

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](https://www.cambslearntogether.co.uk/cambridgeshire-services-to-schools/cambridgeshire-pshe/cambridgeshire-pshe-our-courses-and-conferences) .

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](https://healthyschoolscp.org.uk/mental-health-and-emotional-well-being/peds-ks3-eating-disorders/) 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 1

*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 be able to understand what eating disorders are and the different types
* To be able to identify eating disorder signs and symptoms
* To be able to understand the risks involved with eating disorders
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| **Resources Needed** | * Myths and Truths Student Resource
* Myths and Truths Teacher Answers
* What are Eating Disorders presentation
* ED Quiz
* Risk of an eating disorder teacher resource
* Risk of eating disorder student resource
* Symptoms by condition teacher resource
* Types of ED teacher resource
* Large Paper
* Coloured Pens
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Adaption may be required for need and age.

|  | **Outline** | **Resources** |
| --- | --- | --- |
| **Introduction 10mins** | Today we are going to discuss disordered eating to understand;1. Types of eating disorders
2. What causes them
3. What the signs and symptoms are
4. What the risks associated are

Note - This is an area of sensitivity, remember to set ground rules and look out for anyone who looks concerned/triggered.**Activity** Myths vs Truths – in your tables look at the statements on the table and divide them into myths and truths. **Class Discussion**Has everyone got the same truths and myths? | Myths and Truths Student Resource *(you will need to cut these into sections in advance)*Myths and Truths Teacher AnswersAlternative-ED Quiz |
| **Presentation 1-10mins** | This presentation covers what eating disorders are, types, symptoms and risks. | What are eating disorders presentation |
| **Activity 1-What makes us at risk of an eating disorder? 15mins**  | What are the things that make us at risk of getting an eating disorder? Activity (there are different resources to support this activity depending on the needs/abilities of the class) 1- In groups try to match which of the risks are social, biological or psychological, then expand on each item 2- In groups try to identify risks through discussion that could put someone at risk of an eating disorder and then group into social, biological or psychological. Whole class discussion about thoughts and ideas on what they have agreed within their groups and why If time, begin thoughts on what could be done to reduce the risk.  | Risk of an eating disorder student resourceRisk of eating disorder teacher resource  |
| **Activity 2-What symptoms are related to what condition-10 mins** | Ask the students to work independently to link signs and symptoms with the eating disorder condition.Set up;Provide groups of students with a large piece of paper and coloured pens, ask them to draw a person and then label the signs and symptoms of the condition they are given, either Anorexia Nervosa, Bulimia Nervosa or Binge Eating Disorder.  | Symptoms by condition teacher resource.Types of ED teacher resource |
| **Plenary - 5mins** | Eating disorders are multi-faceted, not about food and have the highest mortality and morbidity rate of any psychiatric condition. They present in many different ways and are often highly valued by the person who is suffering. They are not choices but an illness. There are several types and more that are being identified.In our next session we will look at the impact of social media on body image and what you can do if you suspect someone has an eating disorder.  |  |
| **Optional Homework Task** | Each table to research a different type of eating disorder, looking at symptoms; OSFED, ARFID, PICA, Rumination, Orthorexia, Diabulimia.Note that there are a range of websites that can be harmful and only trusted sites should be used. Point the pupils to the following sites for their research;[Types of Eating Disorder (beateatingdisorders.org.uk)](https://www.beateatingdisorders.org.uk/get-information-and-support/about-eating-disorders/types/)[Diabulimia and diabetes | Diabetes UK](https://www.diabetes.org.uk/guide-to-diabetes/life-with-diabetes/diabulimia)[Information by Eating Disorder | National Eating Disorders Association](https://www.nationaleatingdisorders.org/information-eating-disorder)[Overview – Eating disorders - NHS (](https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/eating-disorders/overview/)[www.nhs.uk](http://www.nhs.uk)[)](https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/eating-disorders/overview/)[Types of eating disorders - Mind](https://www.mind.org.uk/information-support/types-of-mental-health-problems/eating-problems/types-of-eating-disorders/) | Symptoms by condition teacher resource |