

Your access to PSHE Association materials and intellectual property rights

PSHE education is the school curriculum subject designed to keep children and young people safe, healthy and prepared for life, and work, in modern Britain. The best PSHE education is a partnership between parents/carers and schools – and this includes transparency regarding curriculum content and materials.

We are therefore delighted to provide parent/carer copies of all PSHE Association member materials that cover RSHE (Relationships, Sex and Health Education).

This is an example of such a resource. It has been shared with you as a parent/carer by the school or individual who is a PSHE Association member.

We are happy to grant access on this basis of giving you full, personal access to the resource contents, but appreciate your adherence to the following requirements regarding intellectual property rights given the resource is otherwise only accessible to schools and individuals that subscribe to PSHE Association membership.

Intellectual property rights

We are the owner or the licensee of all intellectual property rights in the materials. These works are protected by copyright laws and treaties around the world. All such rights are reserved.

You may print off one copy, and may download extracts, of any page(s) for your personal use as a parent/carer of a pupil at your child's school.

You must not modify the paper or digital copies of any materials you have printed off or downloaded in any way, and you must not use any illustrations, photographs, video or audio sequences or any graphics separately from any accompanying text.

Our status (and that of any identified contributors) as the authors of the materials must always be acknowledged. You must not use any part of the materials for commercial purposes without obtaining a licence to do so from us or our licensors.

You are not permitted to copy, share – electronically (including social media) or otherwise – any part of our materials in breach of these terms of use. Your right to use such materials will cease immediately upon such a breach and you must, at our option, return or destroy any copies of the materials you have made.

from: mackenzie@primaryschool.sch.uk

to: river@primaryschool.sch.uk

Hi River,

I really liked getting your last email - it's nice to be able to talk to someone and not have to do it in person at school, when the others are around and might hear me talking about it.

I've felt really sad this week and some days it's all I can think about. I'm still not sleeping very well, but I always pretend to be asleep when Mum or Dad come to check on me at night. I don't want them to know that I'm struggling.

Yesterday I started to laugh at something on TV that we always used to laugh about together... but then I felt so bad for laughing without them.

Thanks for the invite this weekend, but I think I'll just stay at home.

Speak later,
Mackenzie

<p>Why might Mackenzie be sad?</p>	
<p>How has this sadness affected Mackenzie's life?</p>	
<p>Why might Mackenzie not want their parents to know? Is there anyone else Mackenzie could talk to?</p>	
<p>What advice might River give Mackenzie in response to this email?</p>	

Scenario 1

Hollie's friend Jakub recently lost his grandad and is really upset. Although Hollie didn't know Jakub's grandad, Hollie is feeling sad because Jakub is sad. Hollie isn't sure what she should say to him to make him feel better and doesn't want to upset Jakub further by saying the wrong thing. She's starting to think a lot about her own grandad too and feels really worried about what might happen to him in the future.



Scenario 2

Daniel's older sister died before he was born. Every year leading up to his sister's birthday, Daniel's parents get really sad and cry a lot. Although Daniel feels sad for his mum and dad, he didn't know his sister. He doesn't know what he is supposed to say to his parents, especially on the actual birthday. He thinks that maybe he just shouldn't talk about it at all.



Scenario 3

Leah's pet dog had to be put down last month as he was very unwell. Leah's friends were especially nice to her in the week after it happened, but now nobody even talks about her dog. Leah feels really angry that everything has gone back to normal. She wants to talk to her friends, but nobody seems to care that she really misses her pet and feels lonely without him.



Scenario 4

Finn's uncle isn't very well. Nurses come to his house every day to help take care of him, and Finn's dad said that soon he might have to move into a special house where he can have some extra care. Finn knows his uncle is going to die, but is trying to be brave for his dad. Finn has been struggling to focus in school and didn't do very well on a test yesterday. He is worried that this will upset his dad even more.



sadness

feeling
nervous

denial
(pretending
it isn't
happening)

worried

anger

confusion

feeling guilty

loneliness

feeling numb

feeling
anxious

blaming
themselves

can't
concentrate



Talk to family, friends or other trusted adults

Create a memory box of different things associated with a person/pet/ place

Cry, scream, shout

Talk to teachers or other members of staff at school

Collect photos and put them into a special album or create a collage

Follow a routine - eat, sleep, go to school

Visit a counsellor or therapist who can listen and offer support

Write in a diary/ write letters to express feelings

Spend time with friends or family socially (e.g. go to the park, cinema)

Join a support group to meet people who have had similar experiences

Draw, paint or use music to express feelings



Hi, I'm Jane, and I'm a counsellor. My job involves listening to people, helping them to understand how to manage their feelings, and helping them cope with different things that are going on in their lives.

Hi, I'm Mike, and I lead a support group for young people who are experiencing grief. They can come together and share their stories with other people their age who have experienced a similar thing.

Hi, I'm Raj, and I work for a charity that supports young people who have experienced a bereavement (the death of a family member/friend/loved one). We provide lots of help with managing their grief. Our team are always available to listen if someone wants to call and talk about what they are going through.

Hi, I'm Safa, and I work for an organisation that produces leaflets for people who are experiencing grief. Lots of GPs, charities and support services give out our materials for free. We provide lots of information and guidance that people can access in their own time and at their own pace.

Hi, I'm Alain, and I work for a charity that helps people with their mental health. My job is to raise awareness of our support services, such as online counselling, support over the phone, via text messages or face-to-face. We can also help connect people with art therapists and music therapists, who can help people express themselves in alternative ways.

