partnership is an alternative legal arrangement to marriage**. It is an option for anyone who is in a couple relationship, regardless of their sex or sexual orientation.
- Explain that rules for age, notifying the Register Office, and registering the partnership are the same as for marriage.
- The [legal protections](#) for civil partnerships are very similar to those for marriages.

## STATUTORY GUIDANCE

Know the characteristics and legal status of other types of long-term relationships.

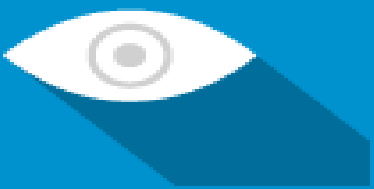
## Resources:



[BBC - Civil partnership law change](#)

[Equal civil partnership campaign](#)





# Commitment

- Using the stimulus of a poem by rapper and spoken word artist Nick Brewer, pupils are given the opportunity to consider their own values and commitments, the benefits of those commitments, and what they would like to commit to in the future.



Task: What does commitment mean to you?

## Resources:

<https://www.fastn.org/News/nickbrewerqanda>

## Great resource pack:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/fastn-ks3-relationships-resource-commitment-what>



# Difficulties in relationships

- Teach that it is usual for relationships to go through **difficult periods** and for people to disagree about some things.
- Explain some of the ways that people might work to restore a struggling relationship.
- **Related module:** respectful relationships

## **STATUTORY GUIDANCE**

Know the characteristics and legal status of other types of long-term relationships.



# Ending committed relationships

- Teach that sometimes one or both people choose to end a relationship.
- Teach that **nobody has the right to harass or harm someone else** because they end a relationship.
- Explain that it is important to consider safety at the end of a relationship (e.g. if one partner has a history of being abusive). Teachers should refer to related module **being safe** for more information about seeking support if someone is making you feel unsafe.

## STATUTORY GUIDANCE

Know the characteristics and legal status of other types of long-term relationships.

### Resource:



[NSPCC Making sense of relationships](#)

[Mind gym relationships](#)





# Divorce and dissolution

- Teach that English law allows either partner to apply for a divorce (marriage) or dissolution (civil partnership) if they have been married or civil partnered for at least a year and their relationship has irretrievably broken down.
- Explain that you need to give reasons ('grounds') for a divorce or dissolution and that the legal process can take time.

## **STATUTORY GUIDANCE**

Know the characteristics and legal status of other types of long-term relationships.

Teachers may want to note that divorce law is set to change soon.

[Government law change](#)



## **Resource:**

[Bristol Healthy Schools Lesson plan: Loss, Separation & Divorce](#)



# Unsafe relationships



# Knowing when to trust people

- Teach **pupils that they should feel safe with adults and children** inside and outside of their family.
- It is important to feel that we can trust others. Signs we can trust people include being:
  - treated with respect
  - listened to
  - treated fairly
- Explain that information can also be more trustworthy if it comes from a reputable source, e.g. from someone or an organisation that we trust.
- **Related modules:** internet safety and harms, being safe

## **STATUTORY GUIDANCE**

Know how to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

[Psychology today 5 ways to decide who you trust](#)



# Trust and Consent


- Loyalty and trust are important aspects of any strong relationship. Although loyalty and trust are interconnected, *they are not the same*.
  - **Loyalty** is faithfulness or devotion to someone or something.
  - **Trust** is the reliance on the integrity, strength, etc. of a person or thing.
- This is the key difference between loyalty and trust – trust is often given freely, loyalty is usually earned when trust is built upon.



The [RISE ABOVE](#) campaign includes resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

**Forming positive relationships**

In this lesson, students examine the nature of friendships, identify some of the challenges that can arise and how to provide effective peer support.



Using peer-to-peer discussion, scenarios and videos, students explore what makes a good friend and discuss strategies for dealing with difficult social situations.

Lesson plan includes:

- ✓ accompanying PowerPoint for use in class
- ✓ starter activities - carry out a baseline assessment of students' prior knowledge, skills and understanding
- ✓ core peer-to-peer activities, plenaries and extended learning projects
- ✓ four films to support the activities, including 'What makes a good friend?' with YouTuber Cherry Wellis, and 'How to spot a frenemy'

[Get lesson plan and PowerPoint](#)



# Unsafe relationships

- Teach signs that a person may not be trustworthy, e.g.:
  - coercive, aggressive or threatening behaviour
  - touching without consent
  - making someone keep secrets
  - not offering assistance when it is needed
- Signs that someone else (e.g. a sibling) is unsafe can include them:
  - not seeming like their normal self
  - seeming scared or cautious around certain people
- If it is safe to, we can ask the person if there is anything they need to speak about and talk to a trusted adult.

## **STATUTORY GUIDANCE**

Know how to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

**Resources:** [Something's not right](#)  
[Childline Healthy/Unhealthy relationships](#)



# Getting help and support

- Explain that it can be hard to ask for help if we feel unsafe with someone in our family, e.g. because:
  - we care about the family member
  - we are worried what other people will think or say
- Teach that we have a right to help and should **trust our judgement** if we believe we or anyone else is at risk.
- Teach that people can speak to:
  - trusted adults (e.g. in their family, teacher, GP)
  - [Childline](#) anonymously
  - police at 999 if someone is in immediate danger

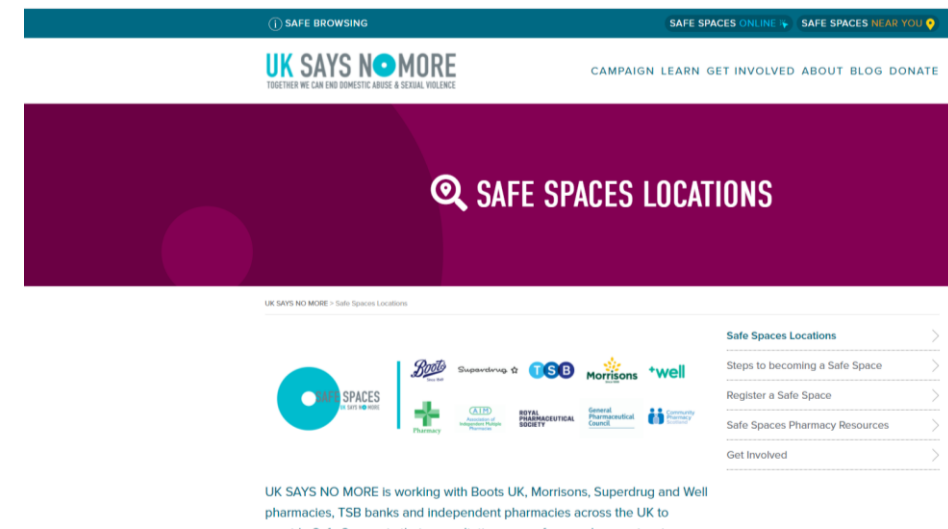
## Resources:

[Safe Spaces on the high street](#)



## STATUTORY GUIDANCE

Know how to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.



# Google Classrooms

- All training is delivered using Google Classrooms
- **Participants are required to hold a Google mail (gmail)** account in order to access the training
- Codes can be found: [www.tshubsfet.org.uk](http://www.tshubsfet.org.uk)



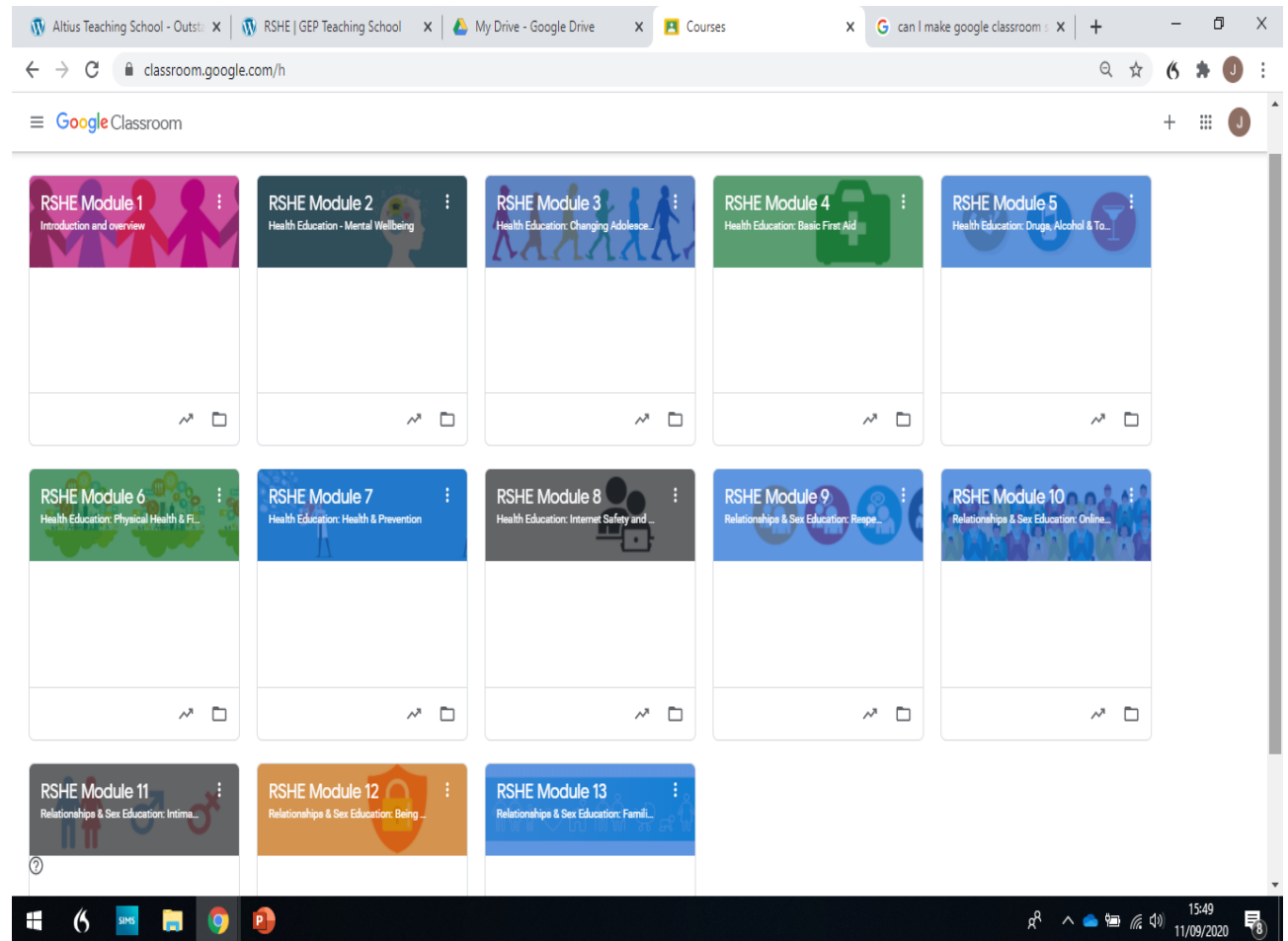
# Q & A





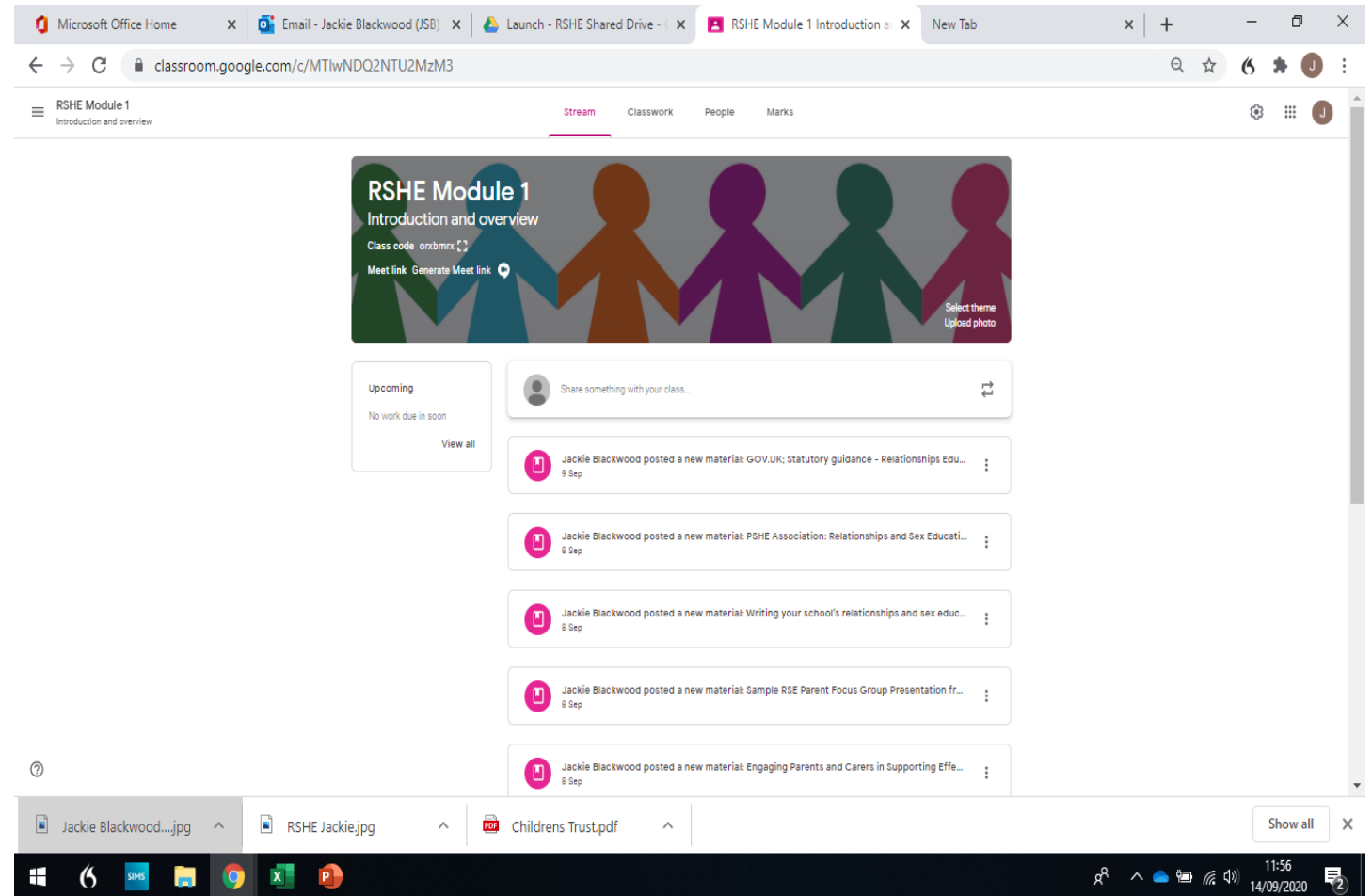
# Google Classroom Interface

- Once you open the link, you will gain access to each classroom.
- You will be able to toggle between all 13 classrooms



# More About Google Classroom

- When you enter each classroom, you will land on the “Stream” page as default.
- Please click on “Classwork” at the top of the page to locate the training materials and resources for each module



# More About Google Classrooms

- The classrooms are split under different headings for clarity – each module will have the following sections:
  - Introduction, Training materials and Assignments
  - Primary Coverage
  - Learning Resources
  - Additional Reading
  - Some modules will have a “Further Information from Experts” section

