



# TEACHER GUIDANCE



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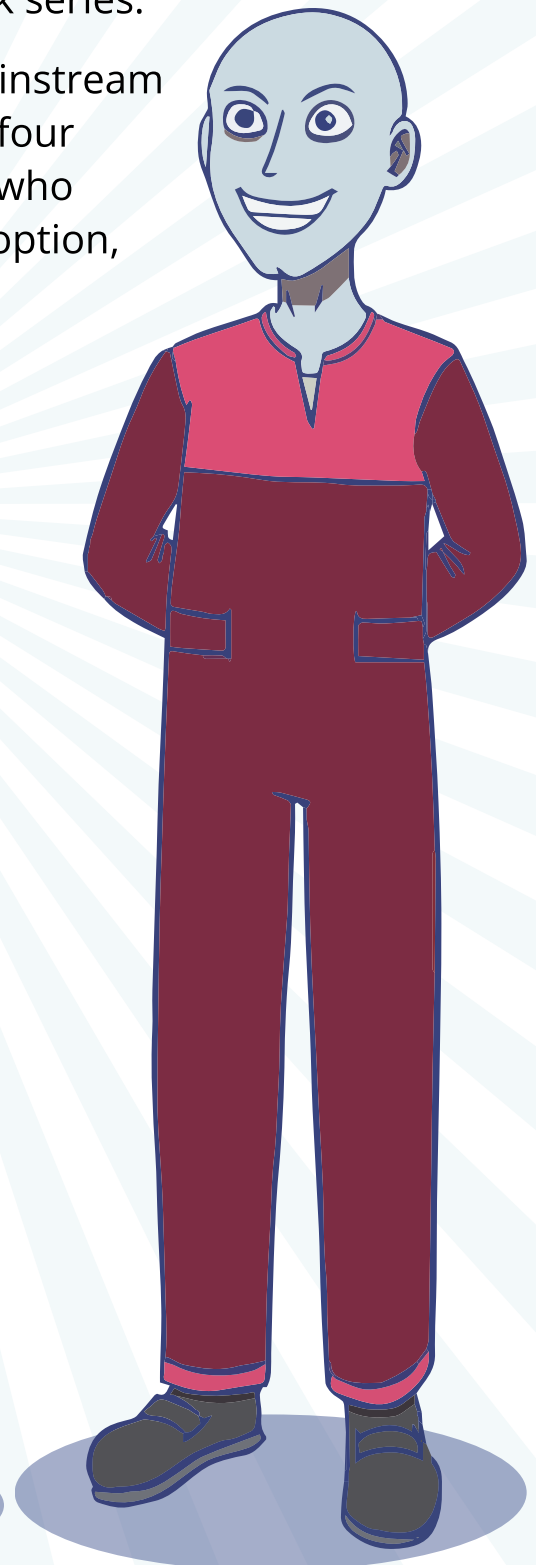
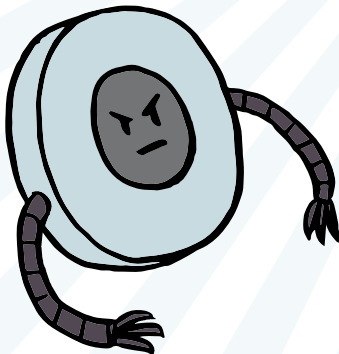
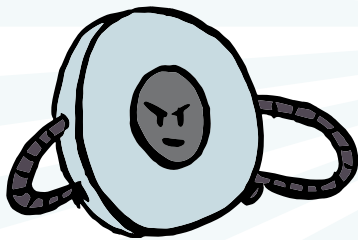
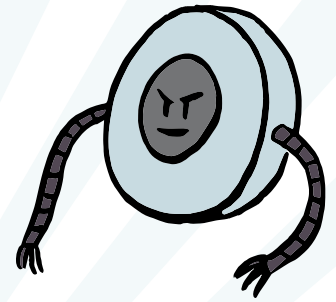
**MAKE  
(GOOD)  
TROUBLE**



# THE REZ: TEACHER GUIDANCE

This guidance accompanies *The Rez's* lessons on kindness. The lessons are for key stage 2 pupils and explore the importance of kindness and how to recognise kind and unkind behaviours. The scenarios and characters used in this pack are from *The Rez* podcast and comic book series.

These lessons are designed to be used in both mainstream and special school settings. Each activity provides four alternative options for pupils with SEND or pupils who require additional support, as well as a challenge option, allowing you to tailor the lessons to meet the needs of your pupils.



# INTRODUCTION

## What is *The Rez*?

The Rez is a sci-fi adventure for key stage 2, told through a podcast, a comic book and a game-based website. It offers pre-teens an exciting sci-fi adventure which contains pro-social and emotional wellbeing messaging. It is informed by the latest research from University of Sussex psychologists and social workers and is designed to help young people prepare to negotiate emotional difficulties and stresses which they might face in young adulthood.

Watch this video to find out more:

<https://youtube.com/watch?v=56zhpg6DtFA>

## Why teaching about kindness is important



*Stories that communicate the value of kindness for building resilience in young people are more important than ever. Research shows that kindness involves not just helpful or comforting behaviour, but also a prosocial motivation – that is, an attitude of care and concern for others and a real desire to bring about positive changes in others' lives.*

*We know from our own research studies in the CRESS [Children's Relationships, Emotions and Social Skills] lab that the kindnesses we give to others, however small or large, are a foundation for making and keeping positive relationships. And these relationships in turn serve as the bedrock of good mental health and wellbeing, enabling us to be resilient when times are stressful or challenging.*

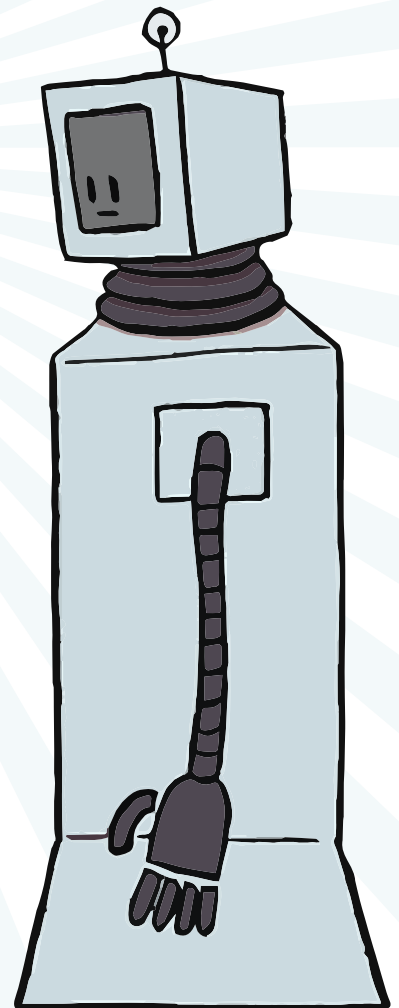
*Now, more than ever, we need stories like *The Rez* to shine a light on what really matters in young people's lives.*

### **Professor of Kindness Robin Banerjee**

Head of Psychology at the University of Sussex

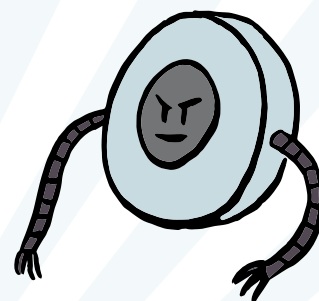
Find out more about the latest research on adolescent wellbeing from the CRESS Lab on the Sussex University website:

<https://www.sussex.ac.uk/psychology/cress/>



## USING THE LESSON PLANS

The lesson plans are designed to be used flexibly, and you are encouraged to adapt them to meet your pupils' needs. Further differentiation of lesson activities may be required, depending on the specific needs of your pupils, and the timings given are a guide only – you may need to review them with your pupils in mind.



Each lesson plan provides four support options for each main activity and one challenge option, allowing you to select the most appropriate activities for individual pupils, or groups, who may need additional support or challenge. Some of the support activities provide scaffolding, for example through differentiated resources, or writing frames; while others encourage pupils to use existing tools, such as Makaton signs/symbols, emoji banks etc.

While in PSHE education, distancing the learning from pupils is important, some pupils with SEND may need a more personalised approach that draws on their own interactions and experiences. Therefore, *Support option 4* for each main activity asks pupils to draw on their own personal experiences and use these to access the learning. It is important that if pupils are directed to complete *Support option 4* for any of the main activities, they are discouraged from subsequently disclosing personal information or stories with the rest of the class.

Challenge activities are also provided for each core activity. These should be used for any pupils who need additional challenge and/or pupils in upper key stage 2.



# CREATING A SAFE LEARNING ENVIRONMENT

A safe learning environment helps pupils feel comfortable with sharing their ideas and opinions without attracting negative feedback and will help teachers to manage discussions on sensitive issues confidently. It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave in discussion, such as;
  - *Everyone has the right to be listened to and respected.*
  - *The conversation stays in the room (unless a teacher is worried about what has been said, in which case they will report any concerns raised as soon as possible to the Designated Safeguarding Lead).*
  - *We will use language that won't offend or upset other people.*
  - *We won't judge or make assumptions about anyone, their feelings, or experiences.*
  - *It's okay to disagree with another person's point of view, but it is never okay to judge, make fun of or put down others.*
  - *We won't share our own personal experiences, or those of anyone we know.*
  - *We won't put anyone on the spot, and we don't have to answer a question or share our ideas if we don't want to.*
- make a box available for pupils to put questions or concerns in (anonymously if they wish), to avoid having to voice them in front of the class
- provide factually accurate, up to date information, and balanced arguments to help pupils clarify their own opinions
- be sensitive to the needs and experiences of individuals – some pupils may have direct experience of the issues covered. You may wish to alert relevant pastoral and safeguarding staff that you will be discussing kind and unkind friendships in the lessons, encouraging them to discuss the lesson content with any pupils who are accessing support for related issues
- use distancing strategies to discourage personal disclosures in the classroom, allow pupils to explore topics objectively, and to keep the learning environment safe (although a more nuanced approach may be needed for some pupils - see Using these lesson plans for further information)
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting pupil wellbeing
- make pupils aware of sources of support, both in and outside the school
- manage any role play used during class activities carefully. Pupils should be given the opportunity to opt in and should only enact and practise positive behaviours. It is important that pupils 'de-role' following the activity, for example by shaking their hands, feet, heads or whole bodies to 'shake off' the character.



PSHE  
ASSOCIATION

Further guidance on creating a safe learning environment is available from the **PSHE Association's website.**

# SIGNPOSTING SUPPORT

## What is The Rez?

To find out more about The Rez, visit:

<https://jointherez.com/crumblies/#kindness>

To read the latest research from the CRESS lab, visit:

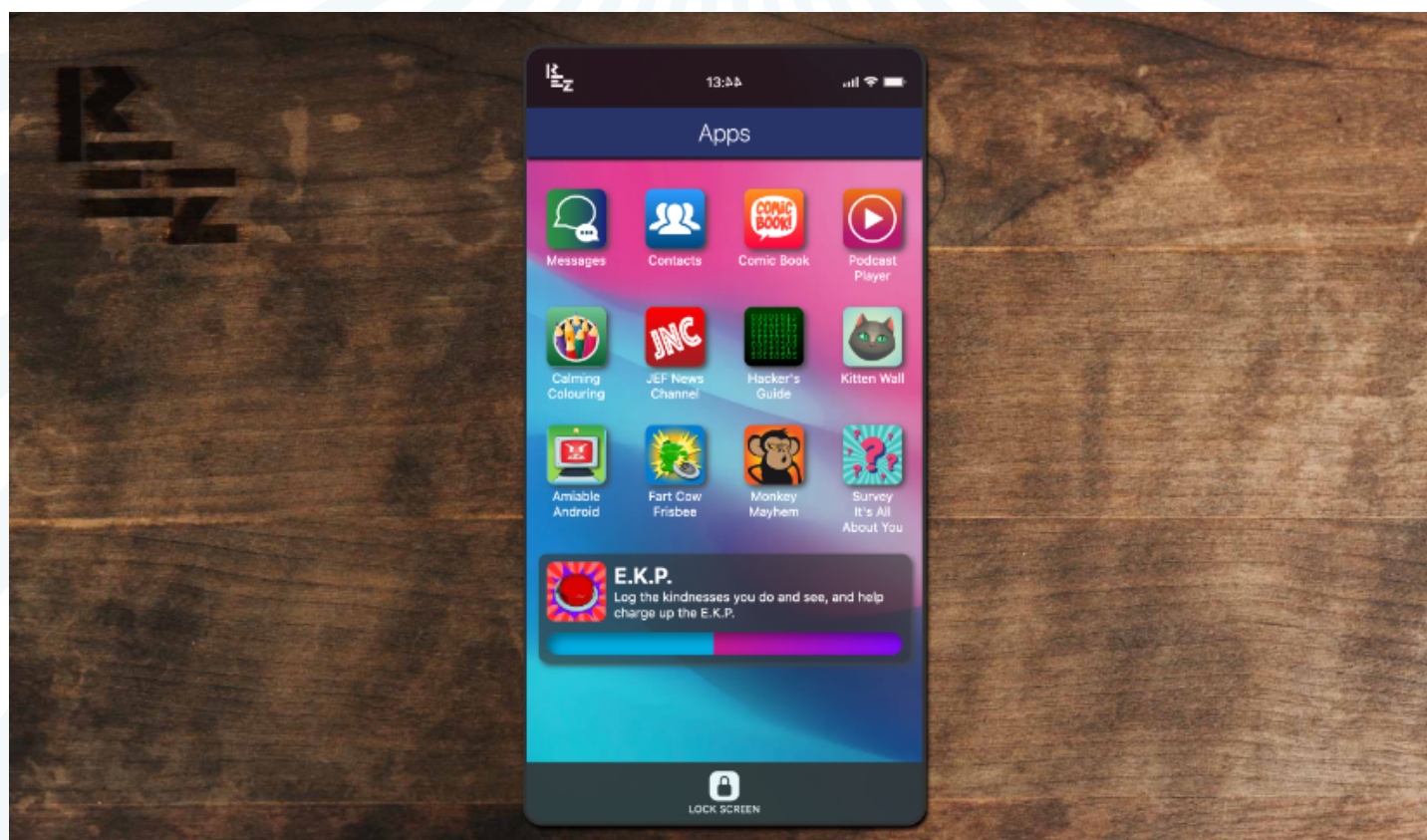
<https://www.sussex.ac.uk/psychology/cress>

Emphasise to pupils that if they have any concerns about seeing or experiencing unkind behaviours, they should speak to you, another member of staff, a parent/carer, or another trusted adult. Reassure them that what they say will always be taken seriously, listened to and never judged.

## Support for pupils

At the end of each lesson, signpost support to pupils, including:

- relevant staff in school
- parents/carers or trusted adults outside of school
- Childline: <https://www.childline.org.uk/kids> (for under 12s)
- *The Rez*: <https://jointherez.com/phone/home>



## Links to the PSHE Association Programme of Study and DfE's statutory guidance on Relationships, Sex and Health education

### PSHE Association Programme of Study

- **R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
- **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.
- **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online.

### DfE RSHE statutory guidance

#### Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

