



## COVERED IN THIS MONTH'S EDITION:

Meeting Recordings

Upcoming Dates for your Diaries

What's Out There; Social Media, TV & News

PSHE conference - BOOK NOW

Update from Natalie

Violent Disorder Special: Support for Schools

Update from National Partners

- Digital Literacy
- Violence Against Women & Girls
- Children's Rights
- Mental Health
- Exploitation
- Youth Violence
- CEOP Education
- Smart Phones
- Online Safety
- Road Safety
- Sexual Health

Update from Local Partners

- Virtual Reality Education Opportunity
- Youth Work Week
- Wham Plan Review - Help wanted
- Knife Crime
- Fire Service
- Local Newsletters & Updates

Resources

- Awareness Calendar 24-25
- Spooky Season
- Black History Month 1-31 Oct
- Breast Cancer Awareness Month 1-31 Oct
- ADHD Awareness Month 1-31 Oct
- Baby Loss Awareness Week 9-15 Oct
- World Mental Health Day 10 Oct
- International Day of the Girl Child 11 Oct
- Hate Crime Awareness Week 12-19 Oct
- Global Handwashing Day 15 Oct
- World Food Day 16 Oct
- Restart a Heart Day 16 Oct
- Recycle Week 16-22 Oct
- UN Day 22 Oct

Training Opportunities

Podcasts

## MEETING RECORDINGS:

We have our own YouTube channel and all our recordings from our events can now be found on our website from last academic year.

PSHE Leads Meetings  
Role of the PSHE Lead

Bitesize Practice Development  
Webinars

Supporting Boys and Young Men

## UPCOMING DATES FOR YOUR DIARIES

PSHE Leads Network Meetings:

- 15th October 2024 - 4-5pm
- 11th February 2025 - 4-5pm
- 26th March 2025 - 4-5pm
- 7th May 2025 - 4-5pm
- 24th June 2025 - 4-5pm

Reserve your space via our Eventbrite page and an MS Teams invite will then be sent to you

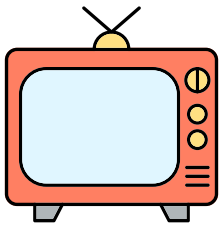
Please let us know what our priorities should be for the 2024-2025 Academic Year

13th November 2024 10am - 4pm - Pan-Staffordshire PSHE Conference

# WHAT'S OUT THERE...

Whilst it is important to ensure PSHE is part of a planned curriculum, it can also be used to address needs in a local context and form part of conversations we have with children and young people about their experiences and what's happening in the world around them.

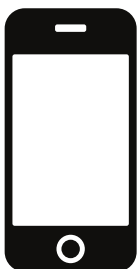
We have collated some examples of topics that are being covered in TV and media that young people may want to discuss.



- Strictly's Amy Dowden shares her experience of her diagnosis and treatment for breast cancer on a [BBC documentary](#).
- Also on BBC Freddie Flintoff makes his TV return, following his life-changing accident whilst filming for Top Gear, in Freddie Flintoff's Fields of Dreams: on tour. This series returns to follow a group of nine young people from Preston as they go on a cricket tour to India.
- The new academic year starts at Waterloo Road on 10th September
- A new reality TV programme, hosted by former Love Islander Olivia Attwood "Bad Boyfriends" sees a group of men take on challenges having been nominated by their partners as "bad boyfriends" - the show explores themes related to healthy relationships including trust, commitment, controlling behaviours and sexual intimacy.



- Over the Summer, both local and national news covered incidents of violent disorder which followed the Southport attack. We shared a [special edition of the PSHE Education digest](#) to providers who were working with children and young people over the holidays which aims to provide further information, advice and resources to help professionals manage conversations with children and young people about these events and also increase digital literacy to help children and young people identify misinformation and fake news. You can find an updated edition for schools on [page 5](#).
- [Research from the University of Bath](#) found that vapes are being spiked with synthetic cannabis (also know as spice) leading to addiction amongst children in England [according to the BBC](#).
- [Rebecca Cheptegei](#) an Olympic athlete from Uganda has died days after being doused in petrol and set on fire by a former boyfriend.
- Gillian Anderson has [published a new book](#), Want, a collection of women's sexual fantasies. Anderson would encourage young people to read her book "because there are so many different versions of how sex can be that is outside what is handed to them by the porn industry".



- A [Leek nightclub](#) has banned mobile phones from the dancefloor in a bid to encourage clubbers to dance with friends and not scroll through social media.
- [New guidance](#) has been published to limit phone use in Northern Ireland schools



**PSHE Education**  
STOKE-ON-TRENT & STAFFORDSHIRE

# Conference

SUBJECT  
SPECIALIST  
GUEST  
SPEAKERS

NETWORKING  
OPPORTUNITIES  
AND PROVIDER  
MARKETPLACE

BEST PRACTICE  
WORKSHOPS AND  
TABLE TOP  
ACTIVITIES

WEDNESDAY 13TH NOVEMBER  
10AM-4PM



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STAFFORDSHIRE COUNTY SHOWGROUND  
WESTON ROAD, STAFFORD ST18 0BD

£35 TICKET (INC LUNCH)

# UPDATE FROM NATALIE



Click on the video for a welcome back and quick update from Natalie, including information about the future of the service.

## NEW! LOCALLY PRODUCED RESOURCES



During the Summer Term PSHE Leads told us that it would be useful to have a document that links to the PSHE Education's Key Principles and provides an explanation alongside some helpful hints on how this can be embedded into education settings.

Over the summer we have been working on a new best practice document that we hope provides this information. Introducing - Delivering Effective PSHE.



PSHE Leads also requested support in creating notice boards for PSHE education. We have started to compile national and local posters and will continue to add to this document.

Please let us know if there is anything specific you would like to see in this resource pack.

## NEW FACEBOOK GROUP FOR LOCAL PSHE LEADS

We recognise that many colleagues are members of national Facebook groups to support you in your role of PSHE Lead. As the service continues to evolve and develop, we have created a local Facebook group to provide an online space for local PSHE Leads to come together, and share:

- Best practice - Let's learn from each other, and share successful strategies, session plans and innovative approaches that have made a difference in our own settings.
- Resources - If you have a resource or tool that has worked wonders with your children and young people please share it in the group. It could be a worksheet, a video, an interactive activity or an external provider. This helps us to continue to build our library of resources that everyone can benefit from
- Challenges - We recognise that PSHE can be a challenging subject to teach. This is a safe space to discuss any difficulties you are facing, seek advice and offer support to feel PSHE Leads.

Feel free to join the group and introduce yourself in the comments of our first post and share what you are most excited about in this group.



# VIOLENT DISORDER - SUPPORT FOR SCHOOLS

## WHY?

Whilst PSHE education should follow a planned programme, we recognise that PSHE and Citizenship provide space and opportunity for timely support for children and young people when difficult and upsetting things happen in our world.

Across Staffordshire and Stoke-on-Trent, we have recently seen local disorder, including violent attacks on police colleagues and arson attacks on hotels that host asylum seekers. The BBC reports that the violent disorder in towns and cities since Tuesday 30th July- the day after three young girls were killed in Southport - is due to false claims on social media that someone who had arrived in the UK illegally was the alleged suspect.

We wanted to provide further information, advice and resources to help professionals manage conversations with children and young people about these events and also increase digital literacy to help children and young people identify misinformation and fake news.

## BEST PRACTICE - SAFE LEARNING ENVIRONMENT

It is important that we create a safe learning environment to support children and young people to engage with the news safely. [Our best practice guidance document](#) provides advice on how to create and maintain a safe learning environment in the classroom to help children and young people to engage effectively.

## RESOURCES & TRAINING

As with all of the resources we share, please check the suitability for your own setting before using them.

- [Extremism & PSHE](#) - For professionals delivering PSHE, showing the links between extremism and the curriculum, develop subject knowledge around extremism
- [Communities & PSHE](#) - For professionals delivering PSHE, showing the links between communities and the curriculum, develop subject knowledge around communities
- [Pan-Staffordshire PSHE Education Service and USAH](#) - Spiral curriculum on Hate Crime, one lesson per Key Stage that explores Hate Crime can be found in the resource library under Similarities and Differences (prejudice and discrimination) - [sign up to the resource library](#) is required, this is free and gives access to hundreds of resources.
- [NYA](#) - Addressing unrest, disinformation and violence links to resources
- [NYA](#) - Speak Out Toolkit - Creating safe spaces to challenge narratives of division and hatred
- [BBC Teach](#) - Resources to help reflect on this summer's events
- [Educate Against Hate](#) - Recommended by the Department for Education
- [Economist Educational Foundation](#) - Training course to support teachers in bringing discussions about the news into their classrooms
- [Picture News](#) - A pack that explores how communities can help each other in times of difficulty following the protests seen during the summer.
- [Show Racism the Red Card](#) - Guidance for Teachers on Distinguishing between Peaceful Protesters and Those Engaged in Violence During Recent UK Riots
- [Topical Talk](#) - News and media literacy resources suitable for young people aged 10+.
- [Childnet](#) - Digital Leaders Programme, empowers children to educate their peers about online safety.
- [Digital Matters](#) - a range of lesson plans to support online safety
- [Empathy Week](#) - register for resources to support this awareness in March. The University of Cambridge has produced a [research report](#) that shows one term of empathy training measurably improve classroom behaviour

Check out the [Resource Library](#) for more quality-assured resources.

## MANAGING EMOTIONS

[Action for Children](#) is the commissioned provider for Staffordshire and provide funded workshops for schools across the county to help children and young people to manage their emotions.

[Stay Well - Changes YP](#) is the commissioned provider for Stoke-on-Trent and provide funded workshops for schools across the county to help children and young people to manage their emotions.

[The Guardian Foundation](#) has a PSHE Association Quality Assured, lesson plan on Managing Feelings about the News. This is suitable for 7-11 years old.

## PARENTS AND CARERS

- [Fake news, facts and questions guide for parents/carers](#) from Internet Matters aims to help parents/carers teach their children to develop digital literacy and critical thinking
- UK Safer Internet Centre has a guide for parents and carers on [Supporting critical thinking and reliability online](#)
- [BBC Bitesize](#) provide information to help talk to children and young people about Fake News
- [Internet Matters](#) has presentation packs to support parents and carers to support children and young people to navigate the online world safely.

## AGE APPROPRIATE NEWS SOURCES

The following news sites provide stories on current affairs in an age-appropriate way, not just on this topic but in general.

- [Newsround](#) - Discusses the arrests that have been made following violence across the UK.
- [First News Live](#) - free weekly news broadcast presented by young people made by Sky News and First News
- [Topical Talk](#) - provided by The Economist Educational Foundation, provides free classroom resources for weekly discussions about the news. Twinkl Newsroom - delivers a trusted feed of news for children, including the latest headlines, classroom-friendly reports, and ready-to-use curriculum-friendly resources.

## TOP TIPS FOR UNDERSTANDING/SHARING INFORMATION ONLINE

With thanks to RBL Safeguarding:

- Source - make sure the story is written by a source you trust, with a reputation for accuracy. Consider the credibility of the person/organisation making the statement.
- Headline - always read beyond the headline, if it sounds unbelievable, it probably is. Headlines are there to draw us in - sometimes they are sensationalized or completely wrong
- Analyse - make sure you check the facts, seeing the same story several times does not make it true. Use fact checking website and other reliable sources to help.
- Retouched - check if it looks like an image could or has been manipulated. AI and Deepfakes can look extremely real. Think about the context, sometimes the image is real but has been taken out of context.
- Error - Many false news stories have phony or lookalike URLs. Check for spelling, grammar.

# UPDATE FROM NATIONAL PARTNERS

## DIGITAL LITERACY

Vulnerable young people are increasingly exposed to misogynistic content online through social media platforms such as TikTok. The [BBC reports](#) on the algorithms that social media companies utilise and how these promote misogynistic and violent content.

The violent disorder experienced recently both locally and nationally began due to the spread of misinformation online.

Dr Katilyn Regehr, an associate professor of digital humanities at University College, London, shares her findings from her [Safer Strolling report](#) that we encourage all Safeguarding Leads and PSHE Leads to read.

It is essential that children and young people develop effective digital literacy skills. Here are some effective strategies and approaches to consider embedding into your own setting:

- Incorporate digital literacy into the curriculum- use digital tools and resources in everyday teaching to make certain that children and young people are comfortable with technology and work with the ICT curriculum lead to ensure lessons on basic digital skills such as typing, using search engines and understanding online safety complements the PSHE curriculum.
- Encourage critical thinking - teach children and young people how to assess the credibility of online sources and recognise misinformation. Children and young people should also be educated about the long-term impact of their online activities and how to manage their digital footprint responsibly.
- Promote safe and responsible online behaviour - discuss with children and young people the importance of privacy settings, how to recognise cyberbullying and safe online communication.
- Digital Citizenship - encourage respectful and ethical behaviour online, including understanding copyright and avoiding plagiarism.
- Foster creativity and collaboration - use collaborative projects that require digital tools, such as creating presentations, videos or blogs (this is also a great way to assess learning within PSHE) and utilise platforms that allow children and young people to work together and share their work, fostering a sense of community and teamwork.
- Provide access to resources - ensure that children and young people have access to digital libraries, educational apps and other online resources, this can include audiobooks, interactive simulations and educational games.
- Train the teachers - provide ongoing training for teachers to stay updated with the latest digital tools and teaching methods. The [NSPCC](#) provides training around online safety (charges apply). [ProjectEVOLVE EDU](#) is a video training platform for teachers and professionals who support their knowledge of the online world (charges apply). Join the [Pan-Staffordshire PSHE Leads Support Group](#) on Facebook, a space to share successful strategies and resources for teaching digital literacy.
- Involve parents and carers - educate parents and carers on how to support their children's digital literacy at home. Our parents/carers page on the website is a good signposting tool. Offer workshops and resources for parents and carers to understand the digital tools and platforms their children are using. You may wish to share resources on your setting's social media from the [National College's #wakeupwednesday\\_or Education Child Protection Limited's Resource Library](#)

By implementing these strategies, we can support children and young people to become proficient and responsible digital citizens, equipped with the skills they need to navigate the digital world effectively.

# VIOLENCE AGAINST WOMEN AND GIRLS

UK Feminista and Unison have surveyed school support staff, revealing 1 in 10 female support staff in secondary schools reported having experienced sexual harassment, mainly from male students.

UK Feminista is working in partnership with Unison to provide support staff with training and resources on tackling sexism and sexual harassment in their educational settings. This includes a 'top tips' resource, specifically for support staff, offering practical ideas on challenging sexual harassment, sexist language and gender stereotyping.

UK Feminista has created resources to support early years settings and primary schools in tackling sexism. The resources include activities to challenge gender stereotypes and promote equality in an age-appropriate way. They have been uploaded to the Resource Library under "gender."

Schools and colleges can also apply for UK Feminista's Action Award to show their commitment to taking action for equality. The first step is to apply for the UK Feminista's Action Pledge.

The National Police Chief's Council has outlined the scale of violence against women and girls (VAWG) in England and Wales and called it a national emergency. The report also assesses the police response to VAWG. Findings from police data show: that cases of child sexual abuse and exploitation (CSAE) increased by more than 400% between 2013 and 2022 from just over 20,000 to nearly 107,000. Within the Staffordshire and Stoke-on-Trent Violence Reduction Alliance tackling VAWG is a priority.

The BBC reported that Senior police officer Maggie Blyth said young men and boys could be radicalised in the same way that terrorists draw in followers. In response, the Economist Educational Foundation has created a new resource that enables young people to explore different examples of misogyny in the news and discuss what should be done about it. These have been uploaded to the Resource Library under Gender and The Media. Please ensure you and your colleagues are signed up to access these resources that can support your curriculum.

The Lucy Faithfull Foundation published a report on the second year of a project on harmful sexual behaviours (HSB) in schools. We know a number of our local schools are working with the Lucy Faithfull Foundation on this project. The report outlines that DSLs need time, training and support to tackle HSB in schools, a knowledge practice gap exists, where students may be able to absorb and reproduce information taught in relationships, sex and health education lessons, without any guarantee of behaviour change; and there is a need to work in effective partnerships with other agencies, parents and carers to tackle HSB. The findings of this report will be shared with the local HSB Steering Group, which explores how we can support education settings and other partners to address sexualized behaviours. Our Sexualised Behaviours & PSHE pack can support settings delivering sessions on this topic.

The podcast Tomorrow is the Question two episodes are linked to this theme - explore misogyny (25th June) and what is happening within the manosphere and how it is affecting children and young people and masculinity (9th July) explores if James Bond could be a useful source of teaching about sex, relationships, gender norms and misogyny. There are also the two Bitesize Practice Development sessions held last academic year that are available to watch on our YouTube channel the first with Everyone's Invited talking about Violence Against Women and Girls and the Incel Culture and the second with Men at Work CIC who discuss how professionals can Support Boys and Young Men.

For colleagues working with Years 5 and 6, a gentle reminder that the PSHE Education Service has created several comic books, that explore topics that are categorised under the umbrella term VAWG. - Bullying, Personal Space, Harassment and Sharing Photographs. There are still several printed copies available on a first-come-first-served basis that can be ordered by emailing the service. Alternatively, flip-book and PDF versions are available within the Resource Library under the relevant heading (please note that the Personal Space comic and education guide can be found under Appropriate Behaviours).

# CHILDREN RIGHTS

We know that locally we are committed to children's rights. We have several schools that are signed up to be a UNICEF's Rights Respecting School and within our quality framework we highlight that effective PSHE should ensure that:

"Children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding".

KidsRights has published its annual data on how children's rights are respected worldwide and to what extent countries are committed to improving the rights of children. The data indicates improvement in the UK's performance regarding children's rights but highlights concerns including racism, bullying and discrimination against minority and LGBTQ+ children; disparities in the criminal justice system; and child poverty. Recommendations include measures to address discrimination and overrepresentation in the criminal justice system; and implementing child rights impact assessments.

# MENTAL HEALTH

Leaders Unlocked and the Mental Health Foundation has published a youth-led report on Mental Health in Education. The findings include: young people feel unprepared for transitions, pressure to attain negatively impacts self worth and relationship with education, negative experiences of mental health in racialised groups are intensified by cultural factors, young people still feel there is a large amount of stigma and shame around mental health. The report also contains recommendations to improve mental health support which include: collaborate with young people to co-design resources for young people's mental health, implement mental health education more widely and at an earlier stage.

Locally we already have in place the Wellbeing and Health Action Map (WHAM) Plan - a series of emotional wellbeing sessions designed and delivered by young people, for young people aged 11-18. The different sessions are designed to allow young people to learn more about their emotional wellbeing; how to maintain positive wellbeing; what to do when they start to struggle and how to support other people.

To find out more information or to arrange for the WHAM plan to be delivered in your setting please see page 13 or email [youth@staffscvys.org.uk](mailto:youth@staffscvys.org.uk)

The Charlie Waller Trust has launched a new logo for their Youth Ambassadors. Alongside this logo refresh, they have also launched season two of their podcast - Stigma to Strength

The new season will be hosted by Charlie Waller's youth ambassador, Ginya. She'll be joined in each episode by some of her fellow ambassadors who offer their personal views and perspectives on a range of topics relating to mental health. In the new series they'll discuss subjects including autism and finding balance and routine as a young professional.

Stigma to Strength is available on all popular platforms, including Spotify and Apple Music. If you follow the podcast, you'll be updated when a new episode is available.

Kooth, the online wellbeing community asked young people for ideas on simple things that could improve young people's mood, and has shared the top 20 ideas. They have also created a number of activities that could be utilised to design a PSHE session.



# EXPLOITATION

In July, the National Police Chiefs Council alongside the National County Lines Coordination Centre launched the [Disrupting County Lines Police Strategy](#) for 2024-2027. This strategy highlights the impact that campaigns and education sessions can have in preventing people from engaging county lines and the associated violence and exploitation.

A [report](#) from the Modern Slavery and Human Rights Policy and Evidence Centre on the trafficking and exploitation of children with special educational needs finds that despite their increased risk, there is inadequate attention to the specific needs of young people with SEND in national safeguarding or modern slavery policy. Data collection around this is poor and there are missed opportunities for early intervention and disruption.

Catch22, the local commissioned provider for Child Criminal Exploitation, has developed a [webinar that highlights the link between neurodivergence and child exploitation](#), covering some of the specific vulnerabilities that can be associated with the situations of neurodiverse children and young people and offers practical resources and ideas to support them.

Catch22 can provide targeted group workshops to children across the city and county and also face-to-face or virtual training sessions to build awareness around the signs and indicators of exploitation, youth violence, knife crime, and County Lines.

The team can be contacted via the [contact form on their website](#).

The Children's Society has produced an [Exploitation Awareness Toolkit](#) for resources suitable for primary, secondary and SEND children and young people. The toolkit contains training videos, explainers and downloadable lesson plans which help schools better understand and respond to young people affected by exploitation. Registration is required and a link can also be found in our [Resource Library](#) under "exploitation".

The Internet Watch Foundation (IWF) has released its [2024 update](#) to the 2023 [AI and Child Sexual Abuse Imagery report](#), highlighting a troubling rise in both the amount and severity of AI-generated child sexual abuse material. Offenders are increasingly using advanced AI models to create new images of known child abuse victims or children of famous people.

Additionally, PIER and the IWF have published a report on [Self-Generated Child Sexual Abuse](#), examining intimate or sexually explicit content created by children themselves. This content can be shared voluntarily or through coercion, grooming, or blackmail. The report indicates that this issue has worsened in recent years, fueled by the widespread use of smartphone cameras, and is becoming more normalised.

[The Guardian](#) published a news story on how financially motivated sexual extortion or "sextortion" is affecting children and young people. The Guardian also [published guidance](#) on how "sextortion" fraud works and how to deal with "sextortion" scams.

SWGfL has released a new [topic hub](#) providing advice and support about synthetic media (otherwise known as deepfakes). The Synthetic Media Hub provides important tools and information for anyone who wants to learn more about different forms of synthetic media, the technology behind it, and the support available for anyone affected by harmful or sexual synthetic content. The hub provides support for adults for schools and parents and carers.

Please visit the [Resource Library](#) for quality-assured resources that can support your setting in educating and safeguarding children and young people from all types of exploitation.

# YOUTH VIOLENCE

The Youth Endowment Fund has examined the trends in serious violence over the past 10 years, covered in their report [Beyond the Headlines](#).

The [Youth Endowment Fund Toolkit](#) provides education settings evidence about the approaches to reducing violence that are often used within the Education sector. This toolkit highlights the impact that [effective PSHE \(relationship violence prevention lessons and activities, bystander interventions, anti-bullying programmes\)](#) can have if delivered by facilitators and teachers who have good knowledge and confidence in the delivery of materials and sessions and are interactive and involve more than one session and utilise a whole school-approach.

The findings of the toolkit reinforce our quality framework and key principles for effective PSHE education.

# CEOP EDUCATION

The [CEOP Education website](#) has been updated and action is required as changes have been made that will affect accounts.

Based on feedback received from their network they have made changes to better the experience for users. They are updating the look and feel, improving access to resources, training offer and general site navigation.

Once the website has been updated:

- Old login credentials will no longer work. Your account will be updated and you will receive instructions on how to regain access to your account. Please see steps below.
- You will receive an email containing a verification link which must be clicked. This will be an account approval email from CEOP Education, containing a link to verify your account, therefore, please ensure that you open all correspondence from us. The link is unique to each user and will expire.
- You will receive a new username. On the account approval email you will be informed of your new CEOP Education username. This username will be your existing email address with '.professionals' added at the end. For example, 'name@school.org.professionals'.
- Once you receive the account approval email, please keep a note of your new username as you will be required to use this every time you log into the website.
- You will be asked to change your password. When the verification link is clicked, you will be redirected to the professionals website and required to change your password. Once complete, you'll regain access to the site and content.

No action is required now, but whilst the changes are being made the professionals' website may be unavailable to users for a short period of time before relaunch.

# SMART PHONES

King's College London has published two studies looking at links between problematic smartphone use and mental health issues in teenagers in the UK. Findings show: 18.7% of 16- to 18-year-olds and 14.5% of 13- to 16-year-olds self-reported problematic smartphone use; 55.6% of 13- to 16-year-olds with problematic smartphone use reported symptoms of depression; and 13-16 years old show that increases in problematic smartphone use scores over a four-week period correlated with increases in self-reported anxiety, depression and insomnia.

On a more positive note, almost two-thirds of 16 -18-year-olds and nearly 90% of 13 -16-year-olds have tried strategies to limit/cut down their smartphone usage, and many young people want help in doing this.

The previous government published non-statutory guidance for education settings to prohibit the use of mobile phones throughout the school day.

# ONLINE SAFETY

The Children's Commissioner for Wales has published the results from a survey on online safety answered by 1284 7- to 18-year-olds across Wales. Findings show that 29% of children who listed apps that made them feel unsafe or unhappy, mentioned Roblox, followed by YouTube (17%) and Snapchat (12%); some children as young as 8-years-old shared concerns about 'toxic and rude' users and 'aggressive behaviour' on Roblox; and when children reported concerns directly with an online platform, only 32% felt concerns had been taken seriously.

Importantly the report also highlighted that 76% of children and young people said they feel safe and happy online if they saw something online that made them upset or worried they would tell their parents/carers, report it to the platform, or tell another family member.

Internet Matters has presentation packs to support parents and carers to support children and young people to navigate the online world safely.

# ROAD SAFETY

Brake has announced that this year's Road Safety Week theme is After the Crash.

The week takes place 17-23 November 2024 and registration is open to find out what is happening and access a free Road Safety Week action pack.

Remember, locally the Staffordshire Safer Roads Partnership can support education settings.

You can find out more about their offer in their brochures (available in the Resource Library).

Primary  
Middle, Secondary, Colleges (Gold)

This offer includes independent schools.

# SEXUAL HEALTH

The Advisory Group on Contraception – with support from the English HIV and Sexual Health Commissioners Group (EHSCHG) – launched a report 'Breaking barriers: inequalities in access to contraception in England'.

The report, based on a survey of over 1,000 women in England, explores the experiences of those in certain marginalised and 'easy to ignore' groups and makes recommendations for ensuring that all women, regardless of background, age, postcode or personal circumstance, can access contraception through comprehensive reproductive healthcare provision.

The report highlights the importance of people knowing their contraception options and where to access contraception and sexual health services.

Our Sexual Health & PSHE pack provides information about the different methods of contraception and signposting information.

# UPDATE FROM LOCAL PARTNERS

## VIRTUAL REALITY EDUCATION OPPORTUNITY

The Violence Reduction Alliance has funded SCVYS to explore how virtual reality can be utilised within education settings to help educate children and young people on the risks of carrying a knife, gang culture and criminal exploitation. Last academic year, settings were selected based on their geographical location, as they were located in areas where there were a higher proportion of knife crime and/or possession of weapon crimes, based on data provided by Staffordshire Police.

*This project has now been extended to be available to all education settings on a first-come-first-served basis until March 31st 2025.*

The VR experience workshops are delivered by trained facilitators to groups of no more than 12 students at a time, ideally Years 6-9 (the school is free to choose which year group they feel would benefit most from this resource, if they have more than one year group in this target age range).

Wearing VR headsets, participants face several scenarios, allowing them to make their own decisions and explore potential consequences. The VR experience will take approximately 10 minutes followed by a group discussion of around 45 minutes. The school can select if they choose the knife or the gang package, based upon where they think the need is within their local context and any gaps in their current curriculum provision. The team can do multiple sessions in one day e.g. a drop-down day.

Following the VR experience, there are a selection of session resources available for your staff to deliver themselves that further explore the issues and topics raised that can be utilised within your PSHE curriculum.

There is a requirement for staff members (maximum 3, minimum 1), who will be delivering the follow-up sessions (no more than 3), to attend a training session and take part in the VR experience, this will provide them with the background knowledge of the characters and prepare them to deliver the follow-on sessions. *A member of staff must be in the session delivered by SCVYS, to help with behaviour management and ensure consistency with the messaging.*

You can find taster videos on the Virtual Decisions package [here](#) or on the specific Virtual Decisions: Knives package [here](#).

For more information or to request sessions to be delivered at your setting please email [claire@staffscvys.org.uk](mailto:claire@staffscvys.org.uk) with your preferred year group (if applicable), preferred package (i.e. Gangs or Knives) and preferred date(s) for delivery. Sessions must be delivered by 31st March 2025 and are available on a first-come basis.



## YOUTH WORK WEEK

The National Youth Agency (NYA) are running an [Art of Youth Work campaign](#) that illustrates how local youth work provision supports children and young people, celebrates diversity and makes people feel valued.

SCVYS are encouraging all youth organisations to get involved in the campaign by asking them to create a piece of music, art or film which celebrates the difference youth work makes to the lives of children and young people and sharing it with them for them to showcase during Youth Work Week (4-10 November 2024). Share your [artwork with SCVYS](#) by 31st October 2024.

# WHAM PLAN REVIEW – HELP WANTED

As reference earlier young people have recommended that mental health resources should be co-designed with them.

The WHAM plan is designed and delivered by young people. It is a series of emotional wellbeing sessions that are designed to help young people learn about their emotional wellbeing and how to deal with setbacks.

The way the programme is designed makes it so that once a participant has been through the sessions, they are then able (if they feel comfortable doing so) to deliver them to their peers and other young people.

The Wham Plan The Wellbeing and Health Action Map (WHAM) Plan is a series of emotional wellbeing sessions designed and delivered by young people, for young people aged 11-18. The different sessions are designed to allow young people to learn more about their emotional wellbeing; how to maintain positive wellbeing; what to do when they [...]  
[staffscvys.org.uk](http://staffscvys.org.uk)

# HELP!



We are entering a review period for the WHAM Plan, during the month of October.

So far, there are 6 sessions. We are looking to deliver these sessions to young people and receive step-by-step feedback so that we can make improvements based on their suggestions. We will also be looking for feedback on what other subjects we could design sessions around and other formats of delivery for the WHAM Plan.

Our target age range is 11 - 18.

You can arrange to have us for just 1 visit, where we would review part of the WHAM Plan with young people. Or you could have us come for more than one visit and help us to review all 6 sessions of the WHAM Plan. Any help at all is appreciated!

There are posters that you may want to print out when discussing this with your young people, which include a QR code where they can directly express an interest in being able to deliver the WHAM plan if needed.

[Poster One](#)

[Poster Two](#)

As a result, if the young people engaged with this receive the entire WHAM Plan, they will have access to all of the resources, free of charge, and will then be able to deliver it to their peers and other groups of young people.

This not only helps to raise young people's awareness of emotional and mental health wellbeing, it helps them to develop qualities and skills like empathy, presentation skills and public speaking.

If you are interested in being involved in this review please email dates in October that the team could come and get feedback on the WHM plan.

For more information or to arrange to take part in the review please email [youth@staffscvys.org.uk](mailto:youth@staffscvys.org.uk)

# KNIFE CRIME

From 24th September 2024 having a zombie-style knife or machete will be against the law. Staffordshire Police are involved in the nationwide amnesty compensation scheme.

The campaign, which runs until 23rd September, invites owners of such knives to properly package, seal and hand them over at designated police stations, without repercussions, to be considered for compensation from the Home Office.

Zombie-style knives are defined as bladed articles with a plain cutting edge, a sharp pointed end, and a blade of over eight inches in length. They also frequently have a serrated cutting edge, more than two sharp points in the blade, spikes and more than one hole in the blade.

In order to be eligible for the compensation, individuals must provide proof of ownership and value of the item at the time of surrender. The weapon must also be packaged safely and wrapped in a sealed bag or box.

Anyone wishing to surrender their 'zombie-style' knife should do so directly to front counter staff at one of the scheme's designated police stations. In Staffordshire, these stations are Longton, Burton and Cannock.

More information can be found on [Staffordshire Police's website](#). Please ensure that all PSHE resources reflect this change in the law. We will be updating our Knife Crime & PSHE pack to share in next month's digest.

# FIRE SERVICE

Please share the information below with your local communities to ensure that they can engage with the public consultation around Staffordshire Fire and Rescue Service.

Staffordshire Fire and Rescue Service are carrying out a public consultation that will help contribute to the Service's Community Risk Management Plan (CRMP), which is a document all fire and rescue services are required to produce.

A draft version of the CRMP has been produced and a survey invites people to give us their views. Those who complete the survey will be entered into a prize draw to win a £100 Amazon voucher.

The consultation will end on Bonfire Night, 5 November and the final plan will be published in January 2025.

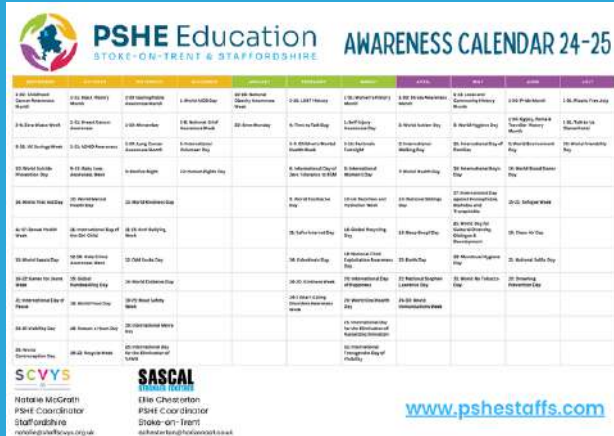
To complete the consultation survey, [visit this link](#).

# LOCAL NEWSLETTERS/UPDATES

Catch22, the commissioned provider for Child Criminal Exploitation, gathers the latest research, information and resources for professionals in protecting children and young people from harm outside the home. [Here is July's edition](#).

# RESOURCES

Resources included in this section are linked to key dates of awareness or observation, that have relevance to PSHE. You can view the full year calendar [here](#).



The image shows a calendar for the year 2024-25, titled 'PSHE Education Awareness Calendar 24-25'. The calendar is color-coded by month and lists various awareness days and events. At the bottom of the calendar, there are logos for SCVYS and SASCAL, along with contact information for Natalie McGrath, PSHE Coordinator, and Elin Charleston, PSHE Co-ordinator. The website [www.pshestaffs.com](http://www.pshestaffs.com) is also listed.

We have updated the [Awareness Calendar for 2024-2025](#) which highlights key dates that link to PSHE.

We use this calendar for our resources section and will send you resources linked to these dates a month in advance.

## SPOOKY SEASON

The Halloween and Bonfire night period is traditionally extremely busy for the emergency services as the demand for services rises significantly.

As well as it being a time of celebrating and trick-or-treating, it's important to remember that there are many extra hazards to be cautious of around Halloween time and we may also see a spike in reports of anti-social behaviour.

This [presentation from StayWise](#) highlights the things to look out for and offers tips on how to stay safe this Halloween season.

This [video from BBC Teach](#) explores the origins of Halloween, tracing it back to the ancient Celtic festival of Samhain, how it became All Hallows' Day and looks at the fun ways we celebrate Halloween today.

Please remember that the best practice principles of PSHE recommend that shock and fear tactics are not effective so images of burns should not be shown.



NEW  
RESOURCES  
ADDED!!



WITH OVER 700 COLLEAGUES SIGNED UP TO THE RESOURCE LIBRARY ON OUR [WEBSITE](#) MAKE SURE YOU ARE NOT MISSING OUT ON QUALITY-ASSURED SOURCED AND LOCALLY PRODUCED PSHE RESOURCES LISTED BY TOPIC. MAKE SURE YOUR SETTING IS NOT MISSING OUT [REGISTER HERE](#).

## BLACK HISTORY MONTH - 1-31 OCT

The theme of this year's Black History Month is "Reclaiming Narratives", recognising and correcting the narratives of Black history and culture.

The Black History Month organisation have launched a [resource pack](#) containing printed and downloadable resources which are designed to Celebrate, Educate, and Inspire. Please note this resource has a cost of £74.45 attached (£64.50 + £9.95 postage).

The UK Parliament Resource Archive contains a wealth of resources linked to Equality & Diversity. For Black History Month, the following resources are available:

- [Influential Black Britons illustrated book](#), suitable for aged 5-11. This resource contains stories of influential black Britons who have impacted UK laws and equal rights. Launched to mark Black History Month 2020, this resource can be used throughout the academic year to embed stories of important black Britons across the curriculum.
- [Black History: Lord Constantine's story video](#), suitable for ages 7+. Learn about Cricketer, barrister, politician, and campaigner against racial injustice, Lord Constantine, who became the first black member of the House of Lords in 1969.

The Dove "[My Hair, My Crown](#)" session guide is designed to target a prevalent source of appearance pressure for young people: hair and hair culture. Dove found that Black girls cite their first experience with negativity about their appearance at 8 years old, and the top critique they receive is in relation to their hair. The sessions promote critical thinking, creativity, empathy and a sense of community and support young people to explore ethnic and gender stereotypes that drive impressions around beauty.

## BREAST CANCER AWARENESS MONTH - 1-31 OCT

Breast Cancer Awareness Month is an international health campaign that's held every October. The month aims to promote screening and prevention of the disease.

[Coppafeel](#) provide a [CoppaCollege! online module](#) to support professionals around teaching about breast cancer, as well as [three lessons plans](#) containing activities and resources to deliver engaging sessions with young people around breast cancer.

Our [Self-Examination and Screening & PSHE Professional's guidance](#) shows the curriculum learning outcomes links to Self-Examination and Screening, and gives information to enable professionals to build their own knowledge on the topic to competently facilitate PSHE sessions with confidence. This, and other resources can be found in the [Resource Library](#) under "Self Examination".



## ADHD AWARENESS MONTH - 1-31 OCT

TrueTube has a [short video](#) that follows the experiences of two young women's neurodivergence (Autism and ADHD) and the difficulties they encountered in the education system as they journeyed to understand themselves.

Learning about Neurodiversity in Schools is a [free programme for mainstream primary schools](#) to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts our experiences at school.

[The EPIC Strategy booklet](#): A guide for teachers provides strategies that may be useful when teaching children and young people with ADHD and autism.

The Autism Inclusive Team has [published their training](#) for the Autumn Term, each session costs £10 per person and there is a mixture of face-to-face and online options available.



## BABY LOSS AWARENESS WEEK - 9-15 OCT

This year marks the 23rd year of Baby Loss Awareness Week in the UK - a week for everyone affected by baby loss to come together to remember and commemorate much-loved and missed babies.

The week also provides an opportunity to raise awareness of the impact of pregnancy and baby loss; the importance that bereavement support plays in the ongoing bereavement journey; and of the vital work that is needed to improve pregnancy outcomes and to save babies' lives.

The Oak National Academy has produced a session on miscarriage and stillbirth for 14-16-year-olds.

EC Publishing has an hour session about unplanned pregnancy and the options available and an hour session on miscarriages. The sessions include PowerPoint, worksheets, differentiated activities costing £2.90.

Our Safer Sleep education resource for 14-16 years was developed in response to local data around infant mortality.

## WORLD MENTAL HEALTH DAY - 10 OCT

Every year on the 10th October we throw a spotlight on some of the biggest societal challenges that pose a threat to people's mental health.

The theme, as chosen by the World Federation for Mental Health is: "It is time to prioritize mental health in the workplace".

PSHE education helps children and young people to understand their own and others' emotions, develop healthy coping strategies and seek appropriate support. And talking openly about mental health issues is an effective means of breaking down any associated stigma. It is also important that our own practice and work environment allows for these things, for us as professionals too.

This guide from Mentally Healthy Schools, explores how a healthy lifestyle can positively impact staff mental health and wellbeing.

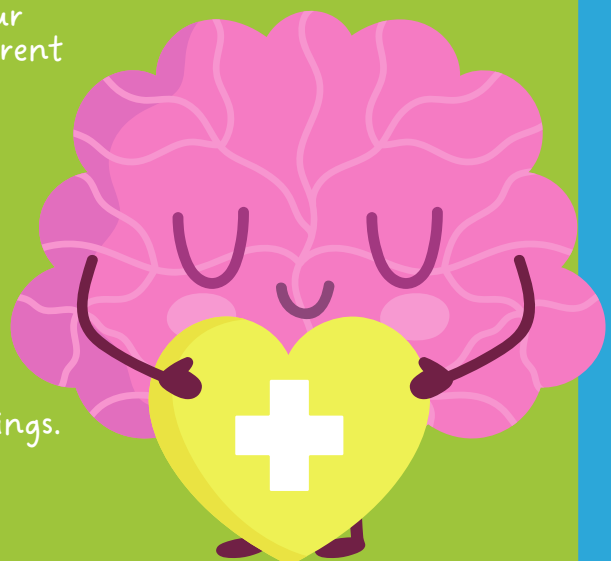
You can use this staff wellbeing audit tool to assess the quality of your current policies and processes for supporting staff mental health and wellbeing.

Meditation is a useful tool that can profoundly affect your sense of wellbeing. This guide outlines the benefits of different types of meditation and how education staff can utilise this at work.

Locally, the The Mental Health Support Team (MHST) Offer to Schools & Colleges details the support available through the service including CPD, workshops and programmes for settings in Newcastle and Moorlands. For settings in the remaining districts and boroughs please look at this brochure from MPFT.

Please note MHST support is only available in selected settings.

Further resources to support you in delivering on this topic can be found in the Resource Library under "Mental Health".



## INTERNATIONAL DAY OF THE GIRL CHILD - 11 OCT

International Day of the Girl (IDG) is an annual celebration held on October 11 to promote girls' empowerment and highlight the challenges girls face worldwide.

We know that some topics covered by PSHE education directly and disproportionately impact women and girls.

In response to requests for support, we have produced professional guidance on FGM & PSHE which shows the links between Female Genital Mutilation (FGM) and the curriculum, and develops subject knowledge around FGM to enable professionals to deliver sessions confidently and competently. In addition, we invited Rebecca from RAISE Education to deliver a Bitesize Practice Development session in which she shared her expertise around delivering education sessions in school on FGM. The recording is available here.

The PSHE Education Service worked with NSPCC Together for Childhood Stoke and Staffordshire & Stoke-on-Trent's Violence Reduction Alliance to develop a series of comic books and supporting lesson plans focused on the theme of Violence Against Women & Girls. These resources, and others, linked to VAWG can be found in the Resource Library.

## HATE CRIME AWARENESS WEEK - 12-19 OCT

A hate crime is when someone believes that a crime has been committed against them or their property because of either their, Race, Religion, Disability, Sexual orientation or Transgender identity. A Hate Incident is where the motivation is the same as a crime but where no crime is committed.



Uniting Staffordshire Against Hate (USAH) is a free and confidential support service providing information and emotional and practical support to all victims of Hate driven crime or incidents, who either live in Staffordshire or were targeted when visiting the area on more than two occasions.

The PSHE Education Service worked with USAH to produce a spiral curriculum programme for Key Stages 1-5.

Key Stage 1 - Similarities & Differences

Key Stage 2 - Prejudice

Key Stage 3 - Hate Crime

Key Stage 4 - Hate Crime

Key Stage 5 - Changing our Communities

The above session plans are housed in the Resource Library along with a further 43 materials linked to the topic "Similarities & Differences".

You'll find information on their training offer in our Training section of this newsletter.

## GLOBAL HANDWASHING DAY - 15 OCT

Educational settings provide an ideal environment in which to communicate with children and young people about the importance of personal hygiene and motivate them to share handwashing-promotion messages with their friends and families.

Global Handwashing Day UK partners have compiled a variety of resources for use in pre-schools/ nurseries and primary schools, providing guidelines, ideas and inspiration, not only for Global Handwashing Day, but for hygiene promotion throughout the year.

Further resources linked to personal hygiene and handwashing can be found in the Resource Library under "Hygiene" alongside our Hygiene and PSHE professionals' pack to help staff feel more confident in their own knowledge on this topic.



## WORLD FOOD DAY - 16 OCT

In [July's Newsletter \(page 23\)](#) we shared about The Teaching Primary Food and Nutrition (TPFN) programme is a professional development programme that has been created to equip primary school teachers, trainees or teaching assistants, with the necessary knowledge and skills to teach high quality food and nutrition lessons, and champion a whole school approach to food.

Resources including from The Fairtrade Foundation, Department for Education, BBC Bitesize, Beano & Change4Life can be found in the [Resource Library](#) under "Diet & Nutrition".

## RESTART A HEART DAY - 16 OCT

Restart a Heart is an annual campaign by Resuscitation Council UK to increase CPR awareness and survival rates from out-of-hospital cardiac arrests.

PSHE education should support children and young people to learn how to deal with emergencies and the PSHE Association Suggested Curriculum states that by KS3, students should learn about "how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators" (H33).

Resources from Staffordshire Police, British Red Cross and St Johns Ambulance can be found in the [Resource Library](#) under "Dealing with Emergencies".

## RECYCLE WEEK - 16-22 OCT

Planning activities for Recycling Week allows children and young people to be informed about recycling and sustainability.

Whether it is learning about how paper, glass, plastic, aluminium, steel and other materials can be recycled or if it is exploring composting fruits and vegetables, there are lots of ways to explore sustainability.

Recycle Now have [a series of resources, including assemblies, lesson plans and home challenges](#) (suitable for 5-11 year olds) which have been developed in partnership with teachers. The materials support children to explore what it means to be an active citizen, why recycling matters, and how recycling works.

## UN DAY - 24 OCT

UN Day marks the anniversary of the founding of the United Nations in 1945. PSHE education should equip children and young people with knowledge and understanding of their rights. The UN Convention on the Rights of a Child states that every child has the right to:

- Relax and play (Article 31)
- Freedom of expression (Article 13)
- Be safe from violence (Article 19)
- An education (Article 28)
- Protection of identity (Article 8)
- Sufficient standard of living (Article 27)
- Know their rights (Article 42)
- Health and health services (Article 24)

How do you ensure that children and young people you support are aware of their rights? You'll find resources to support you, linked to this topic in the [Resource Library](#) under "Rights".

# TRAINING OPPORTUNITIES

Whilst we always try and source resources and training at no cost, we recognise that some organisations do have a small budget to support their PSHE delivery. Here are some upcoming training opportunities available both for free and a cost, both locally and nationally. Click on links for bookings and further information.

TOPIC	DATE/TIME	ORGANISATION	COST	OVERVIEW
GAMBLING	VARIOUS	<a href="#">YGAM</a>	FREE	THIS 90 MINUTE INTRODUCTORY WORKSHOP IS PART 1 OF 2 OF OUR FULLY FUNDED CITY & GUILDS ASSURED TRAINING AND IS OPEN TO TEACHERS, YOUTH WORKERS AND FORWARD FACING PROFESSIONALS WHO WORK DIRECTLY WITH CHILDREN AND YOUNG PEOPLE AND ARE ABLE TO DELIVER SESSIONS TO THEM ABOUT GAMING AND GAMBLING HARM.
SEXUAL ABUSE	VARIOUS	<a href="#">CEOP</a>	£150	A ONE DAY ONLINE COURSE FOR PROFESSIONALS TO GAIN AN UNDERSTANDING OF ONLINE SEXUAL ABUSE. ENABLES PARTICIPANTS TO IDENTIFY KEY STRATEGIES TO ENSURE ONLINE CHILD SEXUAL ABUSE IS INCLUDED AS PART OF A WHOLE-ORGANISATION APPROACH TO SAFEGUARDING AND PROTECTING CHILDREN AND YOUNG PEOPLE
ONLINE SAFETY	VARIOUS	<a href="#">CEOP</a>	£150	PROFESSIONALS MUST ATTEND UNDERSTANDING ONLINE CHILD SEXUAL ABUSE TRAINING (ABOVE) FIRST. THIS TRAINING ENABLES PARTICIPANTS TO BECOME LEADS FOR TRAINING AND INFORMATION RELATING TO ONLINE CHILD SEXUAL ABUSE
FINANCIAL EXPLOITATION	16TH SEPTEMBER 10AM-12PM	<a href="#">THE CHILDREN'S SOCIETY PREVENTION PROGRAMME</a>	FREE	THE CHILDREN'S SOCIETY ARE HOSTING THEIR LATEST #LOOKCLOSER PROGRAMME OF LEARNING TO TACKLE THE ISSUES OF CHILD EXPLOITATION AND ABUSE. ALL SESSIONS ARE FREE OF CHARGE AND DELIVERED LIVE VIA MICROSOFT TEAMS.
COMMUNITIES	12TH SEPTEMBER 3.30-4.15PM	<a href="#">LIFE LESSONS</a>	FREE	THIS SESSION WILL INCLUDE HOW TO DISCUSS THE RIOTS SEEN OVER THE SUMMER WITH YOUR STUDENTS, EXAMINE HOW THE RIOTS IMPACT ON BRITISH VALUES AND SIGNPOST TO RESOURCES AND SERVICES TO SUPPORT STAFF AND STUDENTS.
SEXUAL HARASSMENT	18TH SEPTEMBER 4.00-5.00PM	<a href="#">UK FEMINISTA</a>	£16.96	LEARN MORE ABOUT THE IMPACT OF SEXUAL HARASSMENT ON STUDENTS AND STAFF AS WELL AS THE APPROACHES YOU CAN ADOPT TO DEAL WITH IT. IT IS RECOMMENDED THAT THE FREE E-LEARNING COURSE IS COMPLETED FIRST.

BULLYING	10TH OCTOBER 4.00-5.00PM	<u>ANTI-BULLYING ALLIANCE</u>	FREE	THIS EVENT IS FOR ANYONE THAT IS INTERESTED IN GETTING THEIR EDUCATIONAL SETTING INVOLVED IN ANTI-BULLYING WEEK 2024: CHOOSE RESPECT (TAKING PLACE FROM MONDAY 11TH - FRIDAY 15TH NOVEMBER). THEY'LL BE SHARING WITH PLANS FOR ANTI-BULLYING WEEK THIS YEAR AND TIPS ABOUT HOW TO USE THE FREE SCHOOL PACKS THIS ANTI-BULLYING WEEK AND HELP US TO ENCOURAGE PUPILS TO CHOOSE RESPECT.
COMMUNITIES	16TH OCTOBER 1.00-4.30PM	<u>UNITING STAFFORDSHIRE AGAINST HATE</u>	FREE	WELCOME TO OUR HATE CRIME PROFESSIONALS SESSION WHERE WE WILL EXPLORE THE DEFINITION OF HATE CRIME & HOW TO GET SUPPORT FOR VICTIMS IN DEPTH
EFFECTIVE PSHE	13TH NOVEMBER	<u>PSHE EDUCATION SERVICE</u>	£35	THE FIRST PAN-STAFFORDSHIRE CONFERENCE THAT PROVIDES AN OPPORTUNITY TO HEAR FROM SUBJECT EXPERTS AND NETWORK WITH OTHER PSHE LEADS, PLUS SEE WHAT IS AVAILABLE LOCALLY.

# E-LEARNING COURSES

TOPIC	PROVIDER	COST	OVERVIEW
BODY IMAGE	<a href="#">DOVE/NIKE</a>	FREE	EQUIPS EDUCATORS WITH THE KNOWLEDGE, TOOLS AND INSPIRATION TO IMPROVE BODY CONFIDENCE IN THE YOUNG PEOPLE THEY WORK WITH
BULLYING	<a href="#">EQUALITEACH</a>	FREE	SUPPORTS STAFF TO BE ABLE TO RECOGNISE AND RESPOND EFFECTIVELY TO INCIDENTS OF PREJUDICE AND BULLYING.
BULLYING	<a href="#">ANTI-BULLYING ALLIANCE</a>	FREE	PROVIDES PROFESSIONALS WITH A GOOD UNDERSTANDING OF THE DIFFERENCE BETWEEN BULLYING AND BANTER. HELPS TO PREPARE THE USER TO TAKE A WHOLE-ORGANISATIONAL ANYI-BULLYING APPROACH TO PREVENT THE MISUSE OF BANTER.
CHANGE AND LOSS	<a href="#">WINSTON'S WISH</a>	FREE	FREE BEREAVEMENT TRAINING TO HELP THEM TO UNDERSTAND HOW TO SUPPORT GRIEVING CHILDREN AND YOUNG PEOPLE IN THEIR SCHOOL
GAMBLING	<a href="#">ENGLISH GAMBLING EDUCATION HUB</a>	FREE	PREVENTING GAMBLING HARMS IN 18-25 YEAR OLDS – NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET) AND EMPLOYED
LEADING PSHE	<a href="#">NATIONAL COLLEGE</a>	£300 + VAT	THIS RSHE/PSHE LEAD TRAINING COURSE PROVIDES THE KNOWLEDGE AND SKILLS NEEDED TO UNDERSTAND THE STATUTORY RSHE REQUIREMENTS, RECOMMENDED PSHE EXPECTATIONS AND DRIVE LOCAL ADAPTATION IN YOUR SCHOOL OR COLLEGE
MEDIA LITERACY	<a href="#">THE ECONOMIST EDUCATION FOUNDATION</a>	FREE	DESIGNED TO SUPPORT TEACHERS TO BRING DISCUSSIONS ABOUT THE NEWS INTO THEIR CLASSROOMS.
MENTAL HEALTH SIMILARITIES & DIFFERENCES	<a href="#">ANNA FREUD</a>	FREE	DESIGNED TO IMPROVE EDUCATION STAFF'S UNDERSTANDING OF THE IMPACT OF RACISM AND MENTAL HELALTH
RSE	<a href="#">BROOK LEARN</a>	FREE - £40	A VARIETY OF E-LEARNING COURSES FROM HOW TO DELIVER RSE TO TOPIC SPECIFIC COURSES (ABORTION, CONSENT, CONTRACEPTION AND MORE)
RSE	<a href="#">NSPCC</a>	£9.50	ONLINE TRAINING TO SUPPORT SECONDARY SCHOOL TEACHERS AND LEADERS TO DELIVER INCLUSIVE SEX AND RELATIONSHIPS EDUCATION. INCLUDES ACCESS TO LESSON PLANS AND A DEDICATED SUPPORT HELPLINE.
RSE IN CATHOLIC SCHOOLS	<a href="#">CATHOLIC EDUCATION SERVICE (TEN TEN)</a>	FREE	ONLINE TRAINING TO SUPPORT CATHOLIC EDUCATION SETTINGS TO DELIVER RSHE IN A WAY THAT IS ALIGNED TO THEIR RELIGIOUS VALUES
SEXUALISED BEHAVIOUR	<a href="#">NSPCC</a>	£35	TWO HOUR ONLINE COURSE TO HELP MANAGE HARMFUL SEXUALISED BEHAVIOURS IN PRIMARY OR SECONDARY SCHOOLS IN THE UK

SEXUALISED  
HARASSMENT

[UK FEMINISTA](#)

FREE

A 90 MINUTES COURSE THAT EQUIPS TEACHERS AND TRAINEE TEACHERS WITH THE KNOWLEDGE, TOOLS AND CONFIDENCE TO CHALLENGE SEXISM AND SEXUAL HARASSMENT IN THE CLASSROOM.

## PODCASTS

SUBSTANCES INC VAPING	<a href="#">TEACHERS TALK RADIO</a>	TOPICAL DISCUSSION ABOUT SOME OF THE CURRENT CHALLENGES FACING SCHOOLS AROUND DRUG TAKING AND VAPING. GUESTS INCLUDE JOHN REES.
COMMUNITIES	<a href="#">TEACHERS TAK RADIO</a>	DISCUSSES THE RECENT PROTESTS AND RIOTS THAT HAVE TAKEN PLACE ACROSS THE UK. WHAT SHOULD SCHOOLS DO? HOW SHOULD SCHOOLS REACT?
MENTAL HEALTH	<a href="#">THE CHARLIE WALLER TRUST</a>	OPENS DIALOG ON MENTAL HEALTH AND THE HIGHS AND LOWS OF ADOLESCENTS. GINYA WILL BE JOINED BY FELLOW AMBASSADORS TO COVER A RANGE OF TOPICS CHOSEN FOR AND BY THE YOUTH AMBASSADORS WHILST POINTING YOU IN THE DIRECTION OF HELPFUL RESOURCES.
GENDER	<a href="#">TOMORROW IS THE QUESTION</a>	WHAT'S ACTUALLY HAPPENING IN THE MANOSPHERE? HOW IS IT AFFECTING CHILDREN AND YOUNG PEOPLE? AND HOW MIGHT WE RESPOND? IN THIS EPISODE OF TOMORROW IS THE QUESTION, THE FULLY HUMAN PODCAST, JONO BAGGALEY CHATS TO PROFESSOR HARRIET OVER AND DR DAVID ZENDLE FROM THE UNIVERSITY OF YORK AND FULLY HUMAN'S OWN DR ELLY HANSON TO EXPLORE THEIR DEEP RESEARCH INTO THESE QUESTIONS.
GENDER	<a href="#">TOMORROW IS THE QUESTION</a>	COULD JAMES BOND BE A USEFUL SOURCE OF TEACHING ABOUT SEX, RELATIONSHIPS, GENDER NORMS AND MISOGYNY? IN THIS EPISODE OF TOMORROW IS THE QUESTION, JONO BAGGALEY CHATS TO DR IAN KINANE, EDITOR OF THE INTERNATIONAL JOURNAL OF JAMES BOND STUDIES, DR KATHY WESTON, FOUNDER OF TOOLED UP EDUCATION AND FULLY HUMAN'S DR ELLY HANSON TO EXPLORE BOND AS A PROBLEMATIC SYMBOL: A LOADED FIGURE OF SEX AND VIOLENCE AND POTENT STORE OF TEACHING MATERIAL FOR TEENAGERS.
GENDER	<a href="#">BBC</a>	ABOUT THE BOYS - HEAR FROM TEENAGE BOYS ACROSS THE UK ABOUT THEIR FEARS, WORRIES AND AMBITIONS
SELF-HARM	<a href="#">THE ASSOCIATION FOR CHILD AND ADOLESCENT MENTAL HEALTH</a>	THE PODCAST DISCUSSES: THE PREVALENCE OF SELF-HARM AND RISK FACTORS; THE SUPPORT ACCESSED BY CHILDREN AND YOUNG PEOPLE WHO SELF-HARM; AND DIFFERENT DIGITAL INTERVENTIONS.
EFFECTIVE PSHE	<a href="#">PSHE ASSOCIATION</a>	NICK CONSIDERS SOME WAYS OF DECONSTRUCTING A STORY, INCLUDING USING CASE STUDIES AND 'TIMELINE', IN ORDER TO HELP US USE IT TO EXPLORE ISSUES AND STRATEGIES IN PSHE.

## NEXT MONTH (NOVEMBER)...

Resources & Materials for:

- 1-30 Islamophobia Awareness Month
- 1-30 Movember
- 1-30 Lung Cancer Awareness Month
- 5 Bonfire Night
- 7 International Day against Violence and Bullying at School, including cyberbullying
- 11-15 Anti-Bullying Week
- 12 Odd Socks Day
- 13 World Kindness Day
- 14 World Diabetes Day
- 17-23 Road Safety Week
- 18-24 UK Parliament Week
- 19 International Men's Day
- 25 International Day for the Elimination of VAWG

WANT TO SHARE A RESOURCE,  
IDEA OR INFORMATION ABOUT  
YOUR SERVICE?  
LET ME KNOW AND I CAN  
INCLUDE IN UPCOMING  
EDITIONS



**PSHE Education**  
STOKE-ON-TRENT & STAFFORDSHIRE

# Conference

[CLICK TO BOOK](#)

WEDNESDAY 13TH NOVEMBER  
10AM-4PM

STAFFORDSHIRE COUNTY SHOWGROUND  
WESTON ROAD, STAFFORD ST18 0BD

£35 TICKET (INC LUNCH)

If you would like to share any feedback or request specific support, advice or guidance please contact us directly:

[natalie@staffscvys.org.uk](mailto:natalie@staffscvys.org.uk)

