

# Using the toolkit for staff training

'Myth vs Reality' focuses on the topics of online pornography, healthy relationships and body image and considers how all three can link together in the online world. To deliver this toolkit effectively and feel confident in supporting young people with the issue of online pornography in particular, it may be useful to first hold a staff training session.

## Below you will find a guide for using this toolkit with staff during a training session:

Begin the session by explaining which topics this resource covers and how you intend to use it within your school. This could include which sessions it will be used in, the year groups you will deliver it to and which staff might facilitate the sessions. Make use of the information on **page 5** which outlines the toolkit, how it can be used and intended age groups.

### Establishing school ground rules and consulting with parents and carers

- ✓ Familiarise staff with the principles of high quality RSE on **pages 6-7**.
- ✓ Consider how the topics will fit into your community and whether there are any cultural or religious sensitivities to be aware of. Refer to guidance on **page 7**.
- ✓ Agree on a plan for involving and consulting with parents and carers. Refer to guidance on **pages 10-12**.
- ✓ Make use of the FAQs from educators on **pages 18-19** to support with staff questions.

### Toolkit outline

Online pornography/Healthy Relationships/  
Body Image

- Topic guidance for educators
- Lesson plan
- Lesson starter
- Set of 3 talking heads films giving the voice of young people
- Follow on discussion
- Toolkit of activities to build a lesson to suit different settings and timings
- Plenary and lesson reflection

## Understanding the topics and familiarising yourself with the resources

Depending on time available you can use the following suggestions to structure your training session and discuss the topics in more detail.

### Online Pornography

- ▶ Introduce this topic to staff by showing the short video explaining the topic and lesson outcomes:  
*This section tackles the topic of online pornography, considering how the messages or 'myths' within it can impact on the way young people feel about their bodies and relationships as well as how it might affect their behaviour or choices and the behaviour/choices of others.*
- ▶ Review the topic guidance on **page 21** and ensure all staff are clear on the messages about online pornography which are covered within this topic.
- ▶ Depending on time pick one or a selection of talking heads and lesson activities to run.

### Suggestion

Why not show Ryan's talking head and use the accompanying discussion questions to reflect on his viewpoint? You could discuss whether this is typical of young people within your setting and how you would challenge his view point in an appropriate manner.

**Activity C** from the lesson plan would then make a great follow on activity where staff can consider what strategies young people can use to avoid watching pornography and communicate to their friends, partners or peers about how they are feeling.

### Key points to remember

- No pornography will be shown during the lesson or the talking heads films.
- Young people will not be asked directly to discuss whether they have or have not seen pornography.



# Using the toolkit for staff training (Continued)



## Healthy Relationships Online

- ▶ Introduce this topic to staff by showing the short video explaining the topic and lesson outcomes:  
*This section is all about how the online world can shape and affect young people's platonic and romantic relationships, both positively and negatively. It considers what constitutes a healthy relationship and explores how consent works in the digital world.*
- ▶ Review the topic guidance on **pages 36-37** and ensure all staff are clear on the messages about healthy relationships online which are covered within this topic.
- ▶ Depending on time pick one or a selection of talking heads and lesson activities to run.

### Suggestion

Why not show Beth's talking head and use the accompanying discussion questions to reflect on her viewpoint? You could discuss whether this is typical of young people within your setting and how you would identify and support young people who may be in an unhealthy relationship (refer to advice on **page 37**).

**Activity A** from the lesson plan would then make a great follow on activity where staff can consider which online behaviours are healthy within a relationship and which might be unhealthy. There is advice on what constitutes a healthy relationship on **page 36**.

## Body Image Online

- ▶ Introduce this topic to staff by showing the short video explaining the topic and lesson outcomes:  
*This section we tackle the issue of body image and explore what influence the online world can have on how young people feel about themselves. It will look at the online pressure to create and maintain your own personal 'brand' and how this can impact on young people.*
- ▶ Review the topic guidance on **page 52** and ensure all staff are clear on the messages about body image online which are covered within this topic. Particularly, the messages about personal online 'brands'.
- ▶ Depending on time pick one or a selection of talking heads and lesson activities to run.

### Suggestion

Why not show Sadie's talking head and use the accompanying discussion questions to reflect on her viewpoint? You could discuss whether this is typical of young people within your setting and how we can challenge the idea of a 'perfect' body, life, relationship etc that we may see being portrayed online.

**Activity B** from the lesson plan would then make a great follow on activity where staff can reflect on what goes into creating personal online 'brands' and the impact this can have on the young person posting the content and on the young people viewing it.

### Key points to remember

- During our focus groups young people told us that education around body image needed to change and evolve to include messages around your online 'brand'. Online pressures can not only effect the way we see our bodies but also the choices we make in terms of our clothes, poses, filter of choice etc. which all come together to produce the version of ourselves that we portray online.

## Handling sensitive topics

The topics discussed through RSE are likely to bring up some sensitive and controversial issues which could be challenging for a teacher to manage. It would be beneficial for staff to discuss what questions or topics might come up and consider how they would respond or formulate a school response together. There is advice for handling sensitive and controversial issues on **page 8** along with techniques which can be used to pause difficult discussions and regain focus.

## Need help?

If you need further support with online issues, then refer to Childnet's hot topics guidance

[www.childnet.com/teachers-hot-topics](http://www.childnet.com/teachers-hot-topics) or contact the Professionals

Online Safety Helpline (POSH) on

**0344 381 4772** or

[helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)