

Youth Track within your PSHE programme

Information for Secondary Schools

How does **Youth Track: Understanding Eating Disorders** from tastelife help you meet your statutory PSHE obligations?

Youth Track: Understanding Eating Disorders covers a number of topics that schools are now obliged to teach as part of the new statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The Department for Education's statutory guidance recommends that schools should engage the expertise of specialist organisations when dealing with eating disorders:

Footnote 1 (from page 9 of the DfE's statutory guidance)

'Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialised services who may be able to provide advice and CPD for teachers.'

tastelife is a specialist charity dedicated to helping people break free from eating disorders. We know eating disorders are a sensitive subject, but schools are encouraged to talk about them, rather than avoid them. Youth Track has been developed out of a passion to educate young people on how to ultimately avoid the problems and heartache that come with eating disorders.

This resource has been created by a those who have personal experience of an eating disorder:



Di Archer: Di is the founder and CEO of tastelife. She is a published writer, speaker and educator. Her daughter was seriously ill with a severe eating disorder. This experience led Di to start tastelife to help both those who suffer and those who care, such as parents, family and friends. Her daughter is now fully recovered and is enjoying life to the full.



Jo Porter: Jo is a senior lecturer in Occupational Therapy at Coventry University. She is a trustee of tastelife and has a personal experience of an eating disorder. She is now fully recovered and is passionate to help others do the same.

Learning opportunities within the PSHE Association's Programme of Study

Core Theme 1: HEALTH AND WELLBEING

KS3 Learning opportunities in Health and Wellbeing

Students learn...

Self-concept

H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

Mental health and emotional wellbeing

H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

Healthy lifestyles

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H21. how to access health services when appropriate

PSHE Association Guidance Notes on teaching about mental health and emotional wellbeing

In their guidance notes the PSHE Association recommend the following (from page 12):

You may be anxious about teaching lessons which explore self-harm, eating disorders or suicide, for fear they may do more harm than good.

Do not avoid talking about these topics, as this provides an opportunity to increase understanding and signpost pupils to support.

Areas of the DfE Statutory Guidance covered by Youth Track: Understanding Eating Disorders

Extract from page 7 of the **Department for Education's Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019)**:

Physical health and mental wellbeing

By the end of secondary school pupils should know:

Mental wellbeing

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.