



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

# END OF YEAR TWO (DEC 22-23) IMPACT REPORT

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PSHE Coordinators

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# INTRODUCTION

Personal, Social, Health, Economic (PSHE) education helps children and young people to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. The Pan-Staffordshire PSHE Education Service began in December 2021 with the appointment of two PSHE Coordinators for Staffordshire and Stoke-on-Trent. The roles, funded by Staffordshire's Police, Fire & Crime Commissioner's Office, were created to support the development and delivery of age-appropriate, quality, consistent PSHE education across city and county.

The purpose of this report is to demonstrate the progress of the service in year two, spanning the period December 2022-December 2023 and compare this to Year 1 as outlined in the [EOY1 Impact Report](#).

## CONTEXT & BACKGROUND

The Education Act (2002) requires all schools to teach a curriculum that is *“broadly based, balanced and meets the needs of pupils’*. Schools must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life”.

Since September 2020, Relationships Education, Health Education, and Relationships and Sex Education (RSE) has been compulsory in England. The Department for Education (DfE) advise that this should be taught as part of a wider PSHE curriculum. Schools are expected *“to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.”*

Based on this, the Pan-Staffordshire PSHE Education service utilises the PSHE Association framework of planning to ensure consistent learning outcomes based on a broader curriculum than just the statutory guidance, tailoring this to local contextual needs.

The service also recognises the value informal education providers have in this space and so the National Youth Agency curriculum is also utilised.

The service support education settings on over 90 topics relating to the PSHE curriculum from community safety to conflict resolution, diet and nutrition to dental health, puberty to pregnancy.

# YEAR 1 - YEAR 2 COMPARISON

## Individuals on the mailing list to receive the PSHE digest

Year 1

723

Year 2

889

## PSHE Lead Networks

Year 1

8

Year 2

6

## ...& PSHE Professional Guidance packs created and published

Year 1

5

Year 2

13

## Local PCSOs trained in Best Practice PSHE delivery

Year 1

38

Year 2

118

## Best Practice Guides Publis...

Year 1

2

Year 2

4

## Practice Development Sessions

Year 1

1

Year 2

11

In our End of Year 1 Impact Report we set out our next steps for Year 2. Below demonstrates achievements against the milestones we set out to achieve:

## WE SAID WE WOULD...

## IN YEAR 2 WE...

Launch PSHE Education Service website

Launched the PSHE Education Service website - [www.pshestaffs.com](http://www.pshestaffs.com) which includes 5 main areas:

- About
- Education Providers
- Parents & Carers
- Working in Partnership
- Young People

The website houses a Resource Library area containing both sourced and locally produced resources which have been Quality Assured using the local framework. For more information about the website, see Page 18.

Expand the service offer to be inclusive of:  
Primary Schools - Stoke  
Independent settings -  
Staffordshire  
SEND children and young  
people.

Since January 2023, the service expanded to include Primary settings (Stoke-on-Trent - already included in Staffordshire) Independent settings (Staffordshire only). See Page 15 for a breakdown of settings engaging with the service.

We have started to use the [PSHE Association Planning Framework for Pupils with SEND](#) to ensure the ...& PSHE packs link to the curriculum and is accommodating of children and young people with Special Educational Needs and Disabilities.

Complete a further 15 "... & PSHE" packs by the end of the last academic year (July 2023) the aim is to cover PSHE topics which are current priorities for education and the partnership.

In Year 2, 18 "...& PSHE packs have been written and shared via the PSHE Education service, adding to the 5 packs created in Year 1, supporting those who deliver PSHE to increase topic knowledge, confidence and competence in:

- Child Criminal Exploitation (Year 1)
- Knife Crime (Year 1)
- Fire Safety (Year 1)
- Road Safety (Year 1)
- Sexual Health (Year 1)
- Alcohol
- Oral Health
- Extremism
- Water Safety
- Self-Examination & Screening
- First Aid
- Consent
- Smoking, Tobacco & Vaping
- Sexualised Behaviours
- Female Genital Mutilation
- Anti Social Behaviour
- Pregnancy Options
- Bullying
- Pressure
- Friendships
- Puberty
- Diet & Nutrition
- Forced Marriage & Honour Based Abuse

All packs are housed on the website, in the Resource Library. See Page 23 for more information on the ...& PSHE series.

Continue working in partnership with Staffordshire Police to support the development of a quality, consistent PSHE offer delivered by confident, trained facilitators.

In Year 2, PSHE Coordinators have trained a further 118 local PCSOs to deliver Best Practice PSHE Education (total 156). In September 2023, we launched a package of 5 lesson plans for Staffordshire Police to deliver in classrooms.

For Primary schools;

- KS1 - The People who keep us safe session is for children aged 5-6 years old. This session introduces children to the police, they learn about the different roles of the police, the equipment the police have and get to look inside a police vehicle.
- KS2 - The Keeping Safe session is for children aged 9-10 years old. This session explores different risks (both online and offline) and enables the creation of strategies on how we can stay safe.

For Secondary schools;

- KS3 (Y7) - The Healthy Relationships session is for young people aged 11-12 years old. This workshop supports young people to identify what makes a healthy relationship, explores strategies to respond to pressure and challenges some perceived social 'norms'
- KS3 (Y8) - The Exploitation session is for young people aged 12-13 years old. This workshop enables young people to recognise exploitation, to name the different types of exploitation, to recognise how the police respond to exploitation and to list who to talk to if they have any concerns.
- KS3 (Y9) - The Knife Crime session is for young people aged 13-14 years old. Exploring why young people may choose to carry a bladed weapon, and the role and responsibilities of the police, this session enables participants to recognise the potential consequences of carrying weapons for both victims and offenders and list who can provide support.

Each session is delivered by a trained PCSO and uses best practice principles including; creating a safe learning environment, measurable learning outcomes and signposting to support services and trusted adults. The lessons are interactive, utilising active learning techniques which allow children and young people to explore their own knowledge, skills and values.

More information can be found about this offer [here](#).

Please see Appendix 1 for feedback from the training.

Please see Appendix 2 for feedback about the delivery to date.

Through Safer Streets 4 funding;

- Roll out the Safer Streets 3 Virtual Reality Resource across Staffordshire
- Create, with partners, suitable education resources for UKS2 (9-11 years old) around anti-social behaviour (ASB).
- Develop, with partners, suitable KS3 (11-14 years old) education resources around ASB
- Liaise with subject experts to develop an Anti-Social Behaviour & PSHE Professional Pack.

- A pause has taken place with rolling out the Safer Streets 3 Virtual Reality VAWG resource following evidence that states some of the scenes may cause trauma to young people, in a similar way to the showing of films with scenes of a child being exploited is no longer acceptable. The Service is working with partners to review the content and make a decision on how the resource is used to be in line with research and evidence.
- A comic book has been created and launched to support education settings with their delivery of sessions around ASB. Printed versions have been made available to education settings in Blurton and Longton West, Etruria and Hanley in Stoke-on-Trent and in Staffordshire to education settings in Burton Urban, Stafford Urban and Newcastle Town. A digital version of the comic book is available to all settings. This was signed off by a working group of partners, who fed in what types of ASB the resource should show.
- For KS3 a local film has been created, we are waiting for the accompanying resources and the plan is to share these with education settings early 2024. This resource enables young people to discuss why people may have different experiences of ASB, and the possible impact on local communities.
- To support the resources for KS2 and KS3 a ASB & PSHE Professional Pack has been created and is available on the Resource Library. This pack utilised the expertise of the Commissioner's Office and Harmony, the commissioned service to ensure the accuracy to help education staff deliver session on this topic with confidence.

Create a framework and toolkit that can be utilised by local education providers and external providers to ensure that the provision is quality and effective for all.

Two best practice guidance documents have been created:

1. To support education settings when deciding if to engage with an external provider to enhance their PSHE provision.
2. To help external providers to appreciate best practice principles and to embed an evidence-based approach to delivery.

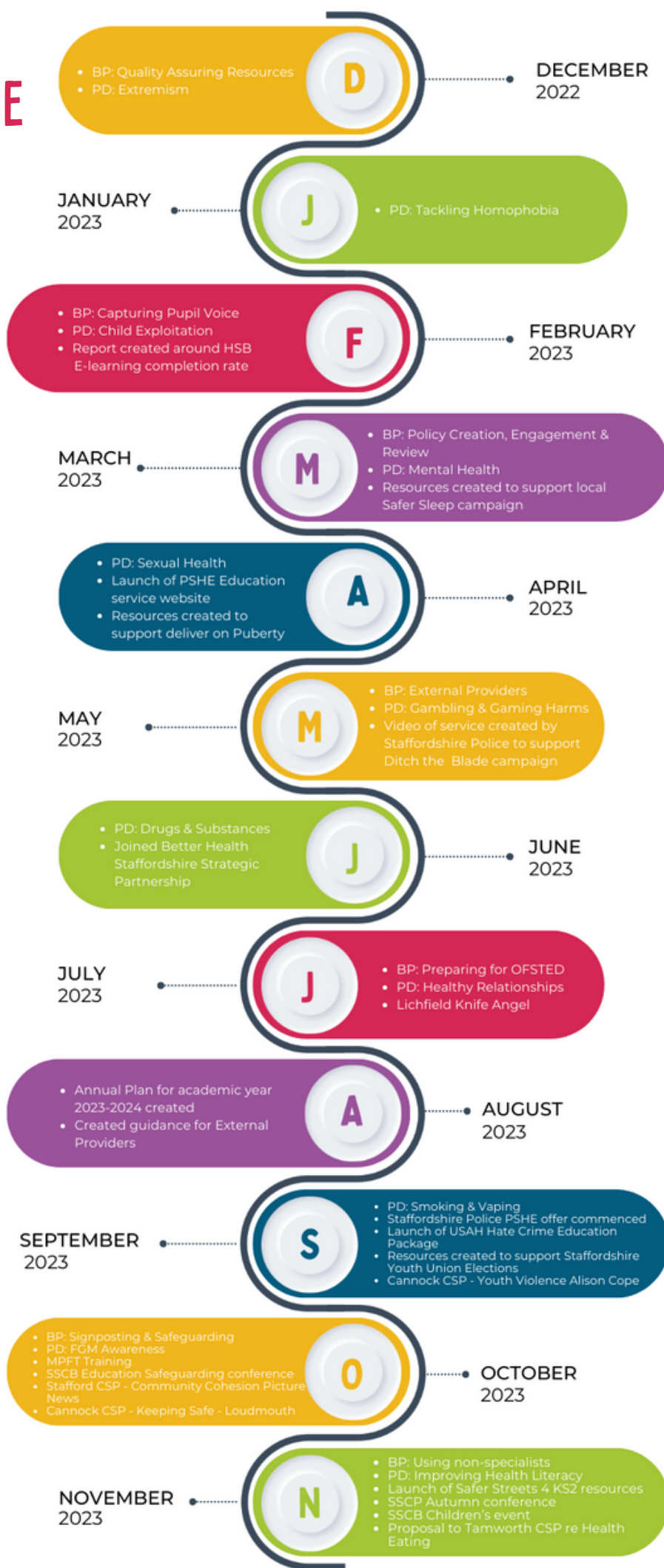
# YEAR 2 PROJECTS TIMELINE

Year 2 has seen the service expand and be involved in the creation of quality, age-appropriate resources, working with education providers and partners to ensure a consistent PSHE Education offer in Stoke-on-Trent and Staffordshire.

The timeline outlines projects and key pieces of work that the service has supported with, or delivered, in Year 2, which are additional to the standard service offer.

**BP:** Half-termly webinars, led by the service, focusing on an element of Best Practice PSHE

**PD:** Monthly Practice Development webinars, delivered by a subject specialist, focusing on a topic within PSHE to increase confidence and competence in the education workforce





There are many organisations that link into PSHE education and can support and enhance the curriculum and offer to schools. It is also important for education providers to be aware of emerging topics and themes within the locality and vice versa.

Within the PSHE Strategy, we outlined seven key aims, under the theme 'working in partnership'. The table below demonstrates progress against these in year two. Outcomes achieved in year one and rated as Green are not included. See the EOY1 report for these milestones.

AIM & OUTCOME	RAG RATING YEAR ONE	RAG RATING YEAR 2	MILESTONES
<p><b>Develop clear protocols for external providers when delivering to children and young people</b> <i>(Consistent delivery by partners within education settings)</i></p>	Orange	Green	<ul style="list-style-type: none"> <li>• A guidance pack has been created for external providers to help them to understand and meet best practice principles.</li> <li>• A guidance pack has been created for education settings to utilise when engaging with external providers</li> <li>• A guidance pack has been created for Commissioners to help considerations when contracting an external provider to enhance the PSHE curriculum within education.</li> </ul>
<p><b>Work with local partners to develop topic specific resource packs e.g. intensification weeks</b> <i>(Appropriate education materials produced around targeted themes)</i></p>			Orange
<p><b>Create a menu of external providers' offers – both universal and targeted</b> <i>(Settings able to access quality assured external providers to support and enhance PSHE delivery)</i></p>	Orange	Orange	



The PSHE Education Service was approached by Staffordshire Safeguarding Children Board to work with The Voice Project Staffordshire, to create a conference for children and young people to attend that explored the following around listening to the voice of the child:

- Hearing the voice of the child; thoughts and feelings.
- How children like to be communicated with.
- Where and how would they raise concerns, find help and who do they consider, or feel are safe people and routes of communications.
- What needs to change to 'Talk so kids will listen and listen so kids can talk'.

From this a working group was set up and a date of 15th November agreed and an approach taken to ensure success of the conference could be measured - this was based upon the PSHE Education Service's Quality Framework.

Conference outcomes were created that could be measured these included:

- Identify key relationships between children/young people and adults to enable targeted campaigns and training.
- Produce a child-led definition for the term "Trusted Adult".
- Recognise enabling/disabling opportunities for children/young people to disclose safeguarding concerns to help form training plans and practice guidance.
- Clarify the preferred communication methods children and young people use when needing to communicate with professionals, to support future practice.
- Explain how children and young people perceive friendships and challenge misconceptions about not telling on a friend (especially where there is a safeguarding concern).

11 activities were then created, in conjunction with The Voice Project, to meet these learning outcomes that were inclusive, age-appropriate, meaningful and utilised the principles of active-learning techniques so children and young people could engage with the activities.

The PSHE Education Service create a guidance pack for professionals, this ensured consistency across the groups and provided key information including information about logistics and how to be an effective facilitator, encouraging participation and signposting and safeguarding to enable a successful day.

To enable the children and young people who attended the event to feel safe to share their thoughts, feelings and experiences a safe environment was created at the start of the event - again based on the key principles of effective PSHE education.

We've received positive feedback about the day from partners, schools and the children and young people who attended. Staffordshire Safeguarding Children Board is compiling a full report about the conference that will be available at a later date. to help shape practice in the future.

One participant described the event as:

“ THE BEST DAY EVER!!! ”

The activities have now been collated together into a PSHE education resource around Trusted Adults and is available in the resource library on our website for all education settings to do a similar piece of work in their own setting.

# CASE STUDY: WORKING WITH COMMUNITY SAFETY PARTERSHIPS YOUTH VIOLENCE

The community safety plans developed across city and county are often linked to topics covered by the PSHE curriculum. Prevention and early intervention is a key focus within these plans.

Lichfield District Council hosted the Knife Angel in July 2023. This sculpture was created to bring about social change by educating children, young people and adults about the harmful effects that violent behaviour has on communities all across our nation.

The PSHE Education Service created a proposal document of suggestions on how this curriculum topic could support the Knife Angel's visit and following agreement developed a guide for education settings to help them engage their children and young people in conversations around knife crime.



YOUNG PEOPLE, FROM A LOCAL EDUCATION SETTING, VIEWING THE KNIFE ANGEL.

Ahead of the installation of the Knife Angel, Lichfield Community Safety Partnership funded Alison Cope to deliver sessions in the local secondary schools. This was following feedback and collaboration with Cannock Chase Community Safety Partnership.

Alison Cope is an anti-violence campaigner, whose son died following a knife attack. Stoke-on-Trent's Community Safety Partnership who funded Alison for their secondary schools, felt that the service could enhance Alison's session further and also meet more best practice principles so a follow-on education session was developed for use in secondary schools across Lichfield and Cannock.

Tamworth Community Safety Partnership, then made contact with the PSHE Education Service to see if they could also engage with Alison Cope and the follow-on session.

Following this delivery, an [evaluation report](#) for all three areas was created to help demonstrate the impact of the sessions. This had limited response and so a recommendation to embed evaluation into the funding agreement was proposed by the PSHE Education Service.

Cannock Chase District Council, funded Alison to attend in the following academic year (2023-2024) and engaged the PSHE Education Service for support to ensure the education settings engaged in the offer and best practice principles were followed. An [interim report](#) has been developed to show the impact of Alison's session, a final report will be created Early 2024 to demonstrate the impact of the follow-on session.

The Service has also worked with Cannock Chase Community Safety Partnership to promote Loudmouth's Theatre in Education resource, Helping Hands, for Year 5 pupils, this meant that tour was fully booked, providing value-for-money to the partnership and also demonstrating schools engagement with the PSHE Education Service. Themes included domestic abuse, child sexual abuse and child exploitation.

Stafford District and Tamworth Borough Council's reached out to the PSHE Education Service having identified funding to support PSHE Education.

Stafford District Council had identified funding to improve community cohesion and another pot to reduce domestic abuse. Tamworth Borough Council had identified funding to tackle excess weight in Year 6.

The PSHE Education Service created a proposal document giving suggestions on how the funding could be utilised to maximise impact and work within the quality framework of the PSHE Education Service.

From this proposal document Stafford chose to fund Picture News resources for all of their education settings. The PSHE Education Service communicated with schools and 100% now have an account. This means they can access resources that encourage exploration and discussion, by using a current news story to enable children and young people to learn about the world and develop respect for other people's beliefs, feelings and faith.

THANK YOU FOR ORGANISING THIS OFFER. WE ENJOY USING PICTURE NEWS, IT GIVES OUR PUPILS A WHOLE WORLD VIEW OF CURRENT ISSUES  
HEADTEACHER, FIRST SCHOOL, STAFFORD.

Tamworth Borough Council have received their proposal document and in January 2024 confirmed how they would like to proceed based on the advice provided by the Service.

Paperwork is currently being completed before details are communicated to schools. This offer must be delivered by September 2024.

WE HAVE HAD GREATER ENGAGEMENT WITH SCHOOLS AND MORE BESPOKE SIGNPOSTING AS THE UNDERSTANDING OF THE LOCAL NEEDS IN RELATION TO PSHE IS RECOGNISED  
CSP LEAD, STAFFORDSHIRE

# SUPPORT, ADVICE & GUIDANCE

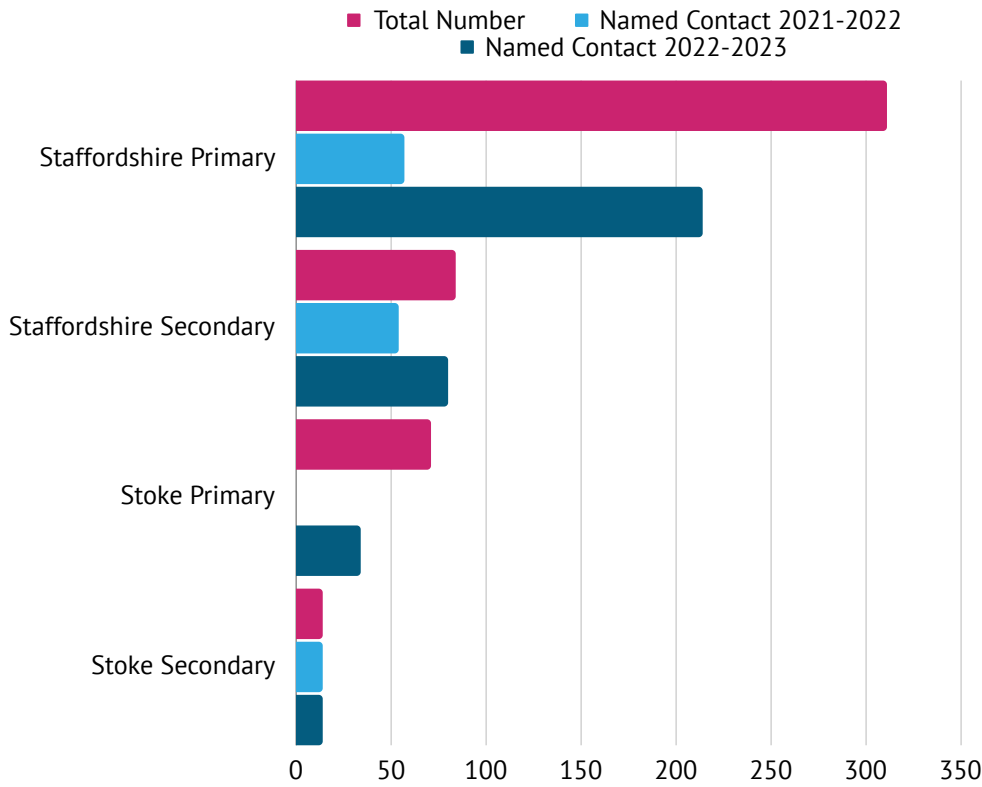
In year one, the service developed five key elements offered to education partners to ensure consistency in delivery against national best practice.



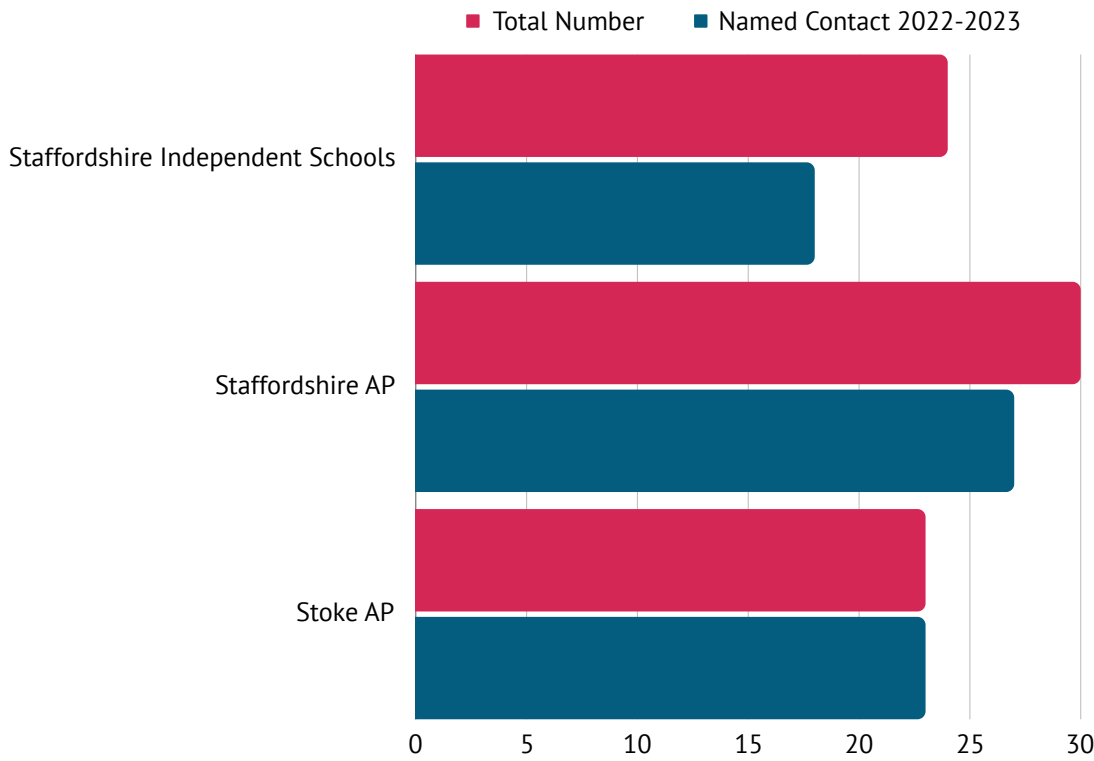
In year two we have continued with this service offer and have delivered:

- 11 PSHE Digests - all editions can be found on our website.
- 4 Best Practice Guides - Writing a PSHE/RSE Policy, Voice of Children and Young People and PSHE Education, Using External Providers, Commissioning PSHE.
- 11 Bitesize Practice Development Sessions - Homophobia/Hate Crime, Substances, Child Exploitation, Mental Health, Sexual Health, Domestic Abuse, Smoking & Vaping, Improving Health Literacy, Modern Slavery.
- 6 PSHE Leads Network Meetings - Pupil Voice, Policy, External Providers, Preparing for OFSTED, Safeguarding & Signposting and Using non-Specialists to deliver PSHE
- 18 localised "... & PSHE" Professionals' Pack published - Oral Health, Alcohol, Extremism, Water Safety, Self-Examination and Screening, First Aid, Smoking, Tobacco & Vaping, FGM, Pregnancy Options, Bullying, Pressure, Friendships, Consent, Puberty, Sexualised Behaviours, Diet & Nutrition, Forced Marriage & Honour Based Abuse, Anti-Social Behaviour.

To host all of these we launched new branding and our website [www.pshestaffs.com](http://www.pshestaffs.com) in April 2023. More information on this can be found on page 18.



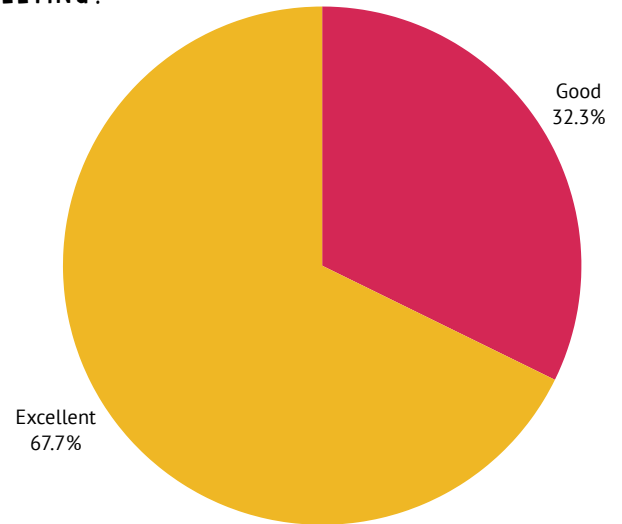
This graph shows the number of named contacts held in the first two years of the service for state-funded education settings. For Year 1 in Stoke-on-Trent the focus was on supporting secondary settings and so details were held for every secondary school but none for primary. In Staffordshire the service was launched to support all phases of education.



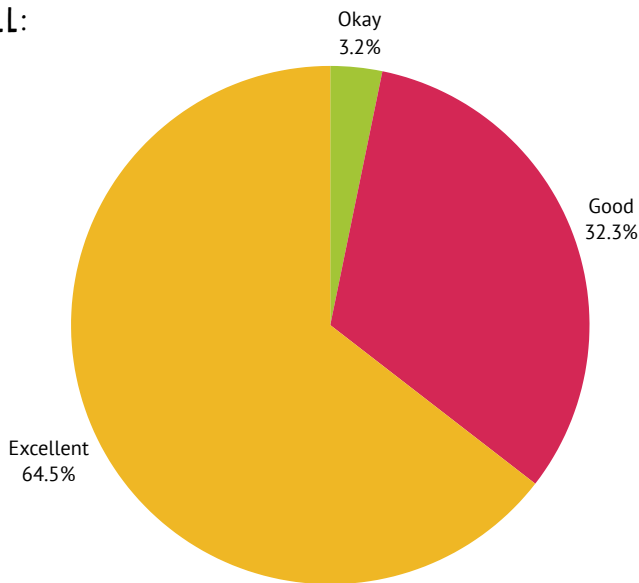
This graph shows the number of named contacts held in the first two years of the service for Independent and Alternative education settings.

REALLY USEFUL TO SUPPORT THE PHSE PROGRAMME THROUGHOUT THE WHOLE COLLEGE AND ENSURE CONSISTENCY ACROSS THE CAMPUSES.

HOW WOULD YOU RATE THE SPOTLIGHT THEME CONTENT FOR THE PSHE LEADS NETWORK MEETING?



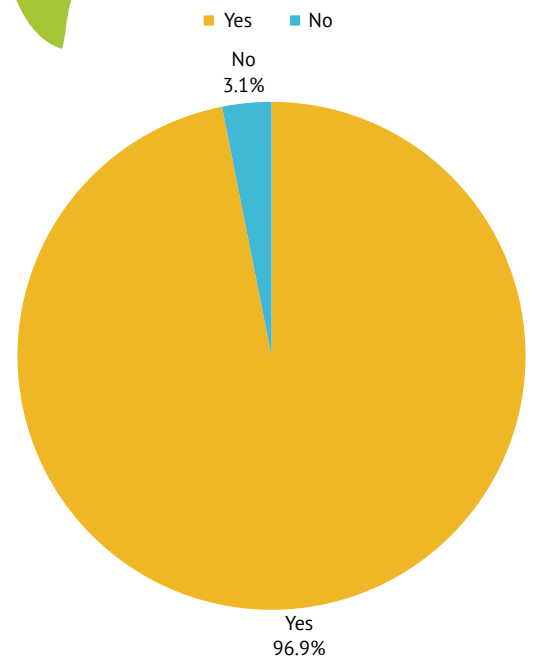
HOW WOULD YOU RATE THE PSHE LEADS NETWORK MEETING SESSION OVERALL:



I HONESTLY CANNOT BELIEVE THESE SESSIONS ARE FREE! THEY ARE AN ABSOLUTELY BRILLIANT RESOURCE FOR PSHE LEADS (AND MORE)! THANK YOU FOR ALL THE HARD WORK AND EFFORT THAT GOES INTO THEM.

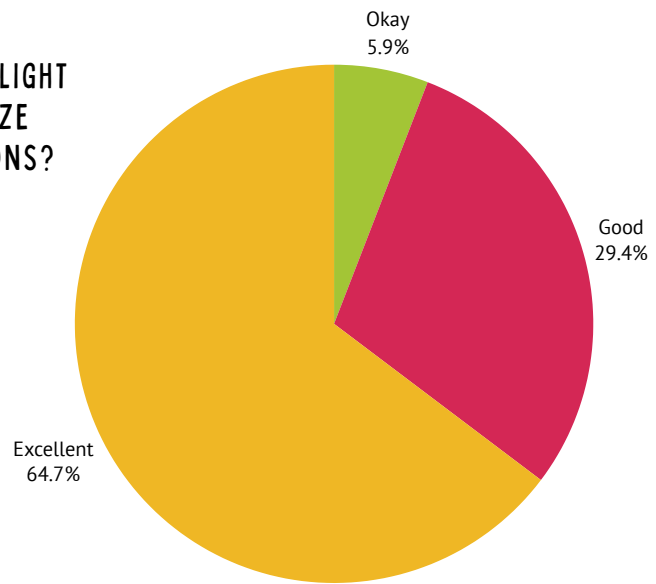
IT'S GREAT TO GET THE OPPORTUNITY TO STAY UP TO DATE AND LEARN ABOUT PSHE OUTSIDE OF MY OWN SCHOOL & EXPERIENCE.

WOULD YOU RECOMMEND THE PSHE LEADS NETWORK MEETING?



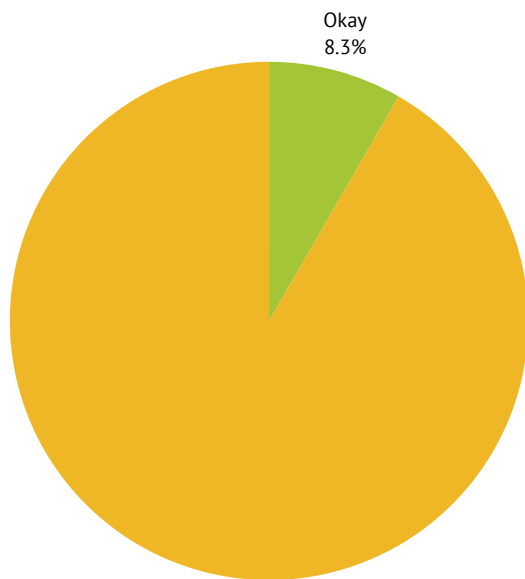


HOW WOULD YOU RATE THE SPOTLIGHT THEME CONTENT FOR THE BITESIZE PRACTICE DEVELOPMENT SESSIONS?



WILL SHARE WITH PRIMARY STAFF AND OUR SAFEGUARDING / HEALTH AND WELL BEING TEAMS.

HOW WOULD YOU RATE THE BITESIZE PRACTICE DEVELOPMENT SESSION OVERALL:

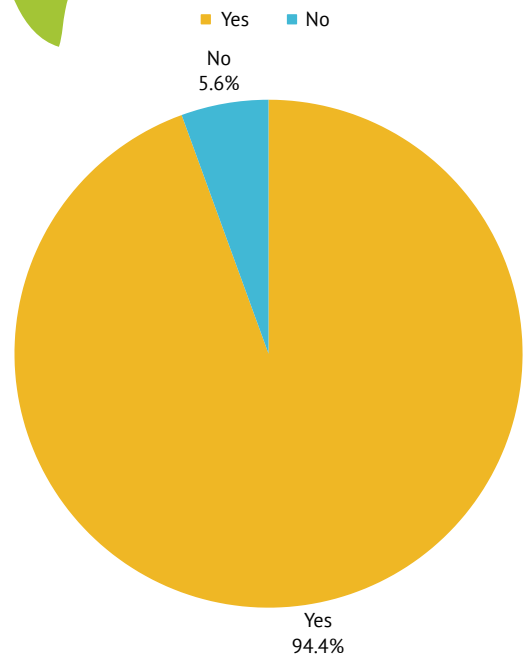


THIS HAS INFORMED ME TO ANSWER QUESTIONS ABOUT VAPES MORE CONFIDENTLY IN PSHE LESSONS ALONG WITH A BETTER KNOWLEDGE AND UNDERSTANDING.

Excellent  
91.7%

I HAVE A BETTER UNDERSTANDING OF WHAT HEALTH LITERACY IS AND ITS IMPORTANCE. I'VE THOUGHT ABOUT WHERE IT IS INCLUDED IN OUR CURRICULUM AND HOW I CAN TWEAK THINGS TO MAKE SURE I ADDRESS IT, AT THE LEVEL OF OUR STUDENTS.

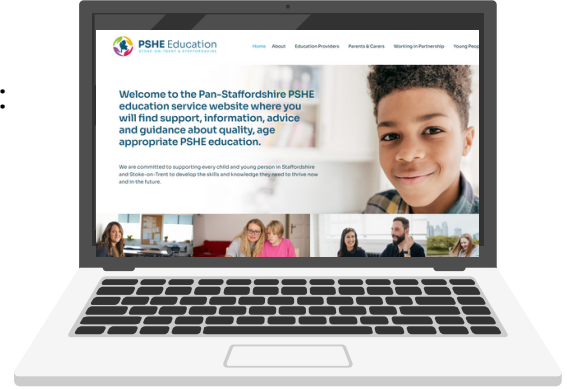
WOULD YOU RECOMMEND THE BITESIZE PRACTICE DEVELOPMENT SESSION?



In year two, the service added a sixth element to the service offer to education settings that would bring the previous five offers into a central one-stop point for education providers across Stoke-on-Trent and Staffordshire.

The website has four main sections:

- Education Providers
- Parents & Carers
- Working in Partnership
- Young People




This represents the four main audiences the service has. The website was launched in April 2023 through the PSHE Digest, with the sections for Education Providers and Working in Partnership completed.

Young people was launched in July 2023, this page shows signposting support available from local commissioned services and national providers.

The best PSHE education is a partnership between parents/carers and education settings. The Pan-Staffordshire PSHE Education Service recognises the importance of parents and carers accessing information that is consistent and is from a trusted source. The final section of the website was launched in October 2023. This page has links to resources and materials to support parents and carers to have important conversations with the children and young people in their care around topics within the PSHE curriculum to help with consistent messaging.

Since the launch, the website has had a steady stream of views, this generally spikes following the publication of the PSHE Digest or the service attending an event e.g. Safeguarding Conference. .

Since the website's launch it has had over 1,700 views. The most viewed page is the login screen - showing the website has a good return rate once people have signed up. The second most viewed and the most searched is the Awareness Calendar created to help link PSHE to key awareness events in the calendar.



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

**AWARENESS CALENDAR 23-24**

Month	January	February	March	April	May	June	July	August	September	October	November	December
1st of January	1st of January	1st of February	1st of March	1st of April	1st of May	1st of June	1st of July	1st of August	1st of September	1st of October	1st of November	1st of December
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20th of January	20th of January	20th of February	20th of March	20th of April	20th of May	20th of June	20th of July	20th of August	20th of September	20th of October	20th of November	20th of December
21st of January	21st of January	21st of February	21st of March	21st of April	21st of May	21st of June	21st of July	21st of August	21st of September	21st of October	21st of November	21st of December
22nd of January	22nd of January	22nd of February	22nd of March	22nd of April	22nd of May	22nd of June	22nd of July	22nd of August	22nd of September	22nd of October	22nd of November	22nd of December
23rd of January	23rd of January	23rd of February	23rd of March	23rd of April	23rd of May	23rd of June	23rd of July	23rd of August	23rd of September	23rd of October	23rd of November	23rd of December
24th of January	24th of January	24th of February	24th of March	24th of April	24th of May	24th of June	24th of July	24th of August	24th of September	24th of October	24th of November	24th of December
25th of January	25th of January	25th of February	25th of March	25th of April	25th of May	25th of June	25th of July	25th of August	25th of September	25th of October	25th of November	25th of December
26th of January	26th of January	26th of February	26th of March	26th of April	26th of May	26th of June	26th of July	26th of August	26th of September	26th of October	26th of November	26th of December
27th of January	27th of January	27th of February	27th of March	27th of April	27th of May	27th of June	27th of July	27th of August	27th of September	27th of October	27th of November	27th of December
28th of January	28th of January	28th of February	28th of March	28th of April	28th of May	28th of June	28th of July	28th of August	28th of September	28th of October	28th of November	28th of December
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30th of January	30th of January	30th of February	30th of March	30th of April	30th of May	30th of June	30th of July	30th of August	30th of September	30th of October	30th of November	30th of December
31st of January	31st of January	31st of February	31st of March	31st of April	31st of May	31st of June	31st of July	31st of August	31st of September	31st of October	31st of November	31st of December

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[www.pshestaffs.com](http://www.pshestaffs.com)

From April-December 2023, 391 individuals have registered for the resource library, representing:

19

1

EARLY YEARS SETTING

93

PRIMARY SCHOOLS (INCLUDING 5 SEND)

59

SECONDARY SCHOOLS (INCLUDING 4 SEND)

32

INDEPENDENT SCHOOLS (INCLUDING 14 SEND)

17

ALTERNATIVE PROVIDERS

5

FE COLLEGES (INCLUDING 1 SEND)

3

MULTI-ACADEMY TRUSTS

18

EXTERNAL PROVIDERS

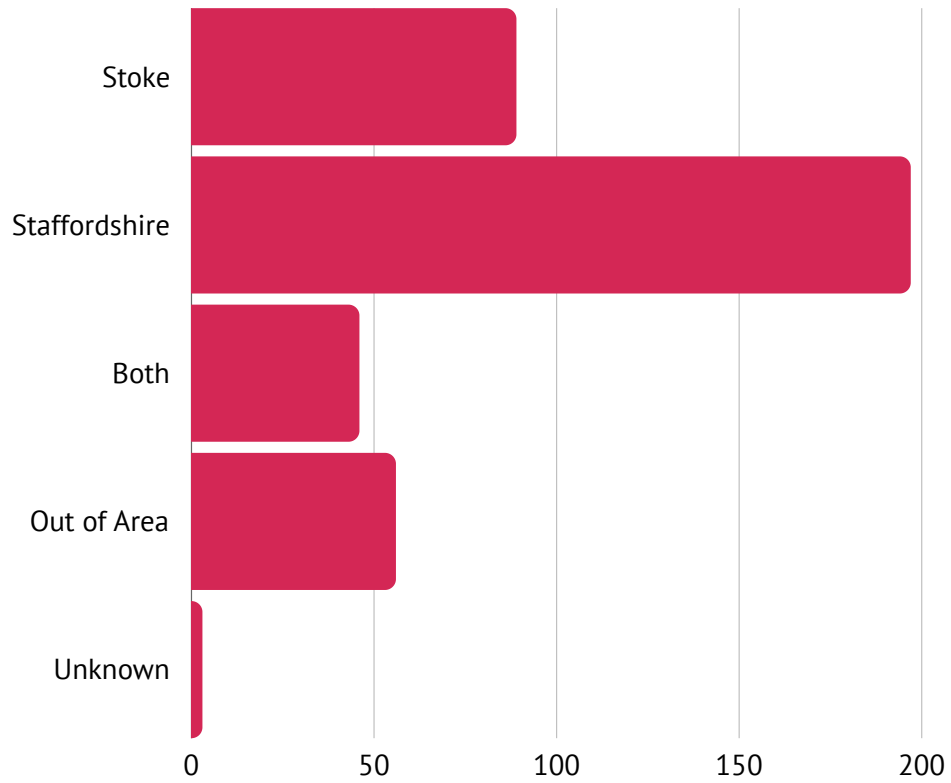
8

YOUTH ORGANISATIONS

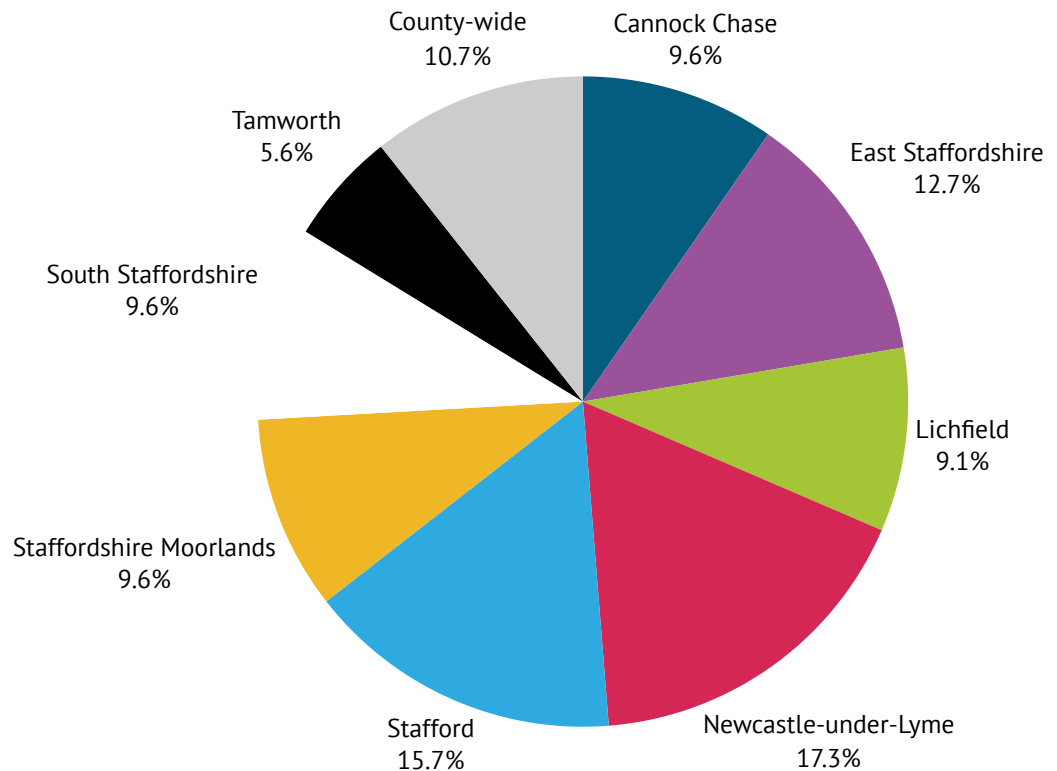
13

PARTNER ORGANISATIONS

# 391 INDIVIDUALS REPRESENTING:



## STAFFORDSHIRE BREAKDOWN:



**"WE WILL...ENABLE THE HIGH QUALITY AND CONSISTENT DELIVERY OF PSHE EDUCATION ACROSS STOKE-ON-TRENT AND STAFFORDSHIRE."**

Having a clear process for quality assurance, as established in year one, empowers and enables a consistent approach to PSHE across schools, alternative providers, and youth services as they will all be working to the same standards but tailored to their own environment and children and young people.

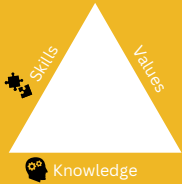
Within the PSHE Strategy, we outlined seven key aims, under the theme 'working in partnership'. The table below demonstrates progress against these in year two. Outcomes achieved in year one and rated as Green are not included. See the EOY1 report for these milestones.

AIM & OUTCOME	RAG RATING YEAR ONE	RAG RATING YEAR TWO	MILESTONES
<p><b>Devise a quality assurance framework for External Providers of PSHE delivery</b> <i>(Consistent delivery by partners within education settings)</i></p>	Yellow	Green	<p>A best practice guide has been created for external providers to utilise that is hosted on the website. This provides evidence-based information to enable external providers to deliver quality PSHE in settings across Stoke-on-Trent, Staffordshire and beyond.</p>
<p><b>Develop RSE/PSHE education policies template to embed best practice</b> <i>(Education settings are supported to have a robust, clear policy to support PSHE delivery)</i></p>	Red	Yellow	<p>A best practice guide has been created to support education settings to develop their own policy. Conversations to be had about creating a "model" policy, based on feedback from national colleagues around legal connotations and if settings just have a "tick box" policy without it being a living document.</p>
<p><b>Build up a central repository of PSHE education resources that is regularly updated and available to all settings</b> <i>(Consistent approach developed for PSHE)</i></p>	Red	Green	<p>The website <a href="http://www.pshestaffs.com">www.pshestaffs.com</a> has been launched which hosts a central repository of PSHE education resources - the Resource Library - please see page 18 for further information about the website.</p>
<p><b>Grow "uniform" lesson plans for key topic areas</b> <i>(Consistent approach developed for PSHE)</i></p>	Red	Yellow	<p>It is important that PSHE lessons are checked for suitability for the group and tweaks are made by the person delivering the session to enable this. Local resources have been developed around Puberty, Hate Crime, ASB, Safer Sleep, and the service is currently developing a programme specifically for young people with SEND around relationships and sex as this is a significant gap. National lesson plans are regularly sourced to support the PSHE Digest, in response to meetings, quality assured and added to the Resource Library.</p>

In Year 1 we developed a quality framework, which links to the quality assurance process. In Year 2 we shared with education settings and partners the below principles for quality PSHE.

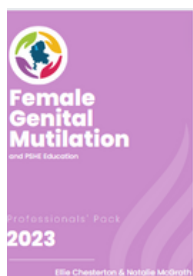
Within Stoke and Staffordshire we believe that for PSHE education to be effective it must:

- Be delivered within a safe learning environment based on the principle that prejudice, discrimination and bullying are harmful and unacceptable
- Have clear learning objectives and outcomes and ensure sessions and programmes are well-planned, resourced and appropriately underpinned by solid research and evidence
- Be relevant, accurate and factual, including using the correct terminology
- Be positively inclusive in terms of:
  - Age;
  - Disability;
  - Gender identity;
  - Pregnancy and maternity;
  - Race;
  - Religion or belief
  - Sex;
  - Sexual orientation
- Be designed to include the development of knowledge, skills and values to support positive life choices
- Use positive messaging, that does not cause shame or victim blaming and is trauma-informed.
- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media
- Be reflective of the age and stage of the children and young people and be tailored to the environment and group
- Utilise active skill-based learning techniques that accommodate a range of learning styles
- 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
- Be delivered by trained, confident and competent professionals
- Empower and involve children and young people as participants, advocates and evaluators in the development of their PSHE education

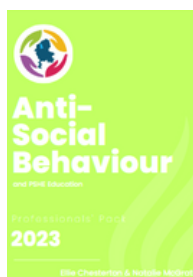


In August 2023, the 2 PSHE Coordinators met to plan for the next academic year and to develop a new annual plan. Utilising the Stoke-on-Trent and Staffordshire's Violence Reduction Alliance's consultation with children and young people, carried out by SCVYS, Community Safety Plans (CSP) from Stoke-on-Trent and the 8 District and Boroughs in the county, consultation with education settings and other action plans a priority list of topics was created to develop the & PSHE Series.

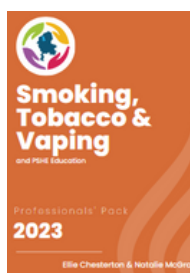
Where appropriate, the Pan-Staffordshire PSHE Education Service will work with subject specialists to ensure that the information contained within the pack is correct. This ensures that information shared with education settings is accurate and factual, including using the correct terminology - as found within the key principles of effective PSHE education (point 3). Below show some of the packs created in Year 2 of the service and the rationale for why they were prioritised.



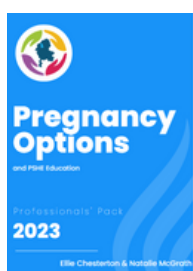
Requested within Stoke-on-Trent's Safer Schools Alliance as a topic area that education settings did not feel comfortable having conversation about.



Completed as part of Safer Streets 4 funding and listed as a priority in the majority of CSP plans. Created in conjunction with Staffordshire Police Fire & Rescue and Crime Commissioner's Office Commissioning Programme Lead (SPACE) and Harmony ASB.



Requested within Stoke-on-Trent's Safer Schools Alliance as a topic area that education settings did not feel comfortable having conversation about. Created in conjunction with Stoke-on-Trent's Public Health.



National data shows an increase in poorer sexual health outcomes and local data for Stoke-on-Trent around teenage pregnancy. The service had already created a pack around sexual health (contraception and STIs) to help education settings to deliver effective sex education in the classroom, this pack was to support possible consequences of unintended pregnancy. Created in conjunction with Stoke-on-Trent's Effective Pregnancy Coordinator and shared with MPFT's Sexual Health Services.



These packs were created following [SCVYS' consultation](#) commissioned by the Stoke-on-Trent and Staffordshire Violence Reduction Alliance to better understand young people's perceptions of violence and safety in their local community and online, including violence against women and girls.

This showed that bullying was the top reason that respondents felt that violence occurred with friendship and peer pressure also featuring in the top 5.

The Pressure pack was created with support from Staffordshire County Council's Educational Psychology Service as the subject expert.



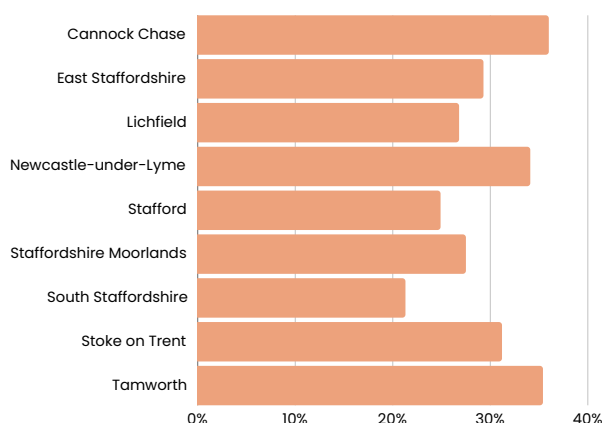
Requested within Stoke-on-Trent's Safer Schools Alliance as a topic area that education settings did not feel comfortable having conversation about. Created in collaboration with Staffordshire Police's Child Protection Team.



Created in response to the Harmful Sexual Behaviours Strategy and data from Staffordshire Police's RASSO team that indicated an increase in the number of children and young people being referred to the service. This pack was approved by NSPCC Together for Childhood Stoke and Staffordshire Police's RASSO team.



Created in response to the National Child Measurement Programme results, data around adult weight and Better Health Staffordshire's Strategy that shows an issue with excess weight in both city and county, as demonstrated in the graph below.





Within some commissioned contracts are requirements for subject specialists to develop PSHE education resources to support education settings in raising awareness of local services and to address local needs.

Uniting Staffordshire Against Hate (USAH) and Harmony ASB are two organisations commissioned through a partnership with Stoke-on-Trent City Council, Staffordshire County Council and the Office for the Police, Fire & Rescue and Crime Commissioner asked to create education resources as part of their contract.

A meeting was arranged to agree the learning outcomes and to learn from the subject experts about their topics. This information was then utilised to create a mini-spiral curriculum throughout the key stages.

For USAH the topic was Hate Crime and so the package developed was:

- Key Stage 1 - Similarities and Differences
- Key Stage 2 - Prejudice
- Key Stage 3 - Hate Crime
- Key Stage 4 - Hate Crime
- Key Stage 5 - Changing our Communities

For Harmony, the partnership had additional funding from the Home Office via Safer Streets 4 to address anti-social behaviour (ASB). An approach was agreed that would compliment these two pieces of work:

- Key Stage 1 - Communities
- Key Stage 2 - ASB (impact on individuals and communities)
- Key Stage 3 - ASB (perceptions and impact)
- Key Stage 4 and 5 - Pro-Social Behaviour

Keys Stages 2 and 3 would be enhanced through the Safer Street 4 funding by a comic book resource (Key Stage 2) and a short film (Key Stage 3).



**THE SECTION (IN THE RESOURCE LIBRARY) AND MATERIALS FOR COMMUNITY MATTERS ARE BRILLIANT FOR RAISING AWARENESS OF ASB AND HATE CRIME AND RAISE THE PROFILE OF THE LOCALLY COMMISSIONED SERVICE: HARMONY AND USAH. THE RESOURCES ARE AGE APPROPRIATE, COLOURFUL, RELEVANT AND ACCURATE TO MAKE YOUNG PEOPLE THINK ABOUT HOW THEY CONTRIBUTE TO THEIR COMMUNITY, THE IMPORTANCE OF SOCIAL COHESION AND BEING A GOOD CITIZEN...THE CO-ORDINATORS HAVE BEEN PIVOTAL TO COMPLETING THIS WORK AND HAVE WORKED WITH PARTNERS TO ENSURE THE MATERIALS ARE RELEVANT, UP TO DATE AND LOCALLY EFFECTIVE**

Area Manager, Harmony ASB



# RESEARCH & EVIDENCE

Point 2 within the Quality Framework states that for PSHE education to be effective it must:

**HAVE CLEAR LEARNING OBJECTIVES AND OUTCOMES AND ENSURE SESSIONS AND PROGRAMMES ARE WELL-PLANNED, RESOURCED AND APPROPRIATELY UNDERPINNED BY SOLID RESEARCH AND EVIDENCE.**

The PSHE Digest provides opportunities to share with education providers and partners the latest research and evidence relating to PSHE education. Appendix 3 shows a snapshot of some of the reports that have been shared by the Pan-Staffordshire PSHE Education Service.

Sharing research enables education settings to utilise the latest statistics to challenge misconceptions that children and young people may have, it also enables education settings to check that their curriculum is meeting the needs of their children and young people. Education settings can also use national data as a baseline with their own pupil voice e.g. is the experience of their own cohort above, below or in line with the national average?

Our “...& PSHE packs” are evidence-based – drawing on accurate scientific and medical information, correct terminology and directing children and young people to reliable sources of accurate information. To ensure this we work with subject-matter experts, where applicable.

I'VE HAD A FEW THOUGHTS ON THINGS TO ADD IN ADDITION AROUND SOME OF THE AREAS.

THANKS FOR LINKING IN WITH US ON THIS, IT HAS BEEN GREAT TO SEE SOME OF THE FANTASTIC WORK YOU'VE BEEN DOING

STAFFORDSHIRE EDUCATION PSYCHOLOGY  
SERVICE

Evidence shows the impact of PSHE education across a number of areas including emotional wellbeing, physical health, academic attainment and preparation for work.

## Pan-Staffordshire

<p><b>Staffordshire Police Fire &amp; Crime Commissioner's Prevention &amp; Early Intervention Delivery Plan</b></p>		<ul style="list-style-type: none"> <li>• Regular attendance at working group and updates given against delivery plan.</li> </ul>
<p><b>Domestic Abuse Action Plan</b></p>		<ul style="list-style-type: none"> <li>• Updates provided at Prevention &amp; Early Intervention working group.</li> </ul>
<p><b>Reducing Reoffending Action Plan</b></p>		<ul style="list-style-type: none"> <li>• Updates provided at Prevention &amp; Early Intervention working group.</li> </ul>
<p><b>Staffordshire &amp; Stoke-on-Trent Serious Violence Strategy</b></p>		<ul style="list-style-type: none"> <li>• Regular attendance at delivery group and updates given against delivery plan. Strategy currently being refreshed, attended consultation events, waiting for draft strategy to be circulated.</li> </ul>
<p><b>Harmful and Problematic Sexual Behaviours Action Plan</b></p>		<ul style="list-style-type: none"> <li>• Regular attendance at steering group and task and finish group with updates given against delivery plan.</li> </ul>
<p><b>ICS Action Plan</b></p>		<ul style="list-style-type: none"> <li>• Attendance at Prevention Mental Health Working Group. Need to link to wider action plan.</li> <li>• Meet with SEND Leads to link together better.</li> </ul>
<p><b>Hate Crime Partnership Action Plan</b></p>		<ul style="list-style-type: none"> <li>• Regular attendance at working group</li> <li>• Resources developed with USAH to address topic</li> </ul>
<p><b>Stoke-on-Trent and Staffordshire Drug &amp; Alcohol Partnership Delivery Plan</b></p>		<ul style="list-style-type: none"> <li>• Updates provided against delivery plan</li> </ul>

# Staffordshire-Only

<b>Staffordshire Early Help and Place Based Approach</b>		<ul style="list-style-type: none"> <li>• Updates given via Phil Pusey (SCVYS) into group.</li> </ul>
<b>Staffordshire Support for Young People</b>		<ul style="list-style-type: none"> <li>• Updates given via Phil Pusey (SCVYS) into group.</li> </ul>
<b>Community Safety Partnership: Cannock/Tamworth/Lichfield/Stafford</b>		<ul style="list-style-type: none"> <li>• Regular communication about PSHE commissioning in the district</li> <li>• Advice regularly sought about best approaches to support education settings</li> </ul>
<b>Community Safety Partnership: East Staffordshire</b>		<ul style="list-style-type: none"> <li>• Attend working group chaired by Staffordshire Police but not held regularly. No other contact outside of this group to link to wider strategy or to support on PSHE commissioning.</li> </ul>
<b>Community Safety Partnership: Moorlands/Newcastle</b>		<ul style="list-style-type: none"> <li>• Introductions made, no further engagement.</li> </ul>
<b>Staffordshire Health and Wellbeing</b>		<ul style="list-style-type: none"> <li>• Updates given to Public Health via PSHE Steering Group</li> </ul>
<b>Staffordshire SEND Strategy</b>		<ul style="list-style-type: none"> <li>• Working on localised education resource to support young people with SEND explore relationships and sex education.</li> <li>• No links into wider strategy or work around this</li> </ul>

WORKING WITH NATALIE AND THE PSHE SERVICE IN STAFFORDSHIRE WAS SO VALUABLE FROM A PARTNERSHIP PERSPECTIVE. DURING THE DEVELOPMENT AND DELIVERY OF A CHILDREN'S CONFERENCE NATALIE BOUGHT A WEALTH OF EXPERIENCE IN HOLDING THE CHILD AT THE CENTRE OF PRACTICE. THE KNOWLEDGE OF YOUTH WORKING, GENDER APPROPRIATE CONTENT, EXPERIENCE OF ENGAGEMENT WITH CHILDREN AND YOUNG PEOPLE AND INCLUSIVITY ENABLED A WEALTH OF INFORMED PRACTICE IN THE DEVELOPMENT OF THE CONFERENCE AND THE SUCCESSFUL OUTCOMES WE RECEIVED AS PART OF THE CONFERENCE. WE WERE GRACED WITH INNOVATION AND CREATIVITY THAT ENABLED A RICHLY DIVERSE CONTENT THAT ENCOURAGE THE CHILD'S VOICE AT ALL TIMES.

## Stoke-on-Trent Only

### Stoke-on-Trent Child Exploitation and Serious Violence



- Regular attendance at working group and updates given against action plan.

### Stoke-on-Trent Early Help



- Regular meetings with the Effective Practice Team
- Attendance at Locality Network meetings

### Community Safety Partnership: Stoke-on-Trent



- Regular communication about specific projects, PSHE Coordinator not an invited member of meeting.

### Stoke-on-Trent Safer Schools Alliance



- Regular attendance at half-termly meetings, sharing PSHE updates.

### Joint Commissioning Strategy for children and young people with Special Educational Needs and Disabilities



- Working on localised education resource to support young people with SEND explore relationships and sex education.
- No links into wider strategy or work around this

ELLIE IS ALWAYS VERY HELPFUL AND KEEN TO GET INVOLVED IN DIFFERENT PROJECTS WITH SUPPORTING FAMILIES. SHE IS INVOLVED IN THE LOCALITY NETWORK MEETINGS WHICH HAS BEEN USEFUL FOR ALL PARTNERS WHO ATTEND TO FIND OUT MORE ABOUT HER ROLE, BUT ALSO FOR HER TO OFFER ADVICE TO PARTNERS AND FOR HER TO GAIN KNOWLEDGE TO INFORM HER OWN PRACTICE. I FIND ELLIE TO BE APPROACHABLE AND KNOWLEDGEABLE AND WILLING TO SUPPORT IN ANY WAY THAT SHE CAN.

ELLIE IS A CORE AND ACTIVE MEMBER OF THE SAFER SCHOOLS ALLIANCE. ELLIE'S ATTENDANCE ENSURES MEMBERS ARE AWARE AND REMINDED OF BEST PRACTICE PRINCIPLES TO ENSURE THAT PSHE EDUCATION IS BEING DEVELOPED AND DELIVERED EFFECTIVELY AND IN LINE WITH EVIDENCE AND RESEARCH IN OUR LOCAL SCHOOLS. COLLABORATIVE WORKING BETWEEN SAFEGUARDING AND PSHE IS ESSENTIAL, AND ELLIE'S UPDATES FOCUS ON RESPONDING TO NEEDS, BOTH CURRENT AND EMERGING, UPCOMING RESOURCES, SERVICES THAT CAN SUPPORT AND MATERIALS THAT CAN BE USED IN PSHE. THIS SUPPORTS SCHOOLS TO ENSURE THAT THEIR CURRICULUM RESPONDS TO NEEDS WITHIN THE LOCAL CONTEXT. ELLIE HAS ALSO WORKED TO CONNECT RELEVANT PARTNERS TO THE SAFER SCHOOL ALLIANCE TO ENSURE BETTER LINKAGES BETWEEN EDUCATION AND SERVICES.

# NEXT STEPS

30

The service is funded until the beginning of December 2024, conversations have already begun into securing further funding.

The service has a clear plan for this academic year which can be found in our:



# Annual Plan

for PSHE Education in Staffordshire & Stoke-on-Trent

September 2023- July 2024



The plan is available to view on our [website](#).

## WEBSITE

We want to:

- Increase the number of settings signed up to access the Resource Library.
- Be the first point of support for education settings and partners around PSHE education.
- Continue to build the central resource library with quality resources to support PSHE education Pan-Staffordshire.

SECURING LONGER TERM FUNDING FOR THIS SERVICE IS CRUCIAL, OTHERWISE ANOTHER 3 YEAR PROJECT WILL NOT BE BUILT ON AND MAXIMISED, AND THE GOOD WORK WILL BE QUICKLY FORGOTTEN OR BECOME OUT OF DATE

## TRAINING

We will create a training offer for Staffordshire Fire & Rescue service and continue to embed the training offer into Staffordshire Police's Learning and Development team.

We will consider options;

- to introduce a training offer into the service for external providers and also for education settings to attend
- to introduce a training offer for parents and carers to support them to know where to seek support and how to enhance PSHE education for their children and young people.

## BEST PRACTICE GUIDANCE

By the end of this academic year (July 2023) the aim is to complete a further 11 best practice guidance packs:

- CPD for PSHE
- Getting non-specialists on board
- Handling difficult questions
- How to deliver effective PSHE
- Planning your curriculum
- PSHE & SEND
- PSHE for Youth Organisations
- Setting learning outcomes
- Signposting and Safeguarding
- The role of PSHE Lead
- Using active-learning techniques

## WORKING TOGETHER

To embed a consistent PSHE offer across the system we will create a PSHE Education sub-group of the Staffordshire Police Fire & Crime Commissioner's Prevention and Early Intervention Working Group. This will help to ensure partners delivering work in this space are signed up to the quality framework and avoid the duplication of work.

We will continue to advise Staffordshire Fire & Rescue Service about the principles of PSHE best practice principles for them to embed into their schools delivery.

## "... & PSHE"

By the end of this academic year (July 2024) the aim is to complete a further 22 "... & PSHE" including:

- Abuse and Violence
- Being Healthy
- Communities
- Families
- Gambling
- Gender
- Hygiene
- Marriage
- Organ Donation
- Self-harm
- Sexuality and Sexual Choices
- Similarities and Differences
- Sun Safety
- The environment
- Transition

## VOICE OF THE CHILD

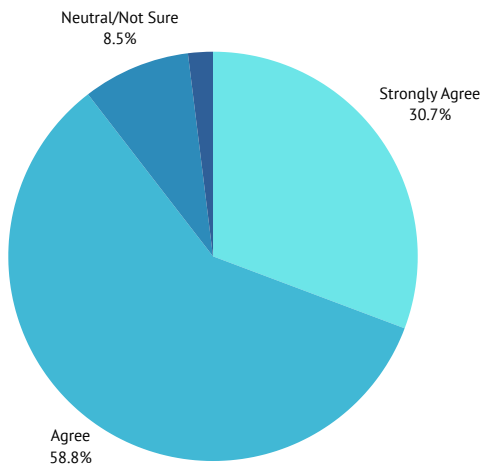
We recognise the value the importance of listening to the experiences of views of children and young people. To enable the service to take these into account we plan to:

- Build stronger links with the Staffordshire Youth Union and Stoke-on-Trent's Participation Lead.
- Embed evaluation into commissioned PSHE activity.
- Work with a local education provider to explore children and young people's experiences of PSHE and coproduce localise resources.

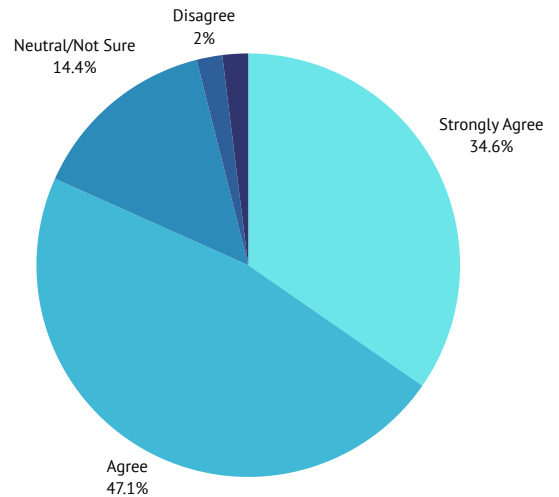
# APPENDIX 1: PCSO TRAINING FEEDBACK 32

The below shows an overview of the evaluation responses following training delivered by the PSHE Coordinators to Staffordshire Police's PCSO. The purpose of the training was to help transform their delivery of PSHE education to be more in line with best practice principles.

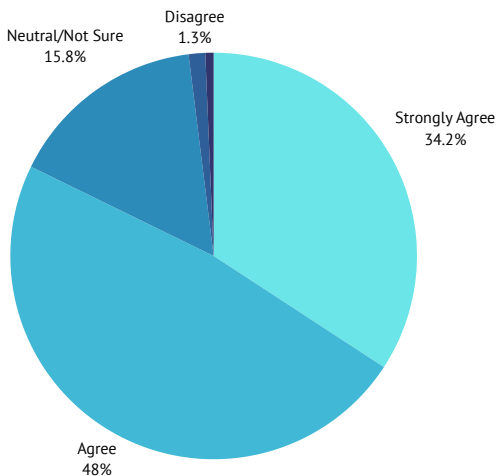
## I will be able to apply the knowledge learned?



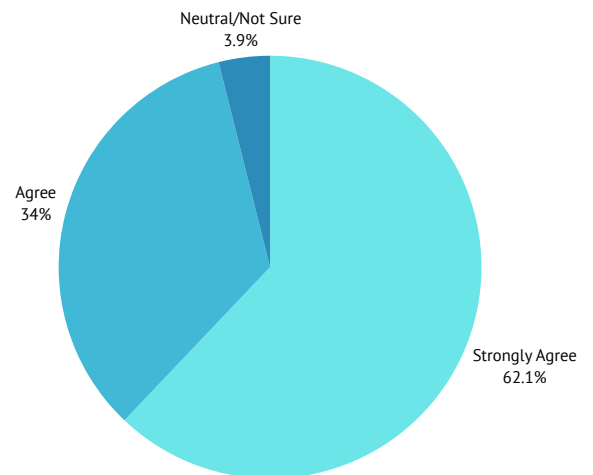
## I feel more confident in my role as a result of the training?



## The training met my expectations?



## The trainers were knowledgeable?



THANK YOU FOR PROVIDING A CONSISTENT LESSON PACKAGE!!!

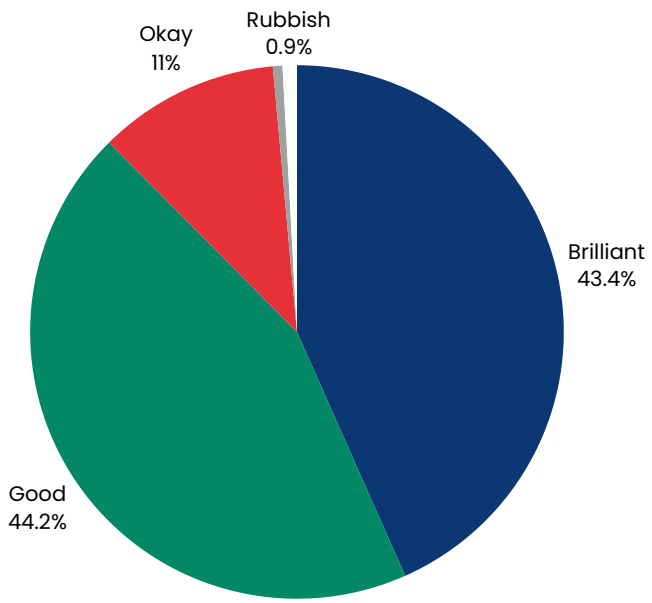
THANKS TO THIS TRAINING I HAVE DEVELOPED AND IMPROVED CONFIDENCE AND KNOWLEDGE TO GO INTO SCHOOLS AND DELIVER PSHE INPUTS WITHIN MY ROLE



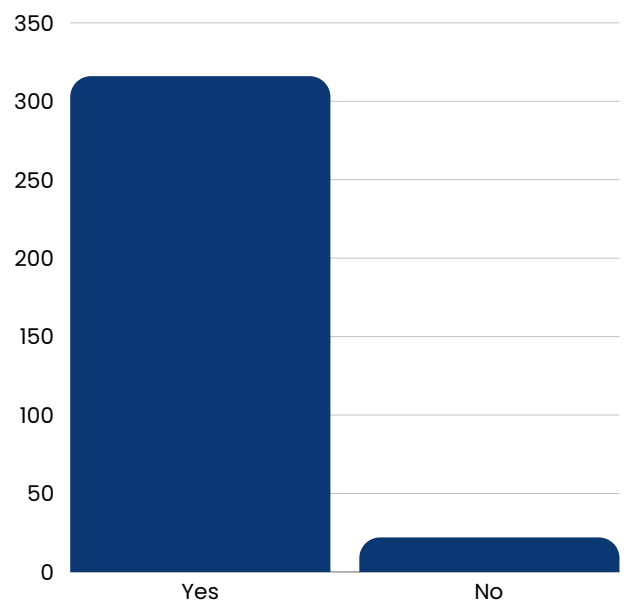
# APPENDIX 2: STAFFORDSHIRE POLICE DELIVERY FEEDBACK

Following the implementation of the new PSHE education delivery model for PSHE by Staffordshire Police an evaluation report was created based on the evaluations inputted by 31st December 2023. This would show the experiences of children and young people attending the sessions and also of education staff. A full copy of the report is available upon request.

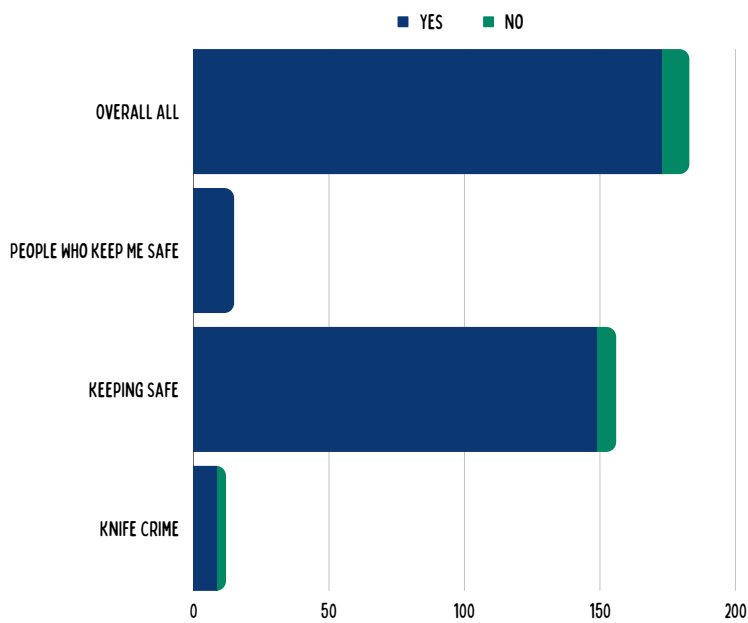
## Please rate today's session:



## Did you learn anything new from today's session?

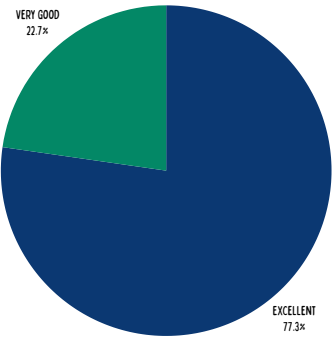


## Would you recommend this session to other people your age?

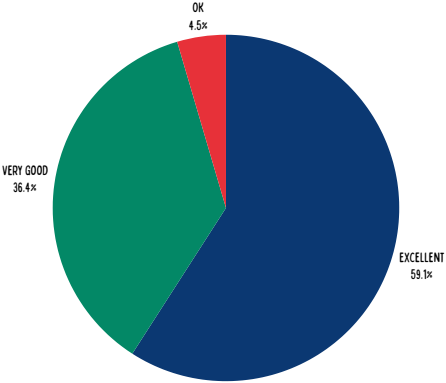


Police staff were also asked to engage with those education session who stayed in the sessions to manage behaviours, and also have the opportunity to hear the messages for discreet CPD and consistency in follow-up sessions. Here is an overview of the responses provided:

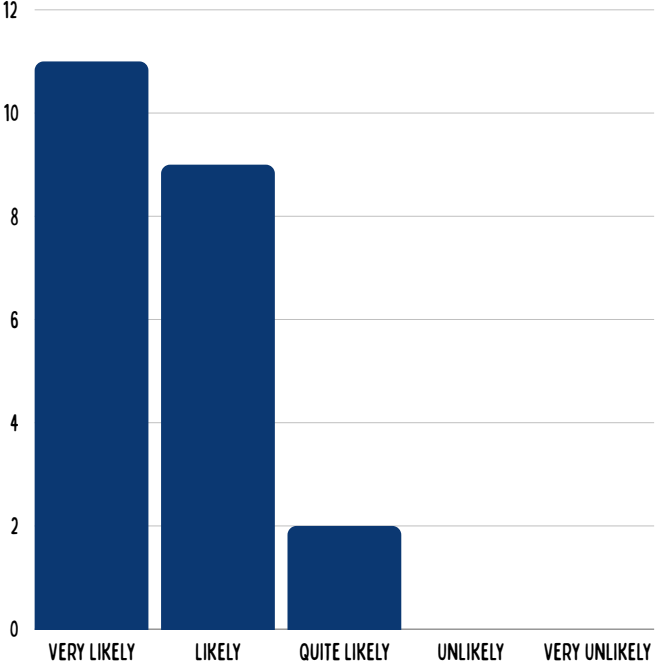
**Overall, what did you think of today's session?**



**What did you think of the resources and activities used during the session?**

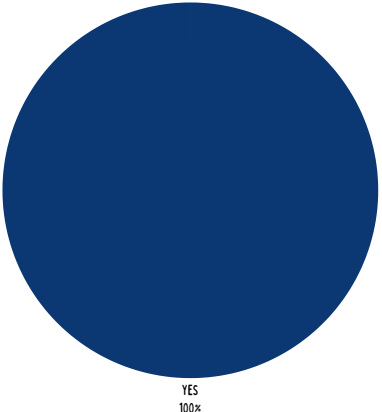


**To what extent do you think the session will have a positive impact on your students' ability to keep themselves safe and enjoy their relationships without harm?**



CHANCE FOR THE CHILDREN TO DISCUSS ISSUES WITH EACH OTHER AND THINK THROUGH SCENARIOS.

**Would you recommend this session to other schools?**



VERY INFORMATIVE SESSION TAUGHT IN AN AGE APPROPRIATE WAY.

# APPENDIX 3: RESEARCH SHARED WITH EDUCATION SETTINGS

Author	Document	Overview
Children's Commissioner	<u>"A lot of it is actually just abuse" - Young people and pornography.</u>	Showed the widespread influence of online pornography on children and young people and recommended that "Schools should embed pornography education in the RSE curriculum which challenges peer pressure to view pornography and addresses its harms."
PSHE Association	<u>Addressing misogyny, toxic masculinity and social media influence through PSHE education</u>	Guidance for education settings on how to address misogyny, toxic masculinity and social media influence through PSHE education.
Stem4	<u>Social media triggers children to dislike their own bodies,</u>	Explored how negative perceptions and damaging content on social media, combined with pandemic fallout, contribute to a low sense of self-worth and a rise in eating difficulties
DfE	<u>State of the Nation 2022: Children and Young People's Wellbeing</u>	A shared evidence based to reflect upon and deliver better wellbeing outcomes for all children and young people.
Revealing Reality	<u>Children's Media Lives 2022</u>	Provides a comprehensive picture of children's social media experiences in 2021.

<p>Revealing Reality</p>	<p><u>Without consent - Exploring image-based abuse in relationships</u></p>	<p>Explores nude image-related behaviours and the experiences of image-based abuse including the creation of nude images without consent, the sharing on or posting online of nude images without consent, coercive behaviours involving nude images (including coercion to create nude images and coercion involving threats of sharing nude images or posting them online)</p>
<p>Safe Lives</p>	<p><u>Verge of Harming: Exploring Abuse in Young People's Relationships and Support for Young People who Harm</u></p>	<p>Explores how and why young people begin to use abusive behaviours in their relationships, to better understand what is meant to be on the 'verge of harming' and to look at what support for young people who harm should look like.</p>
<p>All-Party Parliamentary Group on Commercial Sexual Exploitation 2023</p>	<p><u>Pornography regulation: The case for parliamentary reform</u></p>	<p>Demonstrates that violence against women is prolific in mainstream pornography and the links between pornography and sexual violence.</p>
<p>UK Trauma Centre</p>	<p><u>Critical Incidents in Education Communities</u></p>	<p>Evidence-based resources to support education communities with responding to traumatic events that affect children and young people.</p>
<p>Oxford Health NHS Trust</p>	<p><u>Disordered Eating: Guidelines for School Staff</u></p>	<p>Guidelines to help school staff understand and recognise eating disorders early in development, and support the students who suffer from them, in the most effective way. Provides information on how schools can encourage healthy lifestyles for young people.</p>

National Centre for Eating Disorders	<a href="#"><u>Eating Disorders &amp; Schools</u></a>	Guidance on how education settings can tackle disordered eating and other mental health issues.
University of Birmingham	<a href="#"><u>A students' guide to what you don't know</u></a>	Research from the voice of young people providing relationships and sex education advice for teachers. Provides tips and information about what to think about when teaching RSE.
OFCOM	<a href="#"><u>Children and Parents: Media use and attitudes report 2023</u></a>	A report that looks at media use, attitudes and understanding amongst children and young people aged 3-17, including the views of parents.
Dove Self-Esteem Project	<a href="#"><u>The Real Cost of Beauty Ideals</u></a>	Highlights the impact of body dissatisfaction and appearance-based discrimination on women and girls.
NSPCC	<a href="#"><u>How Young People are learning about Relationships, Sex and Sexuality</u></a>	Explores how young people are learning about relationships and sexuality across a range of sites and spaces (e.g. social media, popular culture, in school and with peers) and what they would like to learn more about.
Children's Commissioner	<a href="#"><u>Evidence on pornography's influence on harmful sexual behaviour among children</u></a>	Second report. to explore the impact of pornography on children. This report is focused on the harms that children face from accessing violent pornography, and how that might influence their own harmful sexual behaviour.
Headstart	<a href="#"><u>What has gender got to do with young people's mental health?</u></a>	Explores the differences in wellbeing, mental health difficulties, perceived stress and perceived support by gender identity.

Superdrug	<u><a href="#">You Before Yes: Let's talk about consent</a></u>	Research into young people's experiences of consent.
Barnardo's	<u><a href="#">Child Exploitation: A Hidden Crisis</a></u>	Explores the possible risk of the cost of living crisis that more children and young people will be exploited.
NSPCC	<u><a href="#">(Un)comfortable Conversation</a></u>	A booklet designed to support Muslim families to help keep children safe by making uncomfortable conversation comfortable.
National Youth Agency	<u><a href="#">Better Together: Youth Work with School Report</a></u>	The report illustrates where youth work is taking place with schools and alternative provision, the different models of delivery and the impact on pupils.
Young Minds	<u><a href="#">Deconstructing the system: young people's voices on mental health, society and inequality</a></u>	Shines a light on the young people's mental health crisis in the UK, to pinpoint the areas where action is urgently needed.
NSPCC	<u><a href="#">Rise in Online Grooming Crimes Against Children</a></u>	Shows the reality of the risk to children and young people of being groomed online.

University of Surrey	<u>Teenage Boys and Sexual Consent: Guidance for Educators</u>	This guidance has been designed to support educators and others who work with young people to effectively address the topic of 'sexual consent' with teenage boys.
SCVYS	<u>Young people's perceptions of violence in Staffordshire &amp; Stoke-on-Trent</u>	Shows the thoughts, opinions, experiences and concerns of young people living in Staffordshire and Stoke-on-Trent have around violence within their community and online.
Girlguiding	<u>Girlguiding's Girls' Attitude Survey</u>	Reveals girls' happiness levels and their experience of the pressures they face and the issues they care about.
National Youth Agency	<u>Better Together: Youth Work with School Report</u>	The report illustrates where youth work is taking place with schools and alternative provision, the different models of delivery and the impact on pupils.
Home Office	<u>Criminal Exploitation of children and vulnerable adults: county lines</u>	Guidance for frontline professionals on dealing with county lines, part of the government's approach to ending gang violence and exploitation.
Women's Aid	<u>What influences children and young people's understanding of domestic abuse?</u>	Explores what influences children and young people's attitudes toward domestic abuse. Also explores their views of the current RSHE curriculum and identifies some significant gaps that need to be urgently improved.

<p>Lucy Faithful Foundation</p>	<p><u><a href="#">A year on the front line: reflections on the first 12 months of our project to tackle harmful sexual behaviour in schools</a></u></p>	<p>Explores the learning from working with 10 secondary schools in the West Midlands (including local schools) into how best to address harmful sexual behaviours in schools. Recommendations are linked to effective PSHE delivery.</p>
<p>Public Health Wales</p>	<p><u><a href="#">A practical handbook on Adverse Childhood Experiences (ACEs) Delivering prevention, building resilience and developing trauma-informed systems: A resource for professionals and organisations</a></u></p>	<p>Sets out strategies and information on preventing and responding to ACEs. The handbook states that the provision of education and life skills (PSHE) can build resilience in children and adolescents through making them aware of potentially harmful situations, building knowledge about how to protect themselves, and developing skills that help them deal with stress, negative emotions, behaviours, and conflict.</p>
<p>Sex Education Forum</p>	<p><u><a href="#">Young People's RSE Poll 2022</a></u></p>	<p>Poll examining the experiences of RSE to determine the extend and effectiveness of the implementation and impact of the statutory guidance.</p>
<p>Youth Endowment Fund</p>	<p><u><a href="#">Children, Violence and Vulnerability 2023</a></u></p>	<p>Examines young people's experiences of violence to provide insights into how to keep children and communities safe.</p>



# THANKS

Thank you to all our partners, who have taken our guidance, asked for support and collaborated with us. We hope this report reflects how importance working with you is to us.



**STAFFORDSHIRE COMMISSIONER**  
Police | Fire and Rescue | Crime



STAFFORDSHIRE COUNCIL OF VOLUNTARY YOUTH SERVICES



**STRONGER TOGETHER**



City of  
**Stoke-on-Trent**



A special thank you to our education settings for engaging with the service to help ensure PSHE education is meaningful and purposeful. This means that children and young people are able to make safer, healthier decisions and thrive as individuals and members of our communities.



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

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