Training module

Teaching **respectful relationships** (primary), **respectful relationships including friendships** (secondary)

Part of: Relationships education (primary)
Relationships and sex education (secondary)

[YOUR NAME, YOUR SCHOOL]

Primary   Secondary

September 2020

Contents

About this training module

Subject leads can use the adaptable slides and **'activities and templates for trainers'** section at the end of this module to help shape training sessions for teachers.

This non-statutory training module supplements the [statutory guidance](#) on teaching about **respectful relationships**, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the [Early Career Framework](#) for pedagogical guidance.

What you get out of today

By the end of this training you should:

- know what is included in the statutory guidance
- know some key knowledge and facts to cover as part of this topic
- have strategies to deal with questions that come up in class
- feel more confident teaching about **respectful relationships**

Teaching the new curriculum

Related topics

Respectful relationships is related to the modules:

- online relationships
- mental wellbeing
- being safe
- intimate and sexual relationships (secondary only)
- caring friendships
- families and people who care for me

Therefore you should:

- **consider thematic links** across key topics and the whole school when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics

Related guidance

Schools may also want to refer to the following related guidance when planning to teach this subject:

- [Guidance for schools on preventing and responding to bullying (including cyberbullying)](#)
- [Teaching online safety in school](#)

Relationships support at [school name]

Our leads

[Names, contact details of relationships support]

Our policies

[Add details - e.g. school policy on bullying]

Specialist support

[Add details - e.g. providers school already works with]

Other information

[Add resources]

Teaching about respectful relationships at [school name]

Ways in which we already teach about **respectful relationships** at our school:

- [add details]
- [add details]
- [add details]

Taking a whole school approach

The importance of respectful relationships should be:

- **incorporated** within the school's behaviour policy
- **championed** by teachers and everyone at the school
- **a central part of the school's culture, ethos and expectations**
- **modelled** in all interactions and reflected in relevant policy documents

Many of the points within this module can be illustrated and discussed in class using case studies or examples from film or literature.

Primary and secondary teaching

Some slides in this training have a **Primary** or **Secondary** label to indicate that the material is usually first introduced in that phase.

STATUTORY GUIDANCE
Schools have flexibility to design and plan age-appropriate subject content. (p31)

Using your knowledge of your pupils and school community you can:

- introduce secondary content in primary with pupils who need it and are ready
- teach the primary content in early secondary lessons to pupils who need to build knowledge before secondary content is taught

LGBT needs and inclusion

Primary schools are enabled and encouraged to cover LGBT (lesbian, gay, bisexual and transgender) content if they consider it age appropriate to do so. Secondary schools should include LGBT content.

When doing so, schools should ensure:

- LGBT-relevant knowledge and examples are included throughout programmes of study (not one-off teaching)

- inclusive language is used, considering how individual pupils may relate to particular topics

Pupils with SEND

You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory 'preparing for adulthood' outcomes for those with an education, health and care (EHC) plan. (See [SEND code of practice](#), section 8.)

STATUTORY GUIDANCE
In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (p15)

Safeguarding

Safeguarding (1)

Pupils may be affected by issues discussed in lessons.

Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching. This will enable them to identify and speak to relevant pupils, especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Teachers may need to deal with disclosures/concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with school policies, especially the child protection policy.

Trusted adults

Within this module we have used the term **trusted adult**.

A trusted adult will generally be someone who children feel comfortable to turn to for help. Obvious examples include family members, teachers and doctors.

It will be important when teaching this topic, and any other relevant topics, that teachers explore this concept. Pupils should be comfortable and capable of identifying who their trusted adults could be, both within their families and wider circles.

Ground rules

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Primary curriculum

The importance of respect

Explain that respect means being considerate of the wishes, feelings and needs of another person.

Teach that **mutual respect is fundamental** to building all healthy friendships and relationships.

Discuss some characteristics of a positive:

- **friendship**, e.g. enjoying time together
- **family relationship**, e.g. love and trust
- **relationship with someone else**, e.g. feeling supported by a teacher

Explain to pupils that in school and in wider society it is important to show respect and feel respected by others.

STATUTORY GUIDANCE
Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Primary

Boundaries and personal space

Teach that a key part of a healthy relationship is to respect each other's **personal space and boundaries**.

Explain that everyone has the right to have their own boundaries, for example:

- to share some of their toys, but not all of them
- to choose how much physical contact they have, e.g. some people like to hug, but other people prefer to just wave

Explain the differences between **appropriate and inappropriate or unsafe contact** (in both physical and in other contexts, e.g. online).

STATUTORY GUIDANCE
Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Primary

Respecting difference

Teach that everybody is unique. For example, people:

- **look different** from each other
- like and dislike **different things**
- might have **different beliefs or customs**

Explain that everyone needs to show the same respect to others, **regardless of how different** they are to them.

Explain that targeting someone simply because you disagree with them is a form of bullying and not acceptable.

STATUTORY GUIDANCE
Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Primary

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Self-respect and happiness

Explain to pupils that self-respect means valuing their own worth, needs and wishes. These are of **equal value** to anybody else's.

Having **self-respect and self-worth** can help them to:

- be confident and happy
- feel that they matter
- empathise with others
- achieve personal goals
- be resilient

Primary

Respect for ourselves and others

Explain to pupils that practising respect for ourselves and others also means **showing other qualities** such as honesty, empathy, integrity, courage, humility, kindness, generosity, trustworthiness, tolerance and fairness.

Explain each of these qualities to pupils and **encourage active demonstration** of these behaviours throughout the school community.

Teach that they can develop these qualities by **taking part in activities** such as helping others and volunteering.

Primary

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Respecting people in authority

Explain that all relationships benefit when respect is **mutual** and **reciprocal.**

Teach pupils that it is **courteous** to respect those in positions of authority. Explain that the people within these jobs often have a **responsibility** to make other people's lives safe and secure. Teach that by **respecting those positions** we enable them to do this properly.

Give some examples of people in such positions and explain why respect for them and the job they do is important.

Primary

Improving relationships

Teach pupils that all relationships (e.g. friends, family, online) can be supported by:

- being **kind, considerate** and **respectful**
- being **honest**
- **listening** to each other
- respecting **personal space**, **privacy and boundaries**
- **accepting** each other's differences
- **focussing on the good things** in each other
- **praising** each other on their achievements

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

Primary

Supporting relationships

Explain to pupils that when relationships have problems it may help them to:

- **negotiate together** and **compromise**
- **not pressure each other** to think or do something
- acknowledge when someone has done something wrong (including ourselves) and **say sorry**

Teach pupils that **mutual respect does not mean having to agree** with someone and that their own needs are just as important.

Primary

Courtesy and good manners (1)

Teach pupils that there are conventions which are considered to be courteous and respectful, for example:

- saying **please** and **thank you**
- **being on time**, e.g. when meeting people
- **taking turns**, e.g. waiting for their turn to play with a toy
- **not talking over or interrupting** other people
- **listening attentively** when others are speaking
- **using respectful language**, e.g. not calling names
- being considerate of **personal space and boundaries**

Primary

Courtesy and good manners (2)

- **allowing other people to go first**, e.g. through doors
- **offering to help** people where they can
- **greeting people** when they see them (e.g. good morning) and using their name
- **asking for permission**, e.g. 'would you mind if I …?'

Primary

Bullying

Teach that bullying is behaviour:

- by an **individual or group**
- **repeated** over time
- which **intentionally hurts** another individual or group
- which can be either **physical and/or emotional**

Teach that bullying is not the same as arguing with friends. Explain that bullying might be motivated by **actual differences** between children, or **perceived differences**.

Teachers should read the guidance on [preventing and tackling bullying](#).

Primary

Types of bullying

Explain bullying can take many forms, such as:

- **physical**, e.g. pinching, hitting, pushing
- **verbal**, e.g. name calling, spreading rumours
- **non-verbal**, e.g. staring at someone, making faces
- **psychological**, e.g. making someone feel bad about themselves, trying to control what someone does or says, regularly excluding someone

Teach that it is not always possible to tell if someone is hurt by bullying, for example, they may laugh or smile. Explain that bullying is always harmful.

STATUTORY GUIDANCE
Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Primary

Cyberbullying

Explain that cyberbullying is bullying which **takes place online**, e.g. social media, texts, emails or in online games. Bullying online is just **as serious as bullying offline**.

Explain that someone can be cyberbullied by people they know or don't know, including people who are anonymous.

Cyberbullying includes:

- sharing or making **offensive or hurtful comments**
- **pressuring someone** into doing something
- sharing someone else's private messages or images **without their consent**

Primary

The impact of bullying

Teach that **all forms of bullying are harmful**, and can make those targeted:

- feel humiliated and ashamed
- feel scared, sad and alone
- feel like they want to hurt themselves or other people
- lose confidence in themselves
- miss school and other opportunities
- feel bad long after the bullying happens

Primary

Responsibilities of bystanders

Teach that a 'bystander' is someone who witnesses bullying, but is not involved. Explain to pupils they can be an **active bystander** or a **passive bystander**.

Work with pupils to understand the ways they can **safely** be an active bystander, for example:

- privately asking the victim if they're okay
- reporting it to a teacher (discuss the school's reporting procedure)
- telling a trusted adult
- encouraging the victim to contact an organisation like [Childline](#)

Primary

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Help for tackling bullying

Explain your school's safeguarding, anti-bullying and behaviour policies.

Teach pupils that they can **speak to a trusted adult**, or organisations such as Childline or CEOP.

Explain that online bullying by a pupil at the same school can be reported to the school.

Also discuss:

- **digital reporting tools** to remove content
- **blocking** certain users
- **taking a break** from online platforms
- **taking evidence**, for example, screenshots

Primary

Understanding stereotypes

Teach that a stereotype is an **overly simplified, often untrue, fixed idea** about a group of people.

Explain that a stereotype is a belief that someone's character, preferences, attributes or abilities can be automatically inferred from a group that they may happen to be a part of.

For example, their gender or ethnic background.

Primary

How stereotypes can damage

Teach that stereotypes are damaging for anyone in those groups as they:

- affect how people think about and behave towards them
- mean they are judged on assumptions about them rather than their own achievements and qualities
- make people look for behaviour in them that reinforces the stereotype of that group

Teach that stereotypes are damaging and unfair whether they are applied to a group that is in the majority or the minority.

Primary

Seeking permission

Discuss with pupils when people need to **seek permission** from someone else, e.g. borrowing property, joining someone else's game.

Discuss with pupils:

- what they should do if permission is unclear
- other ways that people say 'no', for example, 'maybe later' or 'I don't know'
- **non-verbal cues**, for example, people shaking their head, or saying nothing

Teach pupils the importance of **being clear when seeking permission**, for example, by asking a direct question.

Primary

Giving permission

Explain to pupils that part of self-respect is **knowing when they want to do something** or not.

Discuss **ways they can express this** with confidence and kindness.

Teach pupils that:
- not giving permission does not make them a bad friend
- giving permission does not make them a good friend

Primary

Secondary curriculum

STATUTORY GUIDANCE

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. (p36)

Positive and healthy friendships

Building on what is taught in primary, teach that **healthy friendships make people feel **happy, confident, safe, and positive** about themselves.

Explain to pupils that this applies to relationships **in person** and **online**.

Explore, in both contexts, **what pupils can do** if they are in a relationship that does not make them feel this way, for example, tell a trusted adult.

Secondary

Positive and healthy friendships (1)

In a positive and healthy friendship both people:

- are **kind, considerate and respectful** to each other
- are **honest** with each other
- **listen** to each other
- respect each others **personal space**, **privacy and boundaries**
- **accept** each other's differences

Secondary

Respect

Explain that in a respectful relationship they should be able to:

- **express their feelings and opinions** without being made to feel stupid, scared, or embarrassed

- **listen to and genuinely value** the other person's feelings and opinions

- **be able to disagree** without causing a fight or someone saying hurtful things

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

Secondary

Respecting difference (1)

Building the primary curriculum, reinforce that everyone needs to show the same respect to others **regardless of how different** they are to them.

Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant and free society.

Teach that censorship and 'no platforming' are harmful and damaging.

Explain that seeking to get people 'cancelled' (e.g. having them removed from their position of authority or job) simply because you disagree with them, is a form of bullying and is not acceptable.

STATUTORY GUIDANCE
Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.

Secondary

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Boundaries, privacy, consent

Teach that even within the closest friendships, people appreciate and expect to:

- have their **privacy respected**, e.g. trust that their friends will not access their phone without permission
- have their **boundaries respected**, e.g. how closely they interact with people, physically or otherwise
- be **able to choose when to give and withdraw consent**, e.g. change their mind

Explain that this applies to all relationships, e.g. family, friends or other's they regularly interact with.

Secondary

Conflict and reconciliation

Teach that when there is conflict in relationships it can help to:

- **apologise** if they are in the wrong
- **discuss** ways to de-escalate conflict
- **listen and acknowledge** each other's viewpoints
- **clarify views and opinions**
- **accept the consequences** of their actions

Explain that a **successfully resolved** conflict can **strengthen** a relationship as the parties understand more about the other person and themselves as a result.

Secondary

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Ending relationships

Teach that friendships can end for different reasons:

- they can **end suddenly**, e.g. with a disagreement
- people can **grow apart gradually** as they develop different interests or priorities

Explain that all people make and end relationships throughout their lives. After a relationship ends:

- learning to move on without ill-feeling is part of a **mature response** to these normal life events
- trying to maintain a relationship with someone who does not want to can be **damaging for both people**

Secondary

Stereotypes damage individuals

Building on what is taught in primary school, teach that stereotypes are unfair, and can be **limiting for the individual** and for **our society**.

These include stereotypes based on:

- sex
- gender
- race
- religion
- sexual orientation
- gender reassignment
- background

Secondary

Stereotypes damage individuals (2)

Teach that stereotypes are unfair because people do not always fit into the idea that others may have of them. Explain that a lot of **potential is wasted** if people base their decisions on stereotypes rather than on an individual's strengths.

Explain that it shows greater integrity to **respect people's individuality** rather than having preconceptions about them.

Teach that stereotypes are damaging and unfair whether they are applied to a group that is in the majority or the minority.

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

Secondary

Stereotypes encourage prejudice

Teach that stereotypes **encourage prejudice** and can **normalise non-consensual behaviour**.

For example, the stereotypes of femininity and masculinity may:

- make people think certain careers are for men and others are for women, limiting the types of jobs people think they can do

- contribute to the idea that one party has fewer rights in a relationship than the other

Secondary

Respect and tolerance

Teach that **everyone is entitled** to be respected. Explain that as we live in a society, we are all obliged for **everyone's benefit** to show respect and tolerance.

Identify **key roles in society** that are needed to ensure society works and is fair and just, e.g. the police, judges, government. **Discuss the consequences** of undermining these roles through disrespect.

Discuss the difference between **fair and evidence-based challenge to authority** (e.g. whistleblowing) versus abusive, personal attacks, slander and libel.

STATUTORY GUIDANCE
Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Secondary

Types of bullying (1)

Building on what is taught in primary, discuss with pupils the types of bullying they may encounter, e.g.:

- **physical**, e.g. punching or kicking someone
- **verbal**, e.g. spreading rumours, using racial, sexist, or homophobic slurs
- **non-verbal**, e.g. intimidating someone by staring at them, blocking someone's path
- **psychological**, e.g. 'gaslighting', putting someone down, humiliating them, or excluding them

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

Secondary

Cyberbullying (1)

Building on what is taught in primary, explain that all the following behaviours constitute cyberbullying:

- **publishing someone's personal information or images** without their consent, e.g. deliberately trying to humiliate them by sharing their private messages
- **intimidating or threatening someone**, e.g. with threats of violence, or revealing private information
- **harassing or stalking someone**, e.g. repeatedly sending unwanted messages, either privately or publicly

Secondary

Cyberbullying (2)

- **vilifying or defaming someone**, e.g. posting upsetting or defamatory remarks about them online
- **excluding someone**, e.g. setting up closed groups or 'blocking' them
- **impersonating someone**, e.g. identity theft, carrying out acts online or posting messages while pretending to be that person

Teach that cyberbullying can be **extremely hurtful and damaging**.

Explain that cyberbullying can be hard to escape and particularly hurtful because of the 'large audience' online.

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

Secondary

Impact of bullying

Teach that all forms of bullying, including cyberbullying, are harmful. Bullying can:

- make someone want to **hurt themselves**
- make someone want to **hurt other people**
- have a negative impact on **mental health and wellbeing,** e.g. depression, social withdrawal
- affect someone long afterwards
- make someone **miss school**

Teach that someone might be affected by bullying even if they appear otherwise. Unexplained changes in their behaviour might be a sign of this.

Secondary

Bystander intervention

Build on what is taught in primary. Remind pupils what **active** and **passive** bystanders are and the importance of **bystander intervention.**

Teach to pupils the ways that they can become an active bystander including:

- **diffusing** the situation if they are able to do so
- **privately asking the victim if they're okay**, giving reassurance, solidarity and offering the hand of friendship
- **reporting** the bullying

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

Secondary

Help for bullying victims

Explain your school's safeguarding, anti-bullying and behaviour policies with regards to bullying.

Teach that pupils can **speak to a trusted adult**, or an organisation such as Childline. Explain that online bullying by a pupil at the same school can be reported to the school.

Discuss:

- **digital reporting tools** to remove content
- **blocking** certain users
- **taking a break** from online platforms
- **taking evidence**, for example, screenshots

Find more help and tools at www.childline.org.uk.

Secondary

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Criminal behaviour (1)

Explain that criminal behaviour in a relationship can include:

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

Secondary

Criminal behaviour (2)

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

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

Secondary

Criminal behaviour (3)

Teach that pupils should report any of these behaviours to the police or a trusted adult, or can also contact [Childline](). When reporting, pupils should be clear that it is criminal behaviour.

Related module: **being safe**

Secondary

Controlling behaviour

Explain that **controlling behaviour** is a form of harmful behaviour in a relationship aimed at making someone **subordinate and/or dependent**.

For example by:

- **isolating** them from sources of support
- **exploiting** their resources or capacities
- **depriving** them of the means needed for independence, resistance and escape
- **regulating** their everyday behaviour

Secondary

Coercive control

Define **coercive behaviour** as an act or pattern of acts such as assaults, threats, humiliation and intimidation, used to harm, punish, or frighten someone.

Teach that coercive and/or controlling behaviour is always wrong, and **can be a criminal offence**.

Explain that abusive behaviour in relationships, including criminal behaviour, can be subtle and may be justified as being about love or care.

Remind pupils of the **importance of mutual respect** in all relationships.

Secondary

Sexual harassment

Define **sexual harassment** as 'unwanted conduct of a sexual nature which has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.'

Illustrate how sexual harassment can happen in different contexts, for example:

- at school, e.g. unwanted touching, sexual comments
- online, e.g. unwanted sharing of naked photographs
- in the workplace, e.g. displaying sexual images
- in public, e.g. 'catcalls', wolf-whistles

Related module: **being safe**

Secondary

Sexual violence

Teach pupils that sexual violence is a broad term which can:

- describe a sexual act which uses **coercion**, e.g. physical force, psychological intimidation, blackmail
- involve someone who **does not or cannot consent**, including sexual comments or advances

Define consent as **agreement by choice** and having the **freedom and capacity** to make that choice.

Secondary

Good practice approaches (1)

Ensure information is taught at the right time so that pupils are not lacking the knowledge they need to make informed decisions, and are aware of their legal protections, rights and responsibilities.

When appropriate to do so, ensure LGBT-relevant knowledge is included throughout teaching (not a one-off session) and use **inclusive language**, considering how individual pupils may relate to particular topics. It is not compulsory for primary schools to cover LGBT content, though they are enabled and encouraged to do so if they consider it age appropriate. Secondary schools should cover LGBT content.

Take into account issues specific to the group or setting, e.g. conditional friendships which often arise in behaviour settings, or non-reciprocal friendships which often arise in SEND settings.

Good practice

The Equality Act 2010

Explain that everyone is unique and equal and that respect for **difference and protection** from discrimination is **built into the law**.

Teach that discrimination is when people are treated unfavourably on the basis of a protected characteristic such as race or gender.

The **Equality Act 2010** provides a single, consolidated source of discrimination law, covering all the circumstances in which discrimination (as well as harassment and victimisation) are unlawful.

Secondary

The protected characteristics

Teach that the Equality Act 2010 lists nine 'protected characteristics'.

Explain that, in many situations, it is unlawful to discriminate against anyone on the basis of these. This applies regardless of whether or not the person with that characteristic is in the majority or the minority.

The protected characteristics are age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity.

STATUTORY GUIDANCE
Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Secondary

Where discrimination is unlawful

Explain to pupils that the Equality Act 2010 provides protection from discrimination, harassment and victimisation in a number of scenarios, such as:

- in the workplace
- in relation to access to education
- using public services (e.g. NHS)
- using businesses that provide services and goods
- joining a club or association

Explain that anyone unlawfully discriminated against can make a claim in civil court. Visit the Equality and Human Rights Commission for more detail.

STATUTORY GUIDANCE
Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Secondary

Examples of good practice

Good practice

The following are just some of the approaches you might consider when preparing to teach about respectful relationships.

You will need to adapt these approaches to ensure they are age appropriate and developmentally appropriate for your pupils.

Good practice

Good practice approaches (2)

Ensure that information on age-appropriate support services is available for different groups.

For example, signpost to services for:

- women/girls: Rape Crisis, national domestic abuse helpline
- men/boys: Survivors UK
- LGBT people, e.g. GALOP
- perpetrators, e.g. Respect helpline
- friendships, bullying, and other concerns, e.g. Childline, Childnet, CEOP, anti-bullying organisations

Good practice

Good practice approaches (3)

When teaching about relationships:

- help pupils practice respect in relationships and to demonstrate how they already treat each other with respect (refer to ground rules)
- do not assume that all pupils have experienced positive relationships, such as friendships with peers, or relationships with any family members
- refrain from activities where pupils are asked to name the positive or negative qualities of their own relationships, as this can be very exposing, instead use case studies, characters or examples (e.g. from literature or film) to identify relationship qualities

Good practice

Responding to questions about suicide

If raised in class, it is important to talk about suicide as pupils will know about news stories, TV storylines, or may have personal experience of suicide.

However, when teaching about suicide or self-harm it is important not to glamorise, or give methods which may encourage suicide ideation.

Teaching about suicide should be preventative, signposting pupils to support networks and helping them to identify signs of someone at risk.

Find more information and resources at:
- minded.org.uk
- papyrus-uk.org

Good practice

Activities and templates for trainers

About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. 'rate your confidence (before training)' - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

Training activity:
Rate your confidence

Rate your confidence (trainer notes)

Ask your colleagues to rate confidence before and after topic training using the slides in this deck.

Before training

Ask teachers to think about where they currently fit on the scale.
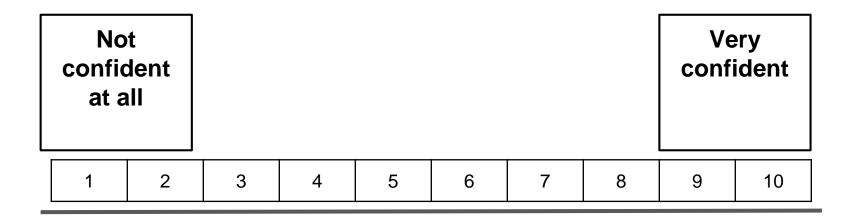
After training

Ask teachers to rate their confidence again and talk about changes. You might want to repeat this activity at later check ins.

If teachers still rate confidence as low, discuss ways you can develop their subject knowledge, offer peer support etc.
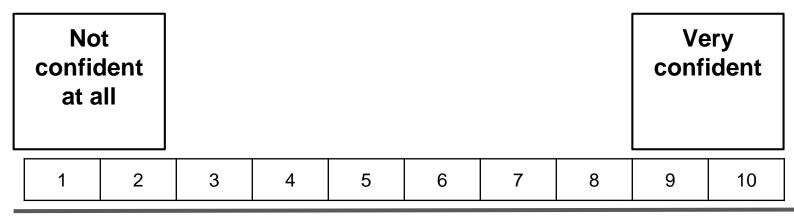
Rate your confidence (**before** training)

How do you feel about teaching this topic?

Not confident at all								Very confident	
1	2	3	4	5	6	7	8	9	10

Rate your confidence (**after** training)

How do you feel now? What support/information could help?

Not confident at all								Very confident

1	2	3	4	5	6	7	8	9	10

Training activity:
Dealing with difficult questions

Dealing with difficult questions (trainer notes)

Use the following slides in your training to help teachers:

- **share concerns** about questions they could be asked by pupils
- **strategise** ways to respond to such questions

Dealing with difficult questions (1)

What would you say?

What wouldn't you say?

[Prepare 'difficult' questions to discuss in training or give teachers a blank version to fill with their own questions]

Follow up

Dealing with difficult questions (2)

Pupils may well ask questions because they:

- want information
- are seeking permission - "Is it OK if I …?"
- are trying to shock or get attention
- have related personal beliefs

Remember:

- don't feel pressured or that you have to answer straight away
- don't disclose personal information - use third-person examples, say 'some people...'
- seek advice if you need it

Training activity:
How will I teach this?

How will I teach this? (trainer notes)

Use the following slides in your training to help teachers:

- **begin to plan and resource** their lessons
- **discuss and address any issues** they anticipate in the delivery of lessons

How will I teach this?

How will I prepare to teach this topic? - What do I need to do? - What resources do I need? - Do I need external support?	
How will I adapt to needs of pupils? - What are the challenges? - What language and concepts will pupils need support with? - Do I need additional support in the classroom?	
How will I assess pupil understanding and progress?	

Additional slides for structuring training

Any questions?

Any concerns?

What support do you need?

ADAPT THIS FOR YOUR OWN PRESENTATION

XX%

[Use this format to present your own key facts and statistics - e.g. from your local authority or own monitoring. Include the source.]