

PSHE leads' bulletin

Issue 7: November 2020

A Message from GHLL

Welcome to the first PSHE Bulletin for the Autumn Term – what a term it has been!

The new school term is definitely different to previous years and one thing has been very evident; schools and colleges are amazing at adapting and making things work for their children, young people, staff and parents/carers. You have all been amazing and I know that PSHE, and in particular emotional health and wellbeing is heading into a new era in terms of its importance and place in our educational settings. I hope you find the content useful in this Bulletin. Just a reminder that Professor Barry Carpenter – Recovery Curriculum **webinar series** on the recovery curriculum is **free** for all schools, colleges and educational settings in Gloucestershire. You just need to **register** to receive the link. Please email: kath.ursell@gloucestershire.gov.uk



For more information on the recovery curriculum please visit the [Recovery Curriculum Website](#) and the [GHLL Website](#)

Kind regards Fiona

To contact GHLL email
ghll@gloucestershire.gov.uk

Progressing from Primary to Secondary School



Lottery funding has been received to offer free RISE support workshops to schools in Gloucestershire; establishing a smooth transition to Secondary school for Y6 pupils. Further information on these staff workshops can be found [here](#)

SEAL Community Newsletter



Welcome to another [newsletter](#) from the SEAL Community. We're hearing that COVID precautions and tensions are making it harder for many children to get on with their class or bubble-mates, so in this issue we feature new resources to help with friendships, kindness and resolving conflicts.

Dr Radha's Five Mental Health Tips for Lockdown



<https://www.bbc.co.uk/news/newsbeat-52411394>

Meet the team



Fiona Quan (Lead in Health & Wellbeing) Belinda Heaven (Mental Health) Phil Matthews (Trailblazer) Sarah Robertson

Primary Lead Teachers



Chris Powell Ella Curtis Lucy Stevens Manda Reedman Mel Turner

Specials Lead Teacher



Nicky Witcomb Pete Kirby Val Kennedy

Secondary and FE Lead Teachers



Di Harrill Nicky Cooney Santina Iannone Kate Barnes (FE)

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ghll@gloucestershire.gov.uk www.ghll.org.uk

A massive welcome to Tom Hall



I currently work as the physical activity lead for children and young people at Active Gloucestershire.

I am delighted to take up my new role as a lead teacher, so we can support schools to improve the physical and emotional health of pupils through physical activity. Prior to my current role, I taught in West London secondary schools for 10 years, as head of PSHE/careers/citizenship and as a PE lead.

RSE 2020

It is important for schools to remember that RSE is a lot more than just the Sex Education that is taught in Years 5 and 6. It is a whole school approach teaching children how to look after themselves, about relationships and about being safe. Here is a summary of what is included in RSE and this explained further in the DFE guidance – <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



Many schools are currently using our GHLL planning and resource file. This term, we are busy bringing the activities and lesson plans in line with the new statutory requirements, in order for it to be ready for schools by the end of the Winter Term, 2020

RSE Roadmap

This free roadmap is a guide to support school leaders in preparing to provide high quality RSE (and relationship education) as an identifiable part of PSHE education

[Roadmap Statutory RSE](#)

Parent Consultation

It is important that parents are involved in the development of the RSE curriculum and are also informed when lessons are due to be delivered (for most schools this is not new as their established practice is to share topic coverage with parents. Parental engagement could be carried out in the following ways:

- Questionnaires
- Open questions
- Face to face (where possible)
- Current communication channels

The Sex Education Forum suggests the following steps:

- Share the facts
- Invite suggestions
- Share new policy and plans
- Give regular information about what is taught/ when



If you would like further support with RSE please visit our [website](#) or contact your GHLL Lead Teacher

Helpful calendar dates

Throughout every school year there are lots of charity/fundraising days, historically important dates to mark and PSHE related days and weeks to celebrate. This can be very difficult to keep up with so we have attached a year calendar of PSHE related dates and celebrations that you may find helpful. We will also use this bulletin to highlight resources for certain PSHE calendar events. So for example, in this bulletin we have chosen to highlight a few resources that link to anti-bullying as it is anti-bullying week the week beginning 16th November.

[Important Days, Weeks and Celebrations 2020-21](#)

Anti-Bullying Week resources:

[Equality and Anti-Bullying Teaching Pack](#)
[Anti-Bullying Week 2020](#)
[NSPCC resources](#)

Please contact your GHLL Lead Teacher if you would like any further information or support regarding any of the issues raised in this term's bulletin.

ghll@gloucesterhire.gov.uk

Equally we are here to help if you would like any support with your PSHE and RSE Curriculum or support with your Health Schools or Mental Health Champions Awards.

The Daily Mile Destinations

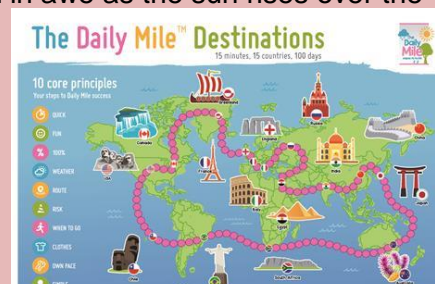
Active
Gloucestershire

Travel the Great Wall of China, soak up the spray of Niagara Falls, stand in awe as the sun rises over the pyramids of Giza and visit Chile's Easter Island!

Let Daily Mile Destinations help you along your journey this year, keeping your pupils fit, focused and flourishing – the journey is in your hands.

Register for your free resources on our website

<https://wecanmove.net/blog?slug=daily-mile-destinations>



Helping to get your school back on the move

Active
Gloucestershire

We are here to support you and those who you encourage to be active.

[Free primary schools wellbeing resource](#)

DfE Guidelines



On 4th June, the DfE announced an update on the statutory RSE framework that is due to come into place in September 2020. In summary, the statutory requirement to provide these aspects of PSHE education is still in place from September and schools should continue to prepare for this date where possible. Indeed, many schools are already offering high quality PSHE that covers, and exceeds, statutory content or will be prepared to do so by the beginning of the new school year. However, due to coronavirus and closures, schools who are not in a position to implement the requirements fully from September have been granted some leeway; they now have until Summer Term 2021 to do so.

DfE guidelines

Must...

Provide RSHE as part of the basic curriculum, and integrated in a broad and balanced curriculum –

Have a school policy for Relationships Education / RSE –

Provide parental 'opt out' from sex education –

Consult parents – Be accessible for all pupils –

Comply with the Equalities Act

For further clarity a link to the guidance is provided

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Parental Engagement

PSHE education is a partnership between schools, parents and carers. Engagement means schools providing the opportunity for parents to feed in their views on the school's proposed Relationships Education policy, and includes considering whether any strongly held views of their parent body should lead the school to adapt when and how they approach certain topics with their pupils. – Schools should consider those views and balance them with their views on the needs of the pupils and school. Ultimately it is for schools to decide their curriculum, having taken these views on board. Communicating with parents about all PSHE education from the moment their child starts at the school. This is more likely to lead to a positive view of the subject and an understanding of its breadth and content.

Parental Engagement is key, but in the socially distanced era of covid-19 this has become problematic. Therefore, some of the suggestions may be more difficult to implement than others:

- Policy consultation – for example, involving parents in a working group, reviewing, or establishing the RSE policy
- Parent surveys – establishing parents' current understanding of RSE, questions and concerns. This can be used to plan open evenings/information events/communications between school and home
 - Information evenings – explaining what will be taught and sharing resources that will be used
 - Providing advice on how to talk to young people about relationships and sex at home
 - Publishing the PSHE education curriculum on the school website
 - Publishing FAQs on PSHE education, including RSE, on the school website

Sex Education Forum



This whole school RSE audit tool has been designed to give a snapshot of RSE provision in your school. It uses the traffic light: red, amber, green 'RAG' rating system to enable the user to quickly identify areas of weakness and strength in RSE provision, based on a set of best practice criteria mapped against a whole school approach.

https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Whole%20School%20Approach%202020_0.pdf

The PSHE association road map



RSE policy

All schools will have to have an appropriate RSE policy in place, which must be freely available for parents to access. This policy should: - outline what will be taught to pupils within the RSE curriculum and the rationale for this learning (for example in relation to safeguarding) - clearly set out the procedure for requesting withdrawal from sex education - give reasons why the school believes pupils should not be withdrawn from these lessons. The road map provides a guide to support school leaders in preparing for high quality RSE

<https://www.pshe-association.org.uk/system/files/RSE%20roadmap%20FINAL.pdf>

Secondary Schools Checklist

To help audit current RSE content GHLL have devised a [Secondary checklist](#): This will give you the opportunity to reflect on the current curriculum intent within a setting, and consider areas of strength or areas of development.

THE DFE has provided guidance on how to implement the RSE curriculum (1), including training modules (2)

1. [Implement RSE curriculum](#)
2. [Training modules](#)

How can GHLL help?

Many schools in the past have used the PINK curriculum to support the delivery of the RSE. This term we are busy bringing the activities and lesson plans in line with the statutory requirements, for this to be ready for schools by spring 2021.

In the meantime, we are offering an online course

2. 3/12 Zoom 10.30-12.00pm: How do I lead my school to success in secondary statutory RSE?
3. For up to date training opportunities visit www.ghll.org.uk/training-opportunities

If you would like any further support with RSE contact your GHLL Lead Teacher.
ghll@gloucestershire.gov.uk

Further reading

[RSHE Implementation](#)
[Working out relationships](#)
[Disrespect Nobody](#)
[RSE changes](#)



Heads Up

Give and Connect this Christmas



Give and Connect Christmas competition. More details will be emailed out in due course.

GHLL training opportunity coming up

1. 3rd December on Zoom 10.30-12.00pm: How do I lead my school to success in secondary statutory RSE?
1. For up to date training opportunities visit www.ghll.org.uk/training-opportunities

Speak to you GHLL Lead Teacher for further information.

ghll@gloucestershire.gov.uk

Suicide Prevention

Zero Suicide Alliance have launched their new Gateway Module. Providing a brief introduction to suicide awareness, it takes between 5 - 10 minutes and enables you to learn the skills to help someone who might be considering suicide.

You can still access the Suicide Awareness training, which takes about 20 minutes and talks you through three scenarios to equip you with the skills and confidence to help someone who may be considering suicide. You can access both training sessions here: www.zerosuicidealliance.com/training



New-Ways-November

There are so many ways to learn new things and this month we're encouraging everyone to find new and creative ways to overcome our frustrating situations.

ACTION CALENDAR: NEW WAYS NOVEMBER 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Make a list of new things you want to do this month	2 Respond to a difficult situation in a different way	3 Get outside and observe the changes in nature around you	4 Sign up to join a new course, activity or online community	5 Change your normal routine today and notice how you feel	6 Give yourself a boost. Try a new way of being physically active	7 Be creative. Cook, draw, write, paint, make or inspire
8 Find out something new about someone you care about	9 Plan a new activity or idea you want to try out this week	10 When you feel you can't do something, add the word "yet"	11 Be curious. Learn about a new topic or an inspiring idea	12 Overcome a frustration by trying out a new approach	13 Choose a different route and see what you notice on the way	14 Find a new way to help or support a cause you care about
15 Go outside and do something playful - walk, run, explore, relax	16 Look at life through someone else's eyes and see their perspective	17 Try a new way to practice self-care and be kind to yourself	18 Connect with someone from a different generation	19 Broaden your perspective: read a different paper, magazine or site	20 Make a meal using a recipe or ingredient you've not tried before	21 Learn a new skill from a friend or share one of yours with them
22 Find a new way to tell someone you appreciate them	23 Set aside a regular time to pursue an activity you love	24 Share with a friend something helpful you learned recently	25 Use one of your strengths in a new or creative way	26 Tune in to a different radio station or TV channel	27 Enjoy new music today. Play, sing, dance or listen	28 Join a friend doing their hobby and find out why they love it
29 Discover your artistic side. Design your own Christmas cards!	30 Look for reasons to be hopeful, even in difficult times	<p>"You never know what you can do until you try" ~ C. S. Lewis</p>				

ACTION FOR HAPPINESS

www.actionforhappiness.org

Learn more about this month's theme at www.actionforhappiness.org/new-ways-november

Why is sleep important for your Mental Health?

WHY IS SLEEP IMPORTANT FOR YOUR MENTAL HEALTH?

@journey-to-wellness

DISRUPTS HORMONES

GOOD SLEEP INCREASES RESILIENCY

POOR SLEEP MAKES IT HARD TO COPE WITH STRESS

LACK OF SLEEP = MORE IMPULSIVE, IRRITABLE & SENSITIVE

SLEEP PROBLEMS MAY BE A SYMPTOM OF DEPRESSION & ANXIETY - BUT LACK OF SLEEP MAY CONTRIBUTE TO CAUSE THESE PROBLEMS TOO

GOOD SLEEP HELPS YOU REGULATE YOUR EMOTIONS

ALLOWS BODY TO REPAIR ITSELF

BRAIN CONSOLIDATES OUR MEMORIES & PROCESS INFORMATION

MISSING OUT ON SLEEP PUTS THE AMYGDALA INTO OVERDRIVE & DISRUPTS ITS COMMUNICATION WITH THE PRE-FRONTAL CORTEX

LACK OF SLEEP WEAKENS IMMUNE SYSTEM

LACK OF SLEEP INCREASES RISK OF MENTAL HEALTH CHALLENGES

TIME FOR OUR BRAIN & BODY TO REST & NOT RESPOND TO EXTERNAL STIMULI

Eating Disorders: Know the First Signs

Know the first signs



Lips
Are they obsessive about food?

Flips
Is their behaviour changing?

Hips
Do they have a distorted beliefs about their body size?

Klips
Are they often tired or struggling to concentrate?

Nlips
Do they disappear to the toilet after meals?

Skips
Have they started exercising excessively?

Visit www.beateatingdisorders.org.uk for more information on eating disorders, and to access online support groups and one-to-one chat.

Use helpfinder.beateatingdisorders.org.uk to find services in your area.

Gloucestershire Eating Disorders Service
01242 634242.

www.ghc.nhs.uk/our-teams-and-services/eating-disorders-glos