

PSHE and Safeguarding

NEWSLETTER



Autumn Term 2 - 2024-25

Welcome to the PSHE and safeguarding WPT newsletter.

<https://wickersleypt.org/about-us/safeguarding-wellbeing/>

We hope you have all had a great first half term and everyone has settled well into the new school year.

You will receive PSHE & Safeguarding newsletter every a half term, this is to provide you with updates, support and information for you and your child. You can also visit the emotional health and well-being section on all school websites. This will provide links to lots of external organisations for both parents/carers and young people.

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.

Y7	Topic - Emotional Wellbeing & Living in the Wider World We will focus on all aspects of bullying, e-safety and online behaviours including gaming and grooming. We will also look at celebrating diversity and deepening students understanding of the British Values and Protected characteristics.
Website for support and guidance	www.annafreud.org/parents-and-carers/ www.youngminds.org.uk/ bethedifference.org.uk/self-help/ www.ceop.police.uk Saferinternet.org.uk
Y8	Topic - Prejudices, discrimination and the law We will focus on widening students understanding of what is prejudice and discrimination and the impact this can have on others. We will explore the importance of British Values and how the Protected Characteristics ensure respect and equality for all. Students will develop communication and research skills through a group presentation project.

Website for support and guidance	www.stonewall.org.uk/best-practice-toolkits-and-resources-0 www.womensaid.org.uk/information-support/useful-links/ www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/ www.gov.uk/discrimination-your-rights
Y9	Our living in the wider world unit focussing on young people and crime, countylines, extremism and fake news and the impact involvement in crime can have on a young person
Websites for support and guidance	https://www.educateagainsthate.com/category/parents/ https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines

Please see the PSHE school website for full lesson content and link to our well-being site for more guidance and support.

KS4 PSHE Providing more support for well-being and mental health

In Y10 students will receive PSHE once per fortnight. These lessons are delivered within 4 key topics:

- Health and well-being
- Relationships, well-being and sexual health
- Careers and aspirations
- Responsible citizens

We will provide an update through the newsletter and ensure you are given guidance and useful links to help you know more about what your child is learning in PSHE.

In Y11 students will receive 6 PSHE sessions, delivered by a specialist staff member. Alongside this there will be assemblies and tutor activities to support students personal, social and health well-being.

Please don't hesitate to contact your child's usual PSHE teacher or the Director of PSHE if you have any further questions.

Y10 Topic 1 Overview (September - January)	Useful Website and Guidance
Understanding cancer, including breast, cervical, skin, bowel, testicular and prostate cancer. Lessons will develop awareness of how to spot signs, seek support, self check and know how to support others. Signposting for support and organisations are linked through all the lessons	https://www.teenagecancertrust.org/ https://www.macmillan.org.uk/ https://www.bowelcanceruk.org.uk/ https://coppafeel.org/ www.cancerresearchuk.org https://prostatecanceruk.org/
Students will identify examples from a film (developed by a HIV charity) that show a lack of understanding of HIV. Students will reflect on characters lives, attitudes, behaviours and prejudices. We will look at stigma' and how this impacts on the life of people with HIV. Develop an understanding of HIV including how it is transmitted and how HIV treatment works.	www.tht.org.uk https://www.mind.org.uk/ https://www.brook.org.uk/about-brook/ https://www.nat.org.uk/hiv-awareness-materials

<p>Mental health, exam pressure, the impact of social media Students will explore the signs that someone might have mental health issues such as a mood disorder, stress or anxiety</p> <p>They will be provided with a range of support available for those with emotional or mental health problems, including how best to access local services. Students will discuss the importance of empathy and understanding for what others may be experiencing. Students will identify positive associations between physical activity and promotion of mental wellbeing, including as an approach to combating exam stress</p>	<p>Young Minds. Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544</p> <p>Teen Line Teens Support hotline - Connect, talk, get help! Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.</p> <p>SANE. National out-of-hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)</p> <p>Mental Health Foundation. Information and support for anyone with mental health problems.</p> <p>Kooth-an online app free to use and download</p>
<p>Students will learn to understand what neurodiversity is and understand some of the obstacles neurodivergent people face</p> <p>Through group work they will evaluate the best ways to be an ally.</p>	<p>https://www.neurodiversityhub.org/what-is-neurodiversity https://www.autism.org.uk/ https://www.autistica.org.uk/ https://www.nhs.uk/conditions/autism/support/ https://studyingwithdyslexiablog.co.uk/about https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/</p>

Y11 – students will take part in both class work and extended assemblies over the year. Lessons will focus on relationship education and mental health/well-being. Through assemblies students will learn more about financial capability-including online safety and gambling, exam stress/revision tips/support and health/well-being-including blood and organ donation.

We will regularly update parents and carers through social media and the newsletter on useful website's that can enable you to have discussions on topics raised in PSHE at home.

British Value and Protected Characteristics

It is our belief that all students need to be able to link their learning to the wider world in which they live. So that they understand how learning in the classroom will help them in all aspects of their lives. To do this we believe teaching students about their rights and laws is key. Using the British values, we have created our PSHE way which we refer to during each lesson. We have also included these values in form time activities and assemblies.

Democracy - Pupils are listened to and taught to listen carefully to others. Pupils are taught to respect the rights of individuals and have their voices and opinions heard. They are taught to discuss issues in a balanced and calm way. This skill is put to use across all areas but particularly when voting for student council.

The rule of law - The importance of laws, whether they be those that govern the class, the school or the country are consistently reinforced across WPT and evident in the PSHE way. We teach the value and the reason behind the rules and the laws, that they govern and protect us, the responsibility this involves and the consequences when laws are broken. We endeavour to invite guest from authorities such as local councillors, Police and the fire service help to reinforce this message in assemblies throughout the year.

Individual liberty - In PSHE we educate and provide boundaries for pupils to enable them to make informed choices, through a safe and supportive environment. The understanding of rights and responsibilities are promoted throughout our lessons but also the school curriculum.

Mutual respect - Mutual respect is a core value at WPT. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of different faiths and beliefs - PSHE recognises its role in preparing pupils for life in modern Britain. We actively promote celebrations of different faiths and cultures. Across different subjects and activities, we reinforce messages of tolerance and respect.

In PSHE we will actively challenge children, in a safe way who express opinions that are contrary to fundamental British values including extremists' views. We actively teach about the protected characteristics to promote equality throughout our schools. This law maintains that the rights of all are protected and therefore is a corner stone to many of the topics covered in PSHE.

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

For young people to be able to navigate the wider world it is important for them to understand laws and rights. The Act aims to eliminate unlawful discrimination, harassment and victimisation and advance equality of opportunity between different groups. It is part of the PSHE way to promote equality and understanding.

Lessons throughout the PSHE curriculum always include elements of both British values and protected characteristics. With specific lessons covering the following:

- Y7 - Equality and diversity
- Y7 - Differences and aspirations
- Y8 - British values and human rights
- Y8 - Equality Act
- Y8 - Prejudice and discrimination
- Y8 - Protected characteristics
- Y9 - Extremism and fake news
- Y9 - Criminal gangs.

Over our KS4 curriculum we continue our spiralling curriculum and provide students with the opportunity to develop critical thinking and have discussions around sexism and misogyny, hate crime and extremism, raising awareness around hidden disabilities and illnesses, criminal exploitation, gangs, forced marriage and honour based violence.

Underpinning all of our topics in PSHE is the links that learning has beyond the classroom and the importance for students to link the topics in the classroom to British Values and the Protected Characteristics.

Mental Health and Emotional Wellbeing

As the days grow shorter and colder people can find themselves starting to struggle emotionally and physically. You can often find yourself feeling sad, tired and unmotivated during this time of the year.

Emotional health and wellbeing is a priority across the Trust and as such students will have the opportunity to learn more throughout their PSHE lessons this year. Students in all years have the opportunity to consider what mental health is and things which may affect it, as well as coping strategies and how to be a good mental health friend. 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, it's 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](https://www.redcross.org.uk) (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;

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.

Exam Stress

As we look ahead to the year we know the tension that builds in the weeks towards exams. Year 11 will sit their next round of Mocks in December and it is essential they are prepared fully for this.

Pressure to do well in exams can negatively impact a young person's mental health. Students can feel this 'pressure' from a number of sources, school, family, friends...even themselves. There is lots of support available around this issue, including in school and online, it's important this is from a reliable source. Youngminds offers some useful advice and tips for everyone to prepare for sitting exams.

Available at this link Youngminds include tips/advice to help young people get through their exams, including the lead up to exams as well as when they start;
<https://www.youngminds.org.uk/young-person/coping-with-life/exam-stress/#Copingwithexampressure>

Youngminds website also provides some revision tips.

Useful websites;
www.redcross.org.uk
www.mind.org.uk
www.youngminds.org.uk
www.samaritans.org

Revision tips



Break it into chunks and make a timetable

Figure out what subjects you need to study and when. If you're not sure how to make a revision timetable, ask a teacher or tutor for help. [BBC Bitesize](#) has lots of tips to start you off.



Be real about what you can do in a day

If your revision plan feels like a mountain to climb, tweak it. Your plan should keep you feeling on top of things, not leave you burnt out. It might take some trial and error, but finding a plan that works for you is key to feeling less stressed.



Take regular breaks

Taking a break is just as important as revising. It gives your brain a break and makes it easier to focus. Young people have told us they often feel guilty for taking a break, but rest is productive. You don't have to earn rest – take it whenever you need it.



Be kind to yourself

Reflect on all the things you've already achieved, in or outside of studying. Write a list of what you rate about yourself, and what others like about you too. Doing things you're good at and enjoy can really boost your self-esteem.



Talk about feeling under pressure

If people around you – like your school or family – are putting pressure on you, be real with them about what you think you can handle. Make it clear if your expectations are different from theirs. And if you need to, have a word with a teacher you trust about the stress you're under at home.



Don't compare yourself to others

Try not to stress about how others are prepping for exams. Focus on what you can do. You might feel like other people are smashing it, revising more than you, or just not stressing out as much. But we're all different and that's okay. Remember, your friends are coping with exam stress too. They might be just as on edge as you.

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/>
www.internetmatters.org

The meaning of 'sextortion'

Sextortion describes the crime of threatening to share or distribute intimate images of another person unless the victim does what the perpetrator demands. Perpetrators might ask for the images, record the victim without knowing or create images of them using AI.

Experts don't recommend using 'sextortion'. It doesn't acknowledge that the act involves the sexual abuse and sexual exploitation of a child.

In fact, European law enforcement agency Europol suggest a broader definition: 'online sexual coercion and extortion of children.'

Terms to know

Deepfakes are an AI that can place someone's appearance and/or voice in different contexts. It can make people appear to do or say something they never did.

Image sextortion is where the purpose of extortion is to receive indecent images of someone.

Financial sextortion is where the purpose is to gain financially when the victim pays money to stop someone sharing their images.

Sextortion is illegal and very distressing for the victim. Those behind it (often criminal gangs) prey on these feelings; perpetrators know that victims will feel this way. In some cases, victims also worry about having their intimate images or videos shared more widely. As a result, they feel scared and might do things they do not want to do. Additionally, many children and young people feel embarrassed and ashamed if they fall victim to sextortion. So, they will often keep the abuse to themselves. This can lead to further impacts on their wellbeing.

Remember that in some sextortion scams, children and young people believe the perpetrator is someone their own age. They will genuinely believe they are talking to someone who is interested in them and who wants to get into a relationship with them. Parents need to think back to when they were this age. Did they tell their parents everything that they did with their partner at the time, particularly sexual things? The following changes in your child could suggest they have experienced online sexual coercion or extortion. However, it's important to recognise that some of these signs could relate to other changes.

Your child might appear withdrawn, worried or unhappy compared to their normal. They might stop using their phone or mobile device. Or, they might seem worried when a message appears.

Apps that they love might become sources of anxiety. As such, they might stop using those platforms. Sextortion can happen on any platform where users communicate with others.

Why a young person may share nudes?

In some cases, they might want to. However, this is often because they believe they might get something in return. This could include getting a modelling job, money, gift cards, a new mobile phone or other 'gifts'.

Additionally, sextortion can actually come from someone your child is in a relationship with. They might share an image with the recipient who then pressures them for more. Research shows that this can happen to anyone from any background and at any age. The FBI, for instance, have interviewed victims as young as 8.

At the time of writing there is a significant spike in sextortion cases globally. This includes the UK with many of the scams targeting teenage boys.

As such, they will often struggle to admit they have shared nude images with someone who took advantage of them. Again, those behind the scams know this. As such, if your child has told you that this has happened then that is a massive first step.

If a child or young person tells you about an incident of coercion, remember they are a victim of a crime. Often, victims don't report sextortion crimes. Reassure them that you are there to help.

Vaping Guidance

Advice if you're worried about your child vaping

It's common for parents to worry about their children trying smoking, alcohol or drugs as they get older. However, in recent years, more young people have been using e-cigarettes, known as vaping. Children are trying vaping younger than ever and the risks are less well known than with other substances.

If you think your child might be vaping or you're worried they might start, it's important to understand what it is and what the risks are so you can talk to them about it. Most children and young people do not vape or smoke on a regular basis over a long period of time, but they might try it. Keeping them informed about the risks, will help them to make healthy choices for themselves.

Vaping is inhaling vapour from an e-cigarette or 'vape'.

The vape is a battery powered device which heats a cartridge of liquid. It is the vapour from this liquid that is inhaled. You can get refillable vapes where you can fill it with different flavour liquids, or disposable vapes. These come in a variety of colours and flavours making them popular with young people.

Most vapes contain nicotine which makes them highly addictive. Vapes are intended for adults who smoke to help them give up smoking, like nicotine patches or gum. They are less harmful than cigarettes because they don't contain tobacco, however they still contain harmful ingredients. If you have never smoked, you shouldn't vape.

E-cigarettes and liquids are sold in vape shops, newsagents, supermarkets and many other shops. It is illegal to sell vaping products to anyone under the age of 18 or to buy them on their behalf, however like cigarettes and other substances, young people still manage to get hold of them.

The reasons children and young people try vaping are similar to any other drug or substance:

- To fit in. Many young people feel pressured to do what their friends are doing. Social status is seen as being very important to teenagers.
- To relieve stress. Young people are often under a lot of stress, from school, work, and relationships. Nicotine can have a temporary calming effect.
- Curiosity. They have probably seen or heard about other people vaping and want to know what it's like.
- Vaping has an extra appeal for children and young people because:
- They come in sweet smelling flavours and bright colours.
- They see them as less harmful than smoking because of the messaging about them helping people to stop smoking.
- They are more discrete than smoking because the smell doesn't last as long and they can be easily hidden.

What are the risks of vaping for children and young people?

The short-term side effects of vaping include throat and mouth irritation, headache, cough and feeling sick.

The long-term effects of vaping are still unknown, they are still too new for there to have been proper research.

Nicotine is highly addictive. There is also a risk when non-smokers try vaping, they might move on to try more harmful cigarettes and drugs.

There are also illegal vapes being sold that contain dangerous levels of lead, nickel and chromium.

How to talk to your child

Find a good time to start the conversation. It might be as you walk past a vape shop or see someone using an e-cigarette.

Ask your child what they know about vaping. You can ask them if they know of people who use them and why they use them. You might ask them if they've ever tried it.

Listen to your child, their experience, and their point of view. Show you are interested in what they have to say.

Then you can gently and calmly give them some facts about vaping. Ask them what they think about the facts.

If your child is already using a vape, then have the same conversation with them and ask them what they like about it. You are not saying it's okay for them to do it, by being interested. You can still be clear about how you feel.

If they feel pressured into vaping by friends, you can teach them helpful skills of being confident in saying 'no thanks, it's not for me'

<https://www.nhs.uk/better-health/quit-smoking/vaping-to-quit-smoking/young-people-and-vaping/>

<https://www.talktofrank.com/>

Please talk to your child's head of year or form tutor if you are worried about vaping and school.

Important school guidance

If a student is seen with a vape or is vaping in school, this will be reported. Students details may be passed to local services to offer support and to identify the source of the vapes- parents and carers will be notified.

DO NOT CARRY VAPES FOR OTHER PEOPLE

If a student sell vapes in school, they put their place at school at risk and will be referred to Police, local services and Trading Standards where appropriate

We have staff on duty before and after school. If a student is seen from the usual duty points by the duty staff, either holding or using a vape, parents will be notified.

Repeat offenders may be referred to local services.



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