

tender
acting for healthy relationships



RE:SET **RELATIONSHIPS** **EDUCATION:** **SCHOOLS'** **EQUALITY** **TOOLKIT**

PARENT AND CARERS' RESOURCE BOOKLET - KS1



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WHAT IS RE:SET?



RE:SET is an online toolkit to support primary and secondary schools to explore, adapt and reset their existing Relationships Education across the whole school, led by Tender.

Through **RE:SET**, students will have the opportunity to be part of a workshop exploring healthy relationships. RE:SET will also support teachers to access new training, teaching aids and activities as well as providing webinars, sessions and information packs to the communities and families who surround the school.

By completing all tasks, the school will become a **Healthy Relationships Champion School**.

“At the start of this I thought: ‘my son is too young to be learning about relationships’, but I am so grateful you’re working in {our school}. Thank you – he needs this. I think he’ll be a better person because of it.”

Father of Year 9 student at RE:SET participating school, 2021

Tender is an arts-based charity that works with children and young people to help them learn about healthy relationships and consequently prevent domestic abuse and sexual violence.

Tender achieves this through drama-based workshops, which allow young people to step into someone else’s shoes and understand what early warning signs of abuse look like from a distance.

HOW DOES RE:SET WORK?

The RE:SET toolkit has specific, achievable tasks under five different blocks:

1 PROJECT DELIVERY TEAM

The journey begins with creating the school's Project Delivery Team and leadership has to come from the top. They create the team and infrastructure to deliver the effective management and impact of a whole school approach to healthy relationships education.

2 INVOLVING SCHOOL STAFF

RE:SET aims to reach ALL adults working across the school because staff confidence in promoting healthy relationships is so important to the success of this project. School staff will be given specialist training and resources to teach about healthy relationships.

3 WORKING WITH CHILDREN

Tender's unique methods will be used in workshops and assemblies with young people on building healthy relationships.

4 INVOLVING FAMILIES & COMMUNITIES

Families and communities are an integral part of the project, in order to spread the attitudes and awareness about healthy relationships and domestic violence.

5 POSITIVE SCHOOL CULTURE

Through RE:SET, your school culture will become centred around creating healthy relationships.



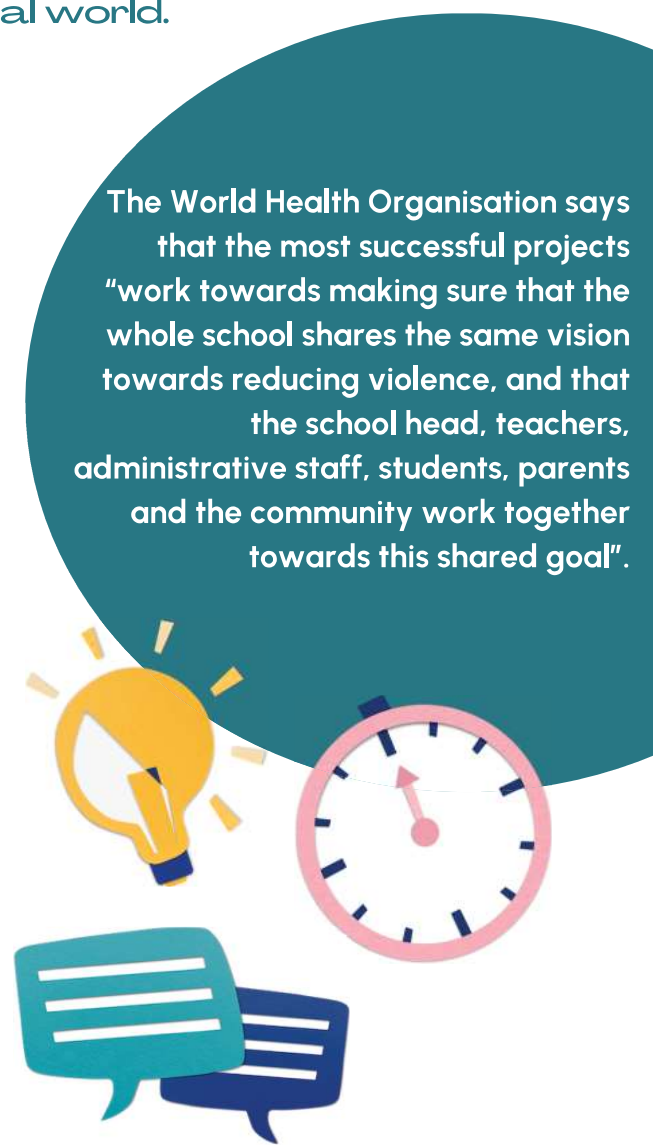
RELATIONSHIPS EDUCATION

Since September 2020, Relationships Education became a statutory requirement in schools, underlining the need for children to stay safe and prepare for life in modern Britain. A change brought about because of increasing concerns around child sexual abuse and exploitation and the risks associated with growing up in a digital world.

Relationships Education should allow children and young people to:

- To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.
- These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

(Department of Education, September 2021)



The World Health Organisation says that the most successful projects “work towards making sure that the whole school shares the same vision towards reducing violence, and that the school head, teachers, administrative staff, students, parents and the community work together towards this shared goal”.

“This collaboration has allowed the school to take risks in Relationship Education that we would never have been brave enough to attempt before. The team have been passionate in motivating, supporting and guiding the school to enhance our provision across the whole school community. RE:SET has undoubtedly taken the school forward in meeting the challenges that young people face in 2022.”

Deputy Headteacher at Charles Darwin School, March 2022

TALKING TO YOUR CHILDREN ABOUT RELATIONSHIPS AT HOME

Discussing relationships with children and young people can feel awkward and daunting, with a desire to "get it right" straight away. In reality, you will have many talks with your children about relationships to build up both your confidence and theirs - and it is important to start these conversations when they are young.

Talking about relationships with children in KS1 begins with talking about emotions and friendships - focusing on what they have noticed makes them feel good and bad in their friendships at school and in life, so they can reflect on their behaviours towards peers and their emotions.



CONVERSATION STARTERS

Begin by asking children about their friendships in school:

- Do they feel that they have a best friend / a friendship group?
- What do they think a good friend is and why?
- What makes them feel good? (Put an emphasis on how **they feel**)
- How does a good friend behave?
- Ask them about an example of when they have behaved like a good friend or when someone has been a good friend to them.

Using a resource can also be a great way to start these conversations, such as a book or film. For our recommendations, see Page 8.



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ADDRESSING TOPICS: CONSENT AND PRESSURE



DISCUSSING CONSENT

Whilst many will think of consent as being something that is purely sexual, at Tender we put emphasis on teaching children about consent from a young age. This is about teaching children that they have the right to say "no", and to respect when others say no.



In Tender workshops, we use NSPCC's PANTS rules to explain to children about their bodily autonomy. It tells them their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. This pants rule is explained in greater detail on the NSPCC website here: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

06 TALKING ABOUT PRESSURE

When we talk about consent, we also need to discuss how others may try to put pressure on us to say "yes" to something when they really want to say no. **Practicing scenarios is a great way to explain pressure and how to spot when people are using it:**

1. Use simple statements to explain consent and pressure: *"It's okay to say no", "No one is allowed make you do something you don't want to do", "You always have a choice"*.
2. Act out scenarios where the child has an item, ie a toy, and you use different emotions or behaviours to pressure them into give you the toy - for example, if you're sad: *"The toy is the only way to make me feel better"*, or if you were angry: *"If you don't give me the toy, I won't be nice to you anymore"*.
3. Reflect on the exercise by asking them *"What would you feel like if someone asked you to do something you didn't want to do?"*. Make sure to signpost to where they can get support.

ACTIVITIES

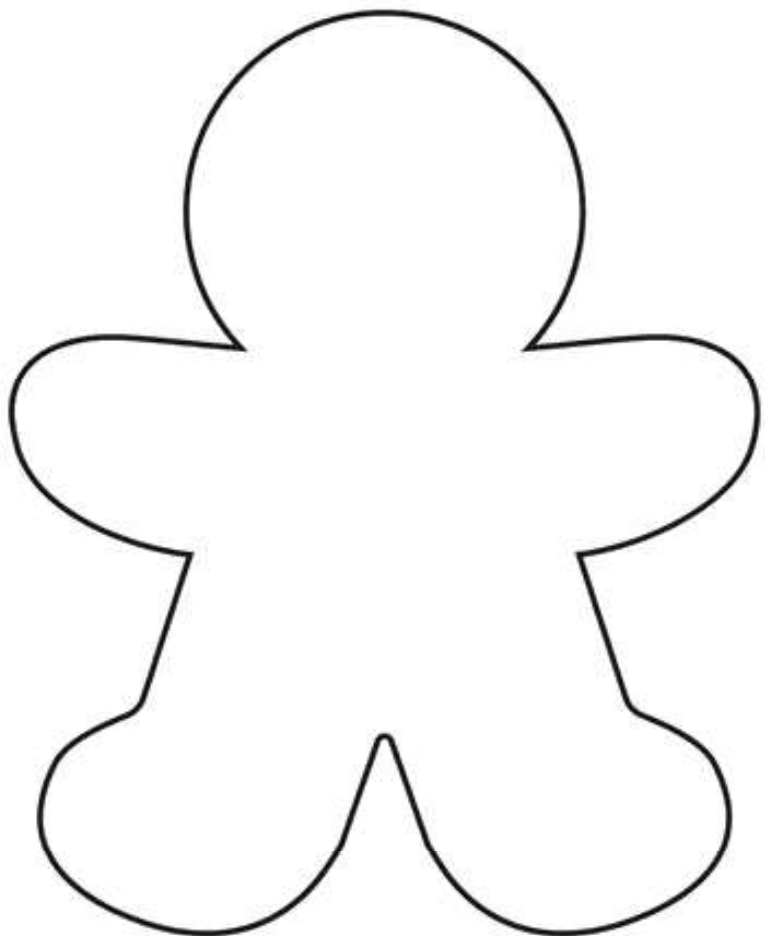
We've created some activities for you and your child to do together - these are based on exercises we do in healthy relationships workshops and also we've added links to useful websites and suggested helpful films and books.

1. WHAT MAKES A GOOD FRIEND?

Using this template, draw a good friend and write what makes them important.

During this exercise you can ask questions we explored on Page 5.

To extend this activity, ask your child "What makes a bad friend?". Reflecting on negative behaviours can help children to further empathise with other people's emotions, and consider what they can do to prevent this happening to their peers.



2. WATCH "PANTOSAURUS" AND DISCUSS



Pantosaurus is a video resource created by NSPCC exploring the PANTS rule and bodily autonomy for children. You can watch it on Youtube and sing along, then discuss afterwards.

The NSPCC have a really useful parent guide on their website for Icebreakers on talking about pants - we've added the link on Page 9.

3. BOOKS, TV AND FILMS TO START DISCUSSIONS

Sometimes, we need other people's words or stories to help us best explain and explore topics like emotions, friendships and relationships. So we've compiled some of our recommendations:

Everybody Feels, Lorna Freytag - **Tiger Days**, MH Clark - **The Colour Monster**, Anna Llenas - **The River**, Marc Martin - **All about Feelings**, Felicity Brooks - **Storybots** (available on Netflix and Youtube) - **Inside Out**, Disney Pixar



ADDITIONAL SUPPORT

USEFUL WEBSITES

NSPCC - Support for Parents and Carers:

www.nspcc.org.uk/keeping-children-safe/support-for-parents

Action for Children - Parent Talk:

www.parents.actionforchildren.org.uk

Family Lives - How we help:

<https://www.familylives.org.uk/how-we-can-help>

Young Minds - Parent's Helpline:

<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/>







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