

PSHE and Safeguarding

NEWSLETTER



Spring Term 2

Welcome to the PSHE and safeguarding WPT newsletter.

<https://aware.wickersleypt.org/>

Through this newsletter we will share an overview of the topics we cover in PSHE and the links all of these topics have to ensure we are safeguarding your children, developing their knowledge, confidence and understanding of the world they live in. The PSHE, safeguarding and personal development teams across the trust work closely together to ensure we are providing a curriculum that helps children and young people to stay healthy and safe, while preparing them to make the most of life now and in the future.

PSHE and personal development education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change.

Team around the child

- Within school your child can access support from their form tutor, non teaching head of year and head of year.
- Every school has a safeguarding team, a Special Educational Needs Co-ordinator (SENCO) and staff members who are trained to support with mental health, emotional well-being and anti-bullying.
- Please see your school website for all contact details.

Some of what we have covered this year in KS3

- identity, friendships, mental health and well-being, bullying, online bullying, social media impacts, safety online, grooming and gaming, prejudices, discrimination and the law, protected characteristics and British values, crime, young people and the law, relationships, puberty, sexual health and well-being, alcohol and its impact on people and society.

Some of what we have covered this year in KS4

- mental health including exam stress and wellbeing, cancer awareness, body modification and body shaming, HIV awareness, employment and financial capability, extremism and hate crimes, relationship education including-respect, consent, unsafe relationships and abuse in relationships, misogyny and sexism, sexual harassment and rape culture.

What is still to come

- Diversity and families, unintended pregnancy, donation and choices, substance misuse and first aid recap, safety when travelling abroad.

Its Not OK Week - 11th March 2024

As a Trust of schools, we regularly reflect on the national context for our young people growing up in today's world linked to personal, social, emotional and health issues (PSHE). We want to highlight issues that are happening nationally as well as locally. The week of the 11th March saw all our secondary schools dedicated to themes around consent which is national topic of concern. We are called the week "It's not ok". We used resources that were created by the NSPCC, a nationally recognised charity who supports professionals and families. The week looked at a number of issues to reinforce the importance of building and maintaining positive relationships and recognising and responding to behaviour relating to:

- online safety
- grooming
- sexting
- harmful sexual behaviour
- child sexual abuse
- child sexual exploitation.

Students from years 7 - 10 had form tutor time dedicated to the themes and each day there was a different topic which is age appropriate to the year group. There were opportunities for students to learn through videos, discussions and questions during the week within their form time. Year 11/KS5 students spent one form time on the topic of misogyny and misandry. We also saw lots of promotion and awareness being raised through our social media.

Please have a look at the following websites, NSPCC and CEOP for further information:

<https://learning.nspcc.org.uk/research-resources/schools/its-not-ok>

<https://parents.actionforchildren.org.uk/feelings-behaviour/talking-about-feelings/healthy-relationships-consent/>



Why these conversations are so important.

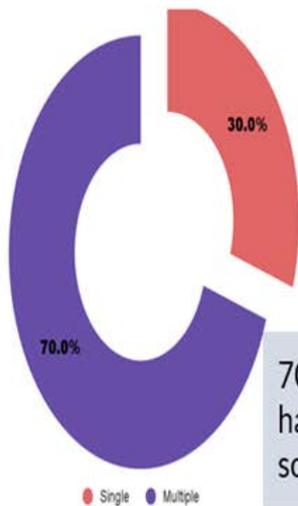
(data from End violence against women and Children's commissioner report)

- nearly 3/4 of young people say sexist behaviour makes them feel uncomfortable..
- 62% of young women say comments about their body or uniform have made them feel uncomfortable.
- 80% of girls think schools need to do more to support young people's relationship education and tackle sexual harassment in school.
- 30% of young women do not feel safe from sexual harassment in school.
- Almost a third of young people felt schools wouldn't take a report of sexual harassment seriously.
- Almost 1/4 of girls in schools say they have been the subject of unwanted sexual touching at school.
- The average age at which children first see pornography is 13 years old. 94% had seen it by the age of 14
- 38% of young people who had seen pornography had accidentally stumbled across it, which demonstrates the danger posed by poor regulation of online pornography for children.
- Unlike in the physical world, there is currently no legal requirement in the UK for online pornography providers to verify the age of users



ONLINE SAFETY STATS

• **1 in 4** girls have shared a sexual image of themselves (24%) and of those, a quarter (24%) said they felt pressured into it, and almost a third (31%) initially wanted to but later regretted it.



70% of 12-15 year olds have more than one social media account

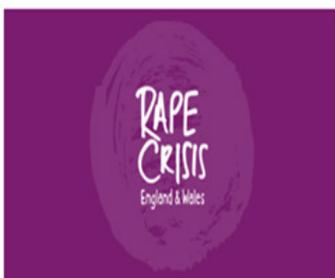


48% of parents believe that their children know more about the internet than they do. 73% agree.



KNOWLEDGE DOES NOT BRING WISDOM

Agencies that can support



NSPCC
Learning



What is Child Sexual Exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse which can happen to any child.

CSE can happen both on and offline and is often combined with other forms of abuse including threats, physical violence, and psychological manipulation. It may have occurred even if the sexual activity appears to take place with consent.

Anyone can be a perpetrator of child sexual exploitation regardless of their age, gender, class, or ethnicity.



CSE Warning Signs

- * Not engaging with usual friends or hobbies. 
- * Associating with older people or being in a relationship with someone older.
- * Missing classes or not attending school.
- * Leaving home/sneaking out late or all night and being defensive about location and activities.
- * Odd or excessive phone calls and text messages. 
- * New belongings which would normally be unaffordable such as mobile phones, clothes, or jewellery.
- * Mood swings or personality changes. 
- * Physical signs of abuse, like bruises or burns. 
- * Being under the influence of drugs or alcohol.
- * Not sleeping, eating, or taking care of personal hygiene.
- * Engaging in a form of self-harm.

It should be noted that child sexual exploitation can take place without any of these behavioural signs being present.



REMEMBER:

If a child discloses sexual exploitation to you, it is important to listen carefully, reassure them that they've done the right thing, & remind them that it is not their fault.



Report this disclosure to the appropriate authorities as soon as possible. Do not confront the abuser as this could cause further harm.

After this, continue to provide direct support for the child or young person who discloses abuse. They may feel guilty or ashamed of what has happened.

By showing them you are there for them, you will help build their resilience, confidence, and self-esteem.

Top Tips For Protecting the Child in Your Care



- * Be aware of the behavioural signs to look out for.
- * Talk to the children in your care about the importance of healthy relationships. You can use tools like 'Talk PANTS'. 
- * Reach to the children in your care how to stay safe both offline and online when interacting with others. 
- * Create a stable and nurturing environment where children feel safe to talk or make a disclosure to you.
- * Use our Trusted Adult resources to ensure children know who they can talk to about their worries.
- * Access support services such as Barnardo's, PACE, or Childline.

Responding to our students voice.

Since September we have asked our students to take part in a variety of student well-being surveys. These surveys are carried out in form time and PSHE lessons and provide an invaluable insight into our students lives and experiences.

The results from these surveys allow our schools to develop the personal development curriculum-including form tutor activities and assemblies. The surveys also allow for schools to meet students in small groups and on a one to one basis to provide specific and proactive support. Over this year we have asked students about their attitudes to school, their general views towards their own well-being, friendships and relationships and social media/internet safety.

Our findings have led to us working with students on areas around self care and sleep, including the use of devices, the importance of telling the truth and strategies on how to cope in times of stress. We have also developed tutor time and assemblies to ensure our students feel confident about who to turn to and how school and other agencies can support them if needed.

In addition to tutor and assembly sessions we have developed bespoke interventions led by our PSHE teachers to support some young people with anxiety, stress, anger management and also friendship issues.

Here are some useful websites to help talk to your child about some of the topics covered in our surveys.

<https://www.youngminds.org.uk/parent/>
<https://www.mind.org.uk/information-support/>
<https://www.mentalhealth.org.uk/>
<https://teensleephub.org.uk/>
<https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/>

Respectful and healthy relationships education.

Throughout your child's time at secondary school we will deliver a curriculum that supports young people to make healthy, respectful and safe relationships-both now and in the future.

Topics will focus on social influences, how to form and maintain healthy relationships, consent, bullying and discrimination and personal health and well-being. At the core of all PSHE topics is support and education to guide young people to make safe choices for themselves and know where to access support if needed.

Our PSHE curriculum works alongside who school education-including assemblies, tutor activities, external agency education and targeted intervention for students who need additional support.

A key principle of our PSHE curriculum is that it is inclusive and relevant for all our students. The PSHE and Personal Development curriculum is developed to recognise and support students' sexual orientation, gender identity and socio-economic, family and cultural background, as well as whether they have special educational needs or disabilities. We regularly ask students to participate in student voice surveys to ensure they have an opportunity to share their experiences, expectations around relationships, understanding of RSE and vulnerability to situations. This allows for the curriculum to be tailored, ensuring student needs are met.

All of our teachers demonstrate positive attitudes to difference and diversity and respond constructively yet firmly to expressions of prejudice. Our teachers are clear that prejudice and bullying are always unacceptable. We provide learning environments that emphasise that it is okay to have different beliefs and that shared respect for each other is expected at all times, this can be seen through the school ways and PSHE ways. As your child goes through their time at school they will be provided with opportunities to consider issues such as FGM, forced marriage, exploitation, grooming, abusive relationships and consent. Such opportunities are clearly referenced in the guidance you will receive before we begin a topic in PSHE and on the PSHE are on all school websites.

Right of Withdrawal

Parents are not able to withdraw their child from any aspect of Relationships Education or Health Education. Parents are able to withdraw their child (following discussion with the school) from any or all aspects of sex education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the Department for Education states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.' Where pupils are withdrawn from sex education, the school will document the process and will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Any request to withdraw must be put in writing and a meeting will be arranged with the Director of PSHE and the schools leadership team.

Books and websites to help conversations with teenagers

All the sites below are great for education and supporting conversations around relationships and sexual health

www.bishuk.com

www.brook.org.uk

www.scarleteen.com

Amaze.org

You grow girl- By Dr Zoe Williams

Growing up for boys by Dr Emily Macdonagh

With me in mind-Rotherham NHS

Youngminds

CEOP

Mind

BBC BITESIZE-A mental health first aid kit for parents

The Digital Media Detectives- www.thedmd.co.uk



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For more information, visit our website:
www.wickersleypt.org