

# PSHE and Safeguarding

# NEWSLETTER



Autumn Term 1 - 2024-25

## Welcome to the PSHE and safeguarding WPT newsletter.

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

We hope you have had a wonderful summer break and are settling 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.

## What is PSHE Education?

PSHE is an umbrella term for a whole range of different education topics that are grouped under the headings Personal, Social, Health, and Economic Education. These topics include themes such as personal finances, drugs and alcohol awareness, mental health and wellbeing, careers, online safety, and relationships and sex education (RSE) PSHE provides children and young people with the skills and knowledge they need to live healthy lives in an ever-changing and diverse society.

## How can I support my child's PSHE Education?

- Allowing your child to talk about PSHE topics at home can be a really good way for them to explore and contextualise some of the content.
- If you have time, research some of the areas you know are coming up in your child's PSHE programme, and anticipate any awkward questions.
- Be honest if you don't know the answer to a question. However, you can listen to your child and explore these areas further together.
- Sensitive conversations can be easier to have if you are not facing each other directly, so whilst driving or walking, for example.
- Ask open questions. For example, how is your friendship group at the moment?
- Listen and try not to lecture. They will ask for advice when they want it .

## Understanding more about PSHE topics.

Before the start of every topic in KS3 you will receive an email with an overview of the topic . We will also provide you with useful websites and guidance. This is to ensure you are aware of what your child is learning, help promote conversations at home and allow you to discover more about a topic should you need to.

Please do not hesitate to contact your child's PSHE teacher if you would like to discuss any topic in more detail or make us aware of any questions you may have.

<p><b>Y7</b></p>	<p><b>Topic - Knowing myself and respecting those around me</b>            This topic is all about supporting young people through transition, friendships, understanding the basics of identity, developing their self-confidence confidence and beginning to understand their own mental health and how they can support others. We end the topic with a project around respecting and valuing your community.</p>
<p><b>Website for support and guidance</b></p>	<p><a href="http://www.childline.org.uk">www.childline.org.uk</a> - Support and Advice for young people</p> <p><a href="http://www.nhs.uk/conditions/social-care-and-support-guide/caring-for-children-and-young-people/children-and-young-peoples-services/">www.nhs.uk/conditions/social-care-and-support-guide/caring-for-children-and-young-people/children-and-young-peoples-services/</a></p> <p><a href="http://www.kooth.com">www.kooth.com</a> - Free Safe and Anonymous online support for young people</p> <p><a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a></p> <p><a href="http://www.youngminds.org.uk/">www.youngminds.org.uk/</a></p>
<p><b>Y8</b></p>	<p><b>Human rights and democracy</b>            Young people will learn the fundamentals of laws and human rights-including in this country and in the wider world. Young people will also learn about how laws protect them and understand how and when some children are not protected. Within this topic we will cover sensitive content about child abuse and female genital mutilation.</p>
<p><b>Website for support and guidance</b></p>	<p><a href="https://actearly.uk/">https://actearly.uk/</a> - a guide which gives practical help and guidance on what to do if you think someone might be being radicalised.</p> <p><a href="https://www.amnesty.org.uk/">https://www.amnesty.org.uk/</a> - work to protect people wherever justice, freedom, truth and dignity are denied.</p> <p><a href="http://www.childline.org.uk">www.childline.org.uk</a></p> <p><a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/</a></p> <p><a href="https://www.equalityhumanrights.com/en/equality-act/protected-characteristics">https://www.equalityhumanrights.com/en/equality-act/protected-characteristics</a> - Understanding what are the protected characteristics in our country and the laws that are in place to protect people from discrimination</p>
<p><b>Y9</b></p>	<p><b>Looking after myself and others</b>            The topics begins with mental health awareness and anti-bullying. Young people will then move on to understand the impact of grief and bereavement. The topic end with understanding the impact of family conflict, homelessness and how to access support.</p>
<p><b>Websites for support and guidance</b></p>	<p><a href="https://www.kooth.com/">https://www.kooth.com/</a> - Free and anonymous online support</p> <p><a href="https://www.relate.org.uk/">https://www.relate.org.uk/</a> - services include relationship counselling, family counselling, mediation, children's counselling, young people's counselling.</p> <p><a href="https://www.winstonswish.org/">https://www.winstonswish.org/</a> - supporting grieving young people and families</p>

## 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	Useful Website and Guidance
<p>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</p>	<p><a href="https://www.teenagecancertrust.org/">https://www.teenagecancertrust.org/</a>  <a href="https://www.macmillan.org.uk/">https://www.macmillan.org.uk/</a>  <a href="https://www.bowelcanceruk.org.uk/">https://www.bowelcanceruk.org.uk/</a>  <a href="https://coppafeel.org/">https://coppafeel.org/</a>  <a href="http://www.cancerresearchuk.org">www.cancerresearchuk.org</a>  <a href="https://prostatecanceruk.org/">https://prostatecanceruk.org/</a></p>
<p>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.</p>	<p><a href="http://www.tht.org.uk">www.tht.org.uk</a>  <a href="https://www.mind.org.uk/">https://www.mind.org.uk/</a>  <a href="https://www.brook.org.uk/about-brook/">https://www.brook.org.uk/about-brook/</a>  <a href="https://www.nat.org.uk/hiv-awareness-materials">https://www.nat.org.uk/hiv-awareness-materials</a></p>
<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. <b>Call: 0808 802 5544</b></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. <b>Call: 0300 304 7000</b> (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><a href="https://www.neurodiversityhub.org/what-is-neurodiversity">https://www.neurodiversityhub.org/what-is-neurodiversity</a>  <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a>  <a href="https://www.autistica.org.uk/">https://www.autistica.org.uk/</a>  <a href="https://www.nhs.uk/conditions/autism/support/">https://www.nhs.uk/conditions/autism/support/</a>  <a href="https://studyingwithdyslexiablog.co.uk/about">https://studyingwithdyslexiablog.co.uk/about</a>  <a href="https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/">https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/</a></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.

## Helping your child settle back in to school

We know that beginning a new term, new school and new classes can be overwhelming for some of our children. Please be assured that staff in school are here to support all students and if you would like any further support contact your child's pastoral team.

Spotting the signs that your child may be experiencing higher levels of school anxiety:

1. not wanting to get up, get ready or go to school
2. anxiety and heightened emotions when getting ready to leave for school
3. physical symptoms like headaches, stomach ache or feeling sick
4. a change in behaviour either by becoming more withdrawn or acting out more
5. trouble sleeping or getting to sleep
6. not doing schoolwork or performing worse at school
7. not going into school without telling you

It can be a worrying time for you as a parent, so go easy on yourself and your child. The most important thing is to listen to your child and to try and be calm, patient and show empathy. It's also important to look after yourself and seek support when you need it.

It's important to have open and non-confrontational conversations with young people about what they're finding difficult, remembering that they may not be able to verbalise this fully themselves.

Start talking to your child's school as early as you can. Most schools will suggest talking with the form tutor and non teaching head of year first, and this can be escalated to further in school support if needed.

You can support your child by talking to them about the school day and discussing what might help at each stage, linking them up with a pastoral staff member and/or peer buddy at school, providing a safe space for them within school, and having a 'time-out' or 'exit' card they can use in class if they feel anxious.

Some children may also benefit from extra responsibilities at school, or involvement in sport or extracurricular activities.

Secondary school demands are greater, so preparation should help build their own skills and confidence. This will help them settle quicker. Don't do it all for them. Could they arrange to meet friends, do shopping errands (good lunchtime practice) or organise their bag for a day out? Be guided by what feels manageable for your child though. It's fine if they need more support than some others.

Once school starts, try developing independent organisation with post-it notes listing what's needed each day; boxes to store other books and worksheets; and an evening habit of checking their school planner and preparing uniform and bag.

Trusted old friends and habits are comforting, particularly in the exhausting early weeks, if a child doesn't know anyone, or if they are finding it hard to settle. Seeing primary classmates or enjoying familiar activities may be a welcome relief from the effort of starting a new school.

Too much change at once can feel overwhelming too. So while it's great if they throw themselves into everything, don't worry if they don't. They need to adjust and relax. So resist the urge to quiz them too heavily as well.

If your child often feels worried or anxious, and it's upsetting them or making it difficult for them to think about or do other things, you can try making a worry box together. Worry boxes are containers into which children can post their anxious thoughts. Children can find them soothing because they:

- give them a physical way of getting rid of their worries, so they don't need to carry them around anymore
- make them feel safer by holding their anxious thoughts for them
- help them to understand that thoughts are just thoughts, not real things that happen in the world, and that it's possible to let them go
- create a routine for sorting out their worries and sharing them with you.

<https://www.youngminds.org.uk/young-person/blog/how-to-make-a-self-soothe-box/>

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/](http://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/)

<https://www.thinkuknow.co.uk/parents/>

## Tips for Managing Wellbeing Online

Please remember all of our schools are a mobile free zone. Phones need to not be seen or heard at any time on school premises. This is to safeguard all students and staff.

Have regular conversations with your child - Give children the chance to talk about what they're experiencing online, what apps and sites they use and who they're talking to. Talking regularly, like you would about their day at school, will help your child feel relaxed and mean that when they do have any worries, they're more likely to come and speak to you.

Remind them that it isn't just you that they can talk to – another trusted adult at home or school.

When children communicate online, misunderstandings can lead to disagreements or arguments. Encourage your child to look at the Childline website, which has lots of useful advice articles-including feeling good on social media and coping with stress.

[Childline's Calm zone](#) is also packed with tools and activities to help children de-stress and discover new techniques that can support them when they're feeling down. Young people can also talk to each other about their worries on the [Childline message boards](#).

Consider that what children see online is often through a filter. It isn't just images and videos that can be filtered or edited, but bodies and lives too.

Take breaks- Our devices are designed to keep us coming back. Features like infinite scrolling, app notifications, auto play and rewards for playing games every day are all persuasive designs to increase our use.

Mobile and wearable tech such as phones and smart watches can make us feel like we're always online and it can help everyone to take a break sometimes, to help switch off from online pressures.

You can use the settings on individual apps, or in the device settings, to silence notifications for a period of time.

You can also use the 'do not disturb' mode available on most devices to mute calls and notifications, to help avoid distractions.

Use wellbeing settings and apps- These sites and apps are specifically designed to help children with their online wellbeing:

[BBC Own it](#) which gives advice as they chat to their friends online.

[Headspace for Kids](#) is an app to teach children the basics of mindfulness in a fun way. It's aimed at 3-12 year olds, with different content for the different age groups. Free for Headspace subscribers, limited access for non-subscribers.

JoyPoP is an app designed to help users find their inner resilience to deal with the highs and lows in their day to day lives. By rating mood for the day, users are directed to complete different activities to help switch to positive emotions. App costs £6.99.

You can also find out what apps your child uses the most and have a look to see if there are wellbeing guides which explain their settings to help support children's wellbeing.

**Please remember if you have any concerns around your child and social media please contact your child's pastoral team.**



**Randomised chat forums and apps** - There are several sites and apps where the main aim is to randomly connect you to other users, this can be via text but also sharing images and videos as well as livestreaming. Many of these sites are designed for adults, however without age verification procedures in place young users can easily gain access.

There is a high risk that children could come across inappropriate or sexually explicit behaviour on this type of platform, as well as young people being contacted by adults they don't know. Monkey and Omegle are examples of this type of app.

**Disappearing messages** - Many chat apps now have disappearing message functions. This means that once a message has been viewed, or after a certain amount of time, it will disappear from the recipient's device. This type of message has additional risks for young people:

- This could give young people a false view that it is safe to share more risky content as it will disappear. However, the recipient can still screenshot or record the content before it disappears without the sender's knowledge or consent.
- Disappearing messages also make it harder to report inappropriate contact or content and makes it more difficult for enforcement agencies to capture evidence of child exploitation or abuse, such as grooming.
- Young people may feel that there is less risk of getting caught using disappearing messages which can encourage peer on peer abuse and bullying.
- Different names for disappearing messages include 'snaps' and 'vanishing messages'. They're available on many different apps including WhatsApp, Instagram and Snapchat. Facebook has 'secret convos' that can only be seen on the device they are sent, they will not appear if you log into the account from a different device.

Make sure to talk to your child about what they're sharing and let them they know they should come to you or another trusted adult if someone sends them something upsetting or worrying. Looking at the reporting and blocking features on the app they use can be very useful for your child too.

**Chat apps and gaming** - These are often used whilst playing games, or to swap tips and advice with other players in game-specific chats. These chat apps are separate from the gaming platform (such as PlayStation). These chat apps are also used for more than just gaming chat, so it is important to discuss with your child about content they might see or be asked to send and what might happen to content that is shared.

**Discord is very popular with gamers. They have a Parent's Guide and have three main recommendations help keep your child safe using the app.**

1. Choose a secure, strong password.
2. Set who can send you direct messages and friend requests.
3. Block inappropriate content.

Whichever app your child uses, look at the settings and go through the steps together to make sure you both understand how to stay safe.

It is important for children and young people to be aware of what they are sharing online and who might see it. It can be helpful to compare it to what they would be happy to share offline.

Remind them that they shouldn't share private things, such as- personal information, photos of their body, such as sexual photos or videos.

Children and young people should also consider that what they are sharing online may be shared further, to people they don't know, and they don't have control once it has been shared.

**Please remember if you have any concerns around your child and social media please contact your child's pastoral team.**



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For more information, visit our website:  
[www.wickersleypt.org](http://www.wickersleypt.org)