

Teaching sensitive issues KS1 - 2

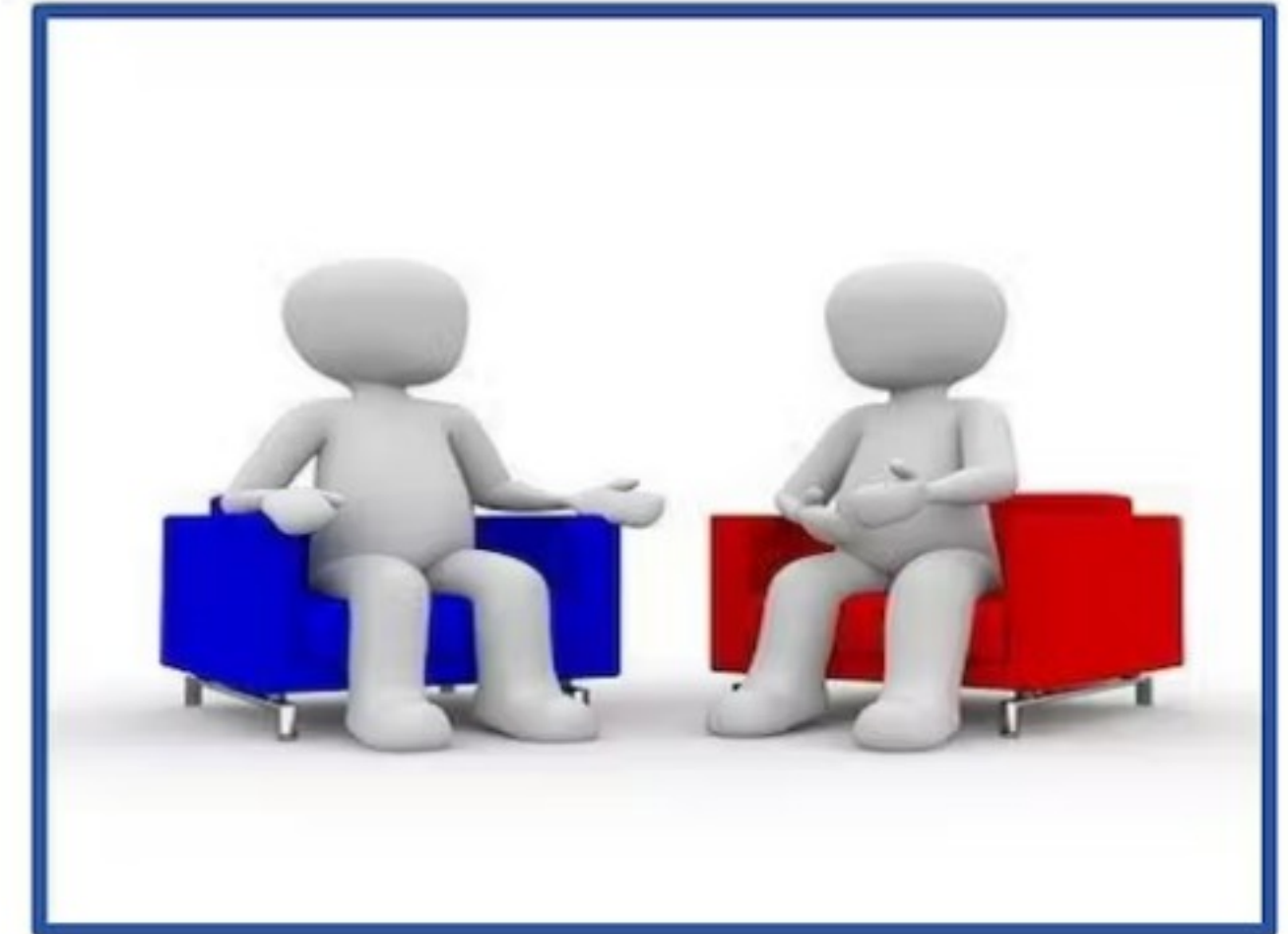
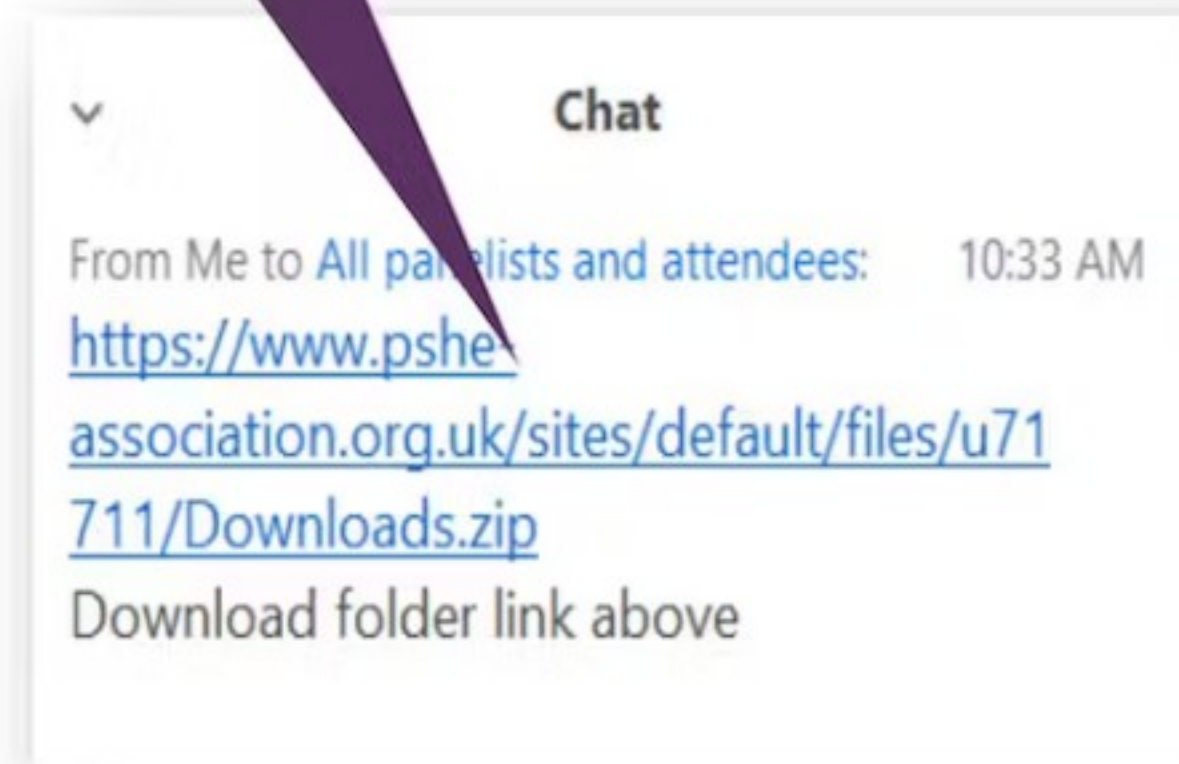
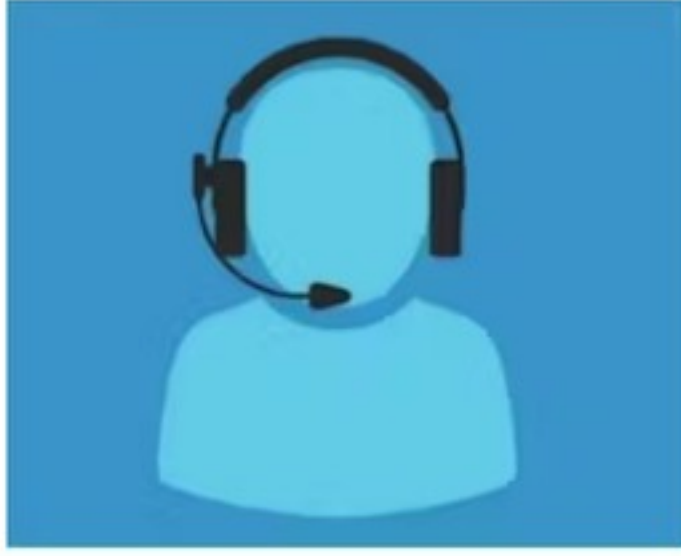


This session will begin shortly

Teaching sensitive issues KS1 - 2

Karen Summers – Subject Specialist





Today's session:

- Welcome and matters arising
- National news/updates
- Session focus – Teaching sensitive issues
- Breakout discussion and feedback
- Share examples of work undertaken in school/Q & A
- Future priorities for next year's network meetings

Shared expectations

- Colleagues will join in activities and cameras kept on if possible
- Evaluations will inform content of sessions
- We will share/bring examples of PSHE to our meetings where that has been an agreed request from colleagues
- We appreciate that the meeting is for PSHE leads only and that the link will not be shared with other staff
- If for any reason we are unable to attend – we will let HEP know, or let Karen know if we have to leave early
- In evaluation feedback, if there is something we disagree with we will explain how we think it could be rectified but accept that there are some aspects that are unable to be changed, e.g. timings



National

- **Children's Commissioner report** on damaging impact of online pornography. Extent to which children are exposed to pornography/its harmful impact on their safety, wellbeing and relationships. Also the serious consequences of role it may play in influencing abusive behaviour between children.
- **Give RSE specialist subject status**, MPs told. Giving evidence to the Commons Women and Equalities Select Committee Lucy Emmerson, CEO of the Sex Education Forum, called for more investment and resources to give RSE the same status as other specialist subjects - and the same dedicated teaching time.

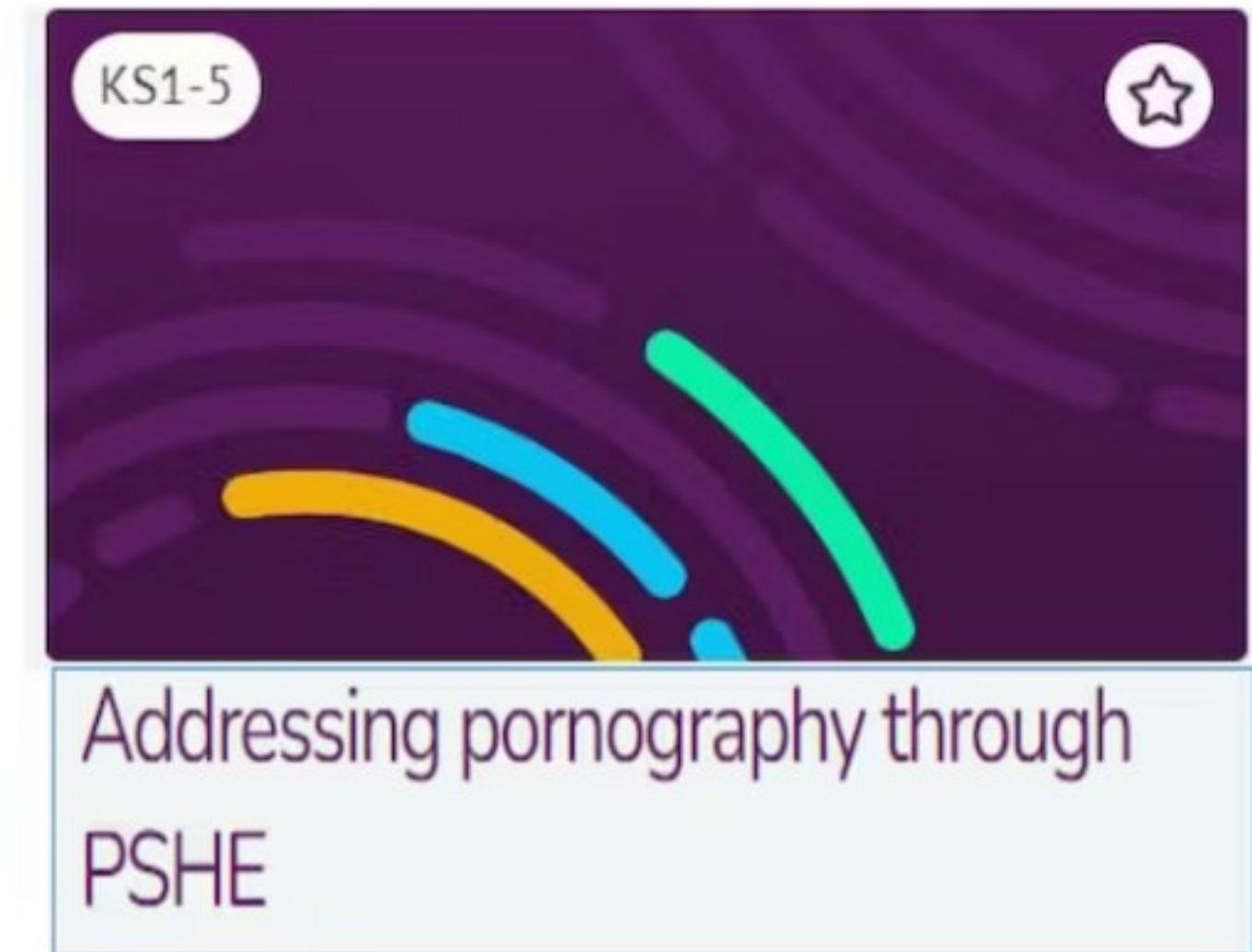
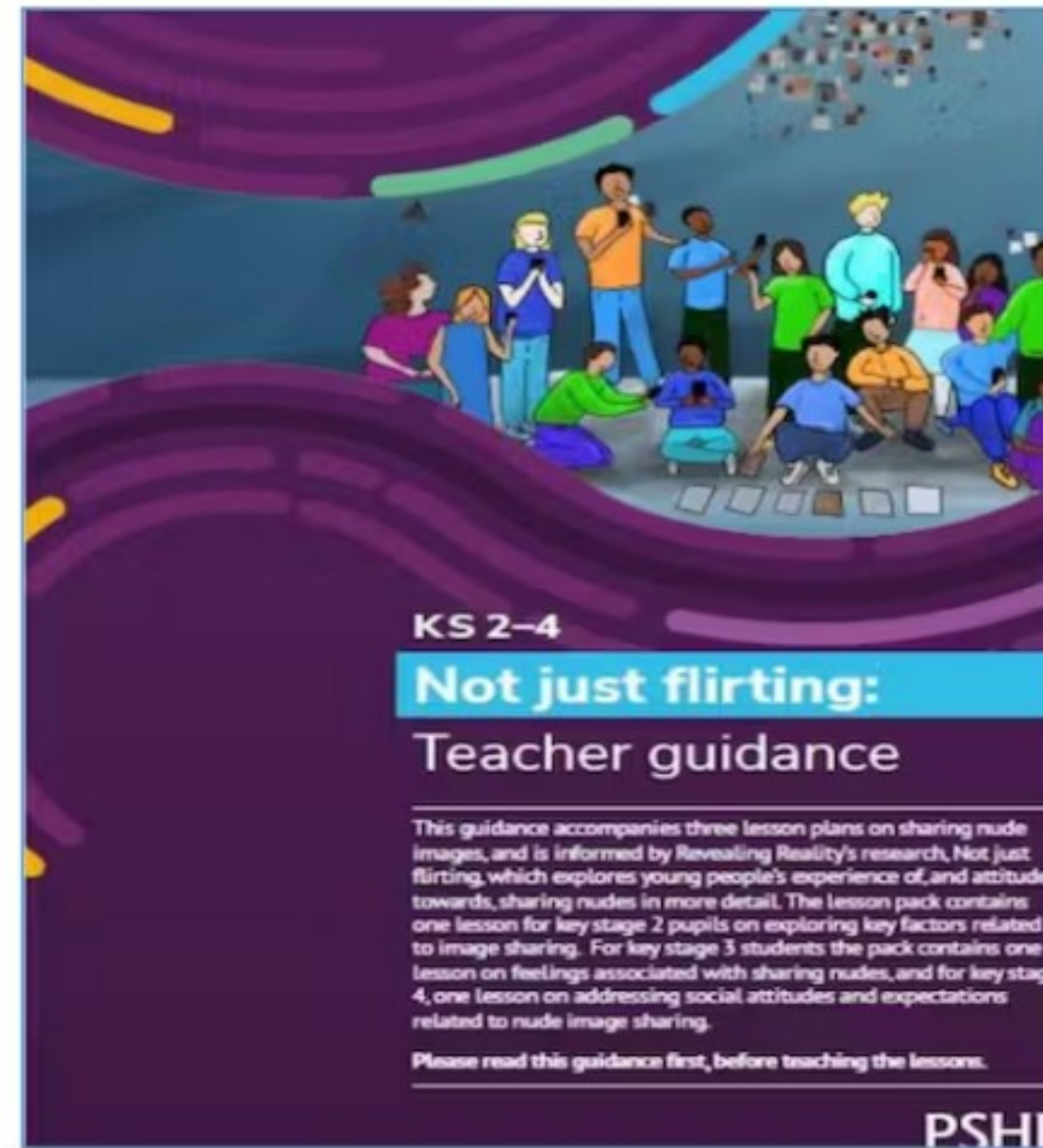
Updates

- **PSHE Association Regional Seminars – Summer term.**
Tuesday, 4th July, 1.30 – 4.30 (keynote, choice of 2 practical workshops, expert Q & A panel, informal drinks afterwards) Price: £99
- **Mental Health Awareness Week** (last week) – Anna Freud website; Teacher toolkit, lesson plan, assembly, tips for talking to parents, resources/animation film
- **My Money Week – 12th -16th June 2023** resource packs will be launched by Young Money – register to download them via the Resource Hub

Updates

- **Invitation to participate in a 10 min online survey** conducted by University of York in partnership with the PSHE Association. Share your experiences of teaching primary school pupils about mental health and emotional wellbeing. Feedback will directly inform new resources and pedagogy on this timely and important topic
- **Free 'NewsWise' webinar Thursday 23 May, 4.15 - 5.15pm.** NewsWise programme developed by National Literacy Trust, The Guardian Foundation, and the PSHE Association provides free, high-quality and cross-curricular news-literacy education resources and experiences for schools and families.

PSHE Association latest resources



What issues do you feel can be particularly sensitive for pupils to talk/learn about?

puberty changing bodies
gender stereotypes
grief loss death
abuse
rse
grief
relationships
reproduction
sexuality
drugs
periods
bullying
puberty
pubity
domestic abuse
sex education



What might make a topic or issue particularly sensitive for some pupils?

challenging family dynamics
fear of judgement peer pressures
cultural expectations worry - what others think
past experiences abuse
privacy
family
family do not talk
neglect
emotions
unfamiliar
cultural
peers judgement experiences
personal experience
attitudes to the topic
they have experienced it
seeing themselves in context
religion



Negative experiences to do with the topic (shame/stigma)

Family, cultural, societal attitudes towards the topic

Responses of peers towards the topic

Misunderstanding or misperceptions about the topic

Feeling uncomfortable about taking part in classroom activity

Prior teaching of the topic that confused/worried the pupil

Fear or Embarrassment about the topic (internal/external)

Misinformation about the issue

Relationship with teacher/adults in classroom



What might be some of the concerns that teachers have?

16 Answers

Mentimeter

answering difficult questions the children might ask during a session

upsetting childrennot having the right vocabpersonal experience parental responseresourcesanswering questions

addressing sensitive topics

Activities for these sensitive topics

How to phrase things in a certain way

Handling sensitive issues appropriately to suit the child's needs or in front of the class

Confidence

worried about upsetting a child - worried about repercussions from certain discussions

Having the up to date information and training

What might be some of the concerns that teachers have?

16 Answers

Mentimeter

Upsetting children

Saying the wrong thing

What the parents might say?

parents support

Have children twist meanings or understandings

Ensuring that you do not say something that may be triggering for a child without knowing it

teachers own beliefs and teachers own culture

Common concerns

Being put 'on the spot'

Getting it 'wrong'!

Topic is sensitive for them as well

Not feeling confident about giving 'answers'

Knowing how to manage inappropriate or 'difficult' questions

Unsure about policy/whole school protocols

Parental comeback

Managing own 'state'

Not sure of boundaries – what is ok not ok?

Pupils will always want to ask teachers questions that:



- fact-check the misconceptions or rumours they have previously heard about the topic
- find out what the teacher thinks is the 'right' thing to do
- test how much the teacher really knows about the topic
- navigate new and potentially worrying aspects of their own lives

What helps

**Agree
ground
rules**

**Use
distancin
g
strategie
s**

**Consider
vulnerabl
e pupils**

**Signpos
t
support**

**Handle
question
s safely**

**Ensure
inclusivit
y**

Protecting pupils with vulnerabilities



Responding to tricky questions

- Value the question
- Be mindful of how you react
- Give a factual, age-appropriate, distanced answer when you can – if you need to return to a question later, let the pupil know that you will
- Give pupils opportunities to ask questions anonymously by providing an 'ask-it-basket' or questions box.



Responding to tricky questions

Refer to the ground rules if an inappropriate question has been asked

Ground rules might include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if someone does not wish to comment

Responding to tricky questions

A

What is love? (*Y2 pupil*)

B

Do you have to get married? (*Year 4 pupil*)

C

Is it OK to go swimming during a period? (*Year 6 pupil*)

D

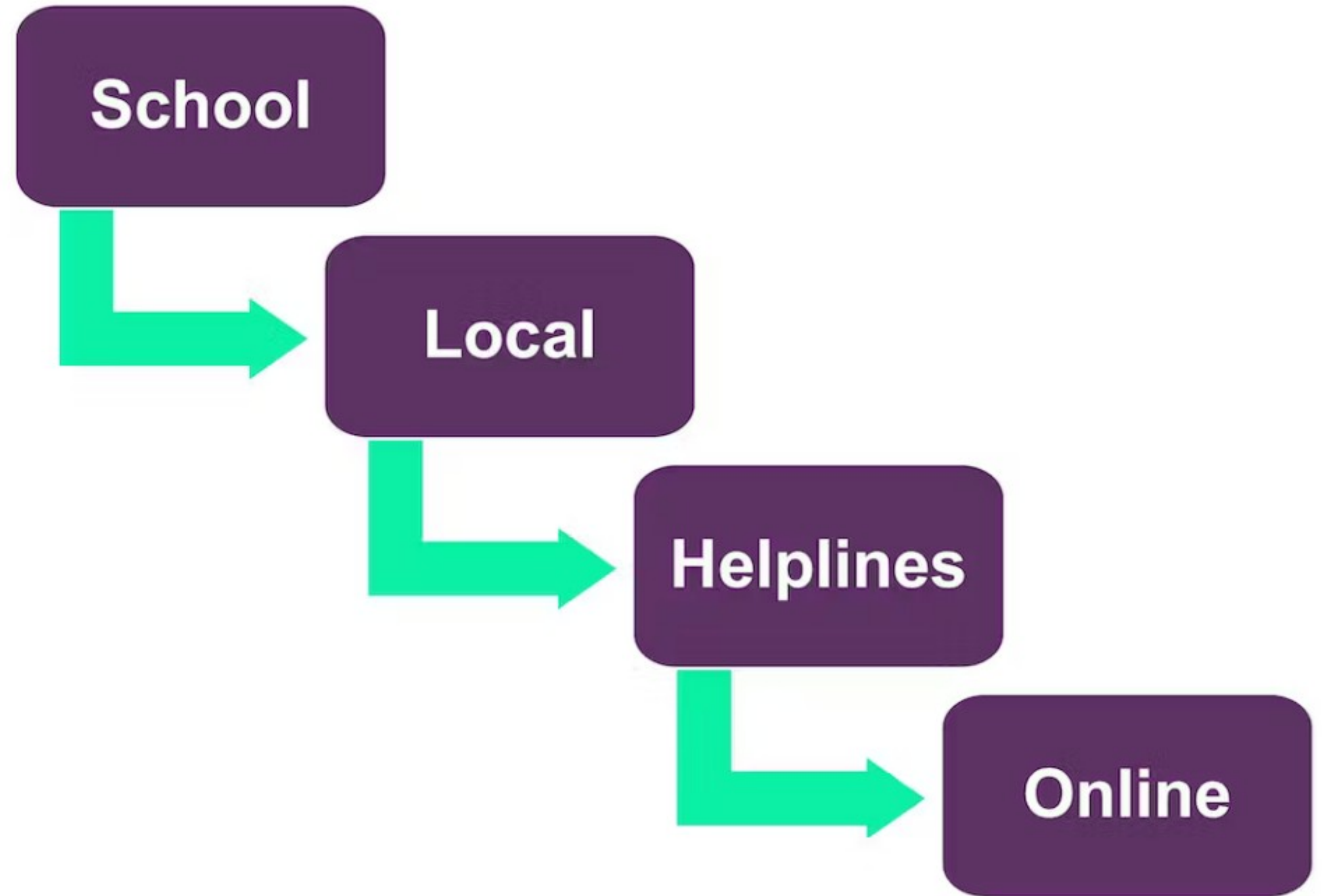
I'm the only one who hasn't got a best friend. Is there something wrong with me? (*Asked anonymously*)

Signpost support

1. **How** to access support
2. **Why** to access support
3. **What** will happen if they do access support



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Using objects or images

For example, choose an object from the bag.

Discuss:

- What is it?
- How does this relate to puberty, growing up and changing?



Taking a positive approach

- Balance risks/consequences with practical suggestions of ways pupils can stay healthy and safe
- Talk about meaningful strategies and skills that can make a positive difference/help manage a situation or dilemma
- Reinforce help-seeking strategies and where support/help may be obtained

Parent partnership

‘Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.’

DfE Statutory Guidance

- Communicate with parents, teaching staff and governors
- Publish key documents
- Parent, pupil and staff surveys
- Information evening
- Provide advice
- Publish FAQs

Building staff confidence

PSHE EDUCATION Teacher questionnaire (Primary)

You may find it useful to gather your teaching team's views about their levels of confidence, subject knowledge and enthusiasm for teaching PSHE education, including the statutory relationships and health content. This will help you to better meet their professional development needs, allocate timetables in the future and prioritise planning support. The following design can be adapted to suit your school context and department needs.

| About you | Never before | 1-3 years | 4-8 years | 8+ years |
|---|----------------|-----------|-----------|-------------------|
| How long have you taught PSHE education? | | | | |
| About PSHE education | Strongly agree | Agree | Disagree | Strongly disagree |
| I have a good understanding of what PSHE education is, including statutory content for Relationships and Sex Education (RSE) and Health Education | | | | |
| I enjoy teaching PSHE education | | | | |
| I have received adequate support/training for teaching PSHE education | | | | |
| If you have selected Disagree/Strongly disagree, please identify which aspect of the programme you feel is most challenging: | | | | |
| | | | | |
| I feel confident to deliver all aspects of the PSHE education programme | | | | |
| I think that the current PSHE education programme is well-planned and easy to follow | | | | |
| If you have selected Disagree/Strongly disagree, please identify and key changes you feel are necessary: | | | | |
| | | | | |
| I feel that PSHE education lessons are well resourced | | | | |
| I am able to assess pupils learning, measure progress and provide feedback in PSHE education | | | | |
| I adapt the scheme of work and lesson plans to ensure they suit the needs of individual groups or pupils | | | | |
| I use a wide range of teaching and learning approaches in my PSHE education teaching | | | | |
| I believe that encouraging pupils to share their views and opinions is an important part of PSHE education teaching and am able to manage these discussions effectively | | | | |
| Pupils in my class find PSHE education lessons engaging and recognise their value | | | | |

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Gathering teacher voice

MONITORING & EVALUATING PSHE EDUCATION (Primary)

The templates below have been designed to open up a dialogue between teachers and leaders of PSHE education. They will help to make PSHE education best practice principles the focus of any lesson observation discussion.

Sharing best practice 'learning walk'

It is important to find opportunities to share best practice among your school's PSHE education team, such as an informal lesson drop-in for the subject lead or other PSHE colleagues. These visits could last between 10-15 minutes in each classroom so as to capture an impression of the learning taking place, and enable you to visit several different classes and teachers in the same lesson slot. This will give you an opportunity to briefly note down key points of feedback based on a snapshot of the lesson in order to support the continued development of your team and your own awareness of delivery across the school. Aim to highlight two 'WWW' and one 'EBI' for each teacher you visit.

In terms of best practice PSHE education pedagogy, you may wish to focus on and highlight in your feedback:

- Pupils adhering to agreed ground rules
- Effective distancing through the use of case studies, scenarios, characters and so on
- Use of inclusive language
- Good use of questioning to extend pupils' understanding
- Good quality, safe PSHE education resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services
- Support and differentiation for pupils who need it, including pupils with increased vulnerabilities
- Appropriate challenge
- Assessment for and of learning integrated into the lesson

| Date: | Observer: | What went well (WWW) | Even better if (EBI) |
|-------|-----------|----------------------|----------------------|
| | | | |
| | | | |
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Giving guided feedback

Next steps to consider

Next steps to consider

Does our PSHE policy/ relevant policies make clear how we teach about sensitive issues?

Do all staff feel confident/comfortable about teaching sensitive issues?

Are parents (and govs) clear on the way we manage sensitive issues?

Pupil voice – what do our learners think about how we do it?

Do we give staff the opportunity to 'rehearse' potential answers?

Are staff able to 'offload' or talk things through before/after a lesson?

Best practice principles for PSHE education



Supporting colleagues

a**Scenario**

A long serving member of staff, who is also on SLT, is reluctant to teach any puberty education to their year 5 class, saying that they feel uncomfortable with the lesson content.

b**Scenario**

While carrying out some monitoring of Year 2 PSHE, you notice that one teacher has not delivered the lessons on keeping safe that the rest of the classes have now received, and has instead moved to the next topic.

Next year's meetings



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What will you do with the learning from today's session?

word cloud

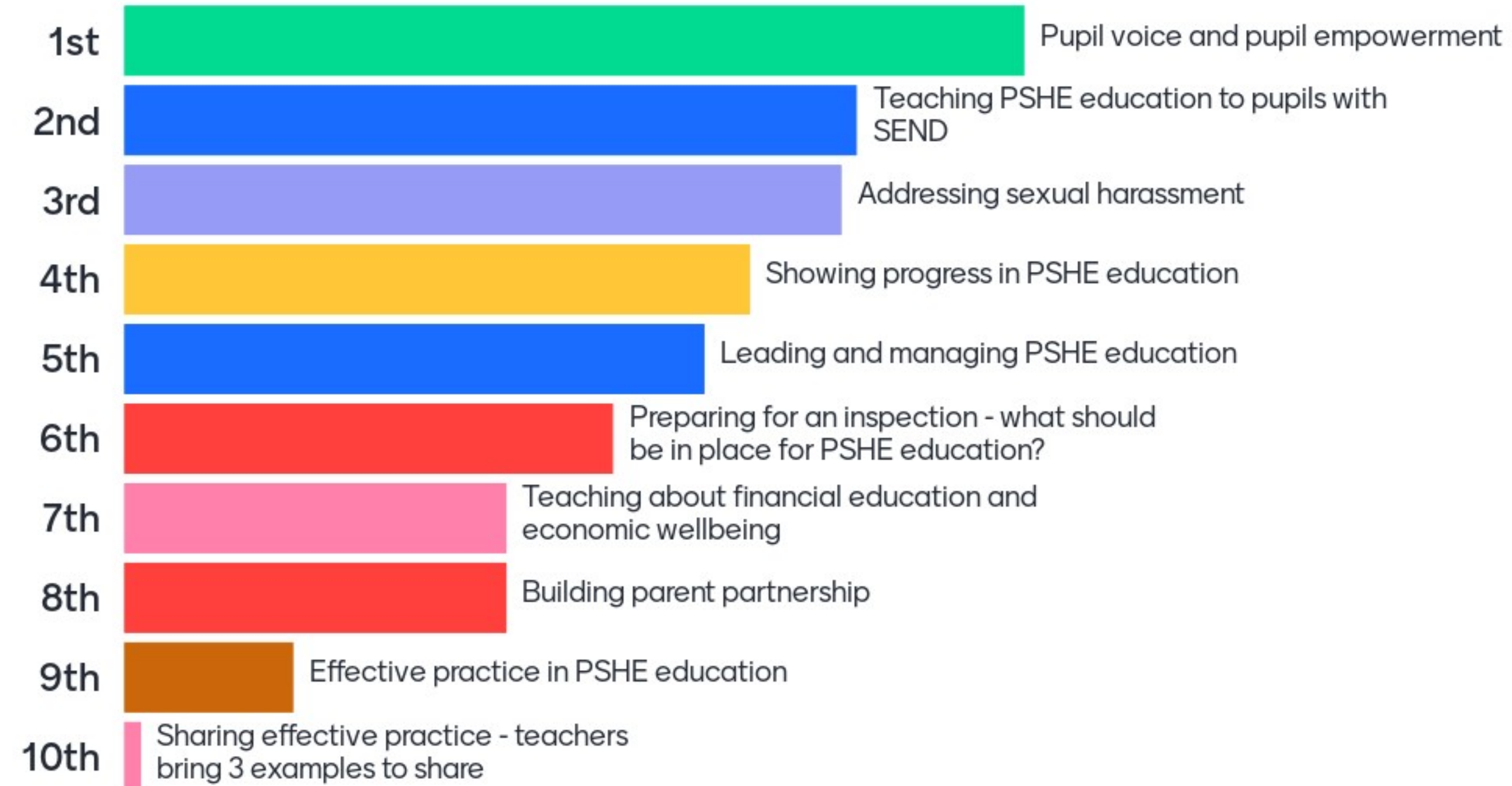
speaking to colleagues
use recommended guidance documents
speak with SLT - policy
cpd for PSHE next year
run a staff inset
questions how to answer
use resources
use Q's in next cpd
updating policy
giving staff support
useful resources list
update information on web
handling situations

most frequent response: speak to staff

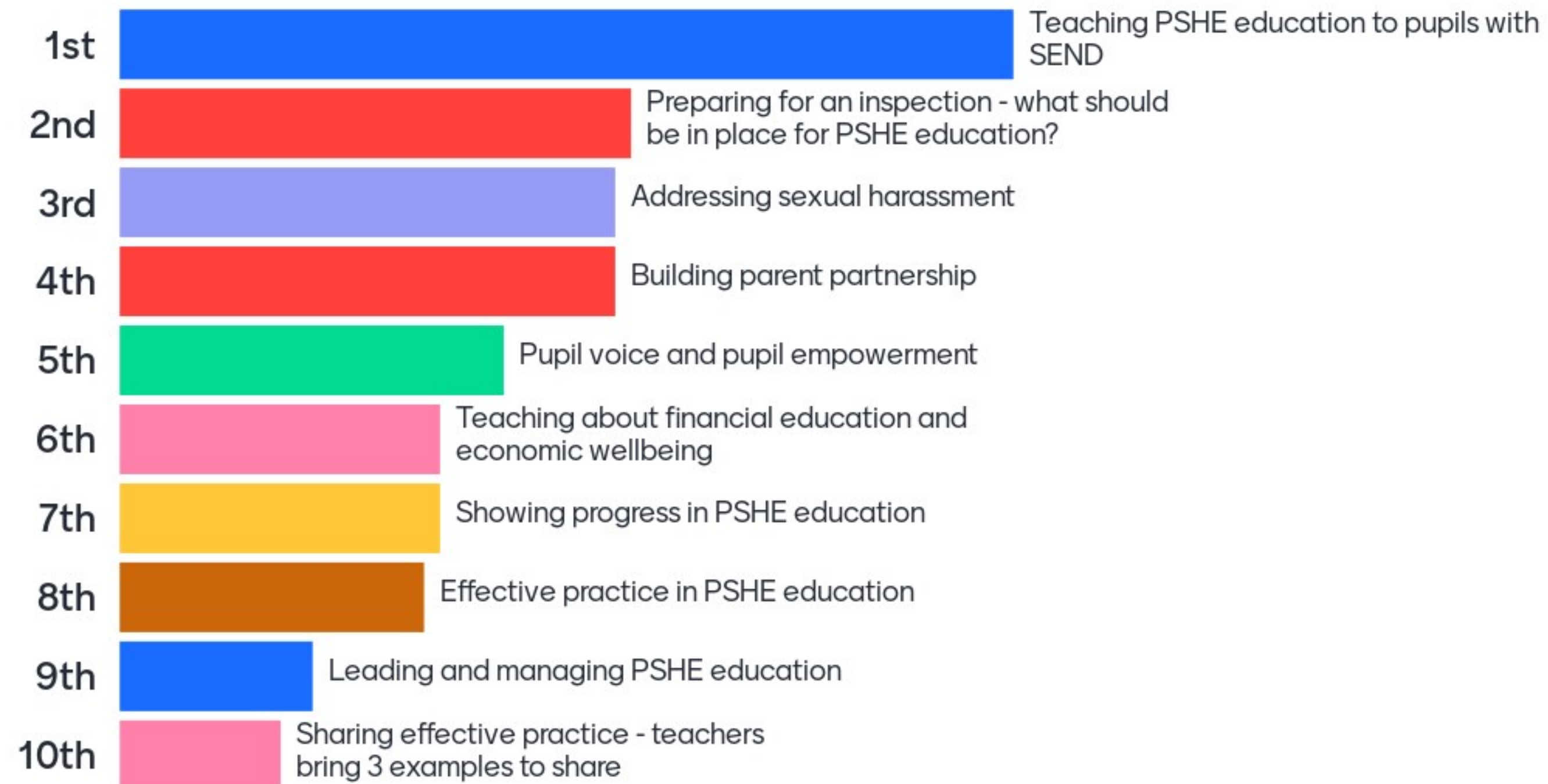
Next time



What would you like the network meeting to focus on in the autumn term?



What would you like the network meetings to focus on in the spring term?



What would you like the network meetings to focus on in the summer term?



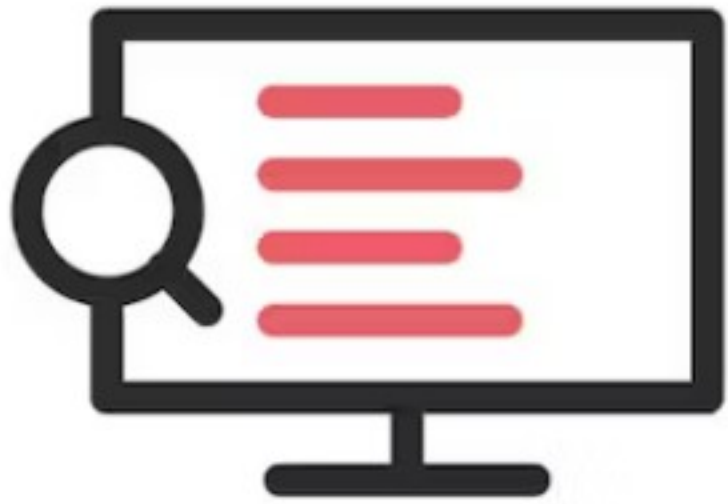
Evaluations for HEP in chatbox



Q & A



Thank you for being here today!



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