



Communities

and PSHE Education

Professionals' Pack

2024

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Introduction

This pack aims to support education providers to deliver quality PSHE education around communities through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Children and young people need to be taught to manage risks, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.



Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles 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
 - Gender Identity
 - Race
 - Sex
 - Disability
 - Pregnancy and Maternity
 - Religion or Belief
 - Sexual Orientation
- 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.
- 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 to encourage active participation.
- 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 PSHE education.

Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.



No. 01 – Ground Rules

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



No. 02 – Collaborate with DSL

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



No. 03 – Staff Confidence

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



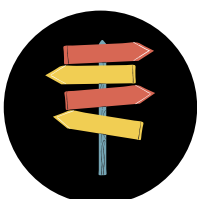
No. 04 Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



No. 05 – Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



No. 06 – Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

Best Practice Principles

Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision.

The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices."

Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

Best Practice Principles

Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

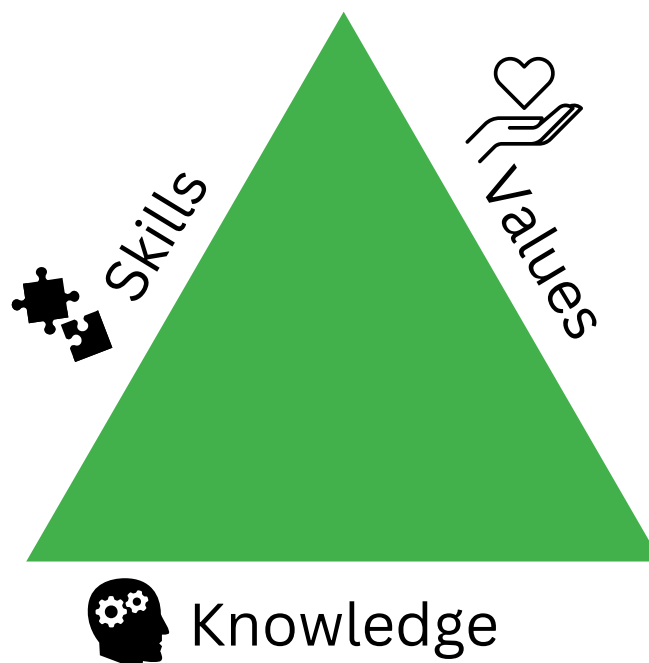
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, your own values in relation to a topic



Trauma Informed Approach

Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. PSHE resources – when used with children and young people who have been affected by the topic being covered – can re-traumatise children and young people or induce vicarious trauma – this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).



The National Youth Agency provides a free e-learning course to help professionals gain a greater understanding of trauma and how it affects mental and emotional wellbeing. The module provides tools and reflection space for professionals to enable them to better support young people in this area.

You can access the course [here](#) – you will need to create a Youth Work One account to be able to access the course.

Top Tips

- Do not use resources that include graphic images, victim blaming or scenes of abuse.
- Ensure that the work is part of a planned, sequential curriculum that builds on prior knowledge.
- Work with your pastoral team to understand if there is anyone who could be affected by this scheme of work. Ask the individuals if they want to be included in the class or if they would prefer to do some other work - explain there will be no explanation given to their absence.
- Use resources only within class-sized groups and not within assemblies.
- Ensure that a trigger/content warning is given beforehand.
- Ensure there is plenty of time for class-based discussions and signposting and that children/young people do not move onto a different topic/lesson before having time to debrief.
- When exploring themes with the participants do not ask “what could x have done to not be a victim of...” or “what signs should they have spotted” this encourages victim-blaming and abuse is never the fault of the child or young person.
- Use distancing techniques - Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation. It is more appropriate to ask “how do you think x is feeling?” or “how would you feel if x was your friend?”. This helps to develop skills of emotional literacy and empathy. You could also ask young people to imagine the response of “a young person, about your age who goes to school around here”
- How can you make it easy for participants to leave the room and communicate this in advance?
- How will you ensure parents/carers have information about this scheme of work to support it within the home?
- You might want to consider a Disassociation Game to close the session. This is a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave.

Tips for Communication

Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.



The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to Communities.

Primary

PSHE Association

Key Stage 1

L4.	About the different groups they belong to
L5.	About the different roles and responsibilities people have in their community
L16.	Different jobs that people they know or people who work in the community do

Key Stage 2

H16.	About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
L6.	About the different groups that make up their community; what living in a community means
L7.	To value the different contributions that people and groups make to the community
L8.	About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

PSHE Association:

WIL12- Jobs People Do

Enrichment	<ul style="list-style-type: none"> Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.
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WIL15- Belonging to a Community

Encountering	<ul style="list-style-type: none"> Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.
Foundation	<ul style="list-style-type: none"> Identify some different groups that we may belong to (e.g. family, school, clubs, faith).
Core	<ul style="list-style-type: none"> Describe things we do in the groups we belong to.
Development	<ul style="list-style-type: none"> Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups
Enrichment	<ul style="list-style-type: none"> Describe what it means to be part of a community. Identify different groups that make up our community.
Enhancement	<ul style="list-style-type: none"> Explain how it feels to be part of a community. Suggest ways we can help people to feel welcome in the different groups and communities we belong to.

DfE Statutory Guidance:

By the end of Primary pupils will know:

M5.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
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Secondary

PSHE Association

Key Stage 3

R45.	About the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
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Key Stage 4

H19.	The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
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SEND

PSHE Association:

WILL1- Diversity, Rights and Responsibilities

Enrichment	<ul style="list-style-type: none"> Explain the benefits of diversity for our friendships and our community.
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WILL4- Preparing for Adulthood

Core	<ul style="list-style-type: none"> Describe different jobs that family members, friends and people in the community may do
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DfE Statutory Guidance:

By the end of Secondary pupils will know:

M6.	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
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NYA Youth Work Curriculum:

HR5.	Offering opportunities for young people to meet with their friends and mix with others beyond their usual peer group
LP2.	Providing opportunities for young people for participate in democratic decision making within youth projects, and engage in campaign groups or youth councils
GC1.	Providing opportunities to explore how a local community and everyday choices have global links and influences



Useful Resources

Please check all resources are suitable for your settings and children before use

Communities

Books:

3-5 years old - Matt de la Pena - [Last Stop on Market Street](#)

3-5 years old - Alexandra Penfold - [All are Welcome](#)

3-6 years old - Oliver Jeffers - [Here We Are](#)

4-8 years old - Susan Verde - [Hey Wall](#)

5-7 years old- Dr Ranj - [A Superhero Like You](#)

5-7 Years old - Shannon Olsen - [Our Class is a Family](#)

9-12 years old - Ben Davis - [My Dad is Definitely NOT a Crime Lord](#)

10- 14 years old - A. M. Dassu - [Fight Back](#)

Videos:

5-7 years old - BBC Bitesize - [What is a Community?](#)

7-10 years old - BBC Northern Ireland - [Communities](#)

Lesson Plans:

5-7 years old- National Academy - [The theme of Community in "A Superhero Like You"](#)

7-11 years old- National Academy - [What is a Community?](#)

11-14 years old -National Academy - [Community Cohesion](#)

Locally:

[Resource Library](#) Heading Communities

5-18 years - Local resources created with Harmony ASB

[Resource Library](#) Heading Similarities and Differences

5-18 years - Local Resources created with USAH

Training:

Department for Education - [Teaching Mental Wellbeing](#)

DEVELOPING SUBJECT KNOWLEDGE



COMMUNITIES

Definitions

The Cambridge Dictionary states that the definition of community is:

The people living in one particular area or people who are considered as a unit because of their common interests, social group or nationality.

- Local community - "He's well known in the local community"
- Black community - "There's a large black community living in this area"
- White community - "She grew up in a mainly white community"
- Gay community - "Her speech caused outrage among the gay community"
- Virtual/Online community - "Let your voice be heard join our TikTok community"
- International community - "Drug trafficking is a matter of considerable concern for the entire international community (=all the countries of the world)"
- Sense of community - "There's a real sense of community (=caring and friendly feeling) in this neighbourhood"

People are part of more than one community.



Write down all the communities you are part of.

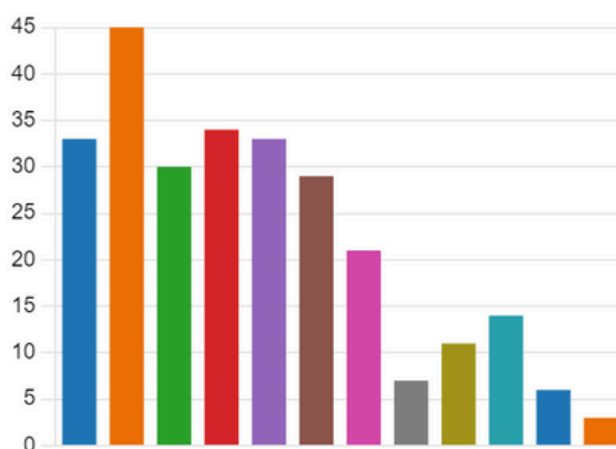
Staffordshire Council of Voluntary Youth Services (SCVYS) carried out a consultation with children and young people across the county on behalf of Staffordshire County Council. The purpose of this engagement was to find out what children and young people think about their communities and how they could be better.

The first question asked was:

What do you think of as “your community”?

Below shows the responses given:

● My street/estate	33
● My town/village	45
● My district council area	30
● A place I regularly volunteer	34
● My school, college, or university	33
● My group of friends	29
● A club, group, or society I am a ...	21
● Me or my family's church or reli...	7
● Me or my family's community b...	11
● An online community	14
● Public Services (e.g. Teachers, Po...	6
● Other	3



This demonstrates that children and young people could recognise they are part of more than one type of community.

Legal Requirements

Teaching about belonging and community, alongside promoting respect, challenging stereotypes, developing strategies for managing influence and empathy and respect for other people's rights contributes to your organisations safeguarding approaches and helps meet various legal requirements including:

- Statutory RSHE guidance
- Prevent Strategy
- Keeping Children Safe in Education (2023)
- OFSTED's School Inspection Handbook

Ofsted also expects schools to demonstrate that they do not tolerate discrimination and that they foster good relationships between people who share a protected characteristic and those who do not.

PSHE education has a role in exploring the protected characteristics and the protections of the Equality Act 2010. While schools do not have to teach about every protected characteristic in every year group, pupils should explore these age-appropriately throughout their school journey.

These key documents highlight the important role education settings play in the communities they serve by fostering positive and respectful relationships between pupils, addressing discriminatory attitudes and behaviours.

Importance of Communities

“

I alone cannot change the world, but I can cast
a stone across the waters to create many
ripples

”

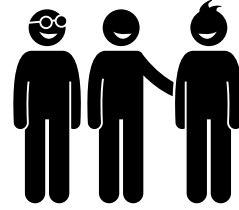
Mother Teresa

Communities play a vital role in our lives for several reasons:

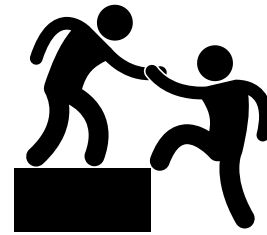
- **Sense of purpose** – Being part of a community gives people a sense of purpose. It allows people to contribute, collaborate, and work towards common goals. Communities provide a reason to engage and make a difference.
- **Social Connections** – Communities foster social interactions. They connect people with others who share similar interests, experiences, or backgrounds. These connections enhance people's wellbeing and combat feelings of loneliness.
- **Support Networks** – Communities offer support during challenging times. Whether it's emotional support, practical assistance, or advice. Knowing that someone is not alone can make a significant difference.
- **Belonging and Identity** – Communities provide a sense of belonging. They help people to define their identity and provide a place where people feel accepted and understood.
- **Learning Opportunities** – Communities are a rich source of knowledge. People learn from others, share experiences, and gain insights. This could be a school, youth club, book club, coding group, or cultural association, learning happens within communities.
- **Health Benefits** – Engaging with communities positively impacts on a person's health. Social connections reduce stress, boost immunity, and provide mental well-being.

In the SCVYS survey about community the young people who responded stated these are the top five things that matter to them most about their community:

- Feeling accepted and included



- Community Spirit -
People help each other



- Feeling safe/low levels of crime



- Access to Facilities e.g.
community centre,
library, village hall, leisure
centre



- Opportunities to be
involved e.g. being able to
join a group, volunteering



“ Strength lies in differences, not in similarities

Stephen R. Covey ”

In August 2023, the government published data on community and belonging.

- In the year to March 2020, 86% of black people aged 16 and over in England said that they felt strongly that they belonged to Britain – the highest percentage out of all ethnic groups
- 77% of people from mixed ethnic backgrounds said they felt strongly that they belong to Britain – the lowest percentage out of all ethnic groups
- 67% of Asian people said they felt strongly that they belonged to their neighbourhood – the highest percentage out of all ethnic groups
- 44% of people from the “other” ethnic group felt strongly that they belonged to their neighbourhood – the lowest percentage out of all ethnic groups
- 86% of Asian people agreed that people from different backgrounds got on well in their local area, compared with 75% of people from the ‘other’ ethnic group – however, there were no reliable differences between ethnic groups
- White people (74%) were the most likely out of all ethnic groups to say they chatted to their neighbours at least once a month – people from the ‘other’ ethnic group (54%) were least likely

Benefits of a Diverse Community

Having diversity within communities has several positive outcomes:

- 1. Promotes Tolerance and Understanding** – Living in a diverse community encourages people to interact with others from different cultures and backgrounds. This exposure fosters tolerance, empathy and understanding among community members.
- 2. Enriches the Community** – Share experiences with people from diverse backgrounds enriches the community. Different perspectives, traditions and customs contribute to a vibrant and dynamic environment.
- 3. Economic Growth** – Diversity attracts more money to the local economy. The growth of various businesses, influenced by people from different backgrounds, contributes to economic prosperity.
- 4. Balanced Opinions and Views** – In diverse communities, people encounter a wider range of opinions and viewpoints. This diversity of thought leads to more balanced decision-making and problem-solving.
- 5. Reduces Fears Towards Differences** – Interacting with diverse individuals helps break down stereotypes and reduces fear of the unknown. It promotes a sense of unity and shared humanity.
- 6. Improves Cultural Appreciation** – Expose to different cultures enhances cultural appreciation, making community members more adaptable and open-minded.



Young People and Youth Services



In the short term, teens who attended youth clubs regularly were less likely to truant from school, less likely to drink alcohol, more likely to have good health, and more likely to want to go to university. There was also evidence that these positive changes persist over time



Understanding Society

In 2022, the Department for Culture, Media & Sport produced a policy paper – Youth Review: Summary Findings and Government Response. This paper highlighted the importance of youth provision to young people. Youth services and youth clubs provide an opportunity to meet people outside of school and engage with other young people from different backgrounds. This allows the formation of new friendships and socialising. Youth services allow young people to “be around friends in a safe space and be themselves”. Not only do these spaces feel like “a second family”, but they also provide the opportunity to speak to someone from outside the home and school environment. Moreover, young people highlighted that youth services provide the opportunity to volunteer and “give back” to their community.

Young people enjoy:

- Having something fun to do after school/in the holidays/on weekends
- Making new friends
- Learning new skills
- Having a place to go for young people outside of school
- Being able to meet people from different backgrounds and mix with different cultures
- Having a place where they can be themselves
- Being able to participate in lots of different activities
- Social interaction and coming together to create something

There are barriers to young people attending youth services and activities. Young people mentioned that the quality of provision was important, needing trained and passionate youth workers or volunteers to create an inclusive and welcoming environment, where young people felt supported and respected. Where this was absent young people tended to disengage.

Competing priorities were often an issue, with school work becoming the top priority, whereas other young people lost interest in youth activities. They either moved on to other activities, outgrew the existing provision, or found some activities, particularly in sports and performing arts, created a pressurised and competitive environment, making them unenjoyable. Young people also spoke about the loss of youth provision or increase in participation fees in their areas due to funding cuts.

Schools and youth organisations should work together to ensure that children and young people are aware of opportunities within their local area.

In Staffordshire, Staffordshire Council of Voluntary Youth Services (SCVYS) is funded by Staffordshire County Council to support voluntary and community sector youth organisations to be safe, strong and sustainable. SCVYS has over 200 voluntary and community organisations within its membership. All groups and organisations in SCVYS membership are required to have appropriate minimum operating standards in place to be accepted as members. By minimum standards means:

- Robust governance arrangements
- Policies and procedures to ensure the safety and well-being of the children, young people and families they work with
- Appropriate staff and volunteers have Disclosure and Barring Service (DBS) checks completed.

SCVYS maintains an activities map that shows the current range of organisations that are in membership of SCVYS.

In Stoke-on-Trent youth services are transforming. Details of services that support local communities, including youth services can be found in the Stoke Community Directory.

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Each year SCVYS produces an annual census that provides an overview of the health of the sector. The latest report (2023) showed

41,167

Children & Young People
accessed positive activity
or support during the
period

9,167

Active Volunteer roles
supporting activities and
provision within SCVYS
member groups

906

Under 18 Volunteer
roles supporting
SCVYS member
groups

248

Young People
achieved DofE
Awards

74%

Of SCVYS members
were confident about
the future of their
organisation as a whole

5,143

People have achieved
awards or completed
training within
SCVYS member groups

83%

Of members rated
SCVYS support at 8 or
above, with 10 being
excellent

889

Paid Roles supporting
activities and provision
within SCVYS member
groups

The Violence Reduction Alliance funded and SCVYS produced report into Young People's Perceptions of Violence in Staffordshire and Stoke-on-Trent recommended that:

- Local solutions should be co-produced with communities, including an ongoing relationship with and involvement of young people and targeted stakeholder engagement where this adds value.
- Promote and invest in more appropriate support services for young people across the most affected age cohorts which provide safe places to go, positive things to do, and trusted people to talk to whatever the presenting issue might be. E.g. mental health, anti-social behaviour, bullying, peer pressure, etc. Learning from previous work with young people and linking this recommendation to the Risk and Protective factors suggests that alongside ensuring commissioned support services are as good as they can be, work should also focus on key foundations such as building strong relationships between young people and at least one trusted adult, strengthening connections to their local community through activities of interest, encouraging them to contribute, etc. all of which are known to add a sense of value, validation and belonging

Community Safety Partnerships

Each district/borough in Staffordshire and Stoke-on-Trent as a city has a Community Safety Partnership. Community Safety Partnerships bring together local partners to develop and deliver strategies to tackle crime and disorder in their communities. Responsible authorities that make up a Community Safety Partnership are the Police, Fire and Rescue Authority, Local Authorities, Health Partners, and Probation Services.

There are over 300 Community Safety Partnerships (CSP) in England and Wales. Locally we have a CSP per local authority listed below with their main priorities, you can view more details on their websites linked below:

Staffordshire:

- Cannock Chase Community Partnership
 - Anti-Social Behaviour
 - Community Cohesion & Tackling Extremism
 - Domestic Abuse
 - Drugs & County Lines
 - Fraud
 - Serious Violence and Violence Against Women and Girls
 - Vulnerable Persons (inc. alcohol, drugs and mental health)
- East Staffordshire Community Safety Partnership
 - Anti-Social Behaviour
 - Community Cohesion & Tackling Extremism
 - Domestic Abuse
 - Drugs & County Lines
 - Serious Violence and Violence Against Women and Girls
 -
- Lichfield District Community Partnership
 - Anti-Social Behaviour
 - Community Cohesion & Tackling Extremism
 - Domestic Abuse
 - Drugs & County Lines
 - Serious Violence & Violence Against Women and Girls
 - Safeguarding Vulnerable Persons (inc. alcohol, drugs and mental health)

- The Newcastle Partnership
 - Anti-Social Behaviour
 - Community Cohesion & Tackling Extremism
 - Domestic Abuse
 - Drugs & County Lines
 - Fraud
 - Serious Violence & Violence Against Women and Girls
 - Safeguarding Vulnerable Persons (inc. alcohol, drugs and mental health)
- South Staffordshire Community Safety Partnership
 - Anti-Social Behaviour
 - Community Cohesion & Tackling Extremism
 - Domestic Abuse
 - Drugs & County Lines
 - Fraud
 - Serious Violence & Violence Against Women and Girls
 - Safeguarding Vulnerable Persons (inc. alcohol, drugs and mental health)
- Stafford Borough Community Wellbeing Partnership
 - Anti-Social Behaviour
 - Domestic Abuse and Stalking & Harassment
 - Community Cohesion & Tackling Extremism
 - Drugs & County Lines
 - Serious Violence & Violence Against Women and Girls
 - Vehicle Crime
 - Vulnerable Persons
- The Moorlands Together Safer and Stronger Communities Partnership has identified the following as the priorities for the Partnership Plan:
 - Anti-Social Behaviour
 - Domestic Abuse
 - Rural Crime
 - Vulnerable People (inc. alcohol and mental health)

- Tamworth Community Safety Partnership
 - Anti-Social Behaviour
 - Domestic Abuse and Stalking & Harassment
 - Community Cohesion and Tackling Extremism
 - Drugs & County Lines
 - Serious Violence & Violence Against Women and Girls
 - Vehicle Crime
 - Vulnerable Persons

Stoke-on-Trent:

The Stoke-on-Trent Community Safety Partnership has identified the following priorities for their strategy :

- Anti-Social Behaviour
- Community Cohesion and Tackling Extremism
- Domestic Abuse
- Drugs & County Lines
- Fraud
- Serious Violence & Violence Against Women and Girls
- Safeguarding Vulnerable Persons (inc. alcohol, drugs and mental health)

These priorities are informed by a Community Safety Strategic Assessment, as demonstrated here. This assessment provides evidence and intelligence to inform the strategic decision-making process for the local Community Safety Partnerships and helps to determine the priorities that require particular attention in their local area.

In Staffordshire and Stoke-on-Trent agreement has been reached that Community Safety Plans will be produced three yearly and refreshed annually in line with the strategic assessment.

These plans can provide local contexts to the issues occurring in the community your setting is located in and ensure that the PSHE curriculum is helping to respond to local issues as well as covering the statutory requirements. As stated in the current statutory guidance schools should tailor their local PSHE programme to reflect the needs of their pupils in section 115.

Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections)

Things That Might Affect a Community

Anti-Social Behaviour

One of the main issues that affects a geographical community is anti-social behaviour (ASB).

The government defines anti-social behaviour as:

- Conduct that has caused, or is likely to cause, harassment, alarm or distress to any person;
- Conduct capable of causing nuisance or annoyance to a person in relation to that person's occupation of residential premises, or;
- Conduct capable of causing housing-related nuisance or annoyance to any person.



It is important to recognise that anti-social behaviours can be displayed and experienced by all-ages and types of people.

There are three main types of anti-social behaviours:

- Personal - incidents that deliberately target an individual or group of people.
- Nuisance - incidents that affect the community rather than individuals.
- Environment - incidents where individuals or groups impact their wider surroundings.

Our ASB & PSHE pack contains more information to help develop the knowledge of professionals.

In Stoke-on-Trent and Staffordshire, Harmony ASB provides support services to those who have been affected by anti-social behaviour.

The service offer support both emotional and practical, and also provide advocacy and mediation, where appropriate.



Staffordshire and Stoke-on-Trent have been identified as a pilot area for the Government's Anti-Social Behaviour Action Plan. This means more funding has been provided to increase police presence alongside other uniformed authority figures, such as wardens, in problem areas for anti-social behaviour, including public transport, high streets or parks.



The summer Space programme, relaunched in 2015, to bring together public, voluntary and private sector organisations to provide activities for vulnerable young people to help increase their skills, improve their health and wellbeing and create opportunities, while also aiming to reduce levels of ASB. Since being relaunched, Space has seen a 75% reduction in youth ASB during the summer period.

The most commonly reported types of anti-social behaviour are:

- Rowdy and inconsiderate behaviour
- Environmental e.g. littering and graffiti
- Neighbour disputes

ASB RATES BETWEEN APRIL 2017 AND AUGUST 2021 WERE 42.5 PER 1,000 RESIDENTS PAN-STAFFORDSHIRE COMPARED TO 30.8 FOR THE WEST MIDLANDS REGION AND 34.2 FOR ENGLAND AND WALES

14

% of police demand was accounted to ASB

(ONS)

44

% of residents considers ASB a local issue.

The Pan-Staffordshire PSHE Education Service has also created resources with Harmony ASB for use in the classroom throughout the different key stages, each session builds on knowledge acquired in the previous one(s).

Primary 5-11 years



Communities



By the end of the session participants will be able to:

1. Describe what makes a community
2. Identify communities they are a part of
3. Identify factors that affect community safety
4. Describe where to go for help and support



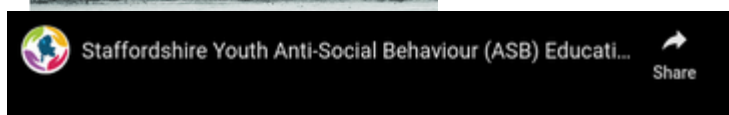
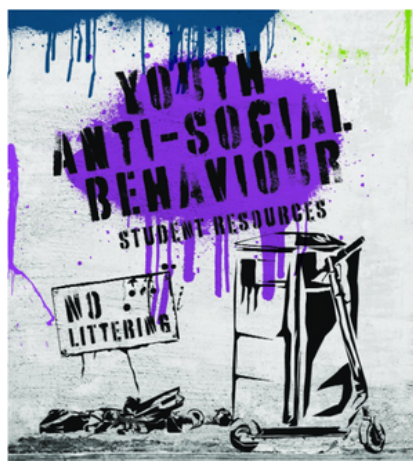
Anti-Social Behaviour



By the end of the session participants will be able to:

1. Describe what is anti-social behaviour
2. Identify possible victims of anti-social behaviours
3. Explore the potential impacts on people who experience anti-social behaviour
4. Explore the possible reasons people display anti-social behaviour
5. List people and organisations who can provide support

Secondary 11-18 years



By the end of the session participants will be able to:

1. Identify different forms of ASB
2. Describe the impact that this behaviour could have on individuals who display ASB and those who experience it
3. Recognise the possible impact of ASB on local communities
4. Recognise the financial, legal and social implications of ASB
5. Recognise the impact of peer influence and develop strategies for managing this
6. Develop strategies to avoid and challenge ASB

By the end of the session participants will be able to:

1. Define what is meant by the term pro-social behaviour
2. Describe the impact of being pro-social on themselves, other people and their local community
3. Create a project plan that would have a positive impact on their local community
4. List where to go if they have concerns about behaviours in their local community



Pro-Social Behaviour



According to Shelter there are at least 271,000 people recorded as homeless in England, including 123,000 children.

Shelter's detailed analysis of official homelessness figures and responses to a Freedom of Information request shows that one in 208 people in England are without a home. Of these, 2,400 people are sleeping rough on any given night, 15,000 people are in hostels or supported accommodation and nearly 250,000 are living in temporary accommodation – most of whom are families.

The impact of homelessness extends beyond individual lives and affects entire communities.

- **Interconnected Lives** – Homelessness is not an isolated issue. Those experiencing homelessness are not just anonymous figures, they are someone's child, sibling, neighbours, friend or co-worker.
- **Pressure of Support Services** – Homelessness places pressure on essential services. For instance housing people in expensive and unsuitable temporary accommodations this strains resources and impacts on the overall community.
- **Employment Challenges** – Maintaining employment becomes significantly harder for those experiencing or at risk of homelessness. Rising energy bills, lack of affordable housing, insecure work, and eviction notices create immense strain. Without a safe, decent home, everyday activities like eating, commuting, and personal hygiene become more difficult, affecting physical and mental health. Stigma and discrimination also prevent disclosure of homelessness to employers, hindering access to necessary support
- **Relationship Strain** – Homelessness affects relationships with friends and family. Difficulty maintaining connections is common among those seeking support. Isolation increases the likelihood of substance abuse and mental health issues.

A person may be considered homeless legally if the place they are live at is unsafe, unsuitable or they have no legal right to be there. A person can legally be homeless if they are staying with friends or another family for a while. A person does not have to be sleeping rough to be homeless.

If a person is under 16 and having serious problems at home they should contact Children's Services within their Local Authority (number under useful contacts). They will try and help to sort things out to enable the young person to stay at home. If living at home is too dangerous or impossible they can:

- arrange for the person to live with another family member or adult e.g. a friend's parent
- find emergency accommodation
- look at other options including living with a foster family

If the young person is aged 16-17 years and homeless they will usually be provided with accommodation by Children's Services and supported as a "child in need".

This is someone who is under 18 and:

- is living with a violent person
- does not have money for food
- does not have anywhere to live
- has problems that affect their health or education (e.g. disabled)
- their home is uninhabitable e.g. there has been a flood or fire

This video shows the breadth of reasons that young people may become homeless how their homelessness was hidden and the support they received.



This seven-minute video contains a poem that sums up the reality of homelessness and also how communities can help those who are homeless by not ignoring the issue of homeless.



PSHE should challenge stereotypes and to ensure children and young people consider the meaning of homelessness, the reasons people become homeless and ensure they know how to access help and support.



This is not the only type of homelessness.

Hate Crime

Hate crime and non-crime hate incidents are something that can affect communities with a common identity. The law recognises five types of hate crime on the basis of:



Race



Religion



Disability



Sexual Orientation



Transgender Identity

A hate crime is defined as:

“ ANY CRIMINAL OFFENCE WHICH IS PERCEIVED BY THE VICTIM OR ANY OTHER PERSON, TO BE MOTIVATED BY HOSTILITY OR PREJUDICE BASED ON A PERSON’S RACE OR PERCEIVED RACE; RELIGION OR PERCEIVED RELIGION; SEXUAL ORIENTATION OR PERCEIVED SEXUAL ORIENTATION; DISABILITY OR PERCEIVED DISABILITY AND ANY CRIME MOTIVATED BY HOSTILITY OR PREJUDICE AGAINST A PERSON WHO IS TRANSGENDER OR PERCEIVED TO BE TRANSGENDER ”

A non-crime hate incident is:

“ ANY INCIDENT WHICH THE VICTIM, OR ANYONE ELSE, THINKS IS BASED ON SOMEONE’S PREJUDICE TOWARDS THEM BECAUSE OF THEIR RACE, RELIGION, SEXUAL ORIENTATION, DISABILITY OR BECAUSE THEY ARE TRANSGENDER ”

Evidence of the hate element is not a requirement. A person does not need to perceive the incident to be hate related personally. It would be enough if another person, a witness or even a police officer thought that the incident was hate related.

Any crime against a person or community can be a hate crime, however, the main types are:

- **Physical Assault** – Physical assault of any kind is an offence. If you've been a victim of physical assault you should report it. Depending on the level of the violence used, a perpetrator may be charged with common assault, actual bodily harm or grievous bodily harm.
- **Verbal Abuse** – This can include threats and name-calling. People must be informed that there are laws in place to protect them from verbal abuse.
- **Incitement to Hatred** – This occurs when someone acts in a way that is threatening and intended to stir up hatred. That could be words, pictures, videos, music and includes information posted on websites.

Hate content may include:

- messages calling for violence against a specific person or group
- web pages that show pictures, videos or descriptions of violence against anyone due to their perceived differences
- graffiti
- chat forums where people ask other people to commit hate crimes against a specific person or group.

People who have experienced a hate crime or a non-hate crime incident should be encouraged to report it to the police to enable them to investigate, take appropriate action and stop further incidents occurring.

In Staffordshire people who have been affected by hate crimes or non-crime hate incidents can access information and support from Uniting Staffordshire Against Hate (USAH). This is a free and confidential service, and people do not have to have reported their experience to the police in order to access support, or can USAH can support them to report to the police.



883

The number Hate crime victims referred to USAH (2022 figures)

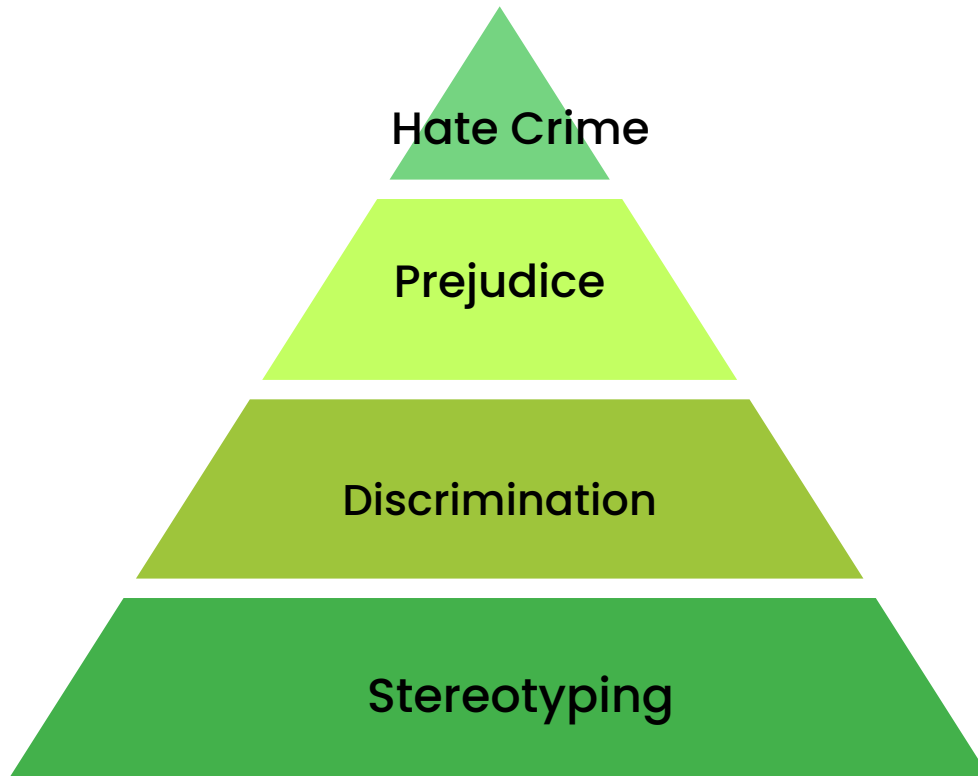
226

The number of Hate Crime victims that received support from the Specialist Hate Crime Victim Care Coordinators (2022 figures)

68%

The percentage of Hate Crime victims we supported where the crime was race related (2022 figures)

The chart below shows the links between stereotyping, discrimination, prejudice and hate crime and how early intervention in challenging stereotypes can stop them becoming involved in hate crime and incidents.



A **stereotype** is an idea or assumption about a group of people. Stereotypes are not based on fact. Instead, stereotypes are based on opinions or feelings. Stereotypes can lead to prejudice and discrimination.

Stereotypes are often negative and assume everyone in a certain group is the same or acts the same way. All groups are made up of people who have different personalities, strengths and weaknesses. Stereotypes can be harmful as they can lead to prejudice and implicit bias.

Discrimination is when someone is treated differently, unfairly or worse because of a particular characteristic. It is against the law to discriminate against people.

Prejudice comes from the words "to judge before". Prejudice is having a biased or unfair opinion about a group of people which isn't based on fact.

It is important that children and young people are taught that stereotyping, discrimination, prejudice and hate crimes are never acceptable and it is never their fault if they experience other people acting this way towards them.

Point One in the Pan-Staffordshire PSHE Education Service's Local Quality Framework reminds us of the importance of tackling this within PSHE.

“

BE DELIVERED IN A SAFE LEARNING ENVIRONMENT BASED ON THE PRINCIPLES THAT PREJUDICE, DISCRIMINATION AND BULLYING ARE WRONG AND UNACCEPTABLE.

”

Here are some tips from Childline on what people can do if they experience any of these types of behaviours.

1. Tell someone what's happening. This could be your teacher or your manager at work. They can help to make changes or support you.
2. Follow policies or guidelines. Your school or employer have a duty to protect you from discrimination. Find out about their discrimination policy so that you can report what's happened.
3. Keep a record. Messages, videos or a diary of what's been happening can help when telling an adult or be used as evidence.
4. Keep telling. You may have to speak out more than once about what's happening. It's okay to tell someone else if you don't feel it's being taken seriously.
5. Tell the police. If you feel threatened or a crime has been committed you can speak to the police on 999 in an emergency or 101 at other times.
6. Get advice. You can get advice by contacting the Equality Advisory Support Service.

The Pan-Staffordshire PSHE Education Service has also created resources with USAH for use in the classroom throughout the different key stages, each session builds on knowledge acquired in the previous one(s). These can be found in the Resource Library under Similarities and Differences (inc. Hate Crime).

Primary 5-11 years

By the end of the session participants will be able to:

1. Name different feelings people can experience
2. Recognise ways in which we are all unique
3. List what is kind and unkind behaviour and describe how this can affect others
4. Describe how people may feel if they experience hurtful behaviours or bullying
5. Identify who they can go to for help and support



Similarities & Differences



By the end of the session participants will be able to:

1. Describe what contributes to who we are and our personal identity e.g ethnicity, family, gender, faith, culture, hobbies, likes/dislikes
2. Recognise prejudice e.g. behaviours and actions which discriminate against others
3. Define discrimination and create strategies to respond to and challenge it
4. Identify who they can go to for help and support



Prejudice



Secondary 11-18 years

By the end of the session participants will be able to:

1. Describe the similarities, differences and diversity amongst people of different race, culture, ability, sex, gender identity, age and sexual orientation
2. Recognise the impact of stereotyping, prejudice and discrimination on individuals, communities and society
3. Define what is meant by the term "hate crime" and how stereotypes, prejudice and discrimination link to this
4. Identify who they can go to for help and support



Hate Crime



By the end of the session participants will be able to:

1. Describe the legal rights, responsibilities and protections given by the Equality Act (2010) and the link to Hate Crime
2. Recognise the impact Hate Crime can have on individuals and communities
3. Identify the importance of reporting Hate Crime
4. Create a pledge to equality
5. List how USAH support people who experience Hate Crime



Hate Crime





Changing our
Communities



By the end of the session participants will be able to:

1. Describe the legal rights, responsibilities and protections given by the Equality Act (2010) and the link to Hate Crime
2. Recognise the impact Hate Crime can have on individuals and communities
3. Identify the importance of reporting Hate Crime
4. Create a pledge to equality
5. List how USAH support people who experience Hate Crime

Youth Engagement

Article 12 of the UN Convention on the Rights of the Child:

“Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.”

Vision for a ChildFair State (2023) produced by a peer research group of young leaders supported by Children England highlights that many young people value community cohesion and a sense of local belonging very highly, many felt it was lacking where they lived. They also felt excluded from decision-making in their communities, even whilst they mostly felt part of the social life of the area.

Within the Youth Review: Summary Findings and Government Response it stated that young people showed enthusiasm for being involved in decision-making and being proactive members of society.

Youth engagement is essential to decision-making.

In Staffordshire, SCVYS carries out Youth Engagement activities on behalf of the Local Authority and other partners. In Stoke-on-Trent, this is done within the city council.

There are three distinct ways in which both the city and council engage with young people regularly.

Make Your Mark

This is the UK's largest youth consultation, powered by the National Youth Agency and supported by the Department for Digital, Culture, Media & Sport. Make Your Mark provides young people with a unique opportunity to let decision-makers know the issues they're most affected by and the results form the basis of the campaigns of the UK Youth Parliament.

Youth Council/Youth Union

In Stoke-on-Trent, as part of the Youth Participation Strategy, the local authority has a city-wide Youth Council made up of 34 young people, aged 11-16 years, representing schools, youth organisations, and children in care. The group meets at least four times a year to discuss issues important to young people and the wider community.

In Staffordshire, SCVYS hosts the Staffordshire Youth Union, a non-partisan youth council creating a platform for young people to be heard and speak up for the county; empowering youth social action. The Youth Union is made up of up to 40 young people aged between 11 - 21 years, who live in, or attend education or a youth group in Staffordshire. Each member has been elected by their peers.

UK Youth Parliament

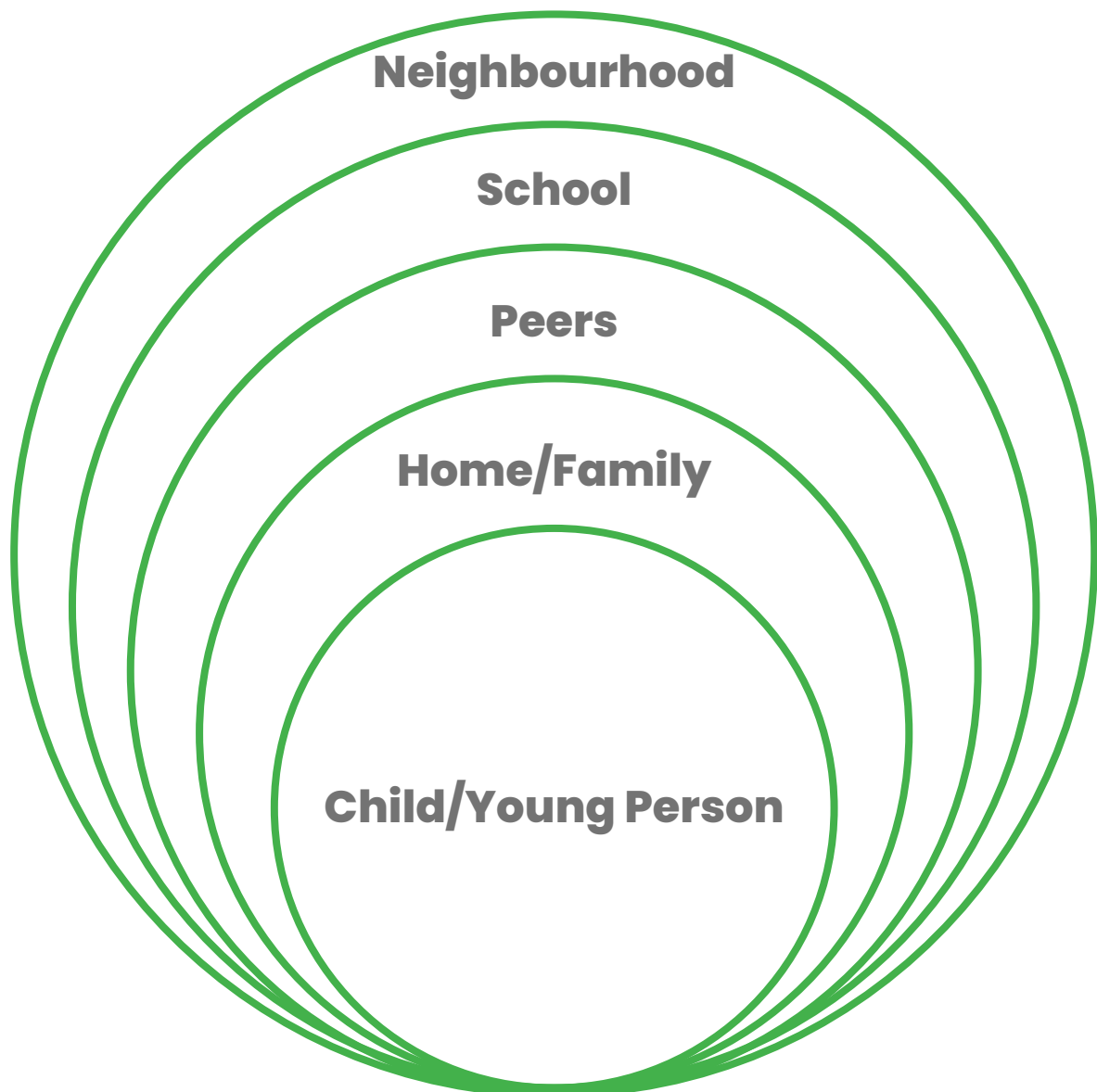
From the Youth Council in Stoke-on-Trent and the Youth Union in Staffordshire members are elected to represent their local area in the UK Youth Parliament. Members of Youth Parliament (MYPs) work with their MPS, decision-makers, councillors and local youth groups. The 2022-2024 UK Youth Parliament Manifesto makes reference to PSHE education and what young people would like to see covered within the curriculum.

Contextual Safeguarding⁴⁸

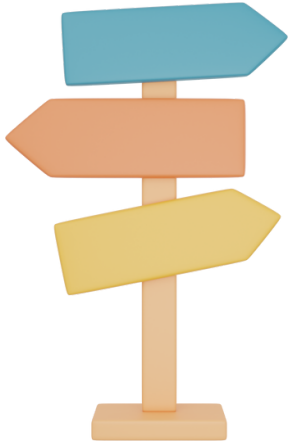
Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



Signposting Information:



It is important to signpost children and young people to relevant local and national organisations who can provide further advice and support.

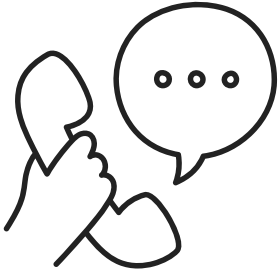
Harmony ASB - for support around Anti-Social Behaviours

Uniting Staffordshire Against Hate (USAH) - for support around Hate Crime

Activities for Young People (Staffordshire)

New Era - for support around Domestic Abuse

Useful Contacts:



If you would like more information or support about communities please contact:

Early Help Staffordshire

Early Help Stoke-on-Trent

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service – 0300 111 8007

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

Out of Hours – 0345 604 2886 / 07815 492613

Stoke:

CHAD – 01782 235 100

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

Out of Hours – 01782 234 234

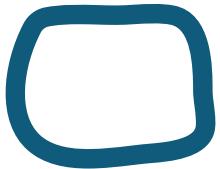
Further Reading:



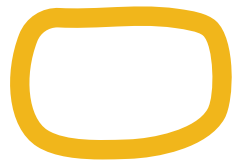
Psychology Today - The Importance of Community



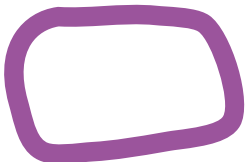
Youth Review: Summary Findings and Government Response



Stoke-on-Trent Youth Participation Strategy 2021-2025



Staffordshire Council of Voluntary Youth Services - Publications



The Effects of Community on Young People

VERSION CONTROL

52

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June 2024	Pack first published	Ellie Chesterton Natalie McGrath

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PSHE
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STOKE-ON-TRENT
STAFFORDSHIRE

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SCVYS
STAFFORDSHIRE COUNCIL OF VOLUNTARY YOUTH SERVICES

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