PSHE and Safeguarding

NEWSLETTER

Autumn Term 2

Welcome to the PSHE and safeguarding WPT newsletter.

https://aware.wickersleypt.org/

We hope you have all settled well into the first half term and your children are enjoying life at school.
Through this newsletter we will share an overview of the topics we cover in KS3 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.

Responsible citizens-British Values

At WPT we embrace British values and cultural experiences and incorporate them into lessons throughout both key stages. We provided realistic examples that allow students to explore the rule of law.

Students are given the opportunity to learn and demonstrate their understanding of various laws as the curriculum allows.

Throughout PSHE students will learn in an age appropriate way about the law surrounding;

- Alcohol, tobacco and vapes.
- Drugs and solvent misuse.
- Consent, sexting, pornography and online laws.
- Equality, protected characteristics, discrimination and hate crimes.
- Human rights, child labour laws and child abuse.
- We offer a spiral curriculum which means subject matter will be re-visited across different age ranges in order to deepen understanding and embed laws

Y7	Discriminations and inequality - a brief look at The Equality Act 2010, E-safety & sexting, Gaming & Grooming, Celebrating equality and Diversity
Y8	British values - Rules & Democracy, Rights of children, child labour, child abuse and FGM, The equality Act 2010, prejudice and discrimination, me too movement, transphobia and Islamaphobia. Young people and gangs, anti-social behaviour and criminal activity.
Y9	County Lines and knife crime, extremism and Prevent, criminal records and impact.
KS4	Criminal exploitation, extremism, gambling, forced marriage, consent.
Helpful websites include	https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/abuse/ https://www.gov.uk/

If you would like any further information about any of the above please contact: E.Ward@thrybergh.com Living in the wider world lead PSHE. or look on our Aware website on each schools page.

Emotional Well-Being at WPT

Wickersley Partnership Trust aims to provide students with a fully rounded PSHE Curriculum, as such we have TLR Holders for each core strand.

My name is Cheryl Douglas and I am the TLR Holder across the Trust for Coordinator of Emotional Health and Wellbeing within PSHE. It is my role to develop lessons linked to mental health across our curriculum as well as providing advice and support to those delivering these types of topics.
This includes;

- In Year 7 transition, friendship, bullying as well as dreams and aspirations.
- In Year 8 stress, anxiety, resilience and self harm.
- In Year 9 attitudes to mental health, grief and conflict.
- In Key Stage 4 body image and suicide.

I will work alongside school Mental Health Leads to create a support network for our students, increasing understanding, developing empathy and raising awareness.

There are many useful resources available to those interested in learning more about emotional health and wellbeing, these are signposted throughout lessons and emailed to parents before timetabled sessions begin, I highly recommend these are accessed in order to gain a full understanding of what we intend to deliver.
As a starting point I recommend looking at the following;
https://www.annafreud.org/
https://www.youngminds.org.uk/
https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/
https://www.kooth.com/

Substance Misuse

At WPT, we understand the importance of students understanding how to recognise risky situations and learning ways of coping with these in a way that keeps them safe and healthy.
In each year group, students will learn key skills and knowledge related to the misuse of substances, the law and consequences of such behaviour and where to seek support with this. As PSHE is a spiral curriculum, the skills and knowledge in each year group is age appropriate and develops each year as the student matures. Below is the overview of the topics to be covered in each year group:

Year Group	Content of Substance Misuse Topic:
Y7	The physical and psychological risks associated with; alcohol, smoking, e-cigarettes, solvent abuse, and cannabis. Peer pressure scenarios and the law relating to these. British Values and how the police and courts operate.
Y8	Substance misuse, gang exploitation both on and off line, and assertiveness .
Y9	Healthy and unhealthy friendships, assertiveness, alcohol education, substance misuse (Illegal drugs including new psychoactive substances). Debates over the criminalisation of drug use.
KS4	How the use of alcohol and drugs can lead to risky sexual behaviour , alcohol and substance/peer pressure/social situations/first aid

As a trust, we recognise that discussing these topics can be difficult as a parent/carer, therefore, on the trust support website (AWARE), there is a section dedicated to links to websites with information and guidance in this area. This can be found at: https://aware.wickersleypt.org/parents/risk-parents/

For more information on this topic, please contact the assistant coordinator for substance misuse at WPT, Miss L Miller:
lmiller@cliftonschool.org

Within each newsletter will also provide you with some support and guidance on ways to support your child with online safety. Please take some time to read our top tips, access recommended websites and don't hesitate to contact your child's non teaching head of year.
Also visit - **www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/**
- **https://www.thinkuknow.co.uk/parents/**

Top tips for staying safe - Cyber Bullying

Anybody can become a recipient of cyberbullying, regardless of how old they are or the kind of job that they do or what their hobbies might be. In fact, it is well documented that a lot of our favourite celebrities and role models also experience cyberbullying, often to an unrelenting extreme. Although, like all forms of bullying it is subjective to the recipient, we define cyberbullying as the following "Cyberbullying is the use of digital technologies with an intent to offend, humiliate, threaten, harass or abuse somebody." The most important thing is knowing how to deal with it. Here are the top 9 ways to deal with cyberbullying if you're being targeted:

1. **Never respond -** Do not reply to anything that has been said or retaliate by doing the same thing back. Saying something nasty back or posting something humiliating in revenge may make matters worse or even get you into trouble.

2. **Screenshot -** If you can, take a screenshot of anything that you think could be cyberbullying and keep a record of it on your computer or phone.

3. **Block and report -** Most online platforms have this function, make sure you block and report the offending users to the appropriate social media platform. Or talk to us about removing it!

4. **Talk about it -** You may not feel it at the time, but cyberbullying can affect you in many different ways. You are not alone. Talking to somebody about bullying not only helps you seek support but it documents evidence and will take a huge weight from your shoulders.

5. **How serious is it? -** Assess how serious the cyberbullying is. If it is light name-calling from somebody that you don't know, it may just be easier to just report and block that user. If it is more serious, then talk to us or a trusted adult. Whether that be your parents/guardians, an older family member or a teacher at school.

Top Tips for Dealing with Cyberbullying

6. **Report it -** If you are experiencing cyberbullying from somebody you go to school or college with, report it to a teacher. If somebody is threatening you, giving out your personal information or making you fear for your safety, contact the Police or an adult as soon as you can.

7. **Be private -** We recommend that you keep your social media privacy settings high and do not connect with anybody who you do not know offline. You wouldn't talk to random people on the street, so why do it online? People may not always be who they say they are and you could be putting you and those that you care about the most at risk. Learn about catfishing here.

8. **Talk to them -** Sometimes it may be appropriate to request that a teacher or responsible adult hosts a mediation between you and the person who is bullying you online if they go to the same school or college as you. A mediation can be scary but is often incredibly powerful. It is essentially a face-to-face conversation between you and the person bullying you in a controlled, equal environment. This is a proactive and effective way to deal with online bullying.

9. **Sympathise -** Always remember that happy and secure people do not bully others. People who bully are going through a difficult time themselves and will often need a lot of help and support. That doesn't make it right what they are doing but it does give some insight and understanding and help to reassure you that it is never your fault.

External organisations who can help you and your child with online abuse and bullying:
https://www.ditchthelabel.org/report
https://www.ceop.police.uk/ceop-reporting/
https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/

Respecful 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. Out 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.

Anti-Bullying

The Wickersley Partnership Trust has a robust Anti-Bullying Policy which works in collaboration with our Anti-Bullying Leads and student ambassadors. The PSHE Curriculum uses this as a foundation for our anti-bullying schemes of work which run across the keystages.

Our Anti-Bullying lessons are planned through careful collaboration between the TLR Leads for Emotional Wellbeing and Living in the Wider World, it is through this that all essential elements are included, ensuring students' understanding is holistic. Throughout our Curriculum we cover the various forms of bullying and the potential impact these can have. From Year 7 we explore the importance of friendship and work closely with students to help them develop their understanding of toxic relationships.

A key feature within our curriculum is increasing students' digital resilience, ensuring students are able to recognise when cyberbullying may be occurring and ways that this can be stopped. Throughout our Anti-Bullying Curriculum students are given the resources and tools to challenge bullying and overcome this.

Books to help conversations with teenagers

The Human Body

"Understanding the Facts of Life" by Susan Meredith. Full of useful and detailed illustrations explaining how our bodies work.

"Let's Talk about Sex - Growing Up. Changing Bodies, Sex and Sexual Health " Robie H. Harris and Michael Emberley.

Puberty-

"Have you started yet?" by Ruth Thompson is a book for older junior and secondary school girls who will appreciate its open nature. Aimed at young women aged 9 -17. Subjects covered include bras and breasts, sex organs, coping with PMS and a whole lot of 'What if…'questions.

"Periods" by Charlotte Owen. A book in the format of questions, statements and explanations. 'It makes you feel like you are talking to a friend, not just reading a book,' - a young woman.

"Everything You Ever Wanted to Ask about Periods" by T. Kreitman, F. Finlay and R. Jones. This is based on questions asked by girls and includes personal stories about their experiences. It covers questions such as: How do you know when your periods are about to start? What will it really be like?, Who do you tell?, What do you use?, Are you different now? A helpful reminder to parents of the anxieties of approaching and going through puberty.

"Living with a Willy" by Nick Fisher. This book should engage the most 'street-wise' of young men. It deals with many issues including size, circumcision, erections, hygiene and sex. Curious males (and females) will benefit if this book is left lying around for them to peruse at their leisure.

“Talking Together…About Growing Up: A workbook for parents of children with learning disabilities”, by L. Scott and L. Kerr-Edwards. A book with practical activity based work; this is full of clear, relevant information. It includes topics on public and private behaviour, menstruation, masturbation, feelings and looking ahead to relationships. Also included are drawings showing body changes at puberty and advice on keeping safe. Best dipped into rather than followed from beginning to end.

“The Puberty Book” by Wendy Darvill and Kelsey Powell. A humorous and accurate account of puberty for children and teenagers. It is clear and easy to read, illustrated with black and white line drawings.

“It’s OK to be You! - Feeling Good About Growing Up” by Claire Patterson and Lindsay Quilter. The subject is introduced by a series of cartoon characters interspersed with factual information about puberty and growing up. The book also contains much quirky humour.

Other Useful Books

“Self-Esteem for Boys - One hundred tips for raising happy and confident children” by Elizabeth Hartley-Brewer. This book provides useful background reading in helping children through puberty to a happy fulfilled life. It concentrates on difficult and vulnerable stages in a boy’s development.

“Say What You Mean and Get What You Want” by Tricia Kreitman. Described as the “ultimate self assertion book for girls”, the author was the resident Agony Aunt at Mizz magazine. It uses the format of letters from readers and responds to them with straightforward, friendly advice.

“What Every Kid Wished Their Parents Knew” by Rob and Lloyd Parsons. A father and son team looks at the basic problems of talking and communicating with each other. It sets out in a question and answer format to bridge the age gap.

“Sex - How? Why? What? “ by Jane Goldman. Some of the questions tackled in this factual book

“Tough Choices: Young Women Talk about Pregnancy” by Alison Hadley. Twenty-four young women aged from 14 upward tell their stories. The book is honest and helpful in giving an insight into teenage pregnancy.

“SEX ED. - Growing Up, Relationships and Sex” by Dr Miriam Stoppard. A clear and easy to read introduction for both parents and young people. Illustrated and inclusive, useful for the whole family.

“Teenagers - The Agony, The Ecstasy, The Answers” by Aidan Macfarlane and Ann McPherson. Drawing on interviews with teenagers and their parents this handbook highlights many areas of advice and how to get things right when talking with young people. It covers facts, and summarises to solutions to various problems e.g. teenagers as parents, sexual abuse.

“The Sex Lives of Teenagers” by Lynn Ponton. A book by a therapist based on teenagers’ experiences and feelings. It follows a case study format and addresses

“Sex and Your Teenager - A Parent’s Guide” by John Coleman. A question and answer format reviewing how young people learn about sex from parents, society, school, friends and the media. To be used as either background reading for parental understanding or to be used with your teenager to aid communication and discussion.

WICKERSLEY PARTNERSHIP TRUST.

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