



## COVERED IN THIS MONTH'S EDITION:

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Upcoming Dates for your Diaries

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

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- Exploitation - Financial, Criminal and Sexual
- AI and its Impact on Education
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- NEW SEND Puberty Resources
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- New Resources from Diversity Role Models
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- World No Tobacco Day

Training Opportunities

- Save the Date PSHE Conference

## MEETING RECORDINGS:

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

[PSHE Leads Meetings](#)

[Bitesize Practice Development Webinars](#)

Here are the links to the latest recordings from March and April  
[SEND & Inclusion in PSHE](#)  
[Tackling Youth Violence through PSHE](#)  
[Sexualised Behaviour](#)

You will also find recordings of our attendance at the:

- [School Leaders meeting](#)
- [DSL Summer Term Briefing](#)

## UPCOMING DATES FOR YOUR DIARIES

PSHE Leads Network Meetings:

- 15th May 2024 4-5pm [The Role of a PSHE Lead](#)
- 11th July 2024 4-5pm - [Planning a PSHE Curriculum](#)

Bitesize Practice Development Sessions:

- 14th May 2024 4-5pm - [Jobs and Careers](#) (Careers Hub)
- 9th July 2024 4-5pm [Supporting Boys and Young Men](#) (Men at Work CIC)

Conference

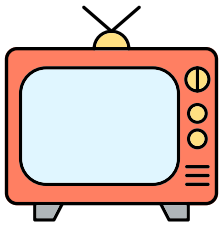
- 13th November 2024

Please let us know what our priorities should be for 2024-2025 Autumn Term

# WHAT'S OUT THERE...

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

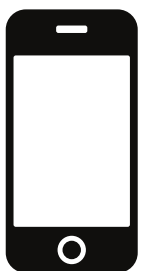
We have collated some examples of topics that are being covered in TV and media that young people may want to discuss.



- In Hollyoaks Frankie and JJ are involved in a intra-familiar sexual abuse storyline.
- In Coronation Street Mason Radcliffe will receive a prison sentence after being charged for threatening Liam Connor with a zombie knife.
- Michael Sheen featured in a new BBC show The Assembly, which saw him quizzed by a group of autistic and neurodivergent people in conjunction with Autism Awareness Week.
- Jordan North hosted a documentary "The Truth about Vaping"
- The BBC also showed a documentary about footballer Cody Fisher who was stabbed to death in a nightclub in Birmingham
- On Monday 15th April Channel 4 has a new programme - The Digital Detectives that shows how the police utilise digital forensics to solve murders.



- The first cyberflasher under new online safety laws was sentenced to prison after he sent unsolicited explicit photos of his genitals over WhatsApp
- The Guardian has reported on an Observer investigation that revealed a sharp increase in reports of abuse by under 18's to the police, including an 81% rise in reports of incidents on school premises.
- The BBC reported on the National Education Union's conference where the general secretary spoke about the rise in sexism in schools because of harmful content on children's phones.
- A BBC investigation found that children as young as 9 have been added to malicious WhatsApp groups promoting self-harm, sexual violence and racism.



- Joe Lycett has revealed he is behind "multiple fake news" stories
- London's Games Festival is on over April and shines a light on diversity.
- TikTok is working on dedicated space for images and text to take on social media rival Instagram.
- The BBC hosted a quiz via BBC Bitesize to check if people can tell the difference between a real or AI-generated image.

# UPDATE FROM NATIONAL PARTNERS



## OFSTED CONSULTATION

OFSTED has launched a major public consultation that seeks views from parents, carers, professionals in education and social care and children and young people. The Big Listen opened on 7th March for 12 weeks.

The Big Listen is structured to allow professionals to provide feedback on the areas of greatest interest and importance to them. OFSTED have identified 4 areas they want to explore their work within; Across our work, we want to explore 4 areas: reporting, inspection practice, culture and purpose, and impact.

## FINANCIAL EDUCATION



Martin Lewis has spoken to the Commons Education Select Committee about the quality of financial education in the UK stating "I still think there is a real poverty of financial education in the UK". He highlights the lack of resources and training provided by the Department for Education as one of the challenges.

The Money and Pensions Service carried out a survey that found 76% of teachers believe most young people left school without the key financial skills needed. 26% of teachers polled felt that financial education should start within Early Years, whilst 44% said children between the ages of 5- 7 years old should start learning about money and 19% said between the ages of 8-11 years old was best.

Money is on the curriculum - we have shared a curriculum audit tool with a number of schools already and are now sharing it wider to enable all PSHE Leads to map their own curriculum against the DfE's Statutory Guidance (which is the minimum standard) and the PSHE Association's programme- Primary edition and Secondary edition.

## FINANCIAL EXPLOITATION

The Children's Society has published two new briefings on child financial exploitation including an introduction for professionals. This type of abuse occurs when a person or group takes advantage of a child or young person to encourage them or force them into financial activity for the benefits of others. An additional resource on online sexually coerced extortion has also been developed for professionals as part of the #LookCloser campaign.

Within the #LookCloser resources you'll also find posters and leaflets in other languages including Polish, Romanian and Urdu (which are three of the most common languages spoken in Staffordshire after English, according to the 2021 Census).

The Home Office has published guidance and an action plan about money laundering-linked financial exploitation for organisations working with children and adults at risk.

# CRIMINAL EXPLOITATION

Action for Children has published a review of child criminal exploitation across the UK. The review explores the scale and nature of the criminal exploitation of children and young people and includes insights from lived experiences - these could be utilised as scenarios within sessions - of children, parents/carers and professionals.

Key learning highlights:

- There is the need for a clear and consistent definition of the criminal exploitation of children and young people
- There are tensions between the criminal justice system and child protection, with the criminalisation of exploited children and young people
- There are difficulties in identifying, preventing and responding to exploitation

The review calls for a single, cohesive legal code designed to tackle the criminal exploitation of children.

The Children's Society has updated its Slang Dictionary to help professionals understand some of the terms used by children and young people affected by exploitation and violence.

If you have any questions about child criminal exploitation how to identify or respond to it please contact Catch22.

There are changes to the local pathway for children and young people at risk or involved in exploitation. Please check out the Updates from Local Partners for further details.

# SEXUAL EXPLOITATION

The Internet Watch Foundation has published a news story about an increase in child sexual extortion reports. Sexually coerced extortion or child "sextortion" is a type of blackmail usually involving a threat to share intimate or naked photos or videos to coerce a young person to pay money share further images or do something else against their will - this is a type of child sexual exploitation.

The data, in the majority, has come from Report Remove; the tool run jointly by The Internet Watch Foundation and ChildLine, shows that in 2023 176 reports of sexual extortion that contained child sexual abuse material, this is eight times as many than in previous years, boys were targeted most often and 3 in 5 reports involve 16 and 17 years old.

Settings should ensure that their online safety and exploitation sessions provide young people with the knowledge of this form of exploitation and develop skills to recognise this type of abuse and where they should go for help and support.

# AI AND THE IMPACT ON EDUCATION

Adding to the blog from The Children's Commissioner for England on the use of artificial intelligence (AI) in the UK and its impact on children that we shared last month. Internet Matters has published a report - [Artificially Intelligent? Children's and Parents views on generative AI in education.](#)

The report found that a quarter of parents believe that AI will have a negative impact on their children's education, whilst 60% of parents say that they have not been informed about how the school plans to use generative AI tools for teaching.

Where parents have used generative AI tools 68% are more excited than concerned, this is compared to 32% of those who have never used it - this suggests that parents need to feel confident in the tools that their child use, in order to get on board.

44% of children are actively engaging with generative AI tools. This use, is particularly high amongst 13-14 years old. ChatGPT is the most popular generative AI tool used amongst children.

Internet Matters have create a guidance for parents and carers to help them learn how AI might impact on their child's wellbeing and how it can be used safely. This guide has been added to our [Parents & Carers page](#) on the website.

Over half of children (54%) who are using generative AI tools, have used them to complete or help with homework or schoolwork; this could mean 1 in 4 children are using generative AI as part of their schooling.

However, 60% of schools have not spoken to their children and young people about how they can use AI in relation to homework and schoolwork.

Digital Matters has two lessons that can support 9-11 years old on how to use AI tools in appropriate ways - [Introduction to Online Research](#) and [Introduction to Thinking Critically Online](#). Sign-up is required to access the resources and a link to Digital Matters can be found in the [Resource Library](#) under Online Safety.

The UK Safer Internet Centre are hosting a webinar on 17th April - see our Training section for more information.

## ONLINE SAFETY

Apps used by children and young people change frequently and there are many infographics to help professionals improve their knowledge about the most popular ones.

- [inEQE](#)
- [National College](#) (previously National Online Safety's Wake-up Wednesday)
- [Online Kids World](#) (part of ECP)

It is essential to reassure those delivering PSHE education around online safety that they do not need to be experts in the specific apps (as these are continually changing and evolving) what is essential is that children and young people learn and develop skills to be able to keep themselves safe online.

# SHARING NUDES

The UK Council for Internet Safety has updated its document, Sharing nudes and semi-nudes: advice for education settings working with children and young people. Within this updated advice is some notable information on the scale of the issue and new guidance around artificial intelligence.

Research by Revealing Reality (2022) quoted in the document states: 20% of girls and 13% of boys aged 15-18 have sent a nude picture or video of themselves 60% of girls and 31% of boys have been asked to share a nude or semi-nude image.

This means on average one or two young people in each class will have shared a nude picture at some point, and even more will have been asked for one.

It is also important not to assume it is one gender asking for images over another. In 2023, Ofcom found that not only did children and young people's experiences of nude image sharing vary according to gender but also sexual orientation 28% of young people aged 12-18 years old that identify as LGBTQ+ have been asked for images compared to 10% average.

It is important that schools recognise that images generated using AI are subject to the same laws as photos and videos featuring real people. This means that education settings should make it clear that any AI-generated image will be treated the same way as real images.

The guidance reinforces (page 39-40) the principles within the local Quality Framework for effective PSHE education on how to deliver education safely (page 28-29). It also fosters the principles within our Using External Providers Guidance, which we encourage all education settings to use when booking External Providers.

Whilst the guidance has been written for schools, it is important to note that the document may act as good practice guidance for out-of-school settings providing education for children and young people e.g. extracurricular clubs, youth organisations.

The National Crime Agency (NCA) has launched a national survey for professionals looking at the emerging threat of AI-enabled child sexual abuse. We would encourage colleagues to share their input to help the NCA understand the current landscape for children and young people Pan-Staffordshire. The survey is open to everyone not just those with prior knowledge or first-hand experience.



# OFCOM RESEARCH REPORTS

Ofcom has published three new research reports into children's experience of harmful content online exploring:

- Violent content
- Content related to suicide, self-harm and eating disorders
- Cyberbullying

The first report looks at children's pathways to harmful content and highlights :

- Children first see violent content online whilst still at Primary School
- Children describe violent content as 'unavoidable' online
- Teenage boys are more likely to share violent material to 'fit in' with peers
- Recommender algorithms and group messaging fuel exposure
- A lack of trust and confidence by children and young people in safety measures and tools to report harmful online content.

The report also found that sharing videos of local school and street fights has also become normalised for many of the children and young people. For some, this is because of a desire to build online status among their peers and followers. For others, it is to protect themselves from being labelled as 'different' for not taking part.

Some participants mentioned seeing extreme graphic violence, including gang-related content, albeit much less frequently. Whilst children and young people have an awareness of the dark web, none of the children spoken to in the report had accessed this themselves.

The second report looks at the pathways in which children and young people encounter online content promoting eating disorders, self-harm and suicide and found.:

- There is a huge amount of content found online in relation to these topics, ranging from content harmful to children and at times illegal content, right through to safely promoting and awareness raising content, which promotes recovery
- However "recovery content" presents a particular challenge to services, as sometimes what appears to be recovery content can also veer into being harmful, often unintentionally..
- Content tended to be in the format of short-form media e.g. video, images and songs - professionals often lacked in-depth knowledge of what this harmful content looks like.
- Children and young people stated it is often difficult to understand and discern the difference between deliberately harmful content and that which was intended to provide information or raise awareness.

Within the report children and young people acknowledged that online safety lessons tended to focus on ensuring online privacy, such as data protection, rather than techniques for young people to cope with or protect themselves against harmful content.

In some schools the topics of suicide, self-harm and eating disorders were discussed separately to online safety, with little focus on encountering online content about these topics.

Consider - How does the curriculum in my school cover these topics and equip children and young people to cope or protect themselves from harmful online content?

The third report explores the pathways through which children and young people experience cyberbullying, the impact of encountering cyberbullying and the perceptions and use of existing measures to address cyberbullying and recommendations.

Findings include:

- There is a largely consistent understanding as to what cyberbullying is - "negative behaviour that causes harm or upset to someone else, conducted through a screen or device anywhere online".
- The main motivations for cyberbullying include a desire for power or control, social and peer pressure (including a desire to fit in) and the normalisation of negative behaviours online.
- There is mixed views about the effectiveness of existing measures that help to mitigate an address cyberbullying.

The report recommends education and training for children, parents/carers and wider stakeholders such as school, including platform specific information and education on online safety and bullying more broadly.

Our Bullying & PSHE and Pressure & PSHE packs will help education settings to create in-house CPD for their settings to meet this recommendation.

These research reports will form part of the of the evidence based used by Ofcom to draft new codes of practice to help tech firms meet their responsibilities to keep children and young people safer under the Online Safety Act.

## LOCAL STATISTICS

The Office of National Statistics has launched a new service to make it easier to see local statistics. This will support PSHE Leads to ensure that their curriculum is addressing the needs of their local communities.

The service pulls together 57 local indicators, across topics that include the economy, education, health and wellbeing, in one place.

## BIG AMBITION RESULTS

The Children's Commissioner for England has published findings from The Big Ambition. 253,000 results were recieved with additional focus groups and interviews with groups of people who were less likely to complete an online survey.

Finding include:

- 22% of children agree that the people who run the country listen what they have to say
- 83% of respondents agreed that they live with people who make them feel loved and cared for
- 75% of respondents agreed they feel safe online

The report contains references to PSHE education and what children and young want so we recommend that all PSHE Leads read this report.



# SAFEGUARDING WARNINGS

PSHE education should be a planned, proactive curriculum approach through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

It is a vital component in any organisation's approach to safeguarding and the Pan-Staffordshire PSHE education works closely with the local Education Safeguarding teams.

We have been made aware of two incidents, one local and one national involving children and young people linked to social media challenges.

- In Lancashire, an 11-year-old boy died after reportedly taking part in a trend called "Chroming". Chroming involves inhaling various chemicals like aerosols, nitrous oxide, solvents and nitrates. iNEQE has created an alert to enable professionals, parents and carers to learn about this challenge and its associated risks.
- Staffordshire Police has dealt with an incident regarding some Year 9 boys carrying out a Tik ok challenge with Year 11's putting them in a chokehold.

Children and young people must develop the skill to stop and think before engaging with any social media challenges and consider:

- Could something go wrong if they complete the challenge?
- Does the person doing the challenge on social media have any special skills or equipment to help them complete the challenge?
- If they were to try it, are they confident they and/or others would not be hurt?
- If they are unsure about something they have seen they should talk to a trusted adult.
- If they see someone online that worries, concerns or they think is potentially harmful they should not share it with other people or like it but report it to the social media company.

Kid Online World have created safety tips for professionals around online challenges.

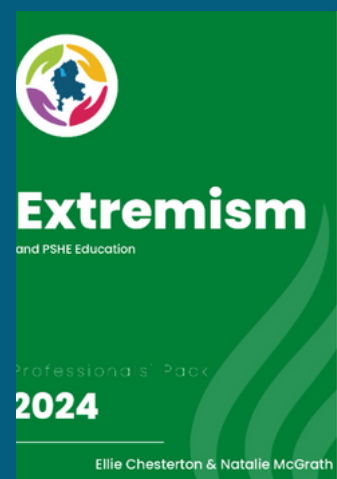
# TACKLING EXTREMISM

The Government has published a new definition of extremism, updating the one from the 2011 Prevent Strategy and to reflect the evolution of extremist ideologies and the social harms they create.

It is defined as the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

We have updated our Extremism & PSHE pack to reflect this change.



# NEW SEND PUBERTY RESOURCE

Nasen have developed a curriculum-linked SEND package for 11-14 years old that includes topics such as puberty and wellbeing. Suitable for delivering in SEND schools or classrooms with SEN young people, the resource comes with a comprehensive teacher's guide and each lesson has been developed with more vulnerable young people in mind.

Alongside the resource programme - About You - schools can also access pads for people with periods aged 11-12 and tampons for people with periods aged 13-14 years on a first-come-first-served basis.

The programme also includes Tutor Time sessions that utilise well-known figures Sam Thompson and Zara McDermott to help normalise periods.

This topic map provides an cross-curriculum overview of all the resources available for 11-14 years old.

Always also provide resources for Primary settings including a teacher's guide to the four lessons on Changing Body, Healthy Body, Emotional Health.

These can all be found in our Resource Library for future reference.



# SEXUALITY ORIENTATION & GENDER IDENTITY

The NPSCC has put together a briefing using insights from their Childline counselling sessions and NPSCC helpline contacts from 2022-2023 about the challenges facing children and young people regarding their sexual and gender identity.

Key themes include:

- Coming out to the family
- Conversion practices
- Pressures in school
- Pressure to choose a label
- Young people struggling with guilt and self-acceptance.

PSHE education should provide knowledge about healthy relationships, how stereotypes can have negative effects on a person's behaviour, aspirations and feelings about themselves. The statutory guidance clearly states that schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.... At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programme of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

## NEW RESOURCES FROM DIVERSITY ROLE MODELS

Diversity Role Models has created [educational resources](#) that includes stories from the LGBTQ+ community or allies of the LGBTQ+ community and lesson plans to support LGBTQ+ inclusive education.

On Diversity Role Models' Vimeo page there are 62 different stories, each title gives an indicator of the subject of the story shared. By clicking on the title details on the video appear which include the learning objectives and a link to the lesson plan associated to that story.

This can be found in the [Resource Library](#) under Bullying, Families, Gender, Sexuality and Sexual Orientation, Similarities and Differences, Stereotypes.

## UPDATED CHIDLINER POSTERS

Signposting is an essential part of delivering PSHE education, as we discussed in our [Safeguarding and Safeguarding-focused PSHE Lead meeting](#), which is available to watch on our YouTube channel.

We know that one national organisation many settings signpost children and young people to is Childline. NSPCC Learning has published [updated posters](#) to encourage children, and young people to contact Childline if they need to talk. There are different designs for primary and secondary ages.

The poster for Report Remove has also been updated to encourage children and young people to use this tool to get help removing nude images shared online.

Access the posters [here](#).

## MENTAL HEALTH

The NSPCC has published a [news story](#) about contacts to Childline and mental health. New data shows Childline delivered 14,253 counselling sessions about low mood or unhappiness with children and young people over the past year.

Childline has launched a new campaign - "[Find Your Calm](#)" which encourages children and young people to learn [different ways of coping](#) with frequent low mood.

A [report by the Children's Commissioner for England](#) about access to mental health services from 2022-2023 found there were 949,200 children who had active referrals to Children and Young People's Mental Health Services (CYPMHS) at any point from 1st April 2022 - 31st March 2023. Of these children and young people 28% were still waiting at the end of year. Reasons for referral included anxiety, depression and self-harm.

The Association for Child and Adolescent Mental Health (ACAMH) has published a new [podcast episode](#) that discusses the recent report paper on cognitive and affective control, associations with depressive symptoms and implications for interventions for adolescent mental health.

# WOMEN AND EQUALITIES COMMITTEE

The Women and Equality Committee has said that young people are at risk of being exposed to an “unacceptable risk of harm” when accessing advice about sex and sexual health online due to an “absence of authoritative advice” and that young people are turning to pornography and social media to learn about sexual health.

The Committee stated there is “compelling evidence that RSE is failing young people” as it warned of soaring rates of STIs. MPs said that the benefits of condom use “must be a key part of the curriculum” and that RSE should be taught up to the age of 18.

Secondary Schools and Youth Organisations can sign-up to be a C-Card venue, within sessions the online registration option should be signposted to for over 16s.

- Stoke-on-Trent and North Staffordshire
- South Staffordshire

The report also highlight that the government needs to do more to increase uptake of the vaccine against HPV (see local update for what is happening locally).

In Staffordshire and Stoke-on-Trent the PSHE Education Service supports education setting with their development and delivering of RSE. We have create a number of our & PSHE to support professionals to be more confident with the topics covered within RSE and a number of Bitesize Practice Development Sessions where we are joined by subject experts.

We have also created an audit tool to help settings map their current provision against the learning outcomes set by the DfE and the PSHE Association.

- Primary Edition
- Secondary Edition

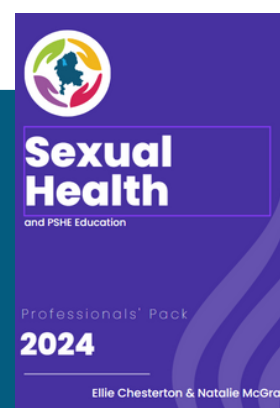
# CONTRACEPTION UPDATE

The Mirena IUS (a type of hormonal coil) is now licensed for 8 years for contraception purposes.

To reflect this change we have updated our Sexual Health & PSHE Professional pack to ensure that the information available to you is the most up-to-date and helps you to achieve the third point of our Quality Framework for PSHE education

Be relevant, accurate and factual, including using the correct terminology

Please ensure that any resources you are using within your setting recognise this change to the licenses timescales.



# UPDATE FROM PSHE ASSOCIATION

The PSHE Association has published a new reference tool: PSHE education: what it covers, and why it works as both a downloadable PDF or interactive webpage.

Within our local quality framework point two states that:

“—  
| Have clear learning objectives and outcomes and ensure sessions are well-planned  
| and appropriately underpinned by solid research and evidence. —”

This tool provides clarity on what the PSHE education curriculum covers and why it works, and helps explain the rationale behind the subject to parents/carers, colleagues and others.

# RESEARCH INTO EARLY YEARS PERSONAL DEVELOPMENT

We recognise that many of our Primary education settings have links to EYFS.

Personal, Social and Emotional Development (PSED) in the EYFS is linked to PSHE from Key Stage 1. Whilst the Pan-Staffordshire PSHE Education Service specifically supports PSHE education from 5-18 years we recognise the value of effective PSED and so there are a limited number of quality assured resources for 3-5 years old within the Resource Library.

The Education Endowment Foundation has introduced a new resource that summarises what research evidence informs us about effective approaches when delivering PSED.

The Education Endowment Foundation provides greater depth into the evidence on their website.

A podcast has been produced to accompany the resource

# PSHE SUPPORTING ORACY

A recent English subject report has highlighted that schools often do not consider spoken language well in their curriculum. The PSHE curriculum can support professionals to help children and young people to develop their speaking skills.

The Education Endowment Foundation teaching and learning toolkit suggests that oral language interventions, including discussions - can lead to an additional six month of progress and PSHE provides the perfect space for this type of intervention.

Children and young people should have time to consider their response to a statement or question. When working in groups responses can be further probed, challenged or built upon.

The Oracy Cambridge website has some useful hints ,discussion prompts and self-assessment tools to help develop the quality of discussions in the classroom.

# YOUNG PEOPLE'S RSE POLL 2024

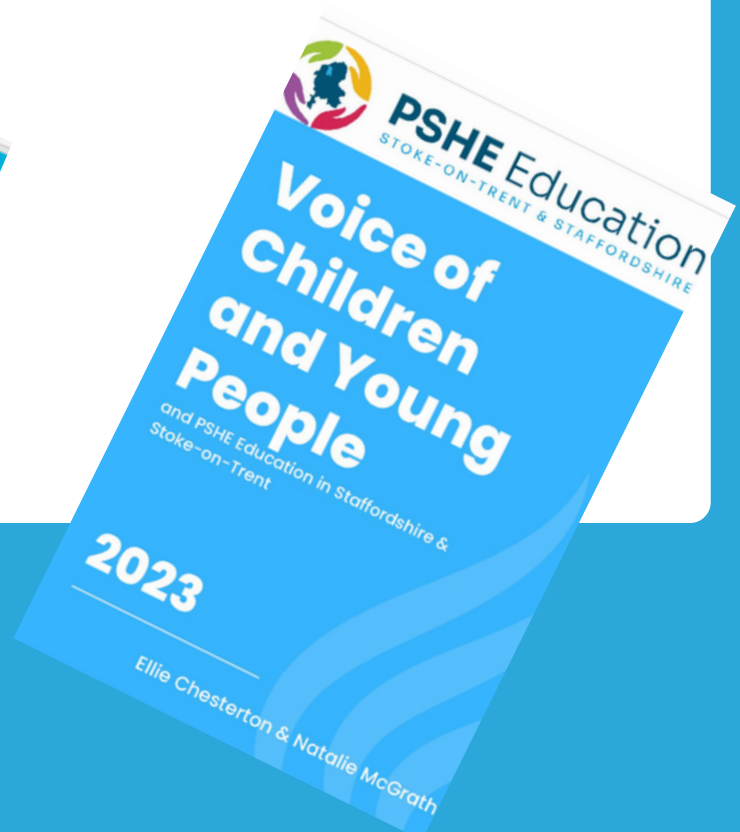
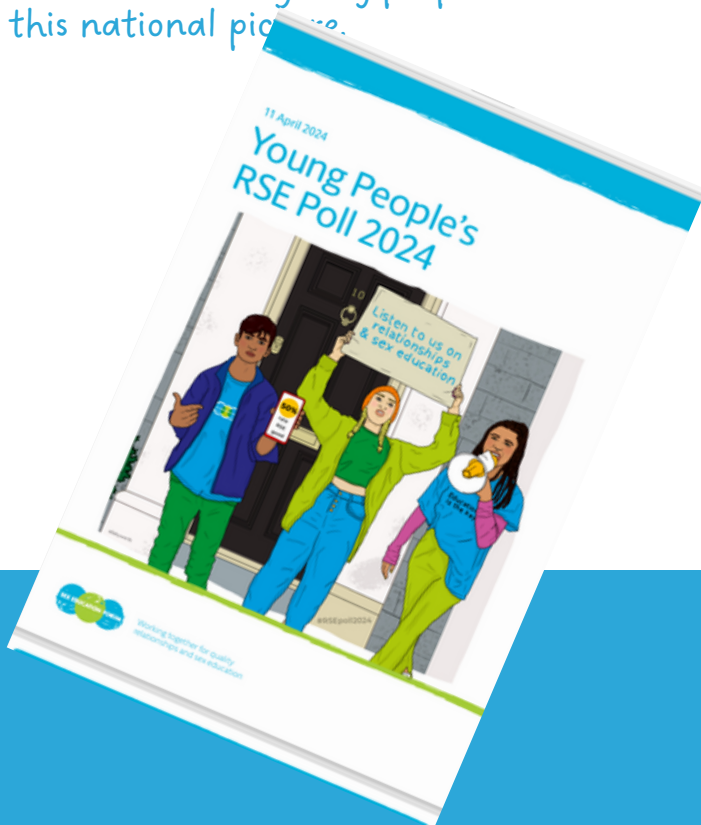
The Sex Education Forum have released the results of their annual [Young People's RSE Poll](#).

This poll is a nationwide survey on young people's experiences of RSE in school, and this year shows that the quality is improving, but there is still a lack of consistency with inclusivity and this drives many young people to online sources for information.

The poll took place between 16th-26th February 2024 with 1001 young people. The poll shows:

- 50% of young people reported their RSE provision as good or very good - the highest number since polling began.
- Only 43% of young people feel personally represented and included by RSE (38% of LGBTQ+ and 44% of young people who consider themselves to have a disability)
- Young people are turning elsewhere for their learning including:
  - 22% say online options are their main source of information on pornography
  - 15% state that their main source is pornography itself.
- Young people are calling on the Government to improve teacher confidence in provision (57%) and flexibility for school to cover topics at the age their students need (52%)

We have created a [best practice guidance document](#) to help education settings find out what children and young people in their own setting, they can then compare themselves to this national picture.



# UPDATE FROM LOCAL PARTNERS

## UPDATE TO LOCAL EXPLOITATION SERVICES



From 1st April 2024 there have been changes to the referral pathways in requesting support for children and young people at risk of or exposed to exploitation in Staffordshire. This follows the expansion of the Child Exploitation (CE) Team and changes to the commissioning around Child Sexual Exploitation (CSE) and Missing.

To ensure that appropriate support is offered to children at the right time, all referrals for CE support will be considered within a weekly triage meeting held on Wednesday's which will have oversight from the CE Team, Catch22 and YOS Prevention who can share knowledge and agree the best service to offer intervention.

Where there are concerns of Child Criminal Exploitation (CCE), referrals can continue to be made to the below services which offer an individual referral form that can be accessed through contacting them directly.

YOS Prevention ([referral form](#)) - For when there are concerns of CCE and the child is coming to the attention of police.

- For settings based in Newcastle, Moorlands & Stafford - email [staffordshire-yot-north@staffordshire.gov.uk](mailto:staffordshire-yot-north@staffordshire.gov.uk)
- For settings based in Cannock, South Staffordshire, Tamworth, Lichfield and East Staffordshire - email [staffordshire-yot-east@staffordshire.gov.uk](mailto:staffordshire-yot-east@staffordshire.gov.uk)
- Catch22 will continue to provide specialist support for children at risk of child criminal exploitation (CCE) (See next page)

For children at risk of Child Sexual Exploitation (CSE), [Risk Factor Matrix Forms](#) will continue to act as the referral mechanism however, these can now be sent directly to the CE Team via the below email and all referrals will be triaged by the CE Team and contact will then be made with the referrer to confirm support after the weekly triage meeting.

- CE Team: [CSEinbox@staffordshire.gov.uk](mailto:CSEinbox@staffordshire.gov.uk)

Please note: All children felt to be at risk of or exposed to exploitation MUST have an up-to-date [Risk Factor Matrix Form](#) which will be the responsibility of the referrer to complete in line with the [current CE Policy](#) under Staffordshire's Safeguarding Children's Board.

If you have any additional queries or concerns, please contact Stacey Black, CE Team Manager at [Stacey.black1@staffordshire.gov.uk](mailto:Stacey.black1@staffordshire.gov.uk)".

# UPDATE TO LOCAL EXPLOITATION SERVICES – CONTINUED



Catch22 are pleased to confirm that they will continue to provide a Child Criminal Exploitation (CCE) service and have asked us to share the following update:

We have made some changes to the service and we will continue to provide the following elements of delivery:

Full-Service Offer is outlined in the linked documents and outlined below-

- Tailored one to one support (Direct Work/Bespoke Work)

Catch22 CCE Service will be utilising our own service referral form from 1st April 2024 as opposed to the Child Exploitation Risk Factor Matrix (CE RFM). The new referral forms can also be accessed via our website- links found at the end of this email.

New referral pathway outlined in full via the link- Direct Work- Referral Pathway

- Targeted Delivery of awareness raising/education programmes (Education Providers/School Work/Professionals Training)

Limited changes to this delivery element. School work offer outlined in full via the link- Catch22-Schools Offer

- Navigator Programme (Project end March 31st, 2025)

No change to this element- referral route via custody and Accident & Emergency Department.

Catch22 CCE Service Contact details:

Service Telephone Number: 07834341602

Service Email Address: [catch22cce@catch-22.org.uk](mailto:catch22cce@catch-22.org.uk)

Service Address: Suite 3, Sutherland Works, Beaufort Road, Stoke-on-Trent, ST3 1RH. You are very welcome to visit us at the new office premises.

For further information or clarification please do not hesitate to contact the service directly or access our website where service details and an online version of our referral form are accessible

- <https://www.catch-22.org.uk/find-services/stoke-staffordshire-cce/>
- <https://www.catch-22.org.uk/resources/stoke-staffordshire-cce-referral-forms/>

Click on the linked documents below for further information about the service and referral pathway.

[Catch22 CCE Service Offer Summary](#)

[Child Criminal Exploitation \(CCE\) Service Stoke-on-Trent & Staffordshire](#)

[Catch22 Child Criminal Exploitation Service Schools Offer](#)

[Catch22 Child Criminal Exploitation \(CCE\) Service Referral Pathway](#)

[Catch22 Child Criminal Exploitation \(CCE\) Service Referral Form](#)



# SEND EXPLOITATION RESOURCES

As per the above update around changes to the Exploitation pathway for children and young people - Catch22 will continue to be the commissioned to provide the Child Criminal Exploitation Service in both Staffordshire and Stoke-on-Trent.

Last March Catch22 launched a new education resource - Catch On, which has since been downloaded over 1,300 times nationally by education professionals, parents/carers and other professionals. Following feedback, Catch22 has expanded this free educational resource to include activities that are suitable for children and young people with SEND.

The new activities were developed with an interdisciplinary team across Catch22 that involved child exploitation specialists, teachers from their alternative provision schools, and communications and design specialists. It was piloted by one of Catch22's Pan Merseyside Child Exploitation and Missing from Home Caseworkers in a Special School in Merseyside with a group of Year 9 students. Teachers said "The resources were pitched at just the right level for our students" and "the students were really engaged with the subject matter." We got lots of great feedback, with children saying they learnt "lots of advice and information", "the meaning of 'nude' and that it's bad to send naked pictures", "how to block people online" and "lots about exploitation".

You'll find this resource in the Exploitation section of our Resource Library.

# ROAD SAFETY

Staffordshire Police, and Staffordshire Safer Roads Partnership launched "Look Again" a campaign from 18th -31st March reminding all motorists of their ability and responsibility to make the roads safer by taking simple actions.

The campaign is supported by a webpage from Staffordshire Police.

Our Road Safety & PSHE pack will help remind colleagues of the learning objectives relating to Road Safety and Staffordshire Safer Roads Partnership can support your setting. Please check out their catalogue that you'll find in our Resource Library:

- Primary
- Middle/ Secondary

# MEASLES UPDATE

Public Health within Staffordshire County Council and partners are working hard to encourage people who may not have received their MMR vaccine to become protected.

Staffordshire and Stoke-on-Trent Integrated Care System are hosting pop-up vaccination clinics at Burton Fire Station on 13th and 18th April. Please share this [leaflet](#) with your local communities to encourage attendance.

A reminder that we have previously shared a [podcast](#) from the ICS talking about the rising cases of measles.

# HPV UPDATE

The School Age Immunisation Service have begun to contact secondary schools across the county to arrange sessions in schools for their Year 8 students.

Over recent years, locally we have seen a decrease in the number of young people accepting this vaccine. It's really important we turn this around as this vaccine is really important in providing protection from several cancers including cervical cancer, cancer of the genital area and cancers of the throat and mouth.

The PSHE Education Service has been working with the Public Health teams from both Stoke-on-Trent City Council and Staffordshire County Council, and the School Age Immunisation Service on how we can inform both young people and their parents and carers on what the HPV vaccine is, how it can protect and how the consent process works (parents and carers must complete an online form by 10am the day before the session, consent link opens 4 weeks prior to the vaccination session in order for their child to receive the vaccine).

We really need the support of all secondary schools across Staffordshire and Stoke-on-Trent to help protect our young people by.

- Delivering this [PSHE session](#) on the HPV vaccine once the session has been arranged,. The School Age Immunisation Service have also a [short information video](#) for students.
- Following this session, sending a letter to parents/carers with the consent link to parents/cares. The School Age Immunisation Service have also created a [short video](#) to share more information about the vaccine to parents/carers and give them an explanation on how to complete the online consent form.
- Display [HPV promotion posters](#) around the school (these can be ordered for free from the link provided)
- Have [leaflets on the HPV vaccine](#) available in school (these can be ordered for free from the link provided)

It is hoped that by educating parents/carers and young people we see a turnaround in the number of young people receiving this vaccine but we cannot achieve this without your support.

# THE SANDBOX REFERRAL PROCESS

The Sandbox is an NHS-funded service to support children and young people in South Staffordshire with their mental health and well-being.

Their Professional Referral process has been improved to better collect information that helps the child or young person express their challenges or share relevant background and history. A professional referral can be made by teachers, support workers, youth workers, school nurse, GP, CAMHS professionals.

The professional referral form is intended for when specific details, such as the individual's history, ongoing treatment, instances of self-harm or suicidal ideation are relevant - where there are general or low-level concerns, children and young people can complete the form independently without requiring additional professional input.

## New Professional Referral Process:

To refer a child or young person to The Sandbox please use this form. It takes approximately 10 minutes to complete and should be completed in addition to the children and young persons self-referral form (this takes approximately 15 minutes to complete), and after gaining consent from the child/young person and their parent/carer to make a professional referral.

The information collected from a professional referral include:

- The identity of the child/young person
- The identity of the professional making the referral
- What the child/young person needs help with
- If the child/young person has disclosed any self-harm and if they have received medical care for this
- If the child/young person has disclosed any suicidal intentions
- If the child/young person has made any suicidal attempts
- If the child/young person has any past or current involvement with social care.

Unless the team required additional information, the professional making the referral may not hear back, if you require to be informed of the child/young person's triage or treatment this can be specified at the end of the form.

Referrals can only be triage once the self-referral form has been completed too. Typically a child/young person will be triaged by the Clinical Team within 24 hours of receiving a self-referral (Monday-Friday).

If you have any questions about the new process or the services provided by The Sandbox please e-mail them directly on [sandbox@mindler.co.uk](mailto:sandbox@mindler.co.uk)

## KIND MINDS NEWSLETTER

The latest Kind Minds Newsletter has been shared - this newsletter has the aim of pulling together useful information about children and young people's mental health and emotional wellbeing.

# RESOURCES

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

## THEMES FOR UPCOMING DATES:

### CHILD SAFETY WEEK - 3-9 JUNE

The theme for Child Safety Week has been announced as "Safety. Sorted!"

To be the first to know how to get involved and where to download resources you can [sign up here](#).

### HEALTHY EATING WEEK - 10-14 JUNE

[Registration](#) for the British Nutrition Foundation's Healthy Eating Week 2024 is now open.

Resources and information will be available around the themes of 5-a-day, hydration, moving more, fibre and reducing food waste.

### BRAKE'S KID WALK - 19 JUNE

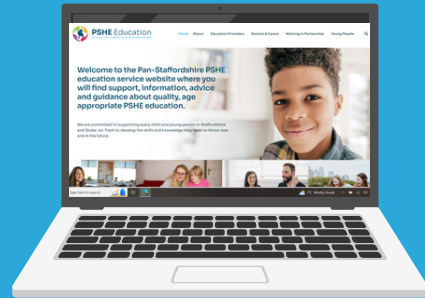
[Registration](#) is now open to take part in Brake's Kids Walk 2024.

Settings can sign up now for a free action pack of resources around Road Safety messaging.

### RSE DAY - 27 JUNE

The theme of this year's RSE day is "Embracing Change" - this could be around friendships, bodies, minds, transitions.

Ideas and resources will be available on [www.reseday.com](http://www.reseday.com).



MARCH SAW OUR 600TH SIGN-UP TO THE RESOURCE LIBRARY ON OUR [WEBSITE](#) WHERE YOU CAN FIND QUALITY ASSURED SOURCED AND LOCALLY PRODUCED PSHE RESOURCES LISTED BY TOPIC. MAKE SURE YOUR SETTING IS NOT MISSING OUT [REGISTER HERE](#).

### WORLD HYGIENE DAY - 5 MAY

Each year the SAVE LIVES: Clean Your Hands campaign aims to progress the goal of maintaining a global profile on the importance of hand hygiene in health care and to 'bring people together' in support of hand hygiene improvement globally.

For Primary schools, resources including activities, games, posters and certificates have been compiled in a [document for Global Handwashing Day](#).

For children and young people aged 3-16, the [UK Health Agency e-bug programme](#) is a health education programme that aims to promote positive behaviour change among children and young people to support infection prevention and control efforts.

Both resources and others are in the Hygiene area of the [Resource Library](#).

## INTERNATIONAL DAY OF FAMILIES - 15 MAY

The International Day of Families provides an opportunity to promote awareness of issues relating to families as well as to promote appropriate action.

Resources from the following organisations are available in our [Resource Library](#) - in the Families section.

- Department for Education
- BBC Teach
- British Council
- University of Exeter/NYAS/NACCC
- Diversity Role Models



## INTERNATIONAL BOY'S DAY - 16 MAY

We must ensure that our PSHE is free from stereotypes and gender biases. While some topics may indicate a certain gender is more at risk or another might be more likely to perpetrate, it is essential that we create space for all children and young people to learn about being safe and safe to be around.

- Males accounted for three-quarters of suicide deaths registered in 2022
  - For the year ending March 2023, the Crime Survey for England and Wales (CSEW) estimated 751,000 men aged 16 years and over experienced domestic abuse
  - The CSEW estimated that 275,000 men aged 16 years and over experienced sexual assault in the year ending March 2022
- Check out the Gender section of our [Resource Library](#) for resource ideas.

## INTERNATIONAL DAY AGAINST HOMOPHOBIA, BIPHOBIA AND TRANSPHOBIA - 17 MAY

The International Day Against Homophobia, Transphobia, and Biphobia was created in 2004 to draw attention to the violence and discrimination experienced by LGBTQIA+ people.

A [2019 report](#) showed that being bullied for being LGBT is more common than bullying relating to racism, sexism or religion. To be able to challenge homophobic, biphobic and transphobic (HBT) bullying it is important that all members of the school, college or community setting understand what it is and what it can look like.

Click here to watch the [Homophobia & PSHE: Bitesize Practice Development Session with United Staffordshire Against Hate](#).

## WORLD DAY FOR CULTURAL DIVERSITY, DIALOGUE & DEVELOPMENT - 21 MAY

This day is a chance to celebrate the cultural diversity of the people around us. To learn that we have more in common rather than what separates us.

You could ask parents/cares to deliver workshops on a particular culture - a cooking class, singing songs or dancing. Perhaps you could create a noticeboard that shows the different languages spoken or cultures celebrated within the school community.

Young Citizens has written a blog with ideas on how Primary Schools to promote cultural diversity

Our locally produced resources on Hate Crime, created in partnership with USAH also look at the benefits of diversity and can be found in the Resource Library under Similarities and Differences.

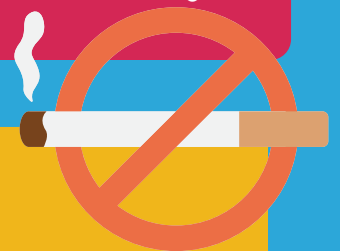
## MENSTRUAL HYGIENE DAY - 29 MAY

A period is the part of the menstrual cycle when a person "bleeds" from their vagina for a few days. For most people this happens every 28 days or so, but it's common for periods to be more or less frequent than this, ranging from every 23 days to every 35 days.

In the UK, 1 in 10 girls can't afford to buy menstrual products, while 1 in 7 have struggled to afford them, according to a representative survey of 1,000 girls and young women aged 14-21 by Plan International UK.



Our Puberty & PSH professional guidance pack includes information to increase confidence and competence in delivering PSH about menstrual hygiene and health. Click on the image of the pack to view. This pack and others are available in the Resource Library on the website.



## WORLD NO TOBACCO DAY - 31 MAY

We know through reports such as ASH Young People and Smoking, that the chance of an 11- to 15-year-old being a smoker has halved in the past ten years. However, Children with parents who smoke are about three times more likely to start smoking themselves.

The Safe4Me sessions from PSHE Association for Y3-4 explore medicines and household products, alcohol and smoking.

The Smoke Free Sheffield ASH campaign gives the evidence-based facts about vaping to children and young people and supports schools, colleges, and parents to have conversations with children and young people about vaping so they can make informed decisions.

# TRAINING OPPORTUNITIES

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

TOPIC	DATE/TIME	ORGANISATION	COST	OVERVIEW
GAMBLING	VARIOUS	<a href="#">YGAM</a>	FREE	THIS 90 MINUTE INTRODUCTORY WORKSHOP IS PART 1 OF 2 OF OUR FULLY FUNDED CITY & GUILDS ASSURED TRAINING AND IS OPEN TO TEACHERS, YOUTH WORKERS AND FORWARD FACING PROFESSIONALS WHO WORK DIRECTLY WITH CHILDREN AND YOUNG PEOPLE AND ARE ABLE TO DELIVER SESSIONS TO THEM ABOUT GAMING AND GAMBLING HARM.
SEXUAL ABUSE	VARIOUS	<a href="#">CEOP</a>	£150	A ONE DAY ONLINE COURSE FOR PROFESSIONALS TO GAIN AN UNDERSTANDING OF ONLINE SEXUAL ABUSE. ENABLES PARTICIPANTS TO IDENTIFY KEY STRATEGIES TO ENSURE ONLINE CHILD SEXUAL ABUSE IS INCLUDED AS PART OF A WHOLE-ORGANISATION APPROACH TO SAFEGUARDING AND PROTECTING CHILDREN AND YOUNG PEOPLE
ONLINE SAFETY	VARIOUS	<a href="#">CEOP</a>	£150	PROFESSIONALS MUST ATTEND UNDERSTANDING ONLINE CHILD SEXUAL ABUSE TRAINING (ABOVE) FIRST. THIS TRAINING ENABLES PARTICIPANTS TO BECOME LEADS FOR TRAINING AND INFORMATION RELATING TO ONLINE CHILD SEXUAL ABUSE
VAWG	17 APRIL 2-5PM (IN-PERSON)	<a href="#">STAFFS UNI VAWG HUB</a>	FREE	FOR THIS EVENT, WILL FOCUS ON VIOLENCE AGAINST WOMEN IN SOUTH ASIAN COMMUNITIES, WE WOULD LIKE SOME FEEDBACK ON A PROPOSAL AROUND SUPPORTING DOMESTIC ABUSE VICTIMS AND THERE WILL ALSO BE A CHANCE TO HAVE COFFEE, CAKE AND MINGLE WITH FELLOW DELEGATES.
ONLINE SAFETY	17 APRIL 3-4.30PM	<a href="#">UK SAFER INTERNET CENTRE</a>	£45	AI IN EDUCATION - DECODING THE HYPE - THIS PRACTICAL ONLINE WORKSHOP EXPLORES AI AND THE OPPORTUNITIES AND ISSUES .
GAMBLING AND MENTAL HEALTH	23 APRIL 10AM-12PM	<a href="#">ENGLISH GAMBLING EDUCATION HUB</a>	FREE	THIS WEBINAR EXPLORES THE LINK BETWEEN GAMBLING BEHAVIOUR AND MENTAL HEALTH AND HELPS PROFESSIONALS TO DISCOVER EVIDENCE-BASED SOLUTIONS AND SUPPORT MECHANISMS TO ADDRESS THESE CHALLENGES EFFECTIVELY.

TOPIC	DATE/TIME	ORGANISATION	COST	OVERVIEW
RSE FOR SEND	FROM 9TH MAY	<u>SEX EDUCATION FORUM</u>	£575	PROGRAMME OF 20 HOURS OF EXPERT SEND SPECIALIST RSE TRAINING THAT INCLUDES ACTIVITIES TO USE IN OWN SETTING, GUIDANCE AND SIGNPOSTING TO RELEVANT RESOURCES AND OPPORTUNITIES FOR PRACTICE-SHARING AND PROBLEM-SOLVING WITH OTHER RSE LEADS.
SAFEGUARDING	26 JUNE 9.30AM-5PM	<u>NSPCC</u>	EARLY BIRD (TILL 21/4/24) £200 (SAVE £60)	THE CONFERENCE WILL BRING TOGETHER THOUGHT LEADERS, GOVERNMENT REPRESENTATIVES AND FRONT-LINE WORKERS TO SHARE THE LATEST RESEARCH AND INNOVATIONS IN CHILD PROTECTION TO SUPPORT PRACTITIONERS TO INFLUENCE A NATIONAL STRATEGY FOR CHILDREN. THIS EVENT WILL BE HOSTED ONLINE.
MENTAL HEALTH	10TH JULY 10AM-4.45PM (MANCHESTER)	<u>SAFEGUARDING NETWORK &amp; ANNA FREIUD</u>	FROM £195	THIS 90 MINUTE INTRODUCTORY WORKSHOP IS PART 1 OF 2 OF OUR FULLY FUNDED CITY & GUILDS ASSURED TRAINING AND IS OPEN TO TEACHERS, YOUTH WORKERS AND FORWARD FACING PROFESSIONALS WHO WORK DIRECTLY WITH CHILDREN AND YOUNG PEOPLE AND ARE ABLE TO DELIVER SESSIONS TO THEM ABOUT GAMING AND GAMBLING HARM.

## Eating Disorders

Thrive held a webinar with Pooky Knighsmith about Eating Disorders Prevention and Early Intervention. The session shared a wide range of practical ideas both about preventing eating difficulties on an individual and whole-setting level, as well as ideas for spotting and supporting students of concern,

The slides and further information can be access [here](#).



**SAVE THE DATE**

## PAN-STAFFORDSHIRE PSHE EDUCATION CONFERENCE

**13TH NOVEMBER  
2024**

Thank you to those who expressed an interest following last month's request on their being a PSHE Education Conference for Stoke-on-Trent and Staffordshire. Due to this we have secured funding to host our first ever conference.

More details and booking information will be shared soon, in the meantime please make a note of the date in your diary



# E-LEARNING COURSES

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

## NEXT MONTH...

Resources & Materials for:

- 1-30 June Pride Month
- 1-30 June Gypsy, Roma & Traveller History Month
- 5 June World Environment Day
- 10-14 June Healthy Eating Week
- 14 June World Blood Donor Day
- 15 June Clean Air Day
- 16-23 June Drowning Prevention Week
- 17-23 Refugee Week
- 19 June Brake's Kid Walk
- 21 June National Selfie Day

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



I JUST WANTED TO SAY HOW USEFUL THE NEWSLETTER IS. I  
REALLY APPRECIATE RECEIVING IT EACH MONTH.

PSHE LEAD, SECONDARY SCHOOL, CANNOCK



We love hearing how the PSHE Education Service is supporting you, your setting and the children and young people you work with.

Please let us know you have used any of our resources, information in the digest in your own practice so we can share with others.

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

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

