

EATING DISORDERS

**Background to PEDS**

The Personalised Eating Disorder Service is a charity whose purpose is to

* To raise awareness of eating disorders
* Provide a better understanding of the illness amongst sufferers, their families/carers and professionals including the general public
* To provide help and support to sufferers on their journey towards recovery

We aim

* To reduce the mortality rate of eating disorders
* For sufferers to manage their symptoms to be able to live in a world where they have a good quality of life
* For sufferers to be able to access help when they need it
* For all educational sectors and employers to have knowledge and understanding of eating disorders

These sessions Eating Disorders has been co-produced by:

* PEDS
* Cambridgeshire PSHE Service

Teacher Notes

**Creating a Safe Learning Environment**

In order for all participants in the activity, teachers and students, to feel able to participate confidently there must be a shared understanding of expected behaviours. Some participants will be feeling nervous, not only about the content but about what they might be asked to contribute. Some participants might be concerned that personal experiences will be shared and that this might lead to embarrassment or worse, ridicule. Staff might be concerned about personal disclosures, ‘banter’ or misjudging content.

Therefore, it is highly recommended that all students who will be involved in the sessions are actively engaged in establishing an agreement to follow expected behaviours.

Examples of suggested ground rules:

* We’ll be open, but we won’t share personal or private information.
* We’ll make sure everyone feels safe.
* We can choose not to join in.
* We’ll all respect that everyone is different.
* We’ll listen to each other and share our views.
* We’ll speak respectfully to each other.
* We can all ask questions.
* We’ll be kind and respectful to each other.

At the very least, there should be an agreement about respectful listening, disagreeing respectfully, maintaining anonymity, the boundaries of confidentiality (safeguarding) and what will happen after the pupils have shared their views. Students and teacher should be very clear that they are not required to answer any personal questions.

**Sensitive Issues and Safeguarding**

Many schools have a system of communication between the safeguarding team and PSHE Leaders so that teachers can be alerted when students might have had personal experiences which might cause them to find the planned PSHE lessons uncomfortable. In many cases this will enable a teacher to amend the planned lesson or make allowances for the individual. In the case of eating disorders, it is quite possible that many students have experienced harms either directly or through a family member, which have not been noted by adults in school.

For this reason, it is particularly important that class ground rules are in place and used and that the activities in the session are ‘distanced’ through the use of scenarios, case studies and fictional character. This enables all students to engage with the concept without feeling so personally involved.

**How to use these lesson ideas**

These lesson ideas have been designed so that you can use them flexibly, either as part of a designated PSHE lesson (timetabled or conference day) or as part of a short tutor time session. Elements of each lesson can be taught discretely in a short tutor time slot. Or all elements can be taught across 2 x 50 minute lessons. If only one lesson can be dedicated to eating disorders we recommend that the following are covered from both sections; Eating Disorders 1-introduction, presentation 1, activity 1, Eating Disorders 2- Activity 2 and combination of plenaries.

These lessons work well alongside the Body Image training provided by Cambridgeshire PSHE Service (LINK).

It is recommended that this topic is **NOT** covered in conjunction with Food and Mood and Food for Thought.

**Additional Resources**

To support this module we recommend reviewing the PEDS Eating Disorder Educational Toolkit (LINK) and SAPHNA Eating Disorder School Nursing Toolkit ([Eating Disorder Toolkit | SAPHNA – School And Public Health Nurses Association](https://saphna.co/homepage/toolkits/eating-disorder-toolkit/)).

**Curriculum Context**

Key Stage 3 & 4-Health and Safer Lifestyles

Relationships and Sex Education 1

* How and why does the media create artificial and idealised views of the body? H-I

Relationship and Sex Education 3

* How can I support myself and others to develop a positive body image? H-CAB

Healthy Lifestyles 1

* What are the risks associated with being over and underweight? H-HE
* What are the benefits of eating more healthily and the possible risks of extreme
* dieting? H-HE

Healthy Lifestyles 2

* How can my consumption of media and use of technology affect my physical and mental health? H-MW

Myself and My Relationships

Mental Health and Emotional Wellbeing 2

* What do we mean by mental health and wellbeing and what are the early signs of mental health issues? H-MW
* How might we recognise mental health conditions or symptoms of poor mental health? H-MW
* Do my friends, family and the media make me feel positive about my body? H-IS
* What is an eating disorder and how can it be identified? H-HE
* How can I ensure I maintain or regain a positive sense of self and what influences my self-image? H-MW
* What are the protective and risk factors for mental health? H-MW
* What support is available for different mental health issues? H-MW

Mental Health and Emotional Wellbeing 3

* What strategies do I have for managing my mental health and emotional wellbeing? H-MW
* How do I relate to someone with mental health concerns? R-ISR
* How can I reduce risks to my mental health and increase protective factors? H-MW
* What barriers prevent me from talking to people and asking for help with my mental health? H-MW
* How can I support others with their mental health and when should I refer to an adult? R-ISR
* What impact can body image have on mental health? H-MW

Eating Disorders 2

*We recommend that responsible adults (parents/carers/school tutors/pastoral staff) are informed that this topic is going to be covered in advance of the session so that any concerns or issues that teachers need to be made aware of have been raised.*

| **Lesson** | Eating Disorders | 50 minute session |
| --- | --- | --- |
| **Learning Outcomes** | * To understand the impact of the media and idealised body image * To know where to go to seek help for myself or someone I am worried about * To know what I can do to keep myself safe and reduce the risk of getting an eating disorder | |
| **Resources Needed** | * Television and Eating Disorder Presentation * What to Do infographic * What we can do to help presentation * Large paper * Coloured pens | |

Adaption maybe required for need and age.

|  | **Outline** | **Resources** |
| --- | --- | --- |
| **Introduction 10mins** | Last week we looked at what eating disorders are, the types, signs and symptoms and risks associated. Today we are going to focus on the impact of social media on our views of body image and learn what to do if we think someone is at risk or struggling with an eating disorder, including ourselves.  **Activity**  In your tables can you identify what you see as attractive and why you think this?  **Class discussion**  Does everyone agree on what beauty is?  What do you feel the impact of social media is on how we perceive beauty? |  |
| **Presentation 1 – 20mins** | This presentation provides an overview of The study Television and Eating Disorders in Fiji, Becker et al 2022.  Pause on the slide 4  **Class discussion**   * What do you think the impacts were with the introduction of television in 1995 in Fiji, can you predict what happened to;   + Body image   + Numbers of eating disorders   + Dieting   Resume presentation and outline the conclusions of the study.   * Were the class’s predictions correct? * Why did they think this would happen? * What do we need to be aware of when looking at social media?   Potential to play the DOVE Body Evolution and Reverse Selfie video if time   * <https://youtu.be/iYhCn0jf46U> * <https://youtu.be/z2T-Rh838GA> | Television and Eating Disorders Presentation |
| **Activity 2-What can we do to help? 15mins** | In groups, ask the students to think about everything they have learnt about eating disorders and answer;  If they were concerned about someone due to their eating behaviours, what could they do?   * How would they approach them? * Where could they seek support? * What can they do to provide self-care?   Set Up  Provide students with large piece of paper and pens, create two columns, DOs and DONTs.  Bring back to a group discussion and review the dos and don'ts, remind them that asking about someones eating won’t cause them to have an eating disorder. Do highlight the importance of language used. Presentation can be used if helpful here. | What to Do Infographic  What we can do to help presentation |
| **Plenary - 5mins** | Today we have seen the impact of social media on our perceptions of body image and how dangerous this can be for disordered eating.  We have talked about what we can do to support others and where we can seek support.  The key things to remember that to protect ourselves we need to;   * Listen to your body * Know the symptoms * Remember it is an illness not a choice * Know where to find advice/support * Speak to someone if concerned |  |
| **Optional Homework Task** | Encourage students to think of things their school can do to ensure that people are aware of the signs and symptoms, that there is an open culture for support and know where to seek help |  |