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MEETING RECORDINGS:

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

- [PSHE Leads Meetings](#)
 - [Summer 2- JCB Academy, Peerscroller and being strength-based.](#)

This year we have also been joined by [Sexual Health](#), [NSPCC](#), [NewsWise](#) and discussed [PSHE Pedagogy](#), [Right to Withdraw](#), and [what you want from the service](#).

- [Bitesize Practice Development Webinars](#)

2025-2026 DATES FOR YOUR DIARIES

PSHE Leads Network Meetings:

- [8th October 2025 4-5 pm](#)
- [26th November 2025 4-5 pm](#)
- [22nd January 2026 4-5 pm](#)
- [24th March 2026 4-5 pm](#)
- [6th May 2026 4-5 pm](#)
- [30th June 2026 4-5 pm](#)

Reserve your space via our [Eventbrite page](#), and an MS Teams invite will then be sent to you via email.

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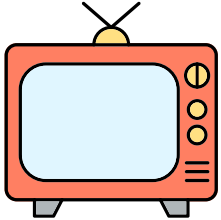
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ellie@staffscvys.org.uk

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.

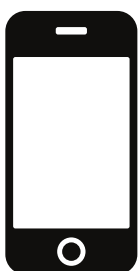


- The Women's Euro 2025 tournament kicked off earlier this week in Switzerland. This [video was created](#) for the France Women's National Football Team in 2023 to challenge people's perception of women's football. Great to show and discuss in tutor time or PSHE lessons.

- MPs voted to [decriminalise abortion](#) for women in England and Wales. The vote is the biggest change to abortion laws for nearly 60 years. The law will still penalise anyone who assists a woman, including medical professionals, in getting an abortion outside the current legal framework. The amendment still needs to complete its legislative journey through both the House of Commons and the Lords before it can become law.
- Two Met Police officers have been found guilty of gross misconduct for their role in the strip search of a black teenage female at her school in 2020. The treatment of Child Q, as she was known in the case, was found to have been "disproportionate, inappropriate and unnecessary"
- Festival season presents an opportunity to bring real-life experiences into PSHE through discussions around key themes such as; Celebrating Diversity, Staying Safe (hydration, sun protection, and looking after friends in crowded spaces), Substances, Planning & Budgeting (buying tickets, managing food and travel). This year's Glastonbury festival has garnered widespread media attention, with artists using their platform to speak out about global issues, most notably the ongoing conflict in Israel and Palestine. PSHE provides an opportunity for young people to explore freedom of expression, media literacy, critical thinking and respectful debate skills.
- The trial of Sean Combs (P Diddy) has reached a verdict. He has been found not guilty of racketeering and sex trafficking and found guilty of transportation to engage in prostitution.



- The 'Bop House' refers to a group of content creators on Instagram and TikTok who have primarily gained notoriety through their OnlyFans platforms. The term 'Bop' is used as an acronym that stands for 'baddie on point,' a term which refers to someone who uses their body or sexuality for material gain. Concerns are that, while 'Bop House' content on social media might be PG, it could funnel underage audiences to OnlyFans, where they may encounter more explicit material.
- The [government announced plans](#) to make pornography depicting any act of strangulation illegal.
- It has been shared in a local Prevent network that websites ending in ".onion" can be an identifier of someone accessing the dark web.



UPDATE FROM ELLIE



THANK YOU

As we count down to the final weeks of the 2024-2026 academic year, we wanted to take the opportunity to thank you. Thank you for reading the PSHE Digest, for signing up to the Resource Library, for attending the PSHE Leads Network Meetings, coming to our conference or training events (either run by ourselves, or that we've promoted in the PSHE Digest or on our website), and/or for contacting us for support, advice and guidance and for accessing funded opportunities that support your PSHE curriculum. We are absolutely here to support, in the best way possible for you and your setting.

You can see an overview of the training we have delivered this academic year and the feedback we've had. If you would like to talk about training, please contact us.

Thank you for being committed to developing and delivering consistent, age-appropriate PSHE education to your children and young people.

We hope you have a relaxing, refreshing and recharging summer holiday. We are still working during the break, planning our priorities for the 2025-2026 academic year and creating new resources. If you want to get in touch, please do.

PSHE LEADS DETAILS

We appreciate that a number of you will be moving on in the summer, and we want to say a massive thank you for your support, enthusiasm and commitment to developing and delivering quality, age-appropriate and consistent PSHE. To ensure that we can continue to provide support, advice and guidance to the most relevant person in your setting if you are leaving, or will no longer be the PSHE Lead, please can you ensure that you let us know so that they can receive September's PSHE Digest and updates on the Statutory RSHE guidance. This can be done by either emailing ellie@staffscvys.org.uk or by completing this short MS Form.

IMPORTANT

DFE UPDATE

On 1st July, the Department for Education communicated that they will publish Keeping Children Safe in Education (KCSIE) 2025 (for information version) next month. This version will come into force on 1 September 2025, by which time they expect it to include links to revised guidance on Relationships, Sex, and Health Education and revised guidance on gender questioning children.

Whilst there are only technical changes to KCSIE 2025, future iterations will reflect the progress into legislation of the Children's Wellbeing and Schools Bill, the emerging further learnings from the work of the recent Casey Audit and subsequent inquiries, the Violence Against Women and Girls strategy and the interactions between these advances.

Alongside our colleagues in Education Safeguarding, we will support you through these changes as part of our strong belief that PSHE education is an essential component in keeping children safe and supporting them to seek help when necessary.

SPOTLIGHT ON BEST PRACTICE



RETHINKING PSHE: EMPOWERING YOUNG PEOPLE TO THRIVE THROUGH A STRENGTHS-BASED APPROACH

PSHE is too often positioned as the “fix” to complex issues like knife crime, mental health issues, or substance misuse. And while these are undeniably serious concerns, over-focusing on rare or extreme behaviours (like knife carrying - reported by only 2% of 13–17-year-olds nationally, or less than one student per classroom) can unintentionally send the wrong message. It risks normalising the very behaviours we’re trying to prevent.

Instead, PSHE should be the launchpad for children and young people to grow, thrive, and shape positive futures. That means guiding them to:

- Think critically about risk
- Explore behaviours safely
- Build the confidence and skills to make informed, values-led choices

Crucially, we don’t always have to teach the “problem” head-on. For example, rather than listing red flags in relationships, we can focus on what a respectful and loving partnership looks and feels like. This strengths-focused approach not only resonates more deeply, it also works. Research shows that supporting young people to take safe risks and explore their world in measured ways leads to better outcomes.

Suggestions to Enrich Your PSHE Approach:

- **Flip the Script:** Focus on desired behaviours - what would you love to see more of? Think from the perspective of children and young people, their parents/carers, staff, and your wider community.
- **Lead with Positivity:** Ditch the “Don’t do that” narrative. Use encouraging language and a mitigation mindset that empowers exploration within safe boundaries.
- **Spot the Strengths:** Start from what learners can already do. Build confidence by recognising and amplifying those assets.
- **Be Trauma-Informed:** Create warm, respectful, and psychologically safe spaces. Avoid shock tactics—compassion and kindness are far more effective.
- **Stick to the Facts:** Use accurate, up-to-date, and data-led insights to challenge harmful stereotypes and correct misconceptions about “what’s normal.” (The [PSHE Digest](#), [PSHE packs](#) and our [PSHE Lead network meetings](#) are great sources for this!)
- **Make it Matter:** Content should feel relevant. If it doesn’t speak to students’ lived experiences, it simply won’t land.
- **Listen Deeply:** Tune in to what pupils are really saying they need - then adapt.
- **Root it in Values:** Let your school’s ethos shape both the teaching and the tone of PSHE.
- **Bridge the Digital Divide:** Today’s young people live fluidly between online and offline worlds - your PSHE delivery should, too.

For tailored support on embedding these principles in your setting, don’t hesitate to reach out. Let’s reimagine PSHE as a subject not just for problem-solving—but for possibility-building.

UPDATE FROM NATIONAL PARTNERS

CHILD EXPLOITATION

The government has released the National Audit on Group-Based Child Sexual Exploitation and Abuse (CSEA), led by Baroness Louise Casey. Commissioned in early 2025, the audit examines the scale, nature, and systemic response to group-based CSEA, often referred to as "grooming gangs".

Key findings are:

- Victims were often mislabelled as 'difficult' rather than vulnerable, leading to missed opportunities for protection.
- Professionals sometimes avoided action for fear of being seen as controversial, especially around issues of ethnicity.
- The audit highlights failures in data collection, particularly around the ethnicity and nationality of perpetrators, which have hindered understanding and prevention.

There have been a number of responses to the audit, including:

- Nazir Afzal, former Chief Prosecutor in the Rochdale case, criticised the culture of inaction and the failure to see victims as children in need of protection in The Observer.
- Survivors, interviewed by Newsnight, expressed frustration at the lack of justice and accountability.
- The government accepted all 12 recommendations, including:
 - Changing the law so that any adult who penetrates a child under 16 is automatically charged with rape.
 - Launching a national police operation and an independent inquiry into group-based CSEA.
 - Reviewing and expunging the criminal records of victims wrongly prosecuted.
 - Mandating the collection of ethnicity and nationality data in all CSEA cases

NEW LAW

The Government have announced a new offence of forcing people to hide objects in their bodies (called coerced internal concealment -CIC), which is covered in this article by Metro News. The NHS has produced a guide to CIC for their staff. The NHS has produced a guide to CIC for their staff.

NEW GUIDE FOR PROFESSIONALS

The Children's Society has developed a guide to help professionals spot the signs a child may be exploited and resources to support the #LookCloser campaign, an award-winning campaign with the British Transport Police and National County Lines Coordination Centre.

LOCAL SERVICES

If you are concerned that a child or young person is vulnerable or at risk of being exploited you must complete a screening tool form to help your judgement in determining the support required. You can find the form and the local offer from the Local Authority and Catch22 on the Safeguarding Children Partnership website.

PLAY MATTERS

The majority of UK parents believe their own childhood was safer (63%), easier (54%), and more enjoyable (55%) than their children's today. An [NSPCC-commissioned YouGov survey](#) found 59% of parents want their children to play more in person.

Top barriers to in-person play include safety concerns, easy access to online entertainment, and the cost-of-living crisis.

The Play Matters Centre of Excellence Award is launching soon—recognising early years settings that champion high-quality, play-based learning. Interested settings can apply via the [Early Years Review website](#).

TRANSITION NURSERY – RECEPTION

The Education Endowment Foundation (EEF) has shared how some personal, social and emotional development (PSED) approaches can support smooth transitions, helping children navigate changes and feel more supported.

The EEF has gathered evidence-informed approaches into a handy, downloadable poster - perfect for quick reference and easy adaptation for your setting. The EEF has also introduced a new theme ; promoting safe-care.

You can download the poster and look at their other early years resources to support smooth transitions, including their personal development tool [on their website](#).

WAR AND CONFLICT

There is so much news about conflict at the moment that we wanted to share with you details of some new resources from NHS Grampian that support children, young people with Autism Spectrum Condition (ASC) and their parents and carers to help with talking about war and conflict.

- [Resource Pack for Under 12 years](#)
- [Resource Pack for 13+](#)
- [Resource Pack for parents](#)

Picture News has produced a [special resource](#), for Upper Key Stage 2 and secondary aged pupils to support discussions around the current unrest between the US and regions of the Middle East, media literacy, and how the news is shared online.

These can work alongside the resources shared in the [special edition PSHE Digest](#) (please note that the commissioned provider in Staffordshire is now [Stay Well](#) and not Action for Children. This is now the same provider as Stoke-on-Trent.) If your setting is supported by a Mental Health Support Team, these should be your first point of contact.

CONSENT

Dr Sophie King-Hill has published an article for the Centre for Policy Research on Men and Boys entitled "[The silence around the rights of boys to say "no": The missing conversation on consent.](#)". This is an important read for anyone delivering sessions on Consent, and is supported by the, previously shared, guidance for educators [Teenage Boys and Sexual Consent](#) by Dr Emily Setty.

YOUTH VIOLENCE

The Youth Endowment Fund has launched the Education Practice Insight Creator (EPIC), a free digital self-assessment tool. The tool, takes less than 40 minutes to complete and is designed to help education leaders understand how well current practice aligns with the evidence on preventing children and young people's involvement in violence.

The digital tool includes a section on developing children's social and emotional skills as the evidence demonstrates that effective social and emotional skills can protect children and young people from violence. There is also a section on cautiously consider unproven strategies and avoid harmful approaches. If any education setting would like support, advice and guidance on implementing evidence-based strategies via your PSHE curriculum please do not hesitate to contact the PSHE Education Service.

PORNOGRAPHY

The Children's Commissioner has raised concerns about children's exposure to pornography and harmful online content. She called for:

- Better RSHE to help children understand online risks
- Parental conversations about what children see online
- Safer platforms designed by tech companies

New research from the British Board of Film Classification (BBFC) shows 1 in 3 UK adult porn users saw violent or abusive content in the past 3 months. Over half were concerned, with 62% saying violence is normalised in online porn. 80% support laws to ban violent content online, similar to offline rules. The government plans to criminalise porn depicting strangulation.

HSB REPORT & RESEARCH OP

The Lucy Faithfull Foundation have published the findings from their Everyone's Safer project - after 3 years of working closely with schools to understand and prevent harmful sexual behaviours (HSB) with 5 key recommendations for every school:

- Support safeguarding leads - more time, training, support and resources to manage HSB
- Take a whole-school approach - include parents, SLT. Policymakers need to invest in staff training, and protect curriculum space for RSE
- More to restorative practice - Move the focus from the negative to positive, shift our attention from what young people should avoid, towards what they could become
- Promote positive masculinities - Emphasise traits associated with masculinity (strength, confidence, leadership) can be a positive force when aligned with empathy and respect
- Strengthen RSE and Student Voice - Prioritise regular timetabled time, provide space for teachers to update and adapt lessons

MPFT are researching the factors that influence Professional decision-making in cases involving young people with HSB. For more details or to get involved, please see the flyer.

JOIN NOW



INCEL REPORT

Swansea University have published an independent report titled "Predicting harm among Incels (involuntary celibates): the role of mental health, ideological belief and social networking (accessible)" which highlights that:

- A new report highlights key risks linked to the online "incel" (involuntary celibate) community:
- 1 in 5 reported daily suicidal thoughts; mental health issues were widespread.
- Mental health was a stronger predictor of harmful attitudes than ideology or online activity.
- 1/3 showed signs of neurodiversity, suggesting a need for tailored support.
- Most engaged via anonymous forums, which can reinforce misogynistic views.
- A small minority (5%) felt violence was "often" justified.
- UK incels were less exposed to radical content than US counterparts, but early intervention is key.

SUBSTANCES

A recent NASUWT survey of nearly 4,000 teachers found that nearly 1 in 5 are aware of students using cannabis in school, contributing to disruptive behaviour. Teachers also reported student use of nicotine pouches ("snus") (13%), spice (9%), alcohol (7%), and other drugs like cocaine and ketamine (5%). Similar numbers noted gambling and nitrous oxide use.

Outside school, substance use awareness was even higher: 57% for cannabis, 55% for alcohol, 30% for nicotine, 25% for nitrous oxide, and 16% for other drugs. Nearly 75% of teachers said students consume energy drinks at school.

A study of 15-16 years old across 37 European countries (not the UK) reveals encouraging trends in their substance use, alongside emerging concerns:

Positive Trends

- Alcohol and Cigarettes: Lifetime alcohol use dropped from 88% (1995) to 74% (2024); cigarette use halved from 68% to 32%.
- Cannabis: Use has declined to its lowest since 1995, with only 5% reporting recent use.

Emerging Concerns

- E-Cigarettes: Use is rising, with 22% of teens currently vaping. Girls report higher lifetime use than boys.
- Pharmaceutical Misuse: 14% report non-medical use, mainly tranquillisers and painkillers.
- Online Gambling: Rates have nearly doubled since 2019, especially among girls.
- Gaming & Social Media: 80% of teens game regularly; 47% report problematic social media use. A JAMA study of 4,000 US teens found nearly 1 in 3 showed signs of screen addiction, linked to emotional struggles and suicidal thoughts.

These reports highlight the importance of adapting PSHE education to address both traditional substance use and newer behavioural risks, ensuring that PSHE education is meeting the needs of children and young people.

ONLINE SAFETY

Ofcom's Children & Parents: Media Use and Attitudes 2025 report reveals key digital trends among UK children (ages 3-17):

- 37% of 3-5 years old use social media; 1 in 5 do so independently
- Children and young people aged 4-15 years now watch just 3 hours 20 minutes of broadcast TV weekly
- Livestreaming is growing with 66% of 3-17 years watching livestreams; 21% of teenagers stream themselves
- 48% use video platforms for learning, this is an increase from 42%
- Girls and children with additional needs face more risk. This is reinforced by NSPCC data which shows major platforms are failing to protect girls.
- 1 in 5 teenagers follow online fitness content, this is a rising trend
- 50% of 8-17 years old have used AI tools, this is mostly for learning
- Only 30% of parents and carers believe that the benefits of social media outweigh the risks.

These findings highlight the importance of :

- Ensuring that EYFS and KS1 PSHE education includes age-appropriate digital literacy.
- Support children and young people in evaluating online content, especially around AI, influencers, and misinformation.
- Address online harms, body image and digital boundaries (particularly for girls and vulnerable groups).

Internet Matters has published new data on how children report online harm. published a data briefing which found:

- 71% of children experienced harm online, but only 36% reported it. They are more likely to report it if the harm affects them or someone close
- Vulnerable children are more likely to experience and report harm
- Girls more often reported upsetting content; boys illegal content
- Most know how to report or block, but many are unsure what happens next

The report recommended:

- Platforms should publish reporting data
- Media literacy should be embedded in the curriculum
- Children should help shape Ofcom's reporting processes to ensure they are clear and accessible

The rise of AI brings benefits but also serious risks, including the creation of AI-generated child sexual abuse material (AI-CSAM). CEOP and the Internet Watch Foundation have released a guide for professionals working with children, along with a social media pack to help raise awareness.

Ofsted has shared how it will consider AI's impact on teaching and learning during inspections, though it won't assess AI use directly and says more evidence is needed to define effective practice.

Safeguarding in Schools has collated all current government's AI guidance into one place.

PHYSICAL ACTIVITY

Research suggests that schools are becoming increasingly static places, with physical activity not just less prominent because of PE time being cut, but also because the lengths of break times have been shortened and lessons have become more sedentary. Physical activity has important benefits in terms of health, wellbeing and physical development. The Education Endowment Foundation's (EEF) toolkit highlights that there is a small positive impact on physical activity on academic attainment (+2 months). The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved.

According to the World Health Organisation's guidelines, five- to 17-year-olds should accumulate at least 60 minutes of moderate-to-vigorous exercise every day. This includes any pursuit that raises their heart rate, breathing and body temperature - such as brisk walking, cycling, swimming or dancing. According to these criteria, the vast majority of young people across the world - around 80 per cent - fail to make the grade.

Using physically active learning within the classroom improves not only children and young people's physical activity, but also resulted in better memory and understanding of the lesson's concept - if you are teaching road safety, how about providing an opportunity for children to put their skills into practice by walking to their local shops, and maybe counting the number of smoking/vaping pieces of rubbish they see on their journey.

Last month the Prime Minister announced new School School Partnerships and a new Enrichment Framework for schools to ensure that all young people have equal access to high-quality sport and extracurricular activity. The framework will include a clear focus on equal access and 2 hours per week of physical education. Each school's offering will be publicly available via the government's School Profiles tool, that is expected to be piloted in the 2025-2026 academic year.

Please remember that PSHE Leads also have an important say in terms of how Primary PE and Sports Premium money can be allocated towards initiatives focussed upon supporting statutory Health Education. Funded objectives must coincide with the DfE published criteria for this national strategy.

From July 2025, all schools must complete the digital reporting form. The digital form outlines how the school has used its PE and sport premium and the impact it has had on achieving the aims and objectives of the funding. The deadline for completing the Statutory Online Report is 31st July 2025.

You can access a recorded webinar from Youth Sports Trust, DfE, Association for Physical Education and Swim England that provides a clear introduction to the new mandatory digital reporting form. You need to register to access their reporting that includes practical examples, and video walkthroughs.

DIET AND NUTRITION

The Office for Health Improvement & Disparities (OHID) has published the National Diet and Nutrition Survey 2019-2023. Key findings include:

- Only 9% of 11-18s meet the 5-a-day target; average is just 2.8 portions.
- 96% of children don't meet fibre recommendations.
- Free sugar intake is too high, especially among girls aged 11-18.
- Teens consume the most sugar-sweetened drinks, averaging 124ml/day.

OHID also published Changes in Food and Drink Purchasing Behaviour and the Impact on Diet and Nutrition: 2021-2023, which highlighted key trends in food purchasing:

- Purchases of fruit, veg, and wholemeal bread fell.
- Cakes, biscuits, and ready meals increased, especially in lower-income households.
- Rising prices led families to prioritise cost over nutrition.

These reports highlight the importance of reinforcing the importance of a balanced diets, teaching children and young people how to make healthier food choices on a budget, and increasing critical thinking by exploring how advertising, pricing and availability influence food decisions.

The University of Hertfordshire has created a policy brief on Improving School Food for Children with SEND

CAREERS EDUCATION

New statutory careers guidance confirms that all secondary schools and colleges must use the Gatsby Benchmarks to shape their careers programmes, replacing the 2023 version.

Key updates include:

- A focus on future-proofing careers education through updated benchmarks.
- A commitment to two weeks of meaningful work experience for every young person.
- Support for schools to deliver multiple employer encounters (in line with Gatsby Benchmark 6)

PSHE education plays a vital role in supporting this new guidance by:

- Helping students explore skills, interests, and aspirations.
- Preparing them for encounters with technical education and apprenticeship providers.
- Promoting equity and challenging stereotypes in education and employment.

The Stoke and Staffordshire Careers Hub works directly with education settings and employers. Career Hubs have been shown to drive up standards of careers education against the best practice Gatsby Benchmark.

If your setting is not already linked with our local hub you can find out more about the support they offer by emailing paul.williams1@staffordshire.gov.uk.

In the final few weeks of the Summer Term is the perfect time to deliver the Future Skills Questionnaire (FSQ). The DfE strongly recommends using the FSQ.

UPDATE FROM LOCAL PARTNERS

SUICIDE POSTVENTION GUIDANCE

A suspected suicide can have a profound and immediate impact on students and staff. This guidance supports school and college leaders in managing the situation sensitively and safely, helping to reduce further risk.

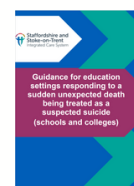
It outlines:

- Immediate actions following a suspected suicide
- Ongoing support for students and staff
- Communication advice for the school community

The guidance is designed for use across Staffordshire and Stoke-on-Trent but can be adapted to suit local needs. For support, in adapting the document to support your specific circumstances contact your local Educational Psychology Team.

The documents will be hosted on the Staffordshire and Stoke-on-Trent Integrated Care Board's website. In the meantime, you can access the document from our website:

- [Postvention Protocol Summary](#) (PDF version)
- [Postvention Protocol Summary](#) (Word version)
- [Education Setting Postvention Guidance](#) (PDF version)
- [Education Setting Postvention Guidance](#) (Word version)



CHILDREN AND YOUNG PEOPLES EMOTIONAL HEALTH AND WELLBEING NEEDS ASSESSMENT PRACTITIONER SURVEY

Stoke on Trent's Public Health team are working to complete a children and young people's mental and emotional health needs assessment, this will report on the emotional and mental health needs for children and young people in Stoke-on-Trent. It will bring together data and evidence with the experiences and views of children and young people, parents and carers and the professionals who work with them. They would appreciate your time to contribute to a survey which should take around 10 minutes to complete, this can be accessed [here](#).

The information you provide will help to:

- Give a better understanding of factors that may increase the risk of mental health problems and how we can reduce them
- Report on the things that can impact on a child's mental health and think about strategies that can help
- Find gaps in current services
- Think about current and future needs and make recommendations to meet them
- Make sure that inequalities of children, young people and their families are considered

CDOP NEWSLETTER: RESOURCE FOR NEW DRIVERS

The latest edition of the Child Death Overview Panel (CDOP) Newsletter shared by both Safeguarding Children Partnerships for Stoke-on-Trent & Staffordshire, highlights 'Helping New Drivers' - an online resource developed by the Staffordshire Safer Roads Partnership to support young and newly qualified drivers in our communities.

We encourage schools and educational professionals to share this resource widely:

- Internally with staff who work directly with children and families
- Externally with students, parents/carers, and the wider school community

By raising awareness and promoting safer driving habits among young people, we can work together to help prevent avoidable tragedies.

#TOGETHERAGAINST ABUSE CAMPAIGN

The Violence Reduction Alliance (VRA) launched a new campaign at the beginning of June. The #TogetherAgainstAbuse campaign raises awareness of how frontline workers are people too and the importance of keeping them safe.

The VRA is asking education settings and partners to share the campaign assets, which can be downloaded via [their website](#).



The Police, Fire & Rescue and Crime Commissioner's Office is once again finalising details for this year's [Space programme](#).

Activities will be added to the [website](#) soon. You can sign up to receive the Space newsletter to find out about activities in your area as soon as they are released. You can also display a [poster advertising Space](#).

FGM

Some settings may be concerned about the upcoming holidays and have potential concerns around Female Genital Mutilation (FGM). FGM is a criminal offence in the UK, it is a form of child abuse and VAWG with serious physical and mental health consequences.

FGM involves injuring or altering female genitalia for non-medical reasons. We wanted to remind our education settings that FGM is a safeguarding topic and as such, does not fall under 'sex education', where the right to withdraw applies. No parent or carer has the right to withdraw their child from FGM sessions, and if requested, this should be treated as a safeguarding concern.

Our [FGM & PSHE pack](#) and our [Bitesize Practice Development Session with RAISE Education](#) will help professionals increase their own knowledge on this subject. We also host a number of resources for use with children and young people to help educate them in our [Resource Library](#).

SUMMER SAFETY



Partners have asked us to share key safety messages for children and young people over the summer holidays.

Staffordshire Police and Staffordshire Fire and Rescue have produced a handout for you to share that covers a number of possible risks children and young people may face over the summer holidays.

As the hot weather continues Staffordshire Fire and Rescue Service are asking parents and carers to ensure their children are safe around water. Whilst it might be tempting to take a dip in canals, rivers and lakes this can be dangerous due to unknown hazards.

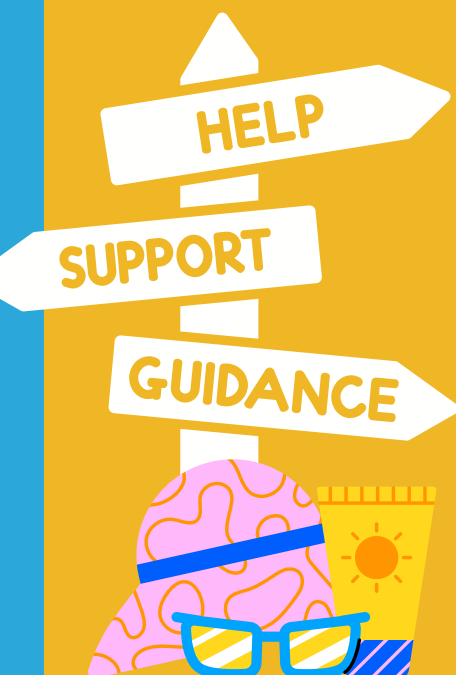
Primary - Ensure your child knows how to "float like a starfish" should they get into difficulty. There is a short animated video they can watch.

Secondary - The RNLI have a short video as part of their Float to Live campaign that provides five simple steps people can follow to learn to float in water.



For some children, young people and their families, the summer holidays can be a time of stress and worry. It can help if they are aware of the support available to them.

- Provide details of food banks and financial support on websites and in newsletters
- Share information about your local Family Hub
- Share details of the Chat Health line - 07520 615 723 (young people aged 11-19) or Parentline -07312 277 161 for access to the School Nursing Team over the holidays.
- Remember that the NHS Healthier Families website provides hints and tips to help families eat better and move more.
- Remind young people of Open Clinic for their sexual health needs, local C-Card venues for free condoms, and venues for Emergency Contraception
- Concerned about their or another person's alcohol or substance use, contact CDAS
- There are lots of local opportunities for children and young people to make friends and play this summer holiday:
 - SCVYS members' activities
 - SPACE Scheme for 8 - 17-year-olds
 - Staffordshire HAF
 - Stoke-on-Trent HAF
- Share useful resources for self help
 - Health for Kids (primary aged)
 - Heath for Teens (secondary aged)
 - Stoke on Trent Health App Finder
 - Check out our young people's page for other signposting information



FREE ONLINE WORKSHOP FOR PARENTS/CARERS: "UNDERSTANDING & SUPPORTING CHILDREN WITH FASD"

Nature & Nurture Psychology Staffordshire are inviting parents/carers to attend a free webinar on Understanding & Supporting children with Fetal Alcohol Spectrum Disorder (FASD).

Thursday 17th July 10-11:30am Online via Google Meet

This is suitable for families caring for a child who has a diagnosis of FASD - or who may have been affected by alcohol exposure before birth.*

The session will cover:

- Clear, up-to-date information on what FASD is and how it presents across childhood.
- An accessible overview of how prenatal alcohol exposure affects the developing brain.
- Practical guidance on spotting the signs—even when they resemble something else.
- A map of the key areas of development most commonly impacted (attention, memory, emotional regulation, social skills and more).
- Strategies & resources you can start using straight away to support regulation, learning and everyday success at home and school

Places are limited to keep the session personal and interactive so it is advised to book early to avoid disappointment. [Click here for the booking form.](#)

*Your child does not need to have an FASD diagnosis to attend - you may simply be aware that they experienced an alcohol-exposed pregnancy.

INTRODUCTION: YOUNG PEOPLE'S TOBACCO AND VAPING PREVENTION OFFICER

Richard Ogden is the newly appointed Young People's Smoking and Vaping Prevention Officer with Stoke-on-Trent City Council, the aim of the role is to reduce the prevalence of smoking and vaping amongst young people.

He says; "With the banning of disposable vapes from 1st June 2025 and the Tobacco and Vapes Bill set to become law later this year it would appear the momentum seems to be against any further increase in youth vaping. However, there are mixed messages as to the dangers of vaping and manufacturers continue to strongly promote vapes to young people. To achieve a 'Smokefree Stoke' by 2030 will require a concerted effort, and the use of all the resources at our disposal. The Young People's Smoking and Vaping Prevention Officer is a great resource to help ensure the young people attending your school do not start to smoke or vape and are encouraged and supported to stop if they are."

There are several ways he could support:

- Deliver smoking and vaping sessions as part of the PSHE curriculum or as stand-alone sessions
- Support teachers in the delivery of their own sessions through resource development
- Engage with parents to inform them of the dangers to their children of smoking and vaping and encourage parents who smoke to consider quitting
- Help with policy development to encourage the introduction of smokefree schools

You are welcome to contact Richard via email richard.ogden@stoke.gov.uk or on 07446590641, any feedback, support needs or queries will allow him to plan for the next academic year.

RESOURCES

We are pleased to share with you the PSHE Awareness Calendar for the next academic year 25-26. Please note that the linked document and image below take you to a live document which we will continue to update throughout the year. Please note that to be able to fit this a 1 page document we have had to reduce the font size, if you have any issues accessing this we can send you a termly version of this document. Please email Ellie to request.

[illegible]

FOR JUNE

ALCOHOL

PUBERTY

DECEMBER 2024 – JUNE 2025

BULLYING

ONLINE SAFETY

COMMUNITIES (INC. ANTISOCIAL BEHAVIOUR)

CEOP SURVEY

[CLICK HERE](#) ➤

CEOP Education are looking for professionals who have delivered their Respecting Me You Us (RMYu) resource in the last 6 months to help complete a short survey as part of a resource review.

The [4-minute survey](#) will help CEOP Education to understand how the lessons are being used, how they're working in practice and whether the lessons meet your delivery needs. The insights will be used to update the resource that is suitable for young people aged 12-14 years to make sure it is even more useful and relevant.

UK PARLIAMENT

[REGISTER NOW](#)

Schools can [register now](#) ahead of bookings opening on 17 September for Spring Term visits—these fill up fast, so set a reminder!

Some local schools may qualify for a [travel subsidy](#)—check eligibility to claim back a portion of your costs.

Home educators can also access day visits and virtual sessions—[details on the website](#).

Plus, the UK Parliament offers free training and events (online or in-person) for [youth and community groups](#), including visits during the academic year and on Youth Group Day.

PERIOD PRODUCTS SCHEME



The government has announced the continuation of funding for the academic year 2025-2026 for their [period product scheme](#). The scheme is available to all state-maintained schools with Year 5 pupils and above and DfE-funded 16-19 education organisations in England.

There are a [range of period products](#) available, including towels, tampons, and reusable products for you to order.

AUGMENTED REALITY TRIAL



The University of Birmingham invites West Midlands schools to [trial Lina with their Year 8's from September 2025](#)—a tech-enabled, immersive storytelling experience that supports mental health, wellbeing, and belonging.

Lina uses augmented reality and collaborative puzzles to promote inclusion and healthy friendships. The free six-week programme includes full tech support and teacher guidance. Participating schools will join an international research trial and be recognised in academic outputs. You can [sign up here](#).



NEW TO THE RESOURCE LIBRARY – WWW.PSHESTAFFS.COM

WHO IS SHAPING YOUR WORLD? – NEW LOCAL RESOURCES

We're thrilled to unveil our latest PSHE resource series, Who is Shaping Your World?—created in collaboration with an inspiring group of students from Paulet High School & Sixth Form College.

This project began when the school's PSHE Lead reached out after using our Adolescence resource and Gareth Southgate's Dimpleby Lecture. They asked: How can we help students navigate the impact of online, toxic influences?

Instead of tackling the issue head-on, we turned to the experts—young people themselves. Their insights shaped this powerful new series. The current two-part package supports:

- Ages 11–13: Exploring role models and influence
- Ages 13–15: Building on the previous package with a focus on online influencers

And we're just getting started—more packages are planned for next academic year!

These packages can be found in our Resource Library, in locally produced resources, Personal Identity, Media and Pressure.

FRIENDSHIPS AND CONFLICT RESOLUTION



Anna Freud has created a set of new classroom resources designed to support children aged 10–11 years to develop the skills and understanding they need to build healthy friendships and manage conflict in a way that supports their mental wellbeing,

This four-part lesson series help children to explore key topics including empathy, emotional regulation and the difference between disagreement and conflict. Children also learn how to identify and use constructive conflict resolution strategies, both online and offline.

The full resource pack includes adaptable assembly and lesson materials, as well as a range of guidance documents designed to support effective delivery across your setting. These have been added to the resource library pages Conflict Resolution and Friendships.

SMOKING AND VAPING

ASH Wales has several resources for children and young people suitable for use in schools and youth clubs that have been added to the Smoking and Vaping page of the [Resource Library](#), including:

- **Game of Choices** - suitable for 5-11 years, Shows video game characters navigating challenges, earning rewards for making good decisions and seeing the consequences of risky behaviour to help children think critically about smoking in a way that feels relevant and age-appropriate.
- **Smoking and the Environment** - ideal for ages 7-11 years, a session designed to help children uncover the truth about cigarette butts, vapes and their impact on the environment (also found in [The Environment](#) page).
- **What is Addiction** - for ages 9-14, this interactive toolkit is designed to help young people understand the risks of nicotine products, including vapes and pouches to encourage informed decision-making, with a focus on preventing nicotine use among young people.
- **Health Risks of Smoking and Vaping** - for ages 11-14 years, this lesson plan is designed to educate students on the health risks of smoking and vaping in a way that is relatable, fact-based, and thought-provoking.
- **The Influence of Nic-Oh** - For ages 11-14 years, using the character of Nic-oh this session enable young people to explore how addiction works, the impact on mental and physical health, and how to break free, helping them to make informed choices.
- **The Truth about Nicotine Pouches** - ideal for ages 11-14 years, this session helps young people critically analyse nicotine pouches, their health effects and the marketing tactics used to sell them (also located on [The Media](#) page).
- **Cannabis and its Effects** - suitable for ages 11-14 years, this interactive education package encourages critical thinking and engaging discussions around cannabis, its effects, and the risks involved (also found on the [Substances](#) page).

SHARING IMAGES



Education from
the National
Crime Agency

CEOP's Send Me a Pic? has been updated and is now available to download. Send Me a Pic? is aimed at 11-14-year-olds. The resource is a set of four lesson plans which centre around nine films depicting fictional online chats. The resource aims to empower and protect children and young people to understand and respond to nude image-based abuse and recognise when and how to seek help.

Send me a pic? is designed to be delivered through structured sessions in education settings. In schools, the lesson plans should be embedded into the Relationships and Sex Education curriculum. The lessons should be delivered across four consecutive weeks, or as close to this as possible, to help learners retain and build on their learning.

Send me a pic? has been awarded the PSHE Association Quality Mark, demonstrating that it supports safe and effective teaching practice and meets the PSHE Association's quality standards.

This resource is now available via the [Resource Library](#) under our Sharing Images topic. Please ensure if you have any previous versions of this resource, you delete them as use of the previous version is not permitted or advisable.

STAY SAFE ONLINE: TOGETHER FOR CHILDHOOD'S ONLINE SAFETY PROGRAMME

Stay Safe Online is a set of four engaging and interactive lesson plans and accompanying resources for use with Key Stage Two children (ideally Year 5), with clear links to National Curriculum objectives from PSHE (RSE) and Computing.

They aim to support children to explore and investigate the following themes:

- Online and offline relationships, including bullying
- Social media and image sharing
- Gaming and addiction
- Online conduct and behaviour

These lesson plans seek to deepen children's understanding of the online world, including the benefits and potential risks, with a key theme of promoting and developing help-seeking behaviours throughout.

This resource is now available via the [Resource Library](#) under the Online Safety topic.

While the key messages are likely to remain constant, given the ever-evolving nature of online safety, Together for Childhood encourages regular reviews and updates of the adaptable lesson plans and resources to reflect the regular changes in online trends.

CHILDHOOD CANCER AWARENESS WEEK - 1-30 SEPT

Childhood Cancer Awareness Month presents an opportunity for children and young people to build on skills of empathy, awareness, and a sense of social responsibility.

This presentation from Oak National Academy, provides definitions of what cancer is, challenge myths, and builds confidence in seeking help.

It can be really difficult to spot the symptoms of childhood cancer. In the UK, there's much less awareness of the signs of childhood cancer versus adult cancers, and many of the symptoms of childhood cancer are also symptoms of common illnesses.

The CCLG provide an information page on their website around the Signs and Symptoms of Childhood Cancer. We have written a professional's guidance pack Self-Examination and Screening & PSHE which provides information to develop subject knowledge, provides links to curriculum and key information related to this topic.

SNACK-TEMBER

Snack-tember can support the development of lifelong healthy habits through fun, food-focused learning. Organised by the British Nutrition Foundation, Snack-tember runs throughout September and encourages 5-16-year-olds to explore, try, and make healthier, more sustainable snacks.

You can find ready-made resources, posters, and recipe videos by registering on the British Nutrition Foundation's Snack-tember hub.



ZERO WASTE WEEK - 1-7 SEPT

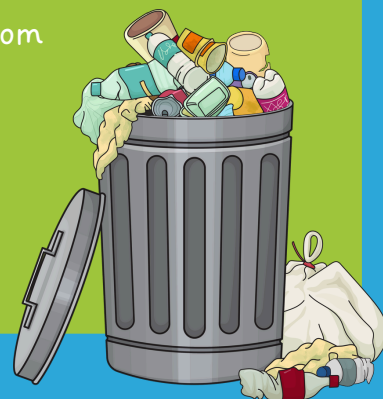
Exploring Zero Waste Week in PSHE helps children and young people explore environmental responsibility in fun, thoughtful ways. Through lessons on waste and its impact, students learn about landfills, oceans, and climate change, while embracing the 3 Rs: Reduce, Reuse, Recycle. Activities like waste audits, upcycling projects, and poster campaigns encourage practical action, while discussions around eco-anxiety and global fairness promote empathy and emotional resilience. It's an engaging way to transform awareness into action and inspire everyday choices that protect our planet.

Resources to support with learning about waste and its impact can be found in the Resource Library in *The Environment* section.

Materials in this area are from sources including:

- Goodness & Mercy
- Beano for Schools
- Eat like a Champ

Click to register or log-in.



WORLD SUICIDE PREVENTION DAY - 10 SEPT

World Suicide Prevention Day offers a meaningful opportunity to promote mental health awareness within PSHE. Lessons can explore emotional literacy, challenge stigma, and empower pupils to seek help and support others with empathy and compassion.

Through practical strategies like coping tools and signposting to services such as Childline or Kooth, children and young people can build resilience and confidence.

Check out the Parents/Carers page on our website, which lists support services and further information on topics covered by the PSHE curriculum.

Resources to support you can be found in the *Mental Health* page of the Resource Library, click to [register](#) or log in.

On Page 12 you will find details of the locally produced Suicide Postvention guidance document, which has been written to support the Heads, Principals and safeguarding leads of schools and colleges around the immediate processes involved in a child or young person's death by suspected suicide.

WORLD FIRST AID DAY - 13 SEPT

By learning first aid, young people gain not just skills, but the confidence to care for others - a powerful message for PSHE.

World First Aid Day, is a great chance to teach children and young people how simple actions can save lives. They can explore what first aid is, practice basic skills like treating cuts or using the recovery position, and learn how to call for help in emergencies. It also builds confidence, responsibility, and awareness.

Research from St Johns Ambulance that if someone has a heart attack, each minute without first aid treatment can reduce the chance of the person surviving by as much as 10%.

Our [First Aid & PSHE pack](#) supports with increasing topic confidence and competence for professionals delivering on the topic including links to the curriculum, useful resources, key topic information and signposting. This, and other resources linked to the topic can be found under the heading *First Aid* in our Resource Library, sign up [here](#).

WORLD SEPSIS DAY - 13 SEPT

World Sepsis Day, raises awareness about sepsis — a life-threatening condition caused by the body's extreme response to infection. In PSHE, it's a chance to teach young people how to recognise early signs (like confusion, rapid breathing, or mottled skin), understand the importance of seeking urgent help, and learn how infections can escalate. With age-appropriate resources from the [UK Sepsis Trust](#), students can explore real-life stories, build health literacy, and feel empowered to act quickly in emergencies.

SEXUAL HEALTH WEEK - 8-14 SEPT

Sexual Health Week, is a key theme in PSHE to help young people explore relationships, consent, and their own wellbeing in a safe, inclusive, and age-appropriate way. Here's what they can learn:

Knowledge and Confidence

- Understanding sexual health: What it means to be sexually healthy — including physical, emotional, and mental wellbeing.
- STIs and contraception: How to protect themselves and others, and where to access reliable information and services.
- Consent and communication: Learning that consent is essential, ongoing, and must be freely given.

Respect and Relationships

- Healthy vs unhealthy relationships: Recognising signs of respect, equality, and safety — both online and offline.
- Body autonomy: Understanding their right to make choices about their own bodies and to respect others' choices.

Inclusion and Representation

- LGBTQ+ awareness: Exploring diverse identities and relationships with respect and openness.
- Challenging stigma: Tackling myths and shame around sex, periods, contraception, and sexual orientation.

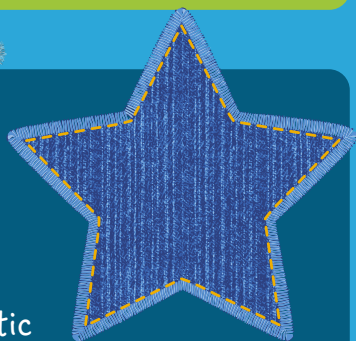
Resources to support with learning about Sexual Health can be found in the Resource Library. Click to [register](#) or [log-in](#).

JEANS FOR GENES DAY - 15-21 SEPTEMBER

Jeans for Genes Day is an awareness event that raises funds and understanding for children with genetic conditions.

In PSHE, it's a chance for young people to learn what genes are, how genetic disorders affect daily life, and why inclusion and empathy matter. Activities like designing denim, watching real-life stories, and exploring how our genes shape who we are help students celebrate difference and support others.

Resources from [Jeans for Genes](#) offer engaging, age-appropriate materials for lessons and assemblies.



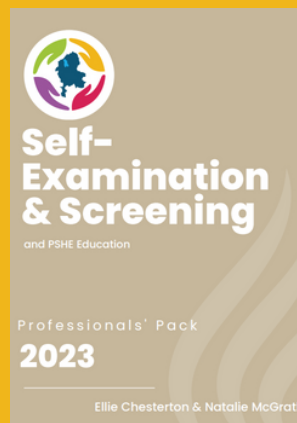
TRAVELWISE WEEK - 16-22 SEPTEMBER

TravelWise Week encourages people to choose cleaner, healthier, and more sustainable travel options. It promotes road safety, active lifestyles, and climate awareness, while encouraging pupils to reflect on how their travel choices impact their community and the planet.

Modeshift will be uploading resources to support this week to [their website](#).

ORCHID MALE CANCER AWARENESS WEEK - 13-19 SEPT

Orchid Male Cancer Awareness Week, held every September, raises awareness of prostate, testicular, and penile cancers — conditions that affect thousands of men each year in the UK. In PSHE, it's a valuable opportunity to teach young people about the importance of early detection, self-examination, and breaking down stigma around male health. With free, PSHE Association-accredited resources from [Orchid](#), students can explore risk factors, symptoms, and how to seek help — building confidence, empathy, and health literacy in a supportive, age-appropriate way.



Click on the image to access the Self-examination, Screening & PSHE pack.

RECYCLE WEEK - 14-20 SEPT

Recycling is a brilliant topic for PSHE because it connects personal responsibility with global impact. Here's what children and young people can learn:

Why Recycling Matters

- Protecting the planet: Recycling reduces waste, saves energy, and helps fight climate change.
- Understanding consequences: They learn how landfill and pollution affect wildlife, oceans, and communities.

Everyday Responsibility

- Sorting waste: Knowing what can and can't be recycled at home or school.
- The 3 Rs: Reduce, Reuse, Recycle — and why reducing waste is even better than recycling it.

Creative Action

- Upcycling projects: Turning old items into something new — like pencil pots from tins or bags from old T-shirts.
- Campaigning: Designing posters or leading school initiatives to encourage recycling and reduce single-use plastics.

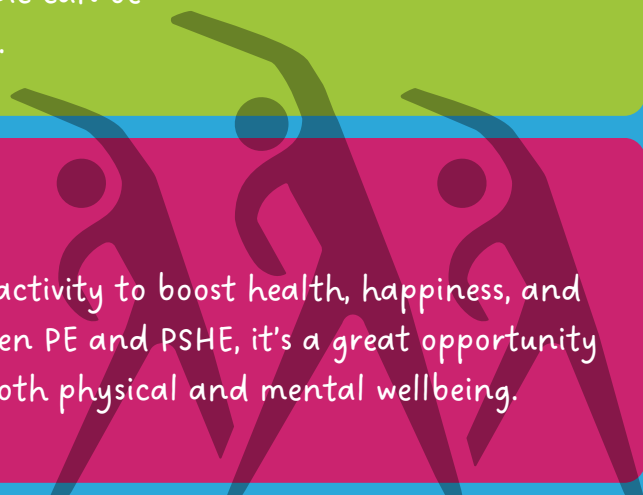
Social and Emotional Learning

- Eco-anxiety: Talking about environmental worries and how taking action can help.
- Active citizenship: Understanding that small, everyday choices can make a big difference.

Resources to support teaching and learning on this topic can be found in the [Resource Library](#) under *The Environment*.

NATIONAL FITNESS DAY - 18 SEPT

National Fitness Day celebrates the power of physical activity to boost health, happiness, and community spirit. Through cross-curricular links between PE and PSHE, it's a great opportunity to help young people explore how movement supports both physical and mental wellbeing. See Page 10 for further information and links.



INTERNATIONAL DAY OF PEACE – 21 SEPT

As the new academic year approaches, you may notice new group dynamics emerging – whether through friendship circles, class changes, or other social shifts. This presents a valuable opportunity to nurture peaceful relationships and inclusive environments by exploring the PSHE theme of Similarities and Differences. You'll find helpful resources on this topic available on our [website](#).

You might also wish to explore Mindfulness as a way to support children and young people in developing calming routines, self-regulation strategies, and breathing techniques. Resources on mindfulness are also available in the Resource Library, click to [register](#) or [log-in](#).

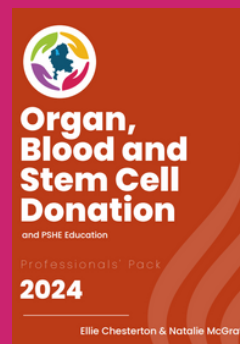
UK SAVINGS WEEK – 22-28 SEPT

UK Savings Week encourages everyone to build stronger money habits, making it an ideal time in PSHE to help young people explore saving, budgeting, and the difference between needs and wants. Despite growing interest in financial wellbeing, recent studies show many Gen Zs struggle to save due to rising costs, limited access to financial education, and growing reliance on social media for money advice. With over 5 million young adults not saving and confidence at a low, early, practical financial education is more important than ever.



ORGAN DONATION WEEK – 23-29 SEPT

Organ Donation Week, held each September in the UK, raises awareness about the life-saving impact of organ donation and encourages people to talk about their wishes with loved ones. In PSHE, it's a powerful opportunity for young people to explore the importance of giving, understand how the donation process works, and reflect on personal values, consent, and compassion.



Click on the image to access the Organ, Blood and Stem Cell Donation & PSHE pack.

WORLD CONTRACEPTION DAY – 26 SEPT

World Contraception Day, promotes awareness of contraception and reproductive health. In PSHE, it's a valuable opportunity for young people to learn about different contraceptive methods, how they prevent pregnancy and STIs, and the importance of informed, respectful choices. Lessons can also explore consent, communication, and access to reliable health services.

Open Clinic provide Sexual Health Clinics across Stoke on Trent and Staffordshire. Details of their services, opening times, locations and appointment system can be found on their [website](#).

The C-Card service is available to 13-24 years old (Staffordshire) and in Stoke on Trent for anyone aged 13 years and above. The C-Card is a service that allows quick, free and easy access to condoms from a range of places e.g., some schools, colleges, shops, clinics and pharmacies. Details of registration and distribution sites can be found [here](#).

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, locally and nationally. Click on links for bookings and further information.

Reminder

It is important to us that we signpost to any training opportunities that may enhance your CPD offer in your settings.

In addition to the PSHE Education Service webinars; and our PSHE Leads Network Meetings, detailed on Page 1 which can be booked, for free through Eventbrite, we signpost to wider training opportunities.

We signpost to training from reputable sources, nationally and locally however, are not responsible for the content. If you have any feedback to share regarding training which you attend, please feel welcome to share with us - ellie@staffscvys.org.uk.

TRAINING

TOPIC	DATE/TIME	ORGANISATION	COST	OVERVIEW
DOMESTIC ABUSE	VARIOUS	NEW ERA	FREE	FREE DOMESTIC ABUSE AWARENESS AND TRAINING SESSIONS FROM THE COMMISSIONED SUPPORT PROVIDER FOR STAFFORDSHIRE AND STOKE-ON-TRENT.
GAMBLING	VARIOUS	YGAM	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	CEOP	£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

TOPIC	DATE/TIME	ORGANISATION	COST	OVERVIEW
ONLINE SAFETY	VARIOUS	CEOP	£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
FINANCIAL LITERACY	YOUNG ENTERPRISE	VARIOUS	FREE	FREE CPD ACCREDITED SESSIONS FOR PRIMARY, SECONDARY AND SEND. ACCESS TO QUALITY FINANCIAL EDUCATION RESOURCES, SHARE BEST PRACTICE, FIND OUT ABOUT THE SUPPORT AVAILABLE AND GET THE CONFIDENCE TO DELIVER HIGH QUALITY FINANCIAL EDUCATION.
DIET AND NUTRITION	8 TH JULY 4PM	TASTED	FREE	LEARN HOW TASTED’S EVIDENCE-BASED APPROACH HELPS CHILDREN EXPLORE FOOD USING ALL THEIR SENSES—WITHOUT PRESSURE—BUILDING CONFIDENCE AND POSITIVE EATING HABITS THAT LAST A LIFETIME. WE’LL WALK YOU THROUGH THEIR EASY-TO-USE RESOURCES AND SHOW YOU HOW YOU CAN BRING TASTED INTO YOUR CLASSROOM.
MONEY	17 TH JULY 1PM OR 6PM	STOPLOANSHARKS	FREE	LED BY THE GOVERNMENT FUNDED STOPLOANSHARKS, THIS WEBINAR EXPLORES WHAT IS A LOAN SHARK, WARNING SIGNS, TECHNIQUES USED BY LOAN SHARKS, A NEW SCHOOL UNIFORM CAMPAIGN AND HOW YOU CAN HELP.
APPROPRIATE BEHAVIOURS	24 TH SEPTEMBER 4-5PM	LUCY FAITHFULL FOUNDATION	FREE	HEAR FROM AUTHOR AND ACADEMIC DR EMILY SETTY, SCHOOL STAFF WE WORKED WITH THROUGH THE EVERYONE’S SAFER PROJECT, AND OUR LUCY FAITHFULL FOUNDATION TEAM. WE’LL DISCUSS OUR FIVE RECOMMENDATIONS, HOW SCHOOLS HAVE IMPLEMENTED THEM, AND OUR PLANS TO SUPPORT EVERY SCHOOL TO PREVENT HARMFUL SEXUAL BEHAVIOUR.

SCHOOL TRAINING TEAM – DATE 2025

The Schools Training Team delivers virtual awareness sessions to Stoke-on-Trent school staff as part of the Families' Health and Wellbeing Service (0-19). The service offers schools virtual training sessions on:

- Asthma
- Anaphylaxis
- Epilepsy

Each topic is delivered in 45-minute sessions; the sessions aim to:

- Increase staff awareness of the topic covered
- Provide an overview of the needs required for a child in school with these medical conditions
- Raise awareness of how staff can effectively support pupils within the school setting

All training sessions will be delivered virtually via Microsoft Teams on the dates and times listed in the accordion below. There is no need to book; just the webinar link to join the session you wish to attend. Webinars will open from 3.30 pm, entry will not be granted after 3.45 pm.

Find out more [details, dates and booking links on their website.](#)

UNDERSTANDING DCD (DYSPRAXIA) TRAINING

Development Coordination Disorder (DCD), also known as dyspraxia, is a condition affecting physical coordination that affects around 5-6% of the population – you will likely have one child with DCD in your class.

The Children's Occupational Therapy Service are holding a training session for education professionals to learn more about DCD. The session will explore:

- Practical and experiential activities to help understand the difficulties of DCD
- Simple classroom strategies to help differentiate and accommodate to meet the needs of children with DCD in the classroom.

Therapists will be available after the presentation to discuss individual concerns.



Thursday 10th July



09.30am-12.30pm



Williams Shrewsbury Primary School, Stretton, Burton Upon Trent, DE13 0HE



£30 per person (limited to 3 bookings per school)

For further information or to book your place please email childrensOT@mpft.nhs.uk

TRAINING (E-LEARNING, WEBINARS)

**NEW
UPDATE**

Please check out the training page on our website - <https://pshestaffs.com/training/>.

We have been contacted by a number of education settings about young people using spice/THC vapes. The Daniel Spargo-Mabbs Foundation and the University of Bath have worked together to develop a staff training resource. This can be downloaded from our [training page](#), under Vapes, Spice/THC. Please note you need to register to download the training pack, this is a short video (less than 20 minutes)

The Lets Talk About Trust has also shared a presentation at the Drugs Education Forum on youth vaping. This has also been added to our training page.

The NSPCC has published a range of expert insight videos on online safety. The series includes talking head contributions from a range of practitioners and young people. The films aim to help those working and volunteering with children to explore what online safety means, recognise the risks children face, and understand how to support children's safety online.

The NSPCC also has a CPD-certified e-learning course, costs £30 per person, developed in association with NCA-CEOP Education helps professionals learn about topics including new and emerging online harms, sex and relationships online and online bullying.

PODCASTS

You can find podcasts to support CPD on our website - <https://pshestaffs.com/podcasts/>. This can also be found in the drop-down menu for Education Providers under the training sub-menu.

Last month we added the following podcasts:

Substances - Drugs Education Forum - a monthly programme, providing an opportunity to dig deeper with some of our great event speakers, and explore emerging trends and issues for young people, with the overall aim of advancing evidence-based drug education and improving outcomes for young people

PSHE - Best Practice Network - Apprenticeships - this podcast features an interview with sexual health expert Kelsie Holdstock, exploring how we can support young people through honest, inclusive RSE. From consent to confidence, Kelsie shares real-world insight and practical tips for educators working in early years, schools, and beyond.

DOCUMENTARIES AND DRAMAS

We have collated documentaries and dramas that we think will support CPD of professionals. We do not encourage these to be shown to children and young people within PSHE sessions. They are located at <https://pshestaffs.com/documentaries-and-dramas/> This can also be found in the drop-down menu for Education Providers under the training sub-menu.

Episodes from the BBC and Open University's Drug Map of Britain have been uploaded to the documentaries page. These documentaries explore users' experiences of Nitrous Oxide, Ketamine, Uppers and Downers, Cocaine, Viagra, THC Vapes, Monkey Dust (filmed in Stoke-on-Trent), and Crack. These have been added to Substances, apart from the THC Vapes, which has been added to Smoking and Vaping.

NEXT MONTH (SEPTEMBER)...

Resources & Materials for key awareness dates in October:

- NSPCC Kindness Challenge
- Black History Month
- Breast Cancer Awareness
- ADHD Awareness
- Baby Loss Awareness Week
- World Mental Health Day
- International Day of the Girl Child
- Hate Crime Awareness Week
- Cycle to School Week
- Global Handwashing Day
- World Food Day
- Restart a Heart Day
- UN Day

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

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

ellie@staffscvys.org.uk



“

We thought your input was brilliant and will be hugely helpful to us.

”

Headteacher, Independent Specialist School, Stoke-on-Trent

Join our [Facebook Group](#) and join fellow PSHE Leads to share best practice, resources and be kept updated in between Digests



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