

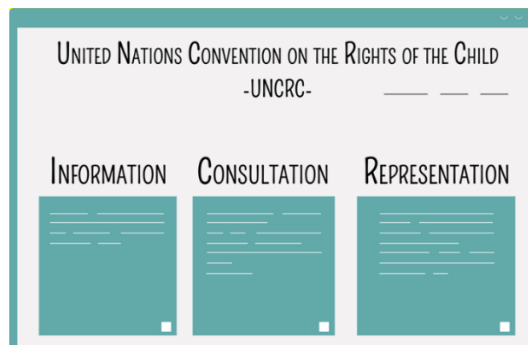


University
of Exeter



Rosie's story: What happens if families change?

Teacher Guidance



University of Exeter
National Youth Advocacy Service, Cymru
(NYAS, Cymru)
National Association of Child Contact Centres
(NACCC)



Ariennir yn Rhannol gan
Lywodraeth Cymru
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Introduction

This guidance has been written to accompany a two-part teaching resource for learners working at the level of Progression steps 2 and 3 focusing on family life, changes to families and the help available to children and young people if parents and carers separate.

The teaching resources support the teaching of Relationships and sexuality education (RSE) which is mandatory in the [Curriculum for Wales](#)¹. The resources also support developing awareness of the rights of children and young people, helping them to become informed citizens of Wales and promoting better mental health and well-being for learners following parental separation. The teaching falls under 'statements of what matters' in [Health and Well-being](#) and [Humanities](#) Areas of Learning and Experience predominantly, however, there may be other statements of what matters whose descriptions of learning are also relevant.

The teaching resources have been written by researchers in the Law School at the University of Exeter working in collaboration with two organisations with expertise in meeting the needs of children and young people following parental separation: The National Youth Advocacy Service (NYAS) and The National Association of Child Contact Centres (NACCC).

Please read and consider this guidance first before teaching the resource.

Preparing to teach

These resources should be taught as part of wider learning on healthy relationships in the context of parental separation. In the current curriculum, within a comprehensive PSE education programme and the Curriculum for Wales, the Health and Well-being and Humanities Areas of Learning and Experience. The resources consider different family forms and how families care for one another. They also consider how families change if parents and carers separate, the rights that children and young people have to make their views known and have those views taken seriously when decisions are being made about their lives (United Nations Convention on the Rights of the Child (UNCRC), Article 12). Learners also need to learn ways to manage grief about changing relationships. These include the impact of separation and divorce, what sources of support are available to them and how to access them when parents and carers separate. The learning covers these points. There are PowerPoint resources and the notes below for each resource are reproduced in the notes section under the slides for ease of teaching.

Children's rights under the UNCRC

The UNCRC is the global "gold standard" for children's rights and sets out the fundamental rights of all children. It is the most widely and rapidly ratified human rights treaty in history. The UNCRC sets out the civil, political, economic and cultural rights of every child. Countries that have ratified the UNCRC agree to safeguard the rights and ensure that adults and children know about them. The UNCRC was signed in 1989 and 'ratified' by the UK, thereby indicating the UK's consent to be bound by the terms of the

¹ As updated on 10 January 2022 pursuant to the Curriculum Wales Act 2021

convention, in 1991. It has been signed by 196 countries of which all but the USA have ratified it.² It has four guiding principles (non-discrimination; the best interests of the child; the right to life, survival and development; and the right of children to express their views freely and to be heard) which apply to all under 18s.

In the UK, Wales took the lead on incorporation of the UNCRC into legislation when it passed the [Rights of Children and Young Persons \(Wales\) Measure 2011 \(legislation.gov.uk\)](#) (“The Measure”). From May 2014, the Measure places a duty on Welsh Ministers to have due regard to the UNCRC when developing or reviewing legislation and policy. This means that the Welsh Ministers must give the appropriate weight to the requirements of the UNCRC, balancing them against all the other factors that are relevant to the decision in question.

The Measure also makes Welsh Ministers responsible for ensuring that people in Wales know about, understand and respect the rights of children and children and young people, as outlined in Article 42 of the UNCRC.³

Learning about human rights, the freedoms and protections to which all people are entitled is a [wider requirement](#) in the Curriculum for Wales.⁴ Schools must promote knowledge and understanding of the UNCRC (and the United Nations Convention on the Rights of Persons with Disabilities) among those who provide learning and teaching in respect of their school’s curriculum.⁵

Children and young people’s right to information, consultation and (where needed) representation within the decision-making processes for their futures when parents and carers separate is enshrined in Article 12 of the UNCRC. Discussing the rights that children and young people have under Article 12 ensures that the sensitive topic of their rights when parents and carers separate are taught in a way that is universal and non-stigmatising.

Managing the impact of separation and divorce

The parents of approximately 280,000 children and young people separate each year.⁶ Research by the University of Exeter funded by The Wellcome Centre for the Cultures and Environments of Health (The Healthy Relationship Transitions (HeaRT) Project) has shown that there is a strong appetite amongst children and young people for high-quality information from a trusted source and to be consulted about arrangements for them when their parents and carers separate. The research further showed that consulting children and young people helps them to adjust to the separation and can be

² Under the US constitution, Article II, Clause 2, Section 2, once a convention is signed the President sends it to the Senate who must approve it with a two thirds majority. Despite the UNCRC having been signed under the Clinton administration, President Clinton and his successors have failed to send the convention to the Senate to ratify these rights into the US laws.

³ Rights of Children and Young Persons (Wales) Measure 2011, s.5.

⁴ Along with RSE, diversity, careers and work-related experiences and local, national and international contexts.

⁵ Curriculum and Assessment (Wales) Act 2021, s 64(1).

⁶ See the Report of The Family Solutions Group Report, November 2020 at p.19, available at: https://www.judiciary.uk/wp-content/uploads/2020/11/FamilySolutionsGroupReport_WhatAboutMe_12November2020.pdf-final.pdf

'cathartic'.⁷ When children's views are sought, the arrangements made are longer-lasting, yet they are seldom consulted. The teaching of Resource 1 will support learning and how to support the normalising of the range of emotions that children and young people may feel if their parents and carers separate. This should help children and young people who are coming to terms with separation or help them to support others going through this transition. Failure to provide information to children and young people at this sensitive time has been found to compound their sense of confusion and uncertainty.⁸ The teaching resources address this by setting out what rights children and young people have when parents and carers separate.

In Resource 1, by exploring a range of family forms (married relationships, single-parent families, blended families and same-sex families) and exploring the commonalities between families in how they care for family members, learners will learn values such as respect for diverse family forms. It will also help to prevent stigmatising learners whose parents and carers have separated. In Resource 2, the learning aims to demystify the legal processes surrounding separation and equip children and young people with details of sources of support and how to access them when parents and carers separate.

Links to the Curriculum for Wales

This resource for learners working at Progression steps 2 and 3 helps to meet the **four purposes** of the **Curriculum for Wales** which states that the aim of a school's curriculum is to support its learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

This resource will particularly help on two of these four purposes, helping learners to become:

- **ethical, informed citizens who:**
 - engage with contemporary issues based upon their knowledge and values
 - understand and exercise their human and democratic responsibilities and rights
 - respect the needs and rights of others, as a member of a diverse society

and **are ready to be citizens of Wales and the world**

- **healthy, confident individuals who:**
 - are building their mental and emotional well-being by developing confidence, resilience and empathy

⁷ See the Report and Key Findings available at: https://wcceh.org/wp-content/uploads/The_Healthy_Relationships_Project_Report_-and_Key_Findings.pdf,

⁸ See 'Creating Paths to Family Justice Briefing Paper and Report on Key Findings available at: [http://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/lawimages/familyregulationandsociety/Creating_Paths_briefing_paper_final_for_website_02.10.17_isbn_\(003\)_05-03-18.pdf](http://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/lawimages/familyregulationandsociety/Creating_Paths_briefing_paper_final_for_website_02.10.17_isbn_(003)_05-03-18.pdf).

- know how to find the information and support to keep safe and well

and **are ready to lead fulfilling lives as valued members of society.**

The table below shows a guide, but not an exhaustive list, of how the teaching resources fit teaching on rights in the [Curriculum for Wales guidance](#) and the [guidance on RSE](#). RSE is a cross-cutting element, drawing on different areas of learning and subject disciplines as well as being part of Health and Well-being. Building on the requirement of the [RSE Code](#) that RSE teaching in Wales is positive, protective and preventative, the teaching resources help learners to manage changing relationships if parents and carers separate, and learn about sources of support and how to access them. The teaching resources are devised to be used in Phase 3 of the RSE code, building on learning from Phases 1 and 2 to consolidate and strengthen knowledge and skills.

Curriculum for Wales Guidance	Guidance on RSE
<p>Curriculum development is:</p> <ul style="list-style-type: none"> ▪ an important vehicle for embedding the United Nations Convention on the Rights of the Child (UNCRC) in the experience of learning and teaching for our children and children and young people and for giving them an understanding of their rights. 	<p>RSE should enable human rights</p> <ul style="list-style-type: none"> ▪ Schools and settings should discuss RSE in the context of children’s rights as protected by the UNCRC. <p>Learning in RSE should highlight:</p> <ul style="list-style-type: none"> ▪ the right to be heard and involved in decision-making (Article 12). <p>Learning in RSE should help to ensure that:</p> <ul style="list-style-type: none"> ▪ all learners can see themselves, their families, their communities and each other reflected across the curriculum and can learn to value difference and diversity as a source of strength. <p>Building on the RSE Code, the approach to RSE should be positive, protective and preventative, considering how learners might need to be supported to:</p> <ul style="list-style-type: none"> ▪ understand and cope with change, conflicts and pressure [here, if parents and carers separate] ▪ ... know how to seek support

	<p>[and]</p> <ul style="list-style-type: none"> ▪ ... seek help and advice where appropriate.
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Links to the ‘statements of what matters’ in Health and Well-being and Humanities

The table below shows how the teaching resources covers a number of the ‘statements of what matters’ from [Health and Well-being](#) and [Humanities](#) respectively. The statements of what matters that we have outlined in this guidance are some examples of what we can use for these resources. There may be more ‘statements of what matters’ which these resources fall under.

Health and Well-being	Humanities
<p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>In Resource 1, discussing when parents and carers separate and normalising the range of emotions that children and young people may go through when parents and carers separate will help learners to:</p> <ul style="list-style-type: none"> ▪ explore the connections between their experiences, mental health and emotional well-being...[and] recognise that feelings and emotions are neither fixed nor consistent ▪ [develop] empathy... [enabling them]... to act in a way which supports the mental health and emotional well-being of others ▪ develop strategies which help them to regulate their emotions ▪ recognise when and where to seek help and support ▪ develop awareness of mental health issues and [be] able to advocate on behalf of others 	<p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.</p> <p>In Resource 2, children and young people learning about their right to express their opinions under the UNCRC, Article 12 when decisions are being made following the separation of their parents and carers will help learners to:</p> <ul style="list-style-type: none"> ▪ develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world ▪ be active, informed, and responsible citizens ▪ develop an awareness of their own rights (including those protected in the UNCRC...), as well as their needs, concerns and feelings, and those of others.

- [learn] how to communicate their feelings [so] learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.

Healthy relationships are fundamental to our well-being

In Resource 2, discussing when parents and carers separate, which many children and young people will experience, the teaching will help learners to:

- understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being
- recognise when relationships are unhealthy and... be aware of how to keep safe, and seek support for themselves and others
- understand that, throughout their lives, they will experience a range of relationships
- develop their abilities to... nurture and maintain relationships.

Links to the 'progression steps' in Health and Well-being and Humanities

We have included examples of progression where learners must revisit and deepen learning in concepts within the 'statements of what matters' across a wide range of topics and aspects of Health and Well-Being and Humanities Areas. While the resources are aimed around Progression steps 2 and 3, it is useful to know that in Health and Well-being at Progression step 1, learners will have learned to identify who their family is and begun to recognise that they have the right to be treated fairly and respectfully. In Humanities at Progression step 1, learners will have begun to understand the need to respect others. Building from this, the tables below show examples of some approaches in the teaching resources that can be taken to help learning under Progression steps 2 and 3 for both [Health and Well-being](#) and

Humanities. Teachers should consider the prior learning that their learners had experienced and the stage of their development when planning to adapt/use these resources to ensure that their teaching using these resources are appropriate to their learners, and facilitate progress based on prior learning.

Health and Well-being	
Progression step 2	Progression step 3
<p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>Resource 1 discusses parental separation and normalises emotions that children and young people may go through. Resource 2 discusses sources of support for children and young people on parental separation. Both resources will help learners understand key areas outlined in Progression step 2 such as:</p> <ul style="list-style-type: none"> ■ I can notice and communicate my feelings. ■ I am beginning to notice when I need help to manage my feelings. ■ I can reflect on my experiences. ■ I can pay attention to the feelings of others and I am learning to think about why they may feel that way. <p>Healthy relationships are fundamental to our well-being</p>	<p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>Resource 1 discusses parental separation and normalises emotions that children and young people may go through. Resource 2 discusses sources of support for children and young people on parental separation. Both resources will help learners understand key areas outlined in Progression step 3 such as:</p> <ul style="list-style-type: none"> ■ I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. ■ I can ask for help when I need it from people I trust. ■ I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions. ■ I can anticipate how future events may make me and others feel. ■ I can empathise with others. ■ I can understand how and why experiences affect me and others. <p>Healthy relationships are fundamental to our well-being</p>

Resource 1 discusses different family forms and normalises emotions that children and young people may go through. Resource 2 discusses sources of support for children and young people and their right to have their voices heard when decisions are being made following the separation of their parents and carers. Both resources will help learners understand key areas outlined in **Progression step 2** such as:

- I can recognise that there are different types of relationships beyond my family and friends.
- I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.
- I can understand that everyone has rights and, with support, I can respect those rights.

Resource 1 discusses different family forms and normalises emotions that children and young people may go through. Resource 2 discusses sources of support for children and young people and their right to have their voices heard when decisions are being made following the separation of their parents and carers. Both resources will help understand key areas outlined in **Progression step 3** such as:

- I can understand that there are differences within types of relationships and that relationships change over time.
- I can communicate my needs and feelings, and respond to those of others.
- I can reflect on the characteristics of safe relationships and I can seek support when needed.
- I can respect the rights of others and I understand how these impact on myself and others.

Humanities

Progression step 2

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

In Resource 2, children and young people learn about their right to express their voice and be heard when decisions are being made following the separation of their parents and carers. Learners will increase their understanding in **Progression step 2** such as:

- I am beginning to understand

Progression step 3

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

In Resource 2, children and young people learn about their right to express their voice and be heard when decisions are being made following the separation of their parents and carers. Learners will increase their understanding in **Progression step 3** such as:

- I have an understanding that


<p>what human rights are and why they are important.</p> <ul style="list-style-type: none"> ■ I can understand that we need to respect the rights of others. 	<p>injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.</p> <ul style="list-style-type: none"> ■ I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.
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Learners with additional needs

Evidence suggests parents of children with additional learning needs report higher levels of relationship distress and greater frequency of considering divorce or separation.⁹ The topics covered in these teaching resources may therefore be of particular relevance to learners with additional needs.

The relevant Act requires the learning encompassing RSE provided by schools must be developmentally appropriate for learners.¹⁰ This means schools and settings must take account of a range of factors including the learner's age, knowledge and maturity, any additional learning needs and anticipating their psychological and emotional development. RSE must be developmentally appropriate for each learner, meaning that the needs of learners of similar ages may differ.¹¹ All staff, not just teachers, should be aware of the school's approach to RSE when working with learners with additional learning needs.

Schools providing education for learners with moderate and severe, profound and multiple learning needs should consider in their design of the curriculum how best to meet the needs of all learners whose understanding of relationships, health and well-being issues may not match their development. Schools with learners with moderate and severe learning needs may need to adapt the teaching resources to meet the different needs of their learners.

Teachers should plan how they can differentiate teaching to include and support learners with mild additional learning needs or who have English as an additional language. Resource 1, slides 12 and 15 and Resource 2, slides 15 and 16, have support activities for these learners, marked with a  .

⁹ Relate, Relationships Scotland and Mencap (2017) Under pressure: The relationships of UK parents who have a child with a learning disability available at: <https://www.relationships-scotland.org.uk/wp-content/uploads/TWWAN-8-Feb-Families-Under-Pressure-Learning-Disabilities-Full-Report.pdf>.

¹⁰ Curriculum and Assessment (Wales) Act 2021, s 24(2) (maintained schools) and 50(4) (PRUs)

¹¹ Where arrangements have been made for a learner under section 19A of the Education Act 1996 (non-PRU) a curriculum secured for that learner must be suitable for that child's stage of development (s 53(4) of the 2021 Act).

Safeguarding

Managing the grief associated with parental separation is an emotive subject. This two-part teaching resource has been situated within a discussion of children's rights more generally under the UNCRC, to ensure that the teaching is universal and non-stigmatising. Nevertheless, since there were approximately 87,000 dependent children living in lone parent households in Wales in 2021,¹² and evidence from the Millennium Cohort Study indicates that 39% of children were not living in the same household as both parents by the age of 11.¹³ There is likely to be a number of children in the class whose parents and carers have separated, or whose close friends or family are going through separation. Others will be living in households with high levels of conflict between parents and carers.

The following safeguards should be put in place.

- Inform pastoral and safeguarding staff of the dates you will be teaching this topic and encourage them to discuss the teaching resource content with any learners who are accessing support following parental separation or difficulties within the home.
- Give the learner(s) a chance to withdraw from the learning session if appropriate (without being expected to justify their absence to their peers). Consider how to follow up the missed learning session with the learner(s), as this learning may be especially relevant to them.
- Signpost sources of support before, during and after the learning session.
- Ensure that all teachers delivering the materials are familiar with and follow school safeguarding/child protection policies and safeguarding protocols, including the school's policy on when parents should be notified of the topics that will be taught.
- Should a learner make a disclosure about a personal matter during the learning session, following the teaching, teachers should refer to the safeguarding/child protection policy and inform the Designated Safeguarding Person, so that appropriate support can be put in place.

Creating a safe learning environment

A safe learning environment helps learners to express opinions and consider others' views safely and should be established in all learnings. Given the nature of the topics discussed in the teaching resources, it is especially important that the learning

¹² See:

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/datasets/householdsbytypeofhouseholdandfamilyregionsofenglandandukconstituentcountries> (Table 7, Wales). In the five years to 2019, Wales experienced the largest change in the proportion of lone parent families compared with the other regions in the UK (see: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2019>).

¹³ Platt, L. (Ed.) *Millennium Cohort Study Initial findings from the Age 11 survey* (November 2014): Institute of Education, University of London available at: <https://cls.ucl.ac.uk/wp-content/uploads/2017/07/Millennium-Cohort-Study-Initial-findings-from-the-Age-11-survey-Full-report-WEB-VERSION.pdf>.

environment for the learners is safe. Teachers must be sensitive to the needs and experiences of the learners. Distancing techniques are employed in the learning session – learners follow the separation journey over a twelve-month period of Rosie, a fictitious 9-year-old, to explore children and young people’s rights when their parents and carers separate. The narrative normalises how children and young people may feel at this difficult time of transition. Learners should be encouraged to discuss how Rosie may be feeling, to discourage personal disclosures. Teachers should refer to the [Guidance on RSE](#) and the [RSE Code](#) before teaching. They should also familiarise themselves with the [Framework on embedding a whole-school approach to emotional and mental well-being.pdf](#).

If a class has established ‘class ground rules’ then these can be used, and learners can also be asked to add to the ground rules as appropriate. Otherwise the following ground rules are suggested

We will:

- be kind and compassionate towards each other
- talk about ‘someone I know...’ rather than using a person’s name
- have the right not to answer
- comment on what is said, not who has said it
- seek help in school/encourage friends to seek help if needed.

We will not:

- give information about our family’s story
- tell anyone else about other people’s story
- judge others
- put anyone on the spot
- ask personal questions or try to embarrass someone.

Teachers should also:

- have an ‘ask-it-basket’/question box for learners to ask questions confidentially
- review and address any questions submitted in the anonymous ‘ask-it-basket’/question box
- work within the school’s policies on safeguarding and confidentiality
- link RSE into the whole-school approach to support learner well-being
- make learners aware of sources of support, both inside and outside the school
- explain to learners that while confidentiality is important, if something is said or a behaviour causes concern, teachers may speak to another member of staff.

Teachers should be alert for any potential disclosure of domestic violence, particularly when teaching these resources and should familiarise themselves with the [Violence against women - domestic abuse and sexual-violence educational toolkit](#) and the accompanying guidance for secondary schools: [Secondary schools' educational resources](#).

Developing understanding

Glossary of terms

Many of the terms used within the resource may not be familiar to learners unless their parents and carers have separated. To ensure that accurate terms are used during the learning a glossary of terms used is set out below.

Resource 1

Term	Description
Marriage	A legal union between a mixed-sex or a same-sex couple.
Divorce	The process of legally ending a marriage.
Adoption	The process by which a person, or a couple, become the legal parents of a child who is not biologically their own.

Resource 2

Term	Description
The United Nations	An international organisation founded in 1945 to keep the peace, help the poor and protect rights.
Convention	A formal agreement between countries on matters that concern them all.
The United Nations Convention on the Rights of the Child	The agreement which sets out the rights of all children.
Article	A numbered section of a convention containing the details of what has been agreed.
Ratified	An international act confirming a State's consent to be bound by the terms of a convention.
Mediation	A voluntary process in which an independent professional helps separated parents and carers to reach an agreement without going to court.

Child Inclusive Mediation	A process in which the child meets with the mediator separately so that their voices can be heard.
Family court	This is where the judge makes important decisions about children, children and young people and their families if parents or carers cannot agree.
Lawyer	A legally trained person who provides advice to people going through the family courts and can speak for them in court [N.B. for teacher information, this may be a solicitor or a barrister].
Judge	The person who works in the court who listens to everyone and makes a final decision.
Representation	When a lawyer speaks to the judge on behalf of a person in court – either an adult or a child.
Children and Family Court Advisory Support Service, Cymru (Cafcass, Cymru)	An organisation in the Welsh Government that provides a voice for any child in Wales that is involved with the Family Justice system. The organisation represents children in court and independently advises the court what is in the child's best interest.
Family Court Advisor (FCA)	The person from Cafcass who meets the children to hear their wishes and feelings and reports back to the court.
A Contact Centre	A safe place where children and children and young people can see a parent with whom they do not live.
Applicant	A person who makes an application to court.
Respondent	A person responding to an application made to court.

Signposting to support

Support for teachers

For further guidance on the UNCRC visit:

<https://www.unicef.org/media/62371/file/Convention-rights-child-at-crossroads-2019.pdf>.

For further guidance on a children's rights approach in Wales visit:

<https://www.childcomwales.org.uk/wp-content/uploads/2017/04/The-Right-Way.pdf>.

For further guidance on marriage, civil partnerships and cohabitation visit:

www.gov.uk/browse/births-deaths-marriages/marriage-divorce.

Support for learners

For further guidance on the UNCRC visit:

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/08/GUIDE_Young_peoples_Guide_to_the_UNCRC.pdf.

For further guidance on the sources of support on parental separation visit:

National Youth Advocacy Service, Cymru (NYAS Cymru): <https://www.nyas.net/nyas-cymru/>. (Tel: 0808 8081001)

National Association of Child Contact Centres: <https://nacc.org.uk> (Tel: 01159 484557).

Childline Cymru: <https://www.childline.org.uk/info-advice/home-families/family-relationships/divorce-separation/> or for a Welsh language version: <https://www.childline.org.uk/get-support/contacting-childline/contacting-childline-in-welsh/> (Tel: 0800 1111).

The Exchange: <https://www.exchange-counselling.com/primary/> (Tel: 0330 2020283).

Children's Commissioner for Wales: <https://www.childcomwales.org.uk/> (Tel: 0808 801000)

Cafcass Cymru: <https://gov.wales/cafcass-cymru/family-separation> (Tel: 0300 456 4000).

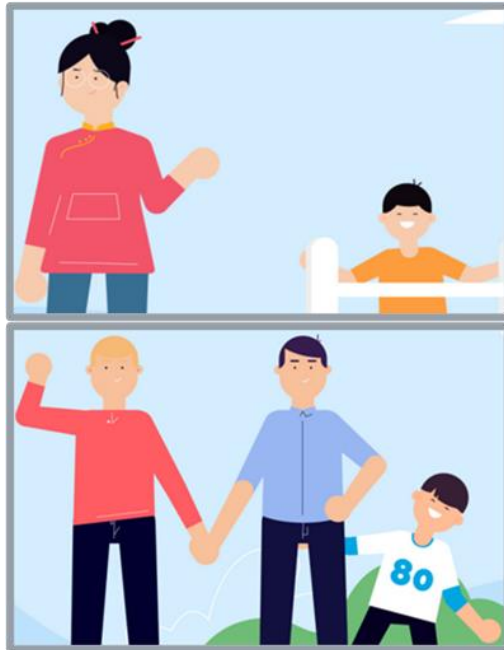
Relate Cymru: www.relate.org.uk/cymru/children-and-young-peoples-counselling (Tel: 03000030396).



University
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Rosie



Rosie's story: What happens if families change? (Part 1)

Resource 1



Ariennir yn Rhannol gan
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Resource 1 - Overview

Rosie's story: What happens if families change? Part 1

This is the first of two teaching resources for learners working at Progression steps 2 and 3 focusing on families and changes to families if parents and carers separate, including children and young people's right to be heard when decisions are being made if parents and carers separate under the UNCRC, Article 12. Below is an overview of the learning objective and learning outcomes for this learning, together with the resources needed and suggested timing.

Learning objective

- To learn about different types of families and how they can change.

Learning outcomes

Learners will be able to:

- describe the different ways in which people can be a family
- explain some of the ways that families show that they care for each other
- describe the range of emotions that children and young people may feel when parents and carers separate and what friends can do to support them at that time.

Resources



- Sticky notes.
- An 'ask-it-basket'/question box for learners to ask questions confidentially.
- Save for the above, no additional resources needed for teaching.

Timing



The teaching resource is designed to be taught over 45 minutes.

Climate for learning



Read the accompanying teacher guidance before teaching for advice on establishing ground rules, the limits of confidentiality and sources of support.

Support and extension

To differentiate teaching some activities have support and extension activities marked with icons below and on the slides.

Keywords



Marriage
Divorce
Adoption

Learning and suggested timing

Activity	Description	Suggested Timing
Introduction	Ground rules, learning objective and outcomes.	5 minutes
Baseline activity	Learners will suggest key words associated with 'family' and the different people who can be part of a family.	8 minutes
What do families do for one another?	Learners will discuss on their tables what family members, or people that are special to them, do to make them feel loved and cared for.	7 minutes
Introduction to Rosie	Learners will be introduced to Rosie; where she lives, her school friend and teacher and what she likes to do.	2 minutes
Who is part of a family?	In pairs, learners will be asked to consider the people and groups that are important to Rosie and decide which are part of her family.	6 minutes
Rosie's feelings	Learners will consider how Rosie might have been feeling after her parents separate and how Rosie's friend Billy could support Rosie.	10 minutes
Endpoint assessment	Learners will revisit and revise the baseline answers as appropriate.	5 minutes
Further support	Learners will consider the further support available in school and online.	2 minutes

The resource is designed to be taught over 45 minutes. Should you have time for a 60-minute teaching session, we suggest adding time to the following activities so that the revised times are:

Introduction (no change – 5 minutes)
 Baseline activity – 10 minutes
 What do families do for one another? – 10 minutes
 Introducing Rosie – 3 minutes
 Who is in Rosie's family? – 7 minutes
 Rosie's feelings – 15 minutes
 Endpoint assessment – 6 minutes
 Further support – 4 minutes

Baseline assessment



5 Introduction – slides 8-10

Negotiate or revisit ground rules for the teaching. Introduce the learning objective and outcomes and explain that today's teaching will explore families and changes to families if parents and carers separate.

Explain that most parents and carers stay together but some don't and that the learners will be introduced to a fictitious 9-year-old, Rosie, and will discuss the changes in her family when her parents separated 12 months ago.



8 Baseline activity (What is a family?) – slide 11

To begin, place three graffiti walls around the room with one heading per piece of sugar/flip chart paper: 'What is a family?', 'Who can be part of a family?', 'What words do you think of when you think about a family?'

Ask the whole class to privately think about these questions and then either ask learners to get up and move around the room or, if you would prefer, you could hand out post it notes for learners to complete in response to these questions, that they then stick on each 'wall'.

Do not give any further hints or tips, even if learners ask questions. They should not share their ideas with classmates during the activity. This will give you the opportunity to see what learners' own beliefs and ideas are on 'family' before the teaching begins.

Learners may suggest:

- What is a family? (A group of people who usually live together who share their money and food and take care of one another.)
- Who can be part of a family? (Parents/stepparents, children, grandparents/step-grandparents, siblings, aunts, uncles, cousins, etc. including single parents, same-sex parents, step-parents, blended families, foster parents or adoptive parents.)
- What words do you think of when you think about a family? (Loving, caring, helpful, sharing, trust, playing, comforting.)

Core activities



7 What do families do for one another? – slide 12

As Resource 1 aims to help learners to understand that there are different family forms and sometimes families change, this exercise considers the commonalities between different family forms first by exploring what families do for one another to show that they care.

Explain that sometimes family relationships can be difficult as well as happy.

Sometimes parents and carers have to discuss things and don't always agree.

Sometimes brothers and sisters argue but that doesn't mean that families don't care for

each other.

Give the class 3 minutes to discuss ideas on their tables about the things that families do for one another to show that they care. Ask them to then feedback some of their suggestions and write these on the whiteboard. In slideshow mode, go through the suggestions on the PowerPoint, pointing out those that the class had already suggested and any that are in addition to the suggestions made by the class (adding the further suggestions to the whiteboard).



Support activity consider giving the learners some of the answers to start them off or asking them to name 3 things only that families do for one another to show that they care.



Extension activity consider asking the learners to list which of the actions on the slide (and any additional actions they have come up with) are actions that care for their physical health, which are actions that care for their mental health and well-being and which care for both physical health and mental health and well-being.



2 Introduction to Rosie – slide 13

This introduces the learners to Rosie, aged 9. In slideshow mode learners are introduced to where Rosie lives, her friend from school, Billy, and her teacher, Mr Green. We are also told a little about her hobbies as she likes to go bowling.



6 Who is in Rosie's family? – slide 14

In Health and Well-being learners who have reached Progression step 2 can recognise that there are different types of relationships beyond their family and friends and learners who have reached Progression step 3 can understand that there are differences within types of relationships and that relationships change over time. To help learners reach these progression steps they will explore the different members of Rosie's family including the different and sometimes changing types of family structure.

Encourage learners to share any questions they may have during and/or after this activity.

Ask learners to draw a table with the headings 'family' and 'not family' at the top. In slideshow mode, show learners the various groupings and ask them to write down the characters under the heading they think they belong to.

- Rosie's mum and dad (learners should readily agree that they are family). Explain that Rosie's mum and dad separated a year ago and are now divorced. Rosie now lives with her mum and spends lots of time with her dad and his new partner Min and her son Jonny who have lived with her Dad for the last 9 months. Ask if learners think it makes any difference that Rosie's parents are divorced (again they should readily agree that it makes no difference).

- Rosie's brother Jack and her sister Chloe. Learners are likely to correctly agree that they are in Rosie's family.
- Dad's partner Min and her son Jonny. As Min and Rosie's dad have lived together for 9 months as a 'blended family', learners are likely to agree that Min and Jonny form part of Rosie's family.
- Rosie's dog, Max. For lots of children, their pets are an important member of their 'family.'
- Rosie's Uncle Mike, Mike's husband Will and their adopted son, Ollie. Learners should be able to recognise that a same sex couple can be part of your family, here because Mike is Rosie's uncle so Will is her uncle by marriage. Explain sometimes if a child cannot live with their birth parents then another couple may adopt them so that they become the child's adoptive parents. This is what has happened to Ollie, making Ollie Rosie's cousin.
- Rosie's next door neighbour Tom. Explain that Tom lives with his mum, dad, grandma and grandpa. This gets across to learners that intergenerational families sometimes live together. Explain that Tom has lived next door to Rosie's family since Rosie was a baby. Tom doesn't have any brothers or sisters, so the two families have always been very close. Despite this, learners should recognise that even though Tom and his family are important people in Rosie's life they do not form part of her family. They might feel like family, or they might be as close to Rosie's family as some families are with other members of their family, but they are not actually part of Rosie's family.

Ask: Why might some people feel like they are family when they are not? Answers might include that they provide help and support, like a family member would; we see lots of them, perhaps they live close by when people who are in our family may not live close to us. Perhaps **ask** in what ways contact with wider members of the family has changed in the last 50 years? Answers may include that people may move away for work or it is more likely that both parents may work which means there is not as much time to stay connected. However, often if both parents work a grandparent might help to look after the children. Also, we have better means of communication over long distances e.g., Zoom WhatsApp etc. which makes staying connected easier.

Ask: Does anyone have any questions about who is in Rosie's family?

Encourage learners to write anonymous questions they can add to the ask-it-basket which teachers can check at the end of the learning.



10 Rosie's feelings – slide 15

Next, learners will consider the different feelings that Rosie may have experienced when her parents separated.

For learners whose parents and carers have not separated, discussing the feelings of a young person whose parents and carers have separated should help them to develop empathy and act in ways that support others who have experienced parental

separation.

Explain to learners that Rosie's parents separated a year ago and she found it hard to begin with, but she is now feeling much happier about the situation. Here the emphasis is on the fact that parental separation can be a form of grief for children and that many go through a five-stage cycle, much in the same way as they experience grief when someone dies. The emphasis should be on normalising some of the feelings that children and young people may have if their parents and carers separate such as anger or sadness. Every child's experience is unique and will depend in part on the situation at home prior to the separation and how amicable the parents and carers are upon separation. If the home life had been difficult the separation may be a relief. Not every child will feel all of these things or progress in a linear fashion through them.

Ask learners to write down how they think Rosie may have felt when her parents first separated.

Answer: sad, hurt, angry, worried and/or confused).

Distancing techniques should be used, so describing how it is normal that **Rosie** might feel hurt, sad, bewildered, angry, worried, confused or overwhelmed. Normalise how it is common for children and young people to feel that they were somehow responsible for the separation (the 'bargaining' aspect of how Rosie might feel – How can I stop this happening? – refers to attempts by children and young people to change their own behaviour in the hope that a parent will return home).

Tell the learners that Rosie's friend Billy wants to support Rosie. Give learners 2-3 minutes on their tables to suggest 3 top tips for Billy that could help him support Rosie through her parents' separation. Once learners have had an opportunity to discuss this in their group, **ask** each group to feedback what would be their 3 top tips for Billy [listen to how Rosie is feeling, without judging and 'be there' for her; help her to seek out pastoral support at school; reassure her that she is not to blame for the separation and encourage her to keep up with friends, hobbies, exercise, etc.].



Support activity: consider asking learners to think of just one thing that Billy could do to support Rosie through her parents' separation.



Extension activity: consider asking the learners to think of something that Billy could do to support Rosie through **each stage** of how she might be feeling following her parents' separation.

Assessment of learning



5 Endpoint assessment activity – slide 16

Summarise the ideas written on the original graffiti walls/on sticky notes on the graffiti walls and ask the class if they now have anything to add. Following on from the discussion about who is in Rosie's family, learners may now recognise, for example, that a couple in a same sex relationship are a family, as is an adoptive family, blended families, single parent families and intergenerational families.

Teachers should be aware of and acknowledge cultural differences in meanings that learners may attach to 'family', some cultures for example are more likely to live in intergenerational family units than others. Families have also changed over time with many parents having fewer children than in previous generations.

If learners don't have anything to add to the graffiti walls at the end of the teaching, and to ensure all learners participate, you could instead ask learners to complete the following sentence, 'Family is...' Learners can describe in a sentence what they believe family is.



2 Further help and support – slides 17 and 18

To finish, run through slide 17 to remind learners who they can talk to in school, e.g. their teacher, teaching assistant or senior staff in the school (you may wish to personalise this slide with names of contact staff) or ask the learners who they think they should talk to in school, then provide details of any members of staff that the learners have not mentioned).

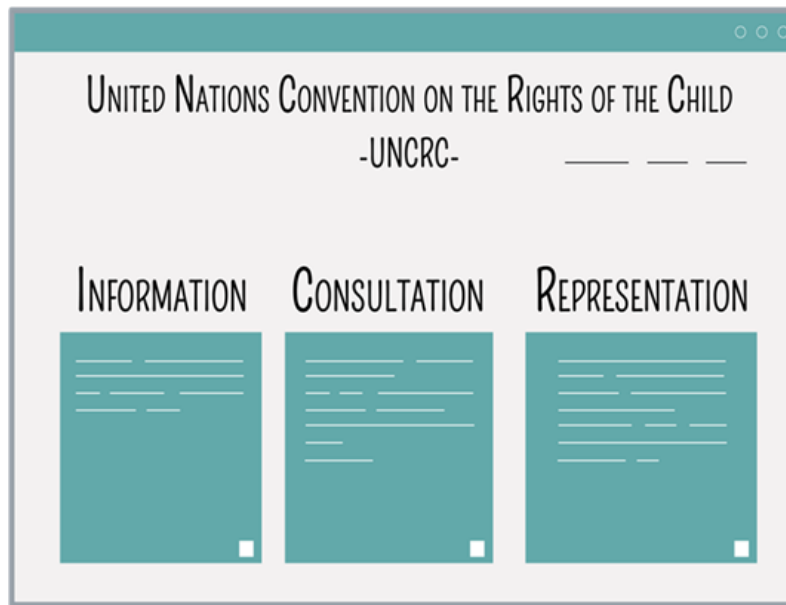
Slide 18 lists support available outside of school, e.g. NYAS Cymru, NACCC, Cafcass Cymru, Childline Cymru, the Children's Commissioner for Wales and Relate Cymru. In slideshow mode each charity and its contact details are grouped and will be listed in turn – this will help the slide not to look too crowded.

Some learners may have heard of Relate as a relationship counselling service but point out to them that Relate also offer counselling for children and young people. Tell learners that in the next learning session they will be finding out more about the organisations listed and the support that they can give to children and young people whose parents and carers have separated.

At the end of the learning explain to learners that in Resource 2 they will be learning about how children and young people can 'get their voices heard' when parents and carers separate, the different sources of support available to children and young people when parents and carers separate and the topic of divorce more generally and that, if they wish to, learners can let the teacher know/put a note in the 'ask-it-basket' if that is an issue for them.



University
of Exeter



Rosie's story: What happens if families change? (Part 2)

Resource 2



Ariennir yn Rhannol gan
Lywodraeth Cymru
Part Funded by
Welsh Government

Resource 2 - Overview

Rosie's story: What happens if families change? Part 2

This is the second of two teaching resources for learners working at Progression steps 2 and 3 focusing on families and changes to families if parents and carers separate, including children and young people's right to be heard when decisions are being made if parents and carers separate under the UNCRC, Article 12. Below is an overview of the learning objective and learning outcomes for this learning, together with the resources needed and suggested timing.

Learning objective

- To learn about rights children and young people have if parents and carers separate and the type of support they might need.

Learning outcomes

Learners will be able to:

- explain children and young people's rights under Article 12, UNCRC when parents and carers separate
- identify the different ways arrangements for children and young people can be made and how children and young people can be consulted if parents and carers separate
- identify sources of support for these children and young people and explain how to access them.

Resources

- Sticky notes.
- An 'ask-it-basket'/question box for learners to ask questions confidentially.
- Handout for 'Quick fire quiz' if using.
- Save for the above, no additional resources needed for teaching.

Timing

The teaching resource is designed to be taught over 45 minutes.

Climate for learning

Read the accompanying teacher guidance before teaching for advice on establishing ground rules, the limits of confidentiality and sources of support.

Support and extension

To differentiate teaching some activities have support and extension activities marked with icons below and on the slides.

Keywords

Children's rights, children's voices, child-inclusive mediation, information, consultation, representation.

Learning and suggested timing

Activity	Description	Timing
Introduction	Ground rules, learning objective and outcomes.	5 minutes
Baseline activity	Learners will draw a mind map of what questions Rosie may have had and her support needs when her parents first separated.	7 minutes
Introduction to the UNCRC	Learners will be introduced to The United Nations, the UNCRC, and will complete the gap-fill exercise to recap on Article 12.	5 minutes
Who can Rosie speak to for support?	In pairs, learners will be asked to write down the people that Rosie has at home or at school who she could talk to if she is feeling upset.	3 minutes
Processes and quick-fire quiz	Learners will learn about the process of divorce and for making child arrangements, and how their voices are included then consolidate with a quiz.	15 minutes
Sources of support	Learners will learn about the support, online and in the community, available to children and young people whose parents and carers separate.	5 minutes
Endpoint assessment	Learners will revisit and revise the baseline answers as appropriate and consider support available in school and out of school.	5 minutes

The resource is designed to be taught over 45 minutes. Should you have time for a 60-minute teaching session, we suggest adding time to the following activities so that the revised times are:

Introduction (no change – 5 minutes)
 Baseline activity – 10 minutes
 Introduction to the UNCRC – 8 minutes
 Who can Rosie speak to for support? – 5 minutes
 Processes and quick fire quiz – 18 minutes
 Sources of support – 7 minutes
 Endpoint assessment – 7 minutes

Baseline assessment



5 Introduction – slides 10-12

Negotiate or revisit ground rules for the teaching. Introduce the learning objective and outcomes and explain that the learners will continue to look at 9-year-old Rosie's changes in her family. **Ask** learners, 'what do you remember about Rosie from the last teaching session?'

- She is aged 9
- She has an older brother, Jack and an older sister, Chloe
- Rosie's parents separated a year ago and are now divorced (Rosie found it hard to start off with, but she is feeling much happier about the situation)
- Rosie now lives with her mum, her sister Chloe and her brother Jack.
- The three children spend lots of time with their dad. his new partner Min and her son Jonny who have lived with her Dad for the last 9 months.

Tell learners that Rosie is much happier now but that they are going to look back at some of the help and support available to Rosie when her parents first separated.



7 Baseline activity: support for children – slide 13

For this activity, if learners wish to discuss questions with one another, remind them to work independently and any questions they may have will be answered after the baseline assessment is completed.

Ask learners (without conferring) to each to draw a circle with the word 'Rosie' in the middle. [If learners are familiar with 'mind mapping' then you can explain that this is what they are going to do. If not, explain 'mind-mapping' to them, i.e. they will be drawing a diagram with a central theme (here, the character, Rosie) and then branching out into different themes (here, questions that Rosie may have, etc.) to visually outline information]. Around the outside of the circle, ask them to write down:

- a) questions you think Rosie may have at this time. (Is this because of something I have done? Is there any chance of you staying together? Where am I going to live? Who am I going to live with? How often will I see my other parent? Will I have to change schools? Will I be able to keep up my friendships/hobbies/time with wider family? How will things get sorted out? Will I be asked what I want? If so, by whom? Will I have to go to court?)
- b) the support you think Rosie may need and any examples you know of support that may be available to her. (Support needed may include – good friends around her; peer support from others who've been through this; good pastoral support at school; good information online to get some of her questions answered; someone to speak to about how she's feeling; someone to speak to about what she would like to happen around arrangements for her care. Sources

of support may include pastoral support at school; friends or wider family; ChildLine or other counselling service).

Note: Do not give any further hints or tips, even if learners ask questions. They should not share their ideas with classmates during the activity. This will give you the opportunity to see what learners' own beliefs and ideas are before the teaching begins.

Circulate the room as learners complete their mind maps in order to gauge what learners know/think/feel/believe in relation to the topic. After learners have had 3-4 minutes or so to complete their mind maps, ask for all class feedback (using the suggested answers above to guide you).

Ask learners not to add anything else to their mind maps during class feedback and to put these to one side as they will return to them (and these two questions) at the end of the learning.

Core activities



5 Introduction to the UNCRC and gap-fill exercise – slides 14-15

(N.B: Further subject knowledge is outlined on slides 5-7.)

Explain that children and young people have the right to have their voices heard and their opinions taken into account when their parents and carers separate. This right is contained in an important document called the United Nations Convention on the Rights of the Child. Begin by explaining key terms such as:

Governments: The group of people who make decisions and the laws for a country.

The United Nations: Organisation that most countries in the world including the UK belong to which exists to find solutions to the world's problems.

Convention: Agreements that government sign.

Explain that most countries in the world, including the UK, are members of the United Nations. Explain that the United Nations exists to find solutions to the world's problems. Sometimes the United Nations makes conventions which are agreements that the countries sign. One very important convention is The United Nations Convention on the Rights of the Child 1989 (UNCRC). Explain that the UK ratified the convention in 1991 (i.e. they agreed to uphold it). The UNCRC is made up of 54 statements, known as articles, which protect children's rights.

Article 12 gives children the right to give their opinions on matters affecting them and adults must listen and take those opinions seriously. This means that when parents and carers separate **all** children have the right to **information** about what will happen and what support is available and to be **consulted**. Most children won't need it, but they could also be **represented** in court if necessary.

Depending on level of engagement and level that the class are working at, either ask

what consultation and representation mean or explain the terms:

Consultation – to be asked your opinion.

Representation – to have someone to speak on your behalf in court, i.e. to have a lawyer whose role it is to tell the judge what you want and what is best for you.

Ask: What might a child think or feel if they aren't given this right?

Ask learners to discuss this on their tables and feed their answers back to the class. Suggested answers could include feeling unheard, unimportant or excluded.

In this teaching learners will explore the sources of support available to them when their parents and carers separate and how to access this support. This will be discussed as part of children and young people's Article 12 right to give their opinion and for adults to listen and take it seriously. To set this up and to recap from the previous slide, ask learners to use the suggested words on slide 15 to fill in the gaps on Article 12 above.

In slideshow mode, the gap-fill appears without the suggested words, with the suggested words appearing on a click to give you the option of doing the exercise as a with or without the word hints.



Support activity: Consider giving learners the sentence with only the word 'right' missing and ask them to tell you the missing word.



Extension activity: Ask learners to write a short statement/summary about the rights children have.



③ Who can Rosie speak to for support? – slide 16

Ask: what does the term separation mean? What might happen when two people separate?

Remind learners that Rosie's parents separated a year ago and she's feeling much better about the separation than she did at the time but sometimes still needs some support.

Run through the characters again to remind learners who Rosie has for support (or for any learners who were absent when Resource 1 was taught). In slideshow mode each character is shown in turn (N.B. Rosie's mum and dad have been grouped together to avoid any inference that one is superior or preferable to the other).

Ask learners to list one advantage and one disadvantage for **each person** that Rosie speaks to:

Mum or Dad: advantage – Rosie will be used to speaking to them when she's upset; disadvantage – Rosie may be upset about them so it may be hard to talk to them about

it.

Chloe or Jack, her sister and brother: advantage – they will be upset too so will understand how Rosie is feeling; disadvantage – Rosie may not want to speak to them in case it upsets them further.

Rosie's friend Billy or one of her other friends: advantage – they are not part of Rosie's family so she doesn't risk upsetting them; disadvantage – Rosie's friends may not have gone through this experience so may not fully understand how she's feeling.

Rosie's teacher, Mr. Green: advantage – he will have had others in his classes that have gone through what Rosie has gone through so he will be able to help Rosie too; disadvantage – at first it might be hard for Rosie to talk to Mr Green about things that are going on outside of school.



Support activity: Consider asking learners to list one advantage and one disadvantage for **one or two** of the people who Rosie could speak to for support.



Extension activity: Consider asking learners to script the opening to a conversation about seeking support – how might they ask someone for help?'



15 Process and quick-fire quiz – slides 17-23

Slides 17-22 have information on divorce and separation and on the processes for agreeing child arrangements. Depending on the time available and engagement of the learners, teachers may choose to a) run through all the information in the slides emphasising to learners the **key messages** highlighted in bold in the notes or b) simply emphasise the **key messages** for each slide and give sufficient information to allow learners to complete the quick-fire quiz that follows.

Explain to learners that the family court is the place where parents can sort out what needs to be addressed when they separate, such as getting a divorce if they were married or getting the judge (the person appointed to make decisions when families can't agree) to decide the arrangements for the children if the parents cannot agree them. If necessary reassure learners that the family court is not like the criminal court and that nobody is 'in trouble' if they go there.

To consolidate learning from this and the next four slides on processes and how children's voices can be heard in these processes, and to scaffold this part of the teaching, there is a quick-fire quiz on slide 23. To ensure that all learners participate, either provide a handout for learners to complete/refer back to if they find they need the information in future (a handout is at the end of the Teacher Guidance) or write the questions on the whiteboard at the start of the teaching. If using the handout, hand it out now and ask the learners to write the answers on the handout/make a note of the answers as you go through the slides as you will be asking individual learners to give

their answer to a question later.

Allow time, as you cover slides 17-22, for learners to consider any thoughts or questions they have and ask questions if they would like.

The **key message for slide 17** is that from April 2022 there has been no need to show that the other person was at fault to get a divorce.

Run through the slide pointing out the distinction between formalising separation when a couple are married versus living together. Stress that for a divorce after April 2022, no one needs to blame the other party and no one needs to attend court in person – to help bust the myth that divorce is an acrimonious process.

If learners are particularly engaged or interested you could explain that parliament passes 'Acts' when it wants to change the law in a certain area and has recently passed The Divorce, Dissolution and Separation Act 2020 which came into force in April 2022 and introduced 'no fault divorce' so that no one needs to blame the other person in order to get a divorce.

If learners are particularly engaged you may also wish to point out, as a higher-level point, that under the new rules from April 2022 the Applicant and Respondent can make a joint application on the basis that the marriage has broken down and the divorce can be obtained after 6 months.

Ask learners to comment on why it might be better for children that the parents and carers don't have to say that the relationship breakdown was the other parent's fault when they divorce.

Answer: It may make the separation more friendly and the parents and carers may be more open to listening to their children's views. It makes it easier for the parents and carers to agree the arrangements for the children between themselves and therefore make it less likely that they will apply to court. It probably won't cost as much.

The **key message for slide 18** is that most parents and carers agree arrangements themselves to bust the myth that parents and carers need to go to court to sort out child arrangements.

Explain that when Rosie's parents separated a year ago it had been hard for Rosie and her brother and sister at first. Their dad introduced his new girlfriend quite quickly which upset and confused Rosie, so she had been reluctant to see him. Rosie's mum and dad agreed that Rosie would see her dad at a contact centre until things settled down. Rosie thought that the contact centre had been really useful for her family. Rosie's dad applied to the court for a court order and now all three children saw their dad together, staying over with him and his new partner, and Rosie is feeling better about the situation.

The **key message for slide 19** is that if parents and carers can't agree they don't have to go to court, they can choose to meet with a mediator instead.

Explain the role of a mediator as outlined on the slide. The trained mediator is a neutral

person who helps parents and carers to agree without going to court.

Explain that Rosie's parents did not go to mediation but instead made an application to the court.

Ask: How do you think that going to mediation rather than to court might have helped Rosie's family?

Answer: Her parents would be able to listen to each other and might have been able to agree things. This might be easier, less stressful and quicker than going to court.

The **key message for slide 20** here is that if parents and carers are in mediation, children have the right to make their views known and to meet with the mediator.

Child inclusive mediation: Child inclusive mediation gives children the opportunity to meet and talk (alone or with siblings) with the mediator who is helping their parents and carers to sort things out for the family when parents and carers separate. The mediator then tells the parents and carers what the young person wants the mediator to say to help the parents and carers make decisions – so children don't make the decisions, but their views help the parents and carers to make decisions that take the child's views into account.

Child inclusive mediation is voluntary, so children do not have to go even if they are given the option. Mediators will usually see children who are around nine or older although some will see children as young as six if it is felt appropriate and in the child's interests.

Ask: How do you think that speaking to the mediator might have helped Rosie when her parents separated?

Answer: It might have helped Rosie to understand the process better; get things off her chest and given her the chance to give the mediator messages to pass on to her parents that might be hard for her to say to her parents herself.

The **key message for slide 21** is that if a parent makes an application to the family court, children and children and young people have the right to give their views on arrangements to be made by talking to the Family Court Advisor (FCA).

Explain that because Rosie's parents couldn't agree how much time Rosie, Chloe and Jack would spend with each parent, her dad made an application to the family court. The judge asked the FCA to draft a report and the FCA spoke to the children individually to gather their views which he used to draft his report for the court.

The **key message for slide 22** is that even if parents and carers apply to court, most parents and carers are able to reach an agreement without the judge having to decide and children do not have to attend court.

By the date of the court hearing the judge, the parents/carers and any lawyers representing the parents and carers will have had the FCA's report and will usually agree child arrangements on the basis of the FCA's recommendation.

Quick-fire quiz on slide 23: to consolidate learning, take 3 minutes to ask the class to answer the 6 questions. As noted above, if using the handout, it should be handed out at the start of the discussion on the divorce process. In slideshow mode, each question in the left-hand box is followed by an answer in the right-hand box.



5 Sources of support for children and young people – slides 24

Remind learners of the support available to them in school from the pastoral lead. There is also lots of information and support available to children and young people online including:

- National Youth Advocacy Service, Cymru (NYAS Cymru): NYAS Cymru provides information to children and young people on its website; a free helpline and an advocate for children and young people (a person to speak on the young person's behalf) in the family court if needed.
- National Association of Child Contact Centres: NACCC runs a network of 350 contact centres, including 13 in Wales, which provide a safe, neutral, welcoming space for children to spend time with parents and carers (or other people important to them, such as grandparents).
- Children's Commissioner for Wales: The Children's Commissioner for Wales speaks up for children and children and young people in Wales on important issues.
- Cafcass Cymru: Cafcass stands for Children and Family Court Advisory and Support Service. Cafcass Cymru is an organisation in the Welsh Government that provides a voice for any child in Wales that is involved with the Family Justice system.
- Relate Cymru: Relate Cymru offers counselling to children and young people who are experiencing difficulties in any area of life, including if parents and carers are arguing or have separated.
- Childline Cymru: Childline Cymru has a huge amount of information, advice and support for children and young people whose parents and carers have separated, available online, by telephone or through one-to-one counselling.

Contact details for each of the organisations listed appear on slide 27.

Assessment of learning



5 Endpoint assessment – slide 25-27

Ask the learners to return to the mind map they drew earlier and in a different colour add to their mind map by writing down:

- any words for how you think Rosie might have felt once she learned she had the rights to express her opinion and for this to be taken seriously? (Words like hopeful, happier, stronger and/or empowered will hopefully be suggested. It is important to acknowledge, however, that she may still be feeling sad.)
- where Rosie could find information and support to help her now and in the future (giving specific examples of organisations)?

Learners should mention: National Youth Advocacy Service, Cymru (NYAS Cymru); National Association of Child Contact Centres (NACCC); Cafcass Cymru; Relate Cymru and/or Childline Cymru. To finish, show slides 26 and 27 and remind learners who they can talk to in school, e.g. teacher, teaching assistant or senior staff in the school (you may wish to personalise slide 26 with names of contact staff) or ask the learners who they think they should talk to in school, then provide details of any members of staff that the learners have not mentioned. Remind learners of who they can contact outside of school too.

Leave slide 27 up so that any learner who wishes to can note down details.

Tell learners that if anything that's been discussed today is an issue for them and they need some support they can let you know or put a note in the 'ask-it-basket'.

Rosie's story: What happens if families change?

Resource 2: Quick fire quiz

What did you learn from hearing about the processes when parents and carers separate and how children and young people can have their voices heard at this time? **Answer the six questions below in the boxes.**

QUESTION	ANSWER
1. After April 2022, do couples have to say whose 'fault' it was to get a divorce?	
2. Where did Rosie see her dad at first?	
3. What is the name of the person who helps parents and carers to reach an agreement without going to the family court?	
4. What is the name of the person who drafts reports for the family court?	
5. Do children have to go to court if their parents and carers apply to the family court?	
6. Can children make their own application to the family court?	