



PSHE, Wellbeing and Healthy Schools Newsletter

Summer 2020

Supporting all schools to meet their PSHE (RSHE) requirements and support well-being for the whole school community.

We appreciate these are unprecedented times for everyone and schools have had the important role of supporting children and young people, their families and staff.

We hope this newsletter provides PSHE and wellbeing leads, pastoral staff and SLT teams with up to date information about the statutory relationships and sex education and health education requirements. Update on the North Yorkshire Healthy schools award and signposting to the support we can provide as well as a range of resources and organisations.

Relationships and Sex Education and Health Education – statutory requirements updates from the Government

Relationships and Sex Education and Health Education (RSHE) is becoming statutory for all schools starting in September 2020 along with a requirement for a Relationships and Sex Education (RSE) policy that reflects the schools provision.

The Dfe published a further update for schools in June 2020. This is a summary of their update. [It is recommended that you read the full update.](#)

- Schools who assess that they are prepared to deliver teaching and have met the requirements set out in the statutory guidance are encouraged to begin delivering teaching from 1 September 2020, or whenever is practicable to do so within the first few weeks of the new school year.
- Schools that assess that they have been unable to adequately meet the requirements because of the lost time and competing priorities should aim to start preparations to deliver the new curriculum and to commence teaching the new content no later than the start of the summer term 2021.
- To ensure teaching begins as soon as possible, schools are encouraged to take a phased approach (if needed) when introducing these subjects. Schools should consider prioritising curriculum content on mental health and wellbeing, as knowledge on supporting your own and others' wellbeing will be important as pupils return to schools.
- The subjects will still become compulsory from 1 September 2020. However, schools have flexibility to decide how they discharge their duties effectively. If a school is unable to begin teaching until summer term 2021 they will need to decide how much of the content they will be able to cover and should still be able to demonstrate how they will cover the entirety of the curriculum in the future. Furthermore, as the subjects will be compulsory from 1 September 2020 the new parental right to withdraw provision will apply.

[The Governments guidance for schools clearly sets out the requirements for a RSE policy and the learning outcomes that must be achieved for all pupils by the time they leave school.](#) Many schools in North Yorkshire are already delivering a planned Personal, Social, Health Education (PSHE) curriculum which will be fully comprehensive of the governments learning outcomes but it is recommended that you review your curriculum to ensure all aspects are being taught across the year groups. If your school is using the [North Yorkshire curriculum entitlement framework](#) this was updated in September 2019 to be fully inclusive of the governments statutory learning outcomes.

The government do state that parents / carers should be consulted on the RSE policy which we know many schools were planning to do during this summer term but due to the extension provided by the Government this could now been done in the Autumn / Spring term. The government have also produced some supporting information for schools about [effective consultation and supporting information leaflets](#) along with the [PSHE association guidance to parental consultation.](#)

We have produced a [NYCC RSE guidance](#) for schools which you may also find useful to support you with reviewing your schools RSE policy. The school could then plan a time to share the policy in the Autumn / Spring term (COVID-19 dependant) with parents / carers and provide them with an opportunity to view the resources that will be used as part of the planned RSE curriculum for all year groups and answer any questions the parents /carers may have.

Schools need to ensure as part of the RSE policy that there is a definition for relationships education and a definition for sex education. From working with schools the key aspect of the policy that needs to be focused on is the school's definition of relationships education and the definition of sex education as the government does not provide a definition for either. These definitions will be important when meeting with parents/carers so they are clear about what is statutory and will be taught to all pupils, which does now include puberty and what the school is defining as sex education as these are the aspects parents can withdraw their child from, up to three terms before the child is 16 (but not those delivered through the national curriculum for science). The NYCC RSE guidance has further support on these definitions and the [Sex Education Forum has produced a briefing that has a small cost for non-members](#)

Puberty and growing up lessons for Year 5 / 6 pupils – a model letter that could be sent home to parents / carers. We are aware that due to COVID-19 a large number of primary schools will not yet have taught Year 5 and/ or 6 pupils the topic on 'growing up and puberty' as it is often delivered in the summer term. We appreciate this is unprecedented time for both schools and parents/carers but we are equally aware that pupils need to have an understanding of their growing bodies before puberty starts and in particular before pupils move onto secondary schools.

Research has repeatedly shown that children see parents/ carers as an important source of information about relationships and growing up and the majority of children want to talk to their parents/carers about these issues. We have always recommended that schools and parents/ carers work in partnership to discuss these very important aspects with children. To support schools a model letter and supporting information have been developed that could be used to send home to parents/carers to talk to their child about puberty if your school feels this learning will not be achieved this academic year in your school. Every school needs to think carefully about the information they send home and ensure it reflects the ethos and values of the school, equips parents / carers to have the conversation and accept that families will have different ways of discussing these issues with their children. If you would like a copy of this model letter and supporting information please contact clare.barrowman@northyorks.gov.uk



Further resources that many schools have found useful is the [interactive road map to statutory RSE](#) that has been developed in partnership with Sex Education Forum and the PSHE association, the [Whole approach RSE audit tool](#) and the [12 principles for effective RSE](#)

❤ Relationships and Sex Education Resources ❤

There are a range of teaching resources signposted in the [NYCC PSHE and Citizenship Guidance](#) for schools but some further resources that schools may be interested in are listed below. We acknowledge that there are a range of teaching resources available for schools and increasingly schools are purchasing whole school schemes of work but schools may still need to adapt and enhance some of these schemes of work to meet the needs of your pupils and community. Schools need to decide what suits their needs, ethos and values.

[Busy Bodies](#) is still available for free for primary schools to support the delivery of puberty and sex education - **please watch before using any of the films with pupils to ensure the appropriateness of the resources for your school**

[AMAZE](#) provides for free animated videos on puberty, sex and relationships, they have films aimed at both primary and secondary aged pupils. – **please watch before using any of the films with pupils to ensure the appropriateness of the resources for your school**

[Derbyshire Council](#) have kindly shared for free some lesson plans for primary schools to support the delivery of relationships education , dealing with change and managing emotions

[Big Talk Education](#) provide a range of supporting resources (at a cost) for primary and secondary aged pupils and focused resources for the Gypsy, Roma and Traveller community

[Great Relationships and Sex Education](#) is an accessible guide for educators who work with young people to create and deliver Relationships and Sex Education (RSE) programmes. Developed by two leading experts in the field, it contains hundreds of creative activities and session ideas that can be used both by experienced RSE educators and those new to RSE. (cost about £30)

[Tough cookies sex education toolkit](#)

The resource is a 110-page spiral-bound printed resource which includes lesson ideas, activities and worksheets to help secondary school's delivery relationships, sex and health education (cost £35)

[Free film showing a Condom demonstration](#) produced by NHS Highland

LGBT / different family resources

- A new resources from Stonewall, LGBT inclusive curriculum for [primary schools](#)
- Pop n Olly has developed a short film using the [gender unicorn to help explore the concept of gender](#) (aimed at young people 11years plus) and could be used for staff training






North Yorkshire Healthy Schools award

We are actively encouraging all North Yorkshire schools to sign up and work towards the [North Yorkshire Healthy Schools Award](#) which is FREE to North Yorkshire schools (small cost for independent schools) as it is presently funded through public health.

We only re-launched the award in October 2019 and we now have had over 150 schools sign up to show their commitment to the health and wellbeing of the whole school community.

Congratulations to schools that achieved one of the awards so far. We have such a range of schools engaging in the award and achieving one of the levels this includes so far a secondary school, a special school, infant schools, small rural primary schools and our larger more urban primary schools – the shows that the award enables all schools in North Yorkshire to celebrate their achievements.

We really hope that all North Yorkshire schools will sign up for the award over the coming academic year as it is a great way to showcase the good work that so many schools are engaged in to support the wellbeing of the whole school community.

	<p>So far 3 schools have achieved the Gold award</p> <p>Marwood C of E VC Infants School Hovingham C of E VC primary school St Hilda's Ampleforth C of E VC primary</p>
	<p>So far 10 schools have achieved the Silver award</p> <p>Airy Hill Primary school Barlby Bridge primary Coppice Valley Community primary Fountains Earth, Lofthouse C of E primary Glasshouses Community primary Kirby Hill C of E primary Ryedale secondary school Selby Abbey primary Westcliff primary Whitley & Eggborough Community primary</p>
	<p>So far 14 schools have achieved the Bronze award</p> <p>Barwic Parade Community primary Broomfield primary Brompton Community primary Carleton Endowed primary Dishforth C of E VC primary</p>

	Helmsley Community primary Huby C of E VC primary Kirk Smeaton C of E VC primary Mowbray special school Oatlands Community Infants Otley Street Community Nursery Seamer and Irton Community primary St Martin's C of E VA primary Sutton on the Forest C of E VC primary
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(We will have further schools in July due to another submission date on the 26th June)

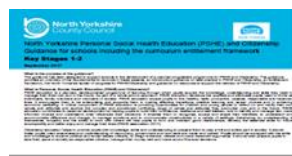
The award has four themes which schools can work through in any order and gain recognition for what the school is achieving in PSHE, Emotional Health and Wellbeing, Active lives and Food in Schools and schools can achieve the award at Bronze, Silver or Gold.

The healthy schools website has a range of [supporting resources](#) to support with all four themes of the award and we have an increasing number of examples of good practice and resources from other schools which they are happy to share with schools.

We do have a section on the website which explains in more details about the [award](#) and schools do need to register with a school email address. Please register online at www.healthyschoolsnorthyorks.org

We will be running training in the autumn term to support schools get started on the award and we hope to have 'voice over' PowerPoint available on the website to talk you through how to log on and get started but we are also here to support and help so do get in touch through the healthy schools email address healthyschools@northyorks.gov.uk and Ruth Stacey, Healthy Schools co-ordinator or Clare Barrowman will get back to you.

PSHE and Guidance document updates



NYCC PSHE and Citizenship Guidance for schools including the curriculum entitlement framework has been updated to be fully inclusive of the statutory requirements for relationships and sex education and health education, and other NYCC PSHE and wellbeing guidance documents can all be accessed [here](#) or on the resource section of the [North Yorkshire Healthy schools website](#). The PSHE guidance document does signpost to a range of supporting teaching and learning resources which in the main are free for schools to access.

[The PSHE association](#) have produced a range of supporting materials for schools to support the teaching of PSHE throughout COVID-19 including the considerations that need to be made for topics that could be taught as part of home learning.

You may also like to consider following some **Facebook PSHE groups** as they provide a wealth of materials and support for all key stages. These groups include:

- PSHE (RSE), RE and Citizenship teachers
- RSE for schools



Emotional Health and Wellbeing

We all understand this is a really important aspect for schools to focus on during COVID- 19 and moving forward for the whole school community.

We have produced a number of supporting resources for schools to signpost to range of teaching and learning resources as well as information and support for children and young people and their families and staff (this support can be signposted at any time not just during COVID-19). [The following documents can all be accessed from the North Yorkshire Healthy school site:](#)

- [Support for schools opening to a larger number of pupils during COVID-19 when considering the wellbeing aspects.](#) The **last section** of this document signposts to a range of supporting resources to support the delivery of emotional health within the taught curriculum (not just during COVID-19)
- [Support for pupils and parents in primary schools during COVID-19 in relation to mental and emotional wellbeing](#)
- [Support for pupils and parents in secondary schools during COVID-19 in relation to mental and emotional wellbeing](#)

In partnership with the educational psychology team we have updated the [bereavement guidance for schools in relation to COVID-19](#)



Compass Buzz are providing a wealth of free online mental health and wellbeing training for North Yorkshire schools and a range of supporting information and support. Please contact your school's wellbeing worker for more information or for further information please [access their website](#)

Dfe Mental Health training power point for schools

The Dfe are starting to release some PPTs to support the implementation of the statutory requirements of relationships and sex education and health education for staff training in school. *You do not have to use these PPTs they are only suggested resources. If you do use the PPT then the key is to make it relevant to your school and what you teach for your pupils.*

They have started with **mental wellbeing** (at time of writing they have released no further PPTs). [There is a PPT and then some films of teachers delivering a mental health lesson across the key stages with links to the lesson they are teaching.](#) The Dfe are not stating this is best practice just one example of a lesson, as I know many schools are already doing some excellent teaching and activities to support learning about mental wellbeing.

The [PSHE association guide for schools on teaching about mental health](#) is another really useful resource for staff who are going to be delivering the curriculum and they do have a [range of lesson plans](#) across the key stages which are free to access for all school.

The Bupa UK Foundation and the Carnegie Centre of Excellence for Mental Health in Schools are delighted to launch **a new seminar series for School Leaders and School Mental Health and Pastoral Leads** which focuses on the mental wellbeing of staff, pupils and the wider community as schools re-open. The Seminar Series will feature pre-recorded bite-sized seminars, action planning templates, resources and FAQs - [please register here](#) using your school email address and sending your name, organisation name and local authority.

Mentally Healthy schools and Anna Freud have developed a range of **free toolkits to support schools through COVID-19**, the most recent one if focused on [transitions](#) but all previous toolkits can be accessed from the [website](#)

[Action for Happiness](#) have developed a Toolkit for Teachers with full teaching materials covering an initial assembly and 11 subsequent lessons, with extensive downloadable resources & ideas for ongoing reinforcement for pupils aged 7-11 years old (£50 each). This has the PSHE quality assurance mark and based on the evidence base practice of the 5 ways to wellbeing



[The Anti-Bullying Alliance as part of their All Together programme](#) have developed a suite of free online training for anyone that works with children and young people. Due to an extension in funding this will continue to be available for all schools to access until March 2021.

Training courses include:

- What is bullying?
- Bullying and the Law
- Bullying and SEN/disability
- 10 principles to reduce bullying
- Preventing bullying
- Responding to bullying
- Cyberbullying (Online bullying)
- Young Carers and Bullying
- Looked After Children and Bullying
- Mental Health and Bullying

Anti-Bullying Week 2020: United Against Bullying



'This year, more than ever, we've witnessed the positive power that society can have when we come together to tackle a common challenge. Anti-Bullying Week (starting 16th November 2020)

is no different. Bullying has a long lasting effect on those who experience and witness it. But by channelling our collective power, through shared efforts and shared ambitions, we can reduce bullying together. From parents and carers, to teachers and politicians, to children and young people, we all have a part to play in coming together to make a difference. We're all a piece in the puzzle, and together, we're united against bullying'.

[There is a range of supporting resources and materials for schools to support anti-bullying week](#)

Domestic Violence

The charity that runs the national domestic abuse helpline is reporting a 10-fold increase in visits to its website (May 2020). Schools will be aware of this with the families they support.

Domestic abuse specific for children and young people

[The Hideout](#)

Website created by Women's Aid giving support to children and young people affected by domestic abuse

[Free Your Mind](#)

A live chat service specifically for children in need

[Childline](#) information on domestic abuse

Information for professionals and supporting teaching resources

[Women's Aid Expect Respect Education Toolkit](#)

Consists of easy to use 'Core' lessons for each year group from reception to year 13 and is based on themes that have been found to be effective in tackling domestic abuse

[Leeds Animation](#)

Specialists in animated films for adults and children on social issues including domestic violence, bullying, grief and gender inequality



Online safety

There is increased concern for children and young people spending more time online and therefore being exposed to more risks.




Police in England and Wales recorded more than 10,000 online grooming offences on social media over two-and-a-half years; the rate of offences is rising. Just under a quarter of recorded offences - 23% - took place in the six months to October last year, the most recent period for which data is available. The data covers the first 30 months since the introduction of a law that made sexual communication with a child an explicit offence. More than half took place on a Facebook platform - including Facebook itself, its messenger app, Instagram, and Whatsapp. Instagram was the most common method among the Facebook-owned app, with 1,630 recorded offences - 16% of the total. Another 1,060 (18%) were recorded as taking place on Snapchat,

owned by Snap Inc. The NSPCC says its information demonstrates the need for new regulation, and warned that the coronavirus lockdown had created "a perfect storm for abusers (May 2020).

The [NSPCC](#) have a really useful section on their website to support schools consider all aspects of online safety including how schools are using technology to communicate with pupils. We have also put together [an overview of all of the governments guidance in relation to online safety for schools during COVID-19](#) to compliment the [NYCC online safety guidance for schools](#)

[CEOP have been producing fortnightly supporting resources](#) for different age groups and their parents/carers to support conversations about online safety that schools could inform families about.

A range of organisations that provide resources to teach about online safety with schools are set out in the resource section of the [NYCC PSHE and Citizenship guidance for schools](#)

Some new online safety resources for schools	
	<p>Send me a pic? Three sessions for 12-14 year olds on issues around nude image sharing that have been developed by thinkuknow</p> <p>This resource has the PSHE association quality mark</p>
	<p>London Grid for Learning has a range of online safety polices and practice and resources including a resource aimed at young children about not getting undressed when on camera</p>
	<p>Project Evolve are producing an ever increasing number of teaching resources to support the online safety framework ' Educated for a Connected World' which goes from early years through all the key stages</p>



[Public Health England – Resources for schools](#)

Public Health England have a school zone which includes the Change for Life resources and the free Rise Above teaching resources aimed at key stage 3 -4 but an increasing number of lessons for Year 6 pupils, including lessons on:

- Sleep
- Managing change
- Mental health
- Social media
- And many more

They are also promoting some lessons from e-bug to support learning about handwashing and respiratory hygiene.



Books to support PSHE and wellbeing topics



Many schools use books to help support PSHE lessons, in assemblies, available through the class / school library and to support a whole school approach to wellbeing. These are just a few book lists that schools may find useful to cover a range of PSHE and wellbeing aspects. They have come from common requests that schools ask for support on.

Books lists to support emotional and mental wellbeing

Primary aged feeling books from [ELSA](#) which also provides wealth of teaching and one-to-one resources to use with pupils (some resources would be suitable for secondary aged pupils)

[National Literacy Trust wellbeing book list for primary schools](#)

[National Literacy Trust](#) have also developed an assembly and teachers notes for the assembly and signposting to a range of books for all key stages on wellbeing. This includes a section for signposting parents to support their child's wellbeing and a [section on happiness and wellbeing](#)

[School Reading List](#) for primary schools and key stage 3 on resilience

[North Yorkshire library has a wealth of wellbeing resources](#) many available in electronic format as at time of writing libraries were not presently open

[Literacy shed](#) has a range of supporting animations to support a wide range of PSHE topics

Books to be inclusive for people of colour

National Literacy Trust have put together books to support the [Black Lives Matter work](#) for pupils aged 0-16+

A great [virtual library of books](#) that explores people of colour, equality, civil rights etc for primary schools. You click on one of the book covers and it takes you to someone reading that book

[LetterBox Library](#) have been providing schools with a range on inclusive books for many years which cover many topic areas

Books to support Relationships and Sex Education

National RSE day is the 25th June 2020. It originated in Nottingham and the National Literacy Trust have worked with them to produce book lists for all key stages. They have selected inspiring stories, novels and non-fiction books, which are suitable for children and young people from Early Years to young adult. The themes include [love, trust, respect, resilience, co-operation and communication](#). (we would recommend downloading these booklists for future reference)

Books which support different families- same love, LGBT and gender stereotypes (NYCC LGBT guidance document is accessible from [here](#)). All RSE curriculums in both primary and secondary schools are required to be LGBT inclusive.

[Stonewall primary school LGBT book list](#)

[Stonewall secondary school LGBT book list](#)

Educate and celebrate [lists a range of books](#) and provides [some activities](#) to support the books for all key stages

[Out for our children](#) has a resource book that has a range of activities to support the story books for primary schools aged children

[Building LGBT+ inclusive environments](#) through reading for primary schools and nurseries

Books which support disability

[Scope – equality for disabled people](#)

[Booktrust](#) has a range of books

Good Reads have books on [down syndrome](#) and [physical challenges](#) (not all books listed would be suitable for children some are aimed at adults)

If you have any particular books that your school uses which you find really helpful or you would like some support to find some books, then please get in touch. (clare.barrowman@northyorks.gov.uk)



Active Life styles

As well as looking our mental wellbeing it is also important for everyone to look after their physical wellbeing. North Yorkshire sport have a range of supporting information for schools. They have put advice and guidance together for schools specifically around encouraging schools to continue to deliver sport and physical activity with social distancing measures in place. The page can be found [here](#)

Outdoor spaces are also really important for children and young people and the [Council for Learning Outside the Classroom](#) has a range if useful information for schools to access.

Network and training opportunities

We do intend to be able to provide training for schools in the autumn term. We are presently unsure if this will be face to face training or online but we are working with both options. This term we are piloting some online training with staff in schools on, 'Getting started with the North Yorkshire Healthy Schools Award' and a whole staff session on 'Inclusive RSE training for primary schools'. In the autumn term we are initially looking to be able to provide:

- Healthy schools training:
 - Getting started on the North Yorkshire Healthy schools award
 - Training to support schools achieve the North Yorkshire healthy schools award
- Implementing effective Relationships and Sex education (RSE) (If delivered online rather than being a day's course this may be broken down into modules e.g implementing an effective RSE policy and consulting with parents, effective teaching of RSE, delivering LGBT inclusive RSE etc.)

Other training opportunities that could be available:

- PSHE and wellbeing network meetings for primary, secondary and special schools
- Teaching an effective emotional health and wellbeing / resilience curriculum as part of a planned primary school curriculum
- Online safety training for staff (primary and secondary sessions)
- Training session for staff in a secondary school who deliver the PSHE planned programme to support them in delivering an effective curriculum
- Being an effective PSHE curriculum lead in primary schools
- Effective ways of assessing, monitoring and evidencing the planned PSHE curriculum

If you are interested in having any whole staff training / support for your PSHE lead then please do get in touch with Clare Barrowman, Health and Wellbeing Adviser at clare.barrowman@northyorks.gov.uk so we can discuss your requirements

Keeping in touch

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