Friendships

and PSHE Education

Professionals' Pack

2023

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Table of Contents

Introduction

This pack aims to support education providers to deliver quality PSHE education around friendships through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:
- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Children and young people need to be taught to manage risks, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.

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Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.

No. 01 — Ground Rules

Create in collaboration with the group . As the facilitator role model the agreed ground rules.

No. 02 — Collaborate with DSL

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.

No. 03 — Staff Confidence

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone

No. 04 Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....

No. 05 — Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.
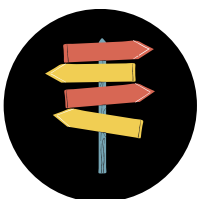
No. 06 — Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

Best Practice Principles

Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision.
The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain here.

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices.

Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

Best Practice Principles

Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic
Skills: gaining new skills on a topic
Values: reflecting on, and potentially altering, your own values in relation to a topic
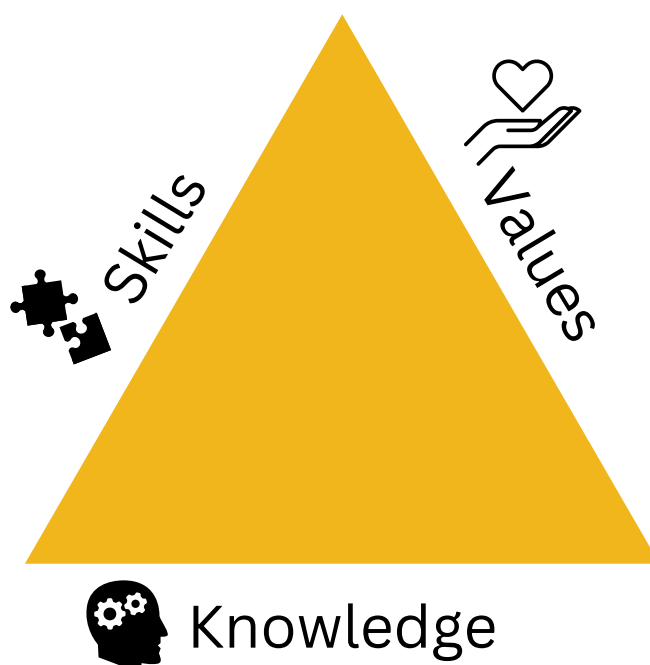
Tips for Communication

Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.

The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to friendships.

Primary

PSHE Association

Key Stage 1

R6	about how people make friends and what makes a good friendship
R7	about how to recognise when they or someone else feels lonely and what to do
R8	simple strategies to resolve arguments between friends positively
R9	how to ask for help if a friendship is making them feel unhappy

Key Stage 2

H16	about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
R10	about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R11	what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R12	to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13	the importance of seeking support if feeling lonely or excluded
R14	that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R15	strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R16	how friendships can change over time, about making new friends and the benefits of having different types of friends
R17	that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
R18	to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
R22	about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

SEND

KS1-2

SA4 People who are special to us

Foundation	- Identify people who are special to us. - Give some examples of ways we might let them know they are special to us.
Core	Describe what makes our family, friends, teachers, carers special to us.
Development	- Identify some of the qualities our special people/friends may have. - Describe positive feelings we may have when we spend time with friends and family.

Enrichment	• Give some practical examples of the ways our special people care for us and help us with problems and difficulties.
Enhancement	• Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. • Identify ways in which we can get help if people have been unkind to us or our friends

SA5 Getting on with others

Foundation	• Describe times when we may feel unhappy with our friends or family members.
Core	• Describe ways in which friends, classmates, family members may disagree and 'fall out'. • Demonstrate some ways of 'making up' after a falling out.
Development	• Explain how other people may feel differently to us about the same situation and offer some examples. • Identify how to treat ourselves and others with respect.
Enrichment	• Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. • Describe what it means to 'fall out' with friends or family. • Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.
Enhancement	• Explain that our feelings about other people can change and that this is okay. • Identify kind ways of letting people know our feelings towards them have changed. • Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.

SSS1 Taking care of ourselves

Core	• Identify some of the ways in which we may be cared for by our families, friends and other adults.

SSS2 Keeping safe

Core	• Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.

SSS5 Public and private

Development	• Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone

CG4 Different types of relationships

Foundation	• Give examples of different types of relationships.
Development	• Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. • Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.
Enhancement	• Explain the features of a healthy and positive friendship or family relationship.

DfE Statutory Guidance:
By the end of Primary pupils will know:

FR1	how important friendships are in making us feel happy and secure, and how people choose and make friends.
FR2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

FR3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
FR4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
FR5	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
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.
M5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
M6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
M7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Secondary

PSHE Association

Key Stage 3

R1	about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
R9	to clarify and develop personal values in friendships, love and sexual relationships
R14	the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

SEND

KS3-4

SA4 Managing pressure

Development	• Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.

CG4 Different types of relationships

Enhancement	• Explain how some behaviours on social media might damage friendships and relationships.

SSS6 Public and private

Foundation	• Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.

SSS7 Gambling

Enrichment	• Describe some influences or pressures on people to gamble (e.g. advertising, friends).

CG2 Friendship

Encountering	• Respond to stimuli about different kinds of friendship.
Foundation	• Describe what having or being a friend means. • Identify different kinds of friendship and ways in which friendship is important
Core	• Identify occasions when we might need the support of friends. • Give examples of how we can show support to our friends. • Describe how we can let friends know that we need their help and support.
Development	• Identify occasions when our friends might need our support. • Explain that we might disagree with someone and still be friends. • Demonstrate ways to manage friendship disagreements restoratively. • Recognise that friends do not always know what is best for each other.
Enrichment	• Describe ways in which friendships might change over time. • Explain that sometimes friendships may end, through choice or circumstances. • Demonstrate strategies for managing feelings about friendships as they change and develop.
Enhancement	• Demonstrate how we might end a friendship positively. • Identify reliable and appropriate sources of support for ourselves and our friends.

CG3 Healthy/unhealthy relationship behaviours

Foundation	• Identify some key features of positive friendships/ relationships, and how they can make us feel.

Core	• Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests). • Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).
Development	• Explain how we expect people to behave towards us in friendships and relationships.

CG4 Intimate relationships, consent & contraception

Foundation	• Identify the similarities and differences between friendships and romantic/ intimate relationships.

HL2 Mental wellbeing

Core	• Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).
Enrichment	• Describe how we can help friends or family who might be feeling stressed or unhappy.

WILI1 Diversity, rights and responsibilities

Enrichment	• Explain the benefits of diversity for our friendships and our community.

WILI1 Preparing for adulthood

Core	• Describe different jobs that family members, friends and people in the community may do.
Enrichment	• Describe how we can help friends or family who might be feeling stressed or unhappy.

DfE Statutory Guidance:
By the end of Secondary pupils will know:

F1	that there are different types of committed, stable relationships.
F5	the characteristics and legal status of other types of long-term relationships
I3	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
RR1	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.
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.
RR4	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.
RR5	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
O1	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Key Stage 5

H22	to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking
R4	to manage mature friendships, including making friends in new places

NYA Youth Work Curriculum:

HR3	Modelling positive, respectful relationships and exploring the differences between healthy and unhealthy relationships
HR4	Helping young people to understand and negotiate the difference between online and offline worlds
HR5	Offering opportunities for young people to meet with their friends and mix with others beyond their usual peer group

Useful Resources

Please check all resources are suitable for your settings and children before use

Friendships

Books:

3-7 years
- <u>Willow Finds a Way</u> explores topics of friendship, healthy/unhealthy relationships and bullying

4-8 years
- <u>The Not So Friendly Friend</u> explores how to set boundaries for Healthy Friendships
- <u>Big Friends</u> covers friendship, change, loneliness and isolation

7-10 years
- <u>Billionaire Boy</u> includes themes of feelings, emotions, loneliness

Videos:

<u>BBC Teach KS2 Friendship struggles</u>
<u>Little Voices: What makes a good friend?</u>

Lesson Plans:

<u>Kidscape What Makes A Good Friend KS1 and KS2 Lesson Plan</u>
<u>NSPCC KS2 Lesson Plan 1 Changing friendships</u>
supports children to explore the nature of friendships, the benefits and opportunities that new ones bring, and the positive, safe and healthy ways to manage them.
<u>PSHE Association Friendship and bullying - KS1-4</u>
lesson packs to help your pupils to make and maintain respectful friendships, manage any friendship challenges that arise, and identify and safely respond to bullying incidents.
<u>Childline Friendship Quiz</u>

DEVELOPING SUBJECT KNOWLEDGE

FRIENDSHIPS

Friendships

The Oxford Learner's Dictionary defines a friend as:

'a person you know well and like and who is not usually a member of your family'

The Department for Education <u>Caring Friendships Teacher Training Module</u> states that children and young people should learn that:

"friendship of all ages is usually based on something which binds people together, for example:
- *liking to **play** with each other*
- *enjoying each other's **company***
- *having **similar interests** and **hobbies***
- *enjoying the same **activities***
- *having **shared experiences**, e.g. becoming friends after a trip"*

This links to the statutory guidance that children and young people should "Know how important friendships are in making us feel happy and secure, and how people choose and make friends."

Importance of friendships

When exploring relationships with children and young people, it's essential to explore friendships and the impact positive friendships have.

Friendships are key in helping us to build connections with people who share our values or interests. Forming positive relationships supports <u>mental health</u> and overall wellbeing and prevents feelings of loneliness or isolation.

Positive friendships...

1 Gives us a sense of belonging

2 Builds our confidence and self-esteem

3 Combats social isolation and loneliness

4 Teaches us new things and grows our perspectives

5 Provides emotional support

6 Motivates us to reach our goals and try new things

7 Enriches our lives

8 Helps us to model and have role models for positive behaviours, habits and interactions

Making friends

PSHE can support children and young people to develop the skills to be able to form friendships. These may be strategies that you model as part of your whole setting approach.

Children and young people need to learn and practise friendship skills. As they play with others, children build skills that help them with friendships now and in the future.

Childline provide some <u>Top tips for making friends</u>

Sharing	Taking turns
Listening to others	Managing disagreements
Cooperating	Seeing other people's point of view

Features of friendship – Keywords

Trust – being able to rely on and believe someone.

Respect – caring about other's feelings, rights and wishes.

Honesty – being fair and telling the truth.

Support – letting someone be who they are and encouraging them without trying to change them.

Kindness – being friendly and considerate towards other people. Thinking about what makes other people feel happy or appreciated and acting on these thoughts.

Generosity – when someone happily shares what they have with others.

Boundaries – what someone is or isn't comfortable with in a relationship and how they would like to be treated by others. Boundaries can be emotional, physical or even digital, e.g. They do feel comfortable with regular texting, they don't feel comfortable with regular phone calls.

Privacy – having a right to private thoughts, feelings, or experiences without others being aware of them. The ability to share personal information without fear that it will be shared with others.

Consent – making sure another person agrees before doing something or their information is shared.

Loyalty - standing by others, even when things get difficult.

Reconciliation – restoring relationships after conflict. It is normal for there to be disagreements, conflict or times in a friendship where someone feels let down, so reconciliation is important in friendships.

Online friendships

In an ever-changing world, it's important to recognise that children and young people will view as friends not just people they know from school or their local community. They may also meet people online who they might have lots in common with and form friendships with.

When you meet someone online, it can be harder to tell if someone is genuine and what their intentions are. It's just as important with online friends that you have a healthy friendship.

Meeting up with an online friend

If they've been speaking to someone online for a while, a young person might decide it's time to meet face to face. CEOP provides the following advice;

It is important to speak to your parent or carer first, before agreeing to meet up with someone, so they can help you to do this in a safe way. Here are some things you can do to make your first meeting safer:
- *meet in a busy, public place*
- *meet during the day*
- *plan a safe journey*
- *keep in touch with your parent or carer*
- *ask someone to go with you*

Anyone who genuinely wants to be your friend won't mind doing these things to make you feel safe.

KS2

Lesson 3 "Healthy online friendships" of the NPSCC's Making Sense of Relationships series, looks at ways to keep online relationships healthy, while exploring the differences between online and offline relationships – including potential risks and benefits of communicating with others online.

Click here to access the NSPCC Friendships Online editable worksheet

Healthy/unhealthy relationships

As with all learning about healthy relationships, children and young people should be supported to explore and develop their own knowledge, skills and values about friendships.

Use active learning techniques to establish what they think about signs of healthy and unhealthy relationships.

A healthy friendship should make you feel:	An unhealthy friendship might make you feel:
• Valued • Accepted • Respected • Listened to • Happy • Safe	• Like you're not good enough • Like your opinion doesn't matter • Judged for what you do or what you like • Sad, scared or worried

Warning signs of an unhealthy friendship

- They are jealous. Your friend gets jealous if you spend time with other people.

- They are mean. Your friend calls you nasty names or is unkind about you or your appearance.

- They are controlling. Your friend tries to monitor and control what you do and who you speak to.

- They pressure you. Your friend tries to make you do things you don't want to.

- They threaten you. Your friend says that bad things will happen if you don't go along with what they want.

Bullying

24% of pupils aged 4-18 said they had experienced bullying in the previous few weeks according to a 2022 survey of over 30,000 children and young people. This figure was even higher for pupils receiving free school meals (30%) and pupils with SEND (31%).

'False friendships

'False friendships' describe relationships where someone pretends to be your friend, or is your 'friend' sometimes, but actually uses their power to bully you. False friendships can be difficult to identify

How do you talk to the children and young people you work with about the difference between banter and bullying.

Banter is playful where both parties find it funny. Bullying is repetitive and hurtful. It also involves a power imbalance.

Bullying
and PSHE Education

Professionals' Pack
2023
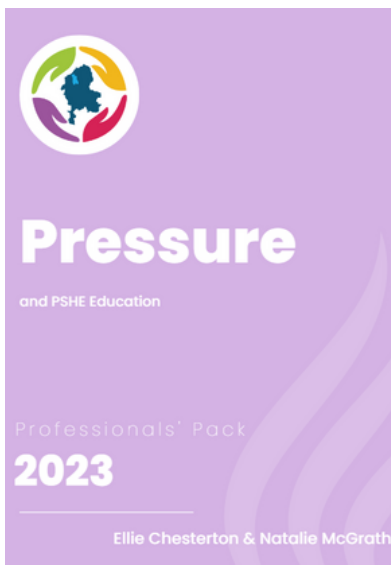
Ellie Chesterton & Natalie McGrath
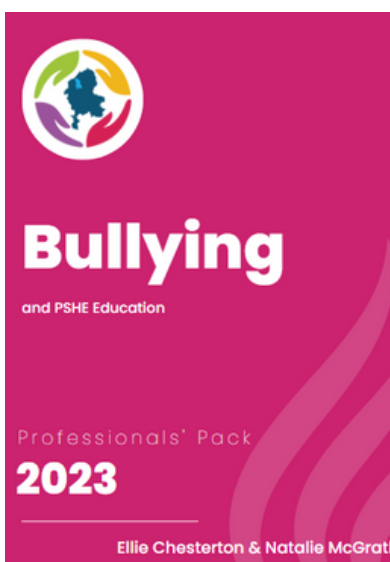
The Pan-Staffordshire PSHE Education service Bullying & PSHE professional guidance pack shows the links between Bullying and the curriculum and develops subject knowledge around bullying to enable professionals to deliver sessions confidently and competently.

This is available in the resource library on www.pshestaffs.com

Peer influence

Peer pressure is a normal part of growing up and can be positive as well as negative. As friends gain importance in adolescents' lives, they also gain influence over behaviours, beliefs and actions. <u>Research</u> shows that, compared to adults, teenagers were much more likely to take risks they would not normally take on their own when with friends.

The Pan-Staffordshire PSHE Education service Pressure & PSHE professional guidance pack shows the links between Pressure and the curriculum and develops subject knowledge around pressure to enable professionals to deliver sessions confidently and competently.

This is available in the resource library on www.pshestaffs.com

Things to talk about when talking about pressure in friendships:

- it's okay to say no to things if you don't feel comfortable or safe
- you have the right to make your own choices
- there are ways to say no to something, but still be accepted and have friends. If someone is your friend they should accept your decision.
- there are ways to feel more confident about saying how you feel.
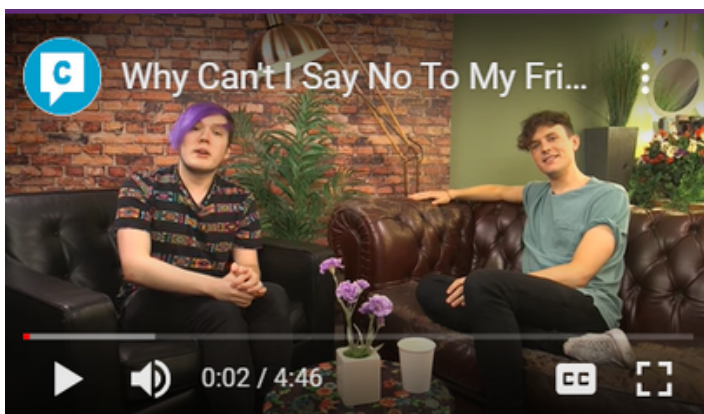
Click on the video to watch "Why Can't I Say No To My Friends?" by Childline

Managing disagreements

Disagreements or fall outs in friendships are commonplace and it is important that children and young people know that not everyone we meet will want to be our friend - sometimes we want to be friends with someone, but they do not feel the same way.

If this happens, we should not feel like we have done something wrong or do not deserve friendship, instead, we can still have a good relationship with that person and treat them with respect.

If a friendship experiences conflict, encourage children and young people to:
- apologise if we are in the wrong
- recognise the emotions we each felt
- discuss the problem on both sides honestly to resolve issues
- listen and acknowledge each other's viewpoints
- clarify views and opinions
- accept the consequences of our actions

Successfully resolved conflict can strengthen a friendship as the parties understand more about the other person and themselves as a result. Key skills involve communication.

Violence

It is important that children and young people know that the use of violence does not solve problems, it usually makes them worse and can permanently end a friendship.

Your whole-setting approach and policies will reflect that Violence or fighting at school is very serious and will not be accepted under any circumstances. PSHE can be used to affirm this message and provide children and young people with the strategies to manage conflict effectively.

Friendships vs Gangs

We know that the term "gang" can be used to refer to groups of people. Being part of a "gang" can provide protection, friendship, money, and status.

It's important that we are clear in our language and make the distinction between a "gang" that is a group of friends from the same school, same area or that just chill together and that which take part in criminal activity.

In a positive "gang" or group...

- Friends hang out together and support each other

- Other people can join in, and members can leave or spend less time with the group if they want to

- Nobody feels pressurised to do anything they don't want to, or harm anyone else

- Everybody in the group generally feels safe and happy
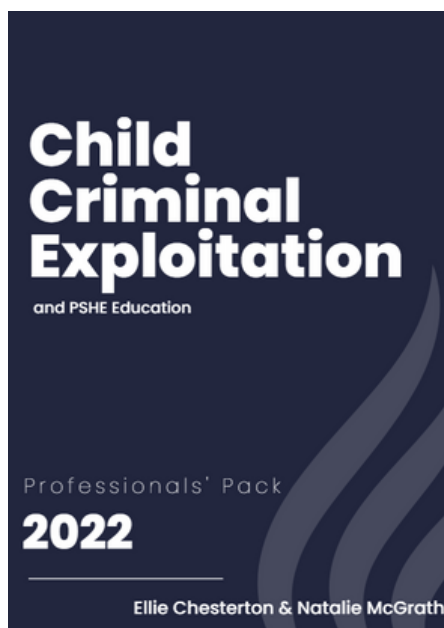
In a negative gang or group...

- People are forced to join it, or find it's difficult to leave

- Members are not supposed to have other friendship groups, or feel isolated from their families

- There might be an initiation (something a person has to do to become a 'proper' member) or strict rules to follow

- The group puts pressure on members to do things they know are wrong or illegal, or things they don't want to do

- The group thinks they are better than other people, or do things to hurt or upset people who aren't part of their gang

Friendships vs Exploitation

The Children's Society <u>report</u> that some young people who are groomed report that they trusted the person who abused them as they were given lots of attention and gifts. Often an abuser will give gifts like money, a place to stay, alcohol, a cool place to hang out with friends, etc. Over time they might then say the child or young person owes them for those gifts.

When discussing friendships, it's important to make the distinction that when someone befriends and builds a relationship with a child or young person so that they can manipulate them, this is **grooming**. It can happen online or offline.

They might give the child or young person things like gifts, drugs, money, gaming credits and skins, or affection and a sense of belonging and ask them to carry out criminal or sexual activities in return. This is child exploitation.

Child Criminal Exploitation
and PSHE Education

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The Pan-Staffordshire PSHE Education service Child Criminal Exploitation & PSHE professional guidance pack shows the links between Child Criminal Exploitation and the curriculum and develops subject knowledge around Child Criminal Exploitation to enable professionals to deliver sessions confidently and competently.

This is available in the resource library on www.pshestaffs.com

Transition

The transition between schools or from primary to secondary school can bring mixed emotions for children and young people. Some will feel excited and ready for the move, but it will be daunting for others.

Making new friends is often one of the main worries

Mentally Healthy Schools have developed an <u>animation and teacher toolkit</u> to help children in Year 6 with the transition to secondary school.

Who is more likely to struggle with transitions?

It's important to prepare pupils who are more likely to struggle with moving to a new school or phase of education. This includes children and young people with:

- additional learning needs (also known as SEND)
- mental health problems
- behavioural problems
- limited parental support
- experience of transient living, such as being in care
- anxiety
- experience of being bullied.

Identifying the signs

Here are a few things to look out for which may suggest a child or young person is struggling with their transition to a new phase of education:

- struggles to make friends
- doesn't feel that they belong
- has ongoing difficulties coping with daily routines
- increased number of unauthorised school absences
- challenging or disruptive behaviour
- lower than expected progress or a disinterest in school.

Loneliness & isolation

The Mix describes Loneliness as;

"the unpleasant feeling we have when there is a mismatch between the social relationships we want, and the ones that we have".

Mental health charity Mind says loneliness is about 'not feeling part of the world'. Loneliness can lead to feelings of isolation – like you're not connected to people, or you don't belong.

Childline data shows that the service is contacted on average 15 times a day by children struggling with loneliness.

This lesson from Public Health England supports Year 6 pupils to understand that it's normal to feel lonely, and that there there are strategies they can use to safely build connections with family, friends and their community.

Contextual Safeguarding

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found here

- Neighbourhood
- School
- Peers
- Home/Family
- Child/Young Person
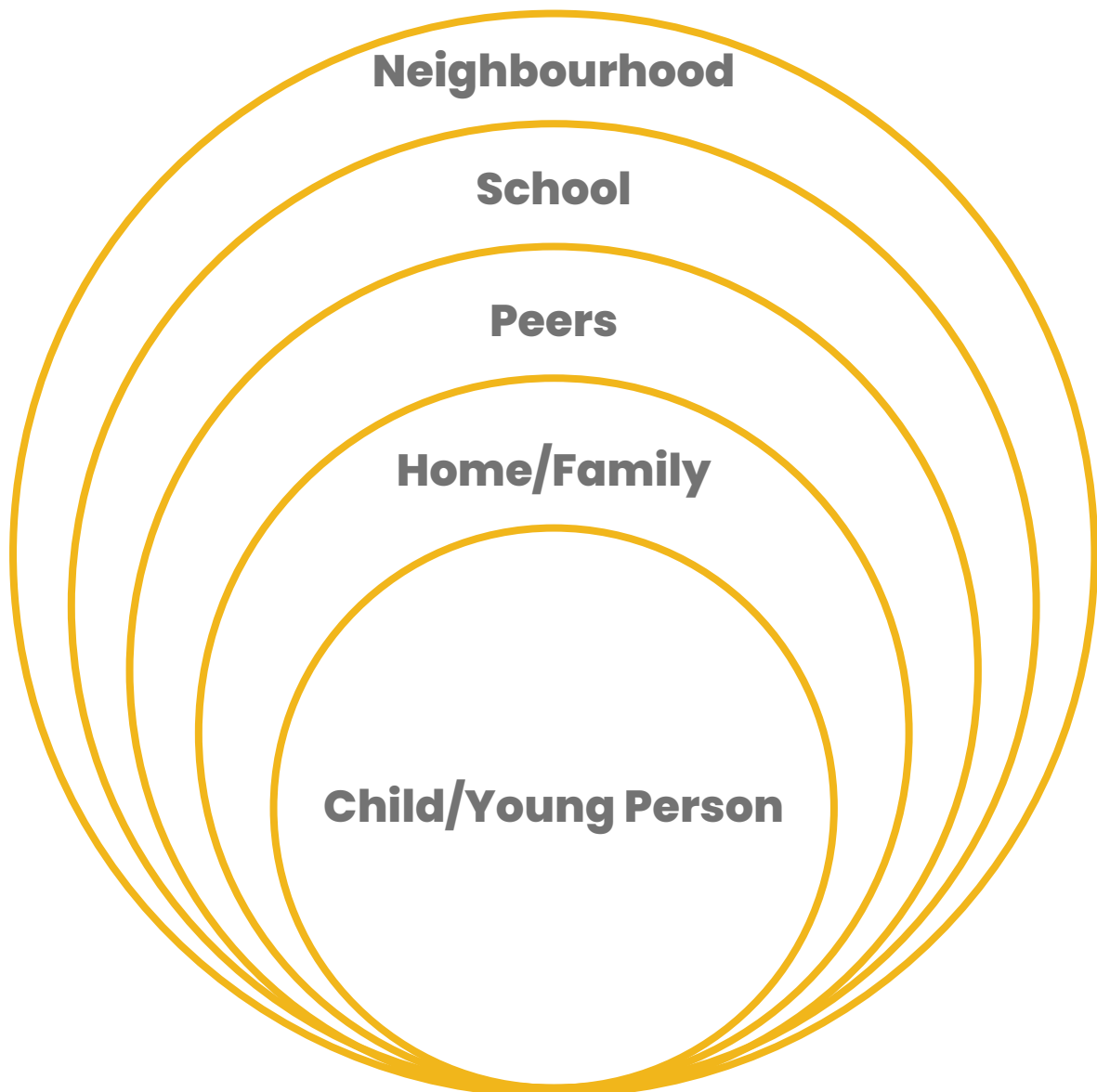
Training

The Department for Education

The Caring Friendships teacher training module provides practical training materials for primary schools to use to train staff to teach about caring friendships including working through problems

Signposting

We strongly advocate that signposting information is given to children and young people in all PSHE sessions so they know where and how they can access further information, support or help should they require it.

If someone is having any difficulties in a friendship, there are lots of people they can speak to:

- A parent, carer or guardian at home
- A trusted adult in school e.g. teacher, form tutor
- Friends or other family

Other organisations include:

- Young Minds - a mental health charity for children
- Childline - help and advice about a wide range of issues
- Samaritans - works to make sure there's always someone there for anyone who needs someone.
- Shout - text 85258 for free 24/7 mental health support
- NHS Urgent Mental Health Helpline - provides 24-hour support from a local service to help with a mental health emergency.

Useful Contacts:
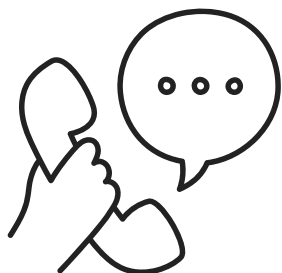
If you would like more information or support about friendship please contact:

Childline
0800 1111

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service - 0300 111 8007
Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm
Out of Hours - 0345 604 2886 / 07815 492613

Stoke:

CHAD - 01782 235 100
Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm
Out of Hours - 01782 234 234

- Friends – Childline

- Friendship and bullying

- Friendships Online – NSPCC

PSHE
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STOKE-ON-TRENT
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