



tender
acting for healthy relationships



RE:SET

RELATIONSHIPS EDUCATION: SCHOOL'S EQUALITY TOOLKIT

PARENT AND CARERS' RESOURCE BOOKLET - KS2



TABLE OF CONTENTS



01

Table of Contents

02

What is RE:SET?

03

How does RE:SET work?

04

Relationships Education

05

Talking to your children about relationships

06

Addressing topics: consent and pressure

07-08

Activities and additional support

WHAT IS RE:SET?



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

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

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

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

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

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

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

HOW DOES RE:SET WORK?

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

1 PROJECT DELIVERY TEAM

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

2 INVOLVING SCHOOL STAFF

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

3 WORKING WITH CHILDREN

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

4 INVOLVING FAMILIES & COMMUNITIES

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

5 POSITIVE SCHOOL CULTURE

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



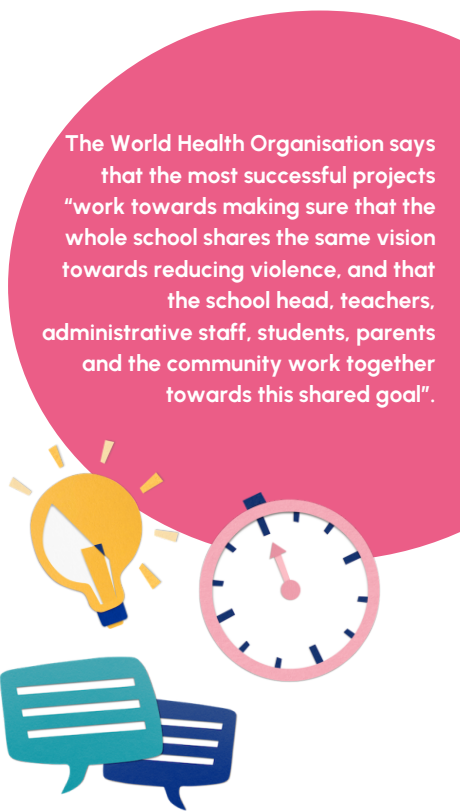
RELATIONSHIPS EDUCATION

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

Relationships Education should allow children and young people to:

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

(Department of Education, September 2021)



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

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

Deputy Headteacher at Charles Darwin School, March 2022

TALKING TO YOUR CHILDREN ABOUT RELATIONSHIPS AT HOME

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

Talking about relationships with children in Key Stage 2 continues by talking about emotions and friendships. There is a focus on what they have noticed makes them feel good and bad in their friendships at school and in life, so they can reflect on their behaviours towards peers and their emotions.



CONVERSATION STARTERS

Begin by asking children about their friendships in school:

- Who do you like spending time with at school?
- Would you describe them as your friend?
- What makes someone a good friend?
- What does a good friend do?
- What makes you happy when you spend time with someone you like? (*Put an emphasis on how they feel*)
- When have you been a good friend?
- When has someone been a good friend to you?

Using a resource can also be a great way to start these conversations, such as a book or film. For our recommendations, see Page 8-9. Your child may also prefer or find it easier to communicate in different ways, so perhaps drawing, choosing pictures from a magazine or using playdough rather than speaking may work better.

ADDRESSING TOPICS: CONSENT AND PRESSURE

DISCUSSING CONSENT

This is about teaching young people and children that they have the right to say "no", and to respect when others say "no" also. We should all have the freedom and capacity to make choices in our relationships, and also respect and accept the choices made by others. Many people hear or read "consent" and think immediately about the age of consent for having sex, however consent is much broader and we ensure all workshops are age appropriate.

This includes thinking about body language as well as verbal consent. A scenario we like to demonstrate in workshops is when someone says "yes" to something, but their body language is saying "no". This looks like them being closed off, not being able to make eye contact, acting hesitant (saying "umm") - you could demonstrate this with your child and ask them what they think the person might actually be thinking (ie wanting to say "no" but feeling pressured to say "yes").

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

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

ACTIVITIES

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

1. DIFFERENT TYPES OF RELATIONSHIPS

T	E	H	A	Y	B	S	R	E	N	T	R	A	P
A	N	I	T	L	R	E	I	R	I	I	R	R	R
I	O	R	N	I	O	N	R	B	D	R	R	B	I
R	A	S	B	M	T	C	T	R	L	R	E	E	E
R	S	R	E	A	H	S	H	E	O	I	N	E	T
E	I	U	S	F	E	S	R	I	A	I	N	D	U
G	S	O	D	C	R	C	R	E	L	C	H	G	E
C	T	B	N	H	S	E	I	S	T	D	H	U	S
A	U	H	E	E	A	E	E	T	C	S	R	E	A
R	D	G	I	L	N	T	R	N	N	R	I	E	R
E	E	I	R	R	E	U	S	E	B	A	E	S	N
R	N	E	F	H	I	B	D	R	I	R	M	N	I
S	T	N	P	E	I	N	R	A	H	R	A	O	C
I	I	P	E	E	R	S	I	P	H	C	C	S	R

In this word search, there are lots of examples of different types of relationships. The list is:

FAMILY - SISTERS - TEACHER -
SIBLINGS - FRIENDS - PARENTS
- PEERS - BROTHERS -
NEIGHBOURS - CARERS -
PARENTS - SISTERS -
PARTNERS - ROMANTIC

After finishing this exercise, you could then go back and ask the questions on Page 5 - but replace the word "friendship" with "relationship".

2. WATCH A VIDEO ON "CONSENT" AND DISCUSS

Aardman recently created a video on consent that doesn't look explicitly at sexual consent and focuses on the right to say no in any situation.

It looks at considering body language as well when one is asking for consent, which is important for young people to understand. The link can be found here:

<https://www.aardman.com/latest-news/aardman-consent-film-opcc>



3. BOOKS, TV AND FILMS TO START DISCUSSIONS

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

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



ADDITIONAL SUPPORT

USEFUL WEBSITES

NSPCC - Support for Parents and Carers:

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

Action for Children - Parent Talk:

www.parents.actionforchildren.org.uk

Family Lives - How we help:

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

Young Minds - Parent's Helpline:

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







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