PSHE and Safeguarding
NEWSLETTER

Spring Term 1 - Half Term 3

Welcome to the PSHE and safeguarding WPT newsletter.
https://aware.wickersleypt.org/

We hope you have all had a wonderful break over Christmas! 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- Anti Social Behaviour, Knife Crime & Gangs
Throughout the trust, we promote British values, inclusivity and equality of those with the protected characteristics. This enables all students to leave school able and qualified to play their role in society.

Reducing crime and antisocial behaviour is not just the responsibility of the Police, the Council or any other single organisation, it is the responsibility of everyone.

Antisocial behaviour (ASB) are actions that cause or are likely to cause harassment, alarm or distress. For example:

- noise
- shouting, swearing and fighting
- intimidation of neighbours and others through threats or actual violence
- harassment, including racial harassment or sectarian aggression.
- verbal abuse
- bullying of children in public recreation grounds, on the way to school or even on school grounds, if normal school disciplinary procedures do not stop the behaviour
- abusive behaviour aimed at causing distress or fear to certain people, for example, elderly or disabled people
- driving in an inconsiderate or careless way, for example, drivers congregating in an area for racing
- dumping rubbish
- animal nuisance, including dog fouling
- vandalism, property damage and graffiti.

How do I report to social services Rotherham?
Call the police on 101 – in an emergency 999.

Or if you are member of the public or family member, please call the **Multi Agency Safeguarding Hub (MASH) 01709 336080.**

Gangs

We know that the vast majority of young people live positive lives and are not involved in gangs or knife crime. However, there are a small number of young people who do become involved and this can be a concern for parents and carers. It can have a significant impact on families, communities, as well as themselves.

What is Grooming?

Some people form relationships with young people to use them for their financial gain through drug dealing or to participate in sexual activities. People who do this want young people to think they are a friend, or a boyfriend or girlfriend. They want to gain their trust to obtain power over them. They might also use bribes, threats, humiliation and even violence to get power over them. They use that power to force the exploited child to move and sell drugs, and to have sex or do sexual things with them, and sometimes other people. These are forms of exploitation and are crimes. Online grooming is when someone builds an online relationship with a young person and tricks them or pressures them into doing something sexual. This can happen on social networking websites, instant messaging, photo-sharing apps, chat rooms, dating apps and online gaming sites. Exploitation happens to both boys and girls and can be difficult to spot. Often, people think they're in a good relationship, even after things have turned bad. Children being criminally exploited often feel they have no other option but to continue working for their exploiter and often find themselves in debt slavery. It can be hard to spot when someone is using or controlling you.

For support with any of the above please contact the following services.

https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/gangs/

https://www.saferrotherham.org.uk/priorities/tackling-serious-organised-crime

https://www.westminster.gov.uk/sites/default/files/advice_for_parents_and_guardians_about_gangs.pdf

Emotional Well-Being - Setting Wellbeing Resolutions

Many people can struggle emotionally in January following the festivities of Christmas, coupled with darker mornings and bitter weather, it can be tough on your emotional and physical health. With many people referring to this as the 'January Blues', you can often find yourself feeling sad, tired and unmotivated during the first month of the year.

As they start back in the January term students, and staff, will have the opportunity in their Personal Development Tutor Times to set themselves some Resolutions to help their overall wellbeing.

It's essential that we all keep an eye on each other and notice if you or someone you love is struggling, this might mean learning what's 'normal' for them when it comes to sleeping, eating and communicating. Remember it's perfectly ok not to be ok and feeling low at times is normal, we are living in uncertain and unpredictable times, its highly likely others are feeling this way too.

It's important not to try to change too much at once, think about ways you can feel a sense of control in your life, what has worked for you before when it comes to your health and wellbeing. Think about setting yourself routines which give you comfort and provide security.

Think carefully about how much social media you expose yourself to, sometimes this can be very overwhelming and cause things to spiral even further. Look out for your friends and family - showing genuine concern, interest and curiosity into their wellbeing can help them open up. And remember if you are feeling isolated, reach out and let others know.

Remember that what you're feeling is likely just to be temporary, it's important to find support and use your own skills to support your own health and wellbeing. The Red Cross have a superb Self Kindness Toolkit (available here; download_self-kindness_toolkit.pdf (redcross.org.uk)) which can help anyone to develop their resilience and support their emotional wellbeing.

Here are 10 Top Tips for better Health and Wellbeing in 2023;

1. Stay positive by associating with positive people in positive environments.
2. Exercise on a regular basis, running, walking, swimming - whatever activities you enjoy!
3. Eat a healthy and balanced diet.
4. Create a sleep routine.
5. Spend time with friends and family.
6. Disconnect from the virtual world and build connections with the real one.
7. Make an effort to maintain a positive work-life balance.
8. Get plenty of sunlight.
9. Pursue your hobbies.
10. Eliminate toxic relationships.

Useful websites;

www.redcross.org.uk
www.mind.org.uk
www.youngminds.org.uk
www.samaritans.org

Vaping & Young People

As I am sure you have seen in the news and on social media, vaping and the use of electronic cigarettes is an increasing concern among young people in the UK.

A study completed by ASH (Action on Smoking and Health), an organisation set up to tackle the issues around smoking, found that current vaping among children 11-17 up from 4% in 2020, around the time of the first lockdown, to 7% in 2022. They also found that single use disposable vapes are now the most popular product. Fewer than one in ten current vapers under 18 used disposable vapes in 2020, by 2022 it was over half, with Geek Bar and Elf Bar the most popular brands.

What is Vaping?

Vaping is the use of an electronic device to inhale vapour derived from a heated liquid. The main ingredients are vegetable glycerine and propylene glycol, but most e-liquids also contain nicotine, which must be no more than 2% or 20 mg per ml, as well as small amounts of flavourings.

What is a Vape Device?

There are a variety of vape devices (which are also known as e-cigarettes). The names and types of devices keep changing and new ones come on to the market frequently. Below are the main types of vapes currently available:

- vape bars shaped like a highlighter pen (usually single use and disposable but sometimes rechargeable and refillable with e-liquid capsules)
- compact pod devices shaped like a flash drive or pebble (either disposable, or rechargeable and refillable with e-liquid capsules)
- vape pens with a tank you fill with e-liquid, and a replaceable coil and rechargeable battery
- "cigalikes" designed to look like a cigarette (either disposable, or rechargeable and refillable with e-liquid capsules)

How Do Nicotine Vapes Help Smokers Quit?

Smoking delivers nicotine rapidly to the brain, which makes it highly addictive. Cravings for nicotine among those addicted can make people feel stressed, restless, irritable and unable to concentrate. Like nicotine patches and gum, vapes containing nicotine are a useful aid to quitting as they deal with the cravings smokers get when they try to stop. Nicotine vapes help smokers quit by replacing some of the nicotine they used to get from cigarettes and also by mimicking the hand-to-mouth action of smoking.

Nicotine vapes are not yet licensed as medicines but are proven effective and have become the most popular quitting aid for smokers in recent years. However, vapes are not recommended for non-smokers, particularly children.

Why is it a Concern if Young People are Vaping?

Dependence on vaping appears lower than on smoking for young people. Most vaping is experimental with regular vaping mainly confined to children who also smoke or used to smoke. Also, the levels of exposure to cancer causing and other toxicants are extremely low in people who vape compared with those who smoke but there is still some exposure.

Short-term effects can include coughing, headaches, dizziness and sore throats. The biggest concern is that the longterm effects are, as yet, unknown.

Our advice to children and young people is:

DON'T SMOKE? DON'T START TO VAPE.

The Law & Vaping

Vapes and vaping products containing nicotine, like tobacco, are age restricted. It's illegal to sell them to under 18s, and for adults to buy them on their behalf. Those who knowingly sell vapes to under 18s don't care who they sell to and they are just interested in making money. If you know of anyone who does sell vapes, or tobacco illegally, you can report them to trading standards through the Citizens Advice online portal: www.citizensadvice.org.uk/consumer/

Further reading and helpful information

www.smokefreesheffield.org

ASH-brief-for-local-authorities-on-youth-vaping.pdf

www.nhs.uk/better-health/quit-smoking/vaping-to-quit-smoking/

https://ash.org.uk/uploads/Use-of-e-cigarettes-among-young-people-in-Great-Britain-2022.pdf

Vapes | FRANK (talktofrank.com)

Online Safety

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/

What's real and what's false online?

Digital platforms have made it easier for anyone to share information online, and it can be difficult to determine whether something is real or false. What a young person sees online can shape how they view the world and impact their overall wellbeing. It's important to talk to them about how misinformation spreads and how to look out for it.

What do we mean by misinformation and disinformation?

False information that is spread online is known as misinformation or disinformation. These are most commonly referred to as 'fake news' or 'hoaxes'. Misinformation is where false information is shared by accident without the intent to cause harm. For example, sharing inaccurate photos, quotes or dates online because you believe them to be true. Disinformation is false information shared deliberately to mislead and cause harm. For example, fabricated news stories and political propaganda.

A hoax is an example of disinformation. It is where someone deliberately shares false information to trick someone into believing something that isn't true. Hoaxes can come in different forms, for example it could be a fake news story or a message Fabricated or false news stories about current news that might make a child feel worried or scared about what's happening in the world. This is commonly known as 'fake news'. Viral messages containing false information can easily be shared on messaging apps like WhatsApp and Messenger. If you or your child know the person who has shared it, you might be more likely to believe it. Deep fakes are videos where people's faces are edited to make it look like they said or did something they didn't. Memes can be used to spread unverified facts. Hoaxes can be spread quickly as it's not always easy to spot when something contains false information. People might read something they believe to be true and then go on to share it with others.
If you see something that concerns or confuses you, it's important to not share it further as this can help draw more attention to them. Instead report to the app, game or site that you've seen it on.

An online scam is where criminals use online platforms to trick someone into sharing personal information like account logins or bank details. Scams can happen on any online platform. Phishing emails or messages sent to a personal device asking you to provide personal information or contain blackmail demands. Sometimes these will be made to look like they're from credible organisations or businesses. Promotion of products or false adverts that contain untrue claims. For example a fake competition or a product that claims to do something it can't to encourage others to purchase it. Catfishing where some will pretend to be someone else to trick them into doing something. Competitions or quizzes where you are led to believe there is a prize. Identity theft where people are tricked into sharing personal information to help them hack other accounts.

An online challenge is an online activity that normally involves sharing an image or video of yourself doing a set task. They can take place on most online platforms but are most commonly on video sharing platforms like TikTok or YouTube. Some online challenges can be fun for young people to participate in. For example, challenges that involve dancing or those that help raise money for charity. However, online challenges can become risky when they contain dangerous stunts or activities that could cause physical or psychological harm to a young person or others. Video creators can easily edit videos to make it look they did something dangerous or risky when in reality they didn't. Challenges aren't always activity based, and can encourage young people to share personal or stories about themselves which could upset them and others. Young people might feel more pressure to take part in a challenge if their friend or someone they follow online, such as an influencer or celebrity has participated. Challenges can also go viral and be seen as harmless fun, both of which can entice young people to take part.

Reporting hoaxes, scams and online challenges

If you or your child comes across a hoax, scam or risky online challenge you should report it directly to the platform to try and get it removed. Find more information on reporting here. If you or your child has been scammed online you should report it to Action Fraud.

https://www.actionfraud.police.uk/

How to spot misinformation online

It's important to remind your child that not everything they see online is real and encourage them to always check before they share. Here are some things you should encourage them to do:

- If your child sees something online that worries or upsets them encourage them to not share. Remind them they can speak to you, another trusted adult, or a Childline Counsellor if they have questions about something they've seen.
- If they come to you, and you aren't sure, you could try speaking to your child's teacher or contact the NSPCC Helpline to speak to an advisor.
- Always check the source and the date of the information. Does it come from a reputable organisation that they've heard of? Could the image or video have been edited? Encourage them to check different sources like other news or fact-checking websites such as Full-fact or Snopes and compare information.

Also think about whether it conflicts with your own knowledge of the topic.

https://fullfact.org/
https://www.snopes.com/

Having regular conversations with them about what they're doing online can help to open up the conversation about what is and isn't real online. Try asking them about some of the challenges they take part in with their friends or ask them to show you their favourite online challenge.

Setting up parental controls. https://saferinternet.org.uk/

- Home internet providers can offer parental controls for your family. You can use a filter from your internet provider to control the content that you and your family see. Some providers allow different settings for each user set up any device connected to your home broadband. How you do this depends on your provider and you'll need to access your home router. You can ask your internet provider for help setting this up. Remember that this only affects your child accessing the internet through the WiFi – if they are using 4G or 5G etc to connect you need to check the settings on their mobile device too (see below).

- Most games consoles have internet access, which means your child can go online and chat with other players or make in-game purchases. On many consoles there are parental controls which allow you to manage which features are available to your child. On some devices you can turn off chat functions to stop your child from talking to people they don't know, restrict games based on age, turn off in-game purchases, or set a limit. Check the website for the console your child has for a parents section and details of features. Some games also allow you to change settings for that individual game.

PlayStation Family Management

On PlayStation consoles you can set up a Family Manager account which allows you to manage differ-ent accounts for different children/users. Within this you can manage a range of features, such as re-stricting communication with other players, restricting content, setting play time controls and set spending limits. See all the features available for PS4 and for PS5.
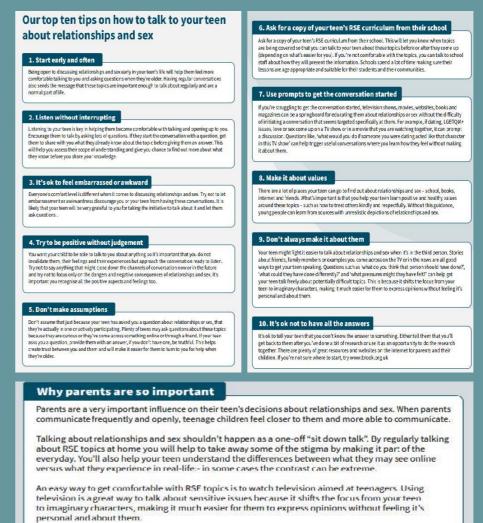
Mobiles and Tablets

All mobiles, tablets and computers have parental control settings, which can differ between devices, these include:

- allowing or disallowing in-game or in-app purchases
- settings such as location settings and what information your child is sharing
- wellbeing settings to help with limiting screen time.

You can get more advice about setting up controls on different devices from your mobile provider and the UK Safer Internet Centre.

On Apple devices such as iPhone, iPad, Apple Watch, Apple TV etc. there are features available for parents all tied into an account. You can set content and privacy restrictions, prevent purchases, allow or disallow apps and more. See what parental controls are available on Apple iOS devices.

Respectful & Healthy Relationship Education

Our top ten tips on how to talk to your teen about relationships and sex

1. Start early and often
Being open to discussing relationships and sex early in your teen's life will help them feel more comfortable talking to you and asking questions when they're older. Having regular conversations also sends the message that these topics are important enough to talk about regularly and are a normal part of life.

2. Listen without interrupting
Listening to your teen is key in helping them become comfortable with talking and opening up to you. Encourage them to talk by asking lots of questions. If they start the conversation with a question, get them to share with you what they already know about the topic before giving them an answer. This will help you assess their scope of understanding and give you chance to find out more about what they know before you share your knowledge.

3. It's ok to feel embarrassed or awkward
Everyone's comfort level is different when it comes to discussing relationships and sex. Try not to let embarrassment or awkwardness discourage you or your teen from having these conversations. It is likely that your teen will be very grateful to you for taking the initiative to talk about it and let them ask questions.

4. Try to be positive without judgement
You want your child to be able to talk to you about anything so it's important that you do not invalidate them, their feelings and their experiences but approach the conversation ready to listen. Try not to say anything that might close down the channels of conversation now or in the future and try not to focus only on the dangers and negative consequences of relationships and sex, it's important you recognise all the positive aspects and feelings too.

5. Don't make assumptions
Don't assume that just because your teen has asked you a question about relationships or sex, that they're actually in one or actively participating. Plenty of teens may ask questions about these topics because they are curious or they've come across something online or through a friend. If your teen asks you a question, provide them with an answer, if you don't have one, be truthful. This helps create trust between you and them and will make it easier for them to turn to you for help when they're older.

6. Ask for a copy of your teen's RSE curriculum from their school
Ask for a copy of your teen's RSE curriculum from their school. This will let you know when topics are being covered so that you can talk to your teen about these topics before or after they come up (depending on what's easier for you). If you're not comfortable with the topics, you can talk to school staff about how they will present the information. Schools spend a lot of time making sure their lessons are age appropriate and suitable for their students and their communities.

7. Use prompts to get the conversation started
If you're struggling to get the conversation started, television shows, movies, websites, books and magazines can be a springboard for educating them about relationships or sex without the difficulty of initiating a conversation that seems targeted specifically at them. For example, if dating, LGBTQIA+ issues, love or sex come up on a TV show or in a movie that you are watching together, it can prompt a discussion. Questions like, 'what would you do if someone you were dating acted like that character in this TV show' can help trigger useful conversations where you learn how they feel without making it about them.

8. Make it about values
There are a lot of places your teen can go to find out about relationships and sex – school, books, internet and friends. What's important is that you help your teen learn positive and healthy values around these topics – such as how to treat others kindly and respectfully. Without this guidance, young people can learn from sources with unrealistic depictions of relationships and sex.

9. Don't always make it about them
Your teen might find it easier to talk about relationships and sex when it's in the third person. Stories about friends, family members or examples you come across on the TV or in the news are all good ways to get your teen speaking. Questions such as 'what do you think that person should have done?', 'what could they have done differently?' and 'what pressures might they have felt?' can help get your teen talk freely about potentially difficult topics. This is because it shifts the focus from your teen to imaginary characters, making it much easier for them to express opinions without feeling it's personal and about them.

10. It's ok not to have all the answers
It's ok to tell your teen that you don't know the answer to something. Either tell them that you'll get back to them after you've done a bit of research or use it as an opportunity to do the research together. There are plenty of great resources and websites on the internet for parents and their children. If you're not sure where to start, try www.brook.org.uk

Why parents are so important

Parents are a very important influence on their teen's decisions about relationships and sex. When parents communicate frequently and openly, teenage children feel closer to them and more able to communicate.

Talking about relationships and sex shouldn't happen as a one-off "sit down talk". By regularly talking about RSE topics at home you will help to take away some of the stigma by making it part of the everyday. You'll also help your teen understand the differences between what they may see online versus what they experience in real-life – in some cases the contrast can be extreme.

An easy way to get comfortable with RSE topics is to watch television aimed at teenagers. Using television is a great way to talk about sensitive issues because it shifts the focus from your teen to imaginary characters, making it much easier for them to express opinions without feeling it's personal and about them.

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.

WICKERSLEY PARTNERSHIP TRUST.

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