



COVERED IN THIS MONTH'S EDITION:

Contact Details

What's Out There

Update from the PSHE Education Service

2025-2026 Impact Report Launch

Update from National Partners

- KCSIF 2026 and PSHE
- Signs of Progress for RSE
- Criminal Exploitation New Laws
- Youth Violence
- State of Child Health 2026
- Allergy Safety in Schools
- Food Education
- Physical Activity
- Body Image
- State of the Nation 2026
- Sexualised Behaviours
- Online Safety- Social Media and the "Femosphere"

Update from Local Partners

- Synergy Training Opportunity
- School Readiness Campaign
- New Posters from New Era
- SCVYS Annual Report
- Co-production Opportunity

Information for Parents and Carers

- Online Safety
- Body Image
- New Alcohol Awareness Page on App Finder
- Co-production Flyer

New to the Resource Library

Awareness Days (October)

- Stoptober (1-31)
- Black History Month (1-31)
- Breast Cancer Awareness Month (1-31)
- ADHD Awareness Month (1-31)
- Cybersecurity Awareness Month (1-31)
- Cycle to School Week (5-9)
- Baby Loss Awareness Week (9-15)
- Hate Crime Awareness Week (10-17)
- World Mental Health Day (10)
- International Day of the Girl Child (11)
- Global Handwashing Day (15)
- World Food Day (16)
- Restart a Heart Day (16)
- United Nations Day (24)

Upcoming training

- New E-Learning
- New Podcasts
- New Documentaries and Dramas for CPD

Next Month & Link to Facebook Group

DO WE HAVE THE CORRECT DETAILS?

As we begin a new academic year, we recognise that staffing changes, role changes and new appointments may have taken place over the summer. To ensure the right colleagues continue to receive updates, resources, training opportunities and invitations to network meetings, please take a moment to check that we hold the correct contact details for your PSHE Lead and other key contacts.

If there have been any changes, please email ellie@staffscvys.org.uk with the updated information.

Thank you for helping us keep our records up to date and ensuring your setting stays connected with the Pan-Staffordshire PSHE Education Service.

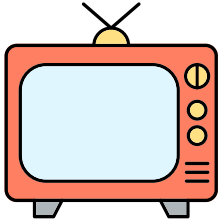
JOIN THE MAILING LIST

Receive the PSHE Digest directly to your inbox on the first termly Friday of each month by emailing ellie@staffscvys.org.uk

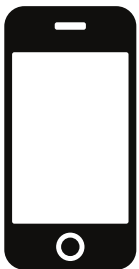
I AM ALWAYS REALLY IMPRESSED WITH THE AMOUNT OF CONTENT, INFORMATION AND DETAIL YOU MANAGE TO INCLUDE EACH MONTH - IT KEEPS ME UP TO DATE!

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, news and social media that children and young people may want to discuss.



- Coronation Street have tackled a non-fatal strangulation storyline in a powerful new Stroke storyline in which Betsy revealed that Dylan strangled her during consensual sex, despite both believing the pressure applied was minimal. See New Training for an Ask the Expert webinar.
- New [filming guidelines for broadcasters](#) on using more respectful camera angles when covering live athletic events.
- The new football season started last month, sports can provide opportunities to discuss resilience, teamwork, managing disappointment, positive masculinity, challenging stereotypes and role models.
- Hollyoaks will be [exploring a new grooming storyline](#) involving newcomer Abigail Matthews and Dee Dee Hutchinson. The newly hired teacher will develop a disturbing 'friendship' with Dee Dee, exploiting the vulnerable teenager.
- The [government announced a ban](#) on the sale of high-caffeine energy drinks to under 16s in England from April 2027.
- The government has [launched further measures](#) aimed at reducing the appeal of vaping to children and young people, including proposals for plain packaging and restrictions on flavours and displays.
- Consumers are increasingly relying on their mobile phone to make payments rather than carrying bank cards, [new data shows](#).
- Wildfires devastated large parts of the county, including in Staffordshire. Review where you teach about fire safety, especially about risks relating to BBQs and fireworks.
- Between 2019 and 2025 more than 2,000 fires were started by e-bikes, e-scooters or their batteries. 18 people have died and nearly 700 people injured in fires caused by [e-bikes and e-scooters](#). Our ASB pack for 11-14 year olds helps young people recognise the impact of these modes of transport. Available in our [Resource Library](#).
- [Staffordshire Police](#) have made more than 30 arrests and seized 22kg of suspected Monkey Dust following a police operation.



- The [government has announced plans](#) to protect teenagers online, following last month's announcement of a social media ban for under-16s. The new measures include overnight social media curfews for 16- and 17-year-olds between midnight and 6am, and restrictions on autoplay and algorithmic feeds, which will be switched off by default. There will also be digital literacy support for children and young people and parents and carers.
- [Recent reports](#) have highlighted increasing numbers of children and young people reporting AI-generated fake images of themselves being shared online. The issue raises important questions around consent, image-sharing, online abuse, healthy relationships and the responsibilities of tech companies.
- Concerns have been raised about harmful TikTok trends, including [Cat in the Hat](#), [Driving the wrong way down a road](#), and Peaceful Day (23/9) where young people who are experiencing thoughts of life-ending self-harm are encouraged to act. The government has [this guidance for education settings](#) to support you.
- From September, schools in England are expected to [implement statutory guidance](#) making schools mobile phone-free environments by default. Young people may have strong opinions about the benefits and challenges of phone restrictions. This creates opportunities to explore attention, wellbeing, communication, peer relationships and healthy technology use.

WELCOME BACK

Welcome to the 2026-27 academic year. We hope you had an opportunity to rest and recharge over the summer break and are looking forward to the year ahead.

September is always a busy time for PSHE Leads and those delivering PSHE. As we establish new routines and relationships, it is an ideal opportunity to revisit the foundations of effective PSHE practice, including creating safe learning environments, establishing group agreements, introducing question boxes and ensuring children and young people understand how confidentiality and safeguarding operate within PSHE lessons.

To support secondary-phase settings with this, we have updated our [Safe Spaces: Creating Our PSHE Agreement resource pack](#). Over the summer, we have also continued to review and update our [Best Practice Guidance documents](#), ... & [PSHE packs](#) to ensure they remain current, relevant and responsive to the needs of education settings. This work will continue throughout the academic year, and we will keep you updated in the PSHE Digest. Check out our [Resources page](#) for details of what has already been updated.

As you begin curriculum delivery for the year ahead, we encourage settings to review their long-term plans and ensure that learning is carefully sequenced, responsive to the needs of children and young people and aligned with the updated PSHE guidance. It is also a useful time to review how pupil voice, assessment and CPD are embedded within your PSHE provision.

Network Meeting dates for the year ahead can now be [booked via Eventbrite](#). Whether you are new to the role or an experienced PSHE Lead, these sessions provide an opportunity to stay informed, share practice and connect with colleagues from across Staffordshire and Stoke-on-Trent.



PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

Conference

[CLICK TO BOOK](#)

GOOD NEWS!

EARLY BIRD
CONFERENCE PRICE

EXTENDED!

WEDNESDAY 11TH NOVEMBER

9:30AM-3:30PM

STAFFORDSHIRE COUNTY SHOWGROUND

WESTON ROAD, STAFFORD ST18 0BD

Recognising that many settings now have confirmed budgets for the new academic year, we have extended the Early Bird rate for the [Pan-Staffordshire PSHE Education Conference](#) until *Friday 11th September 2026*. The conference will once again provide an opportunity to explore best practice, hear from expert speakers, access the latest resources and network with professionals from across the region. If you are new to the role or have been leading PSHE for years there will be something for everyone.

As diaries begin to fill for the year ahead, we would also encourage colleagues to book any training sessions or PSHE support visits they may require. If your setting would benefit from tailored support around curriculum development, curriculum delivery against the 7 Guiding Principles, assessment, policy development, or a wider review of PSHE provision, [please get in touch](#) to discuss how the Service can support you.

We look forward to supporting you throughout 2026-27 and to continuing our shared commitment to delivering high-quality PSHE education that helps children and young people stay safe, healthy and prepared for adulthood.

LAUNCH OF THE 2025-2026 IMPACT REPORT



We are delighted to launch the Pan-Staffordshire PSHE Education Service Impact Report 2025-2026, showcasing the work, partnerships and achievements made possible through the continued commitment of education settings, local partners and colleagues across Staffordshire and Stoke-on-Trent.

The report highlights the reach and impact of the Service over the last academic year, including support provided to education settings through training, network meetings, curriculum development, resource creation, policy support and bespoke consultancy. It also captures the collective work taking place across the area to strengthen PSHE provision for children and young people.

We would like to thank everyone who has engaged with the Service during the last academic year, attended training, contributed to network meetings, shared practice and supported the development of resources and guidance. Your feedback and collaboration continue to shape the work we do.

The report also provides an opportunity to reflect on the progress made and look ahead to the priorities for 2026-2027 as we continue to support high-quality, evidence-informed PSHE education that helps children and young people stay safe, healthy and prepared for adulthood.

THE SERVICE IS HIGHLY RESPONSIVE AND EFFICIENT, PRODUCING HIGH-QUALITY RESOURCES THAT HAVE HELPED ESTABLISH A CONSISTENT, POSITIVE AND STUDENT-CENTRED APPROACH TO PROMOTING SCHOOL ATTENDANCE ACROSS STAFFORDSHIRE.

CAMPAIGN OFFICER, LITTLE HEROES AND I'M HERE, STAFFORDSHIRE COUNTY COUNCIL

LOVELY, CALM, DOWN-TO-EARTH TRAINER MADE FOR ENJOYABLE TRAINING OF A TRICKY SUBJECT.

I REALLY VALUE HOW INFORMATIVE AND CLEAR THESE SESSIONS [PSHE LEAD NETWORK MEETINGS] ARE, AND THAT I HAVE A CLEAR UNDERSTANDING OF WHAT I NEED TO DO NOW AS PSHE LEAD. AS A FULL-TIME TEACHER, I APPRECIATE BEING GIVEN THESE QUESTIONS TO WORK THROUGH AND NOT HAVING TO GO AWAY AND THINK ABOUT WHAT I NEED TO DO NEXT. IT'S SO CLEAR AND STRAIGHTFORWARD.

CAN I JUST PERSONALLY THANK YOU AS THE MONTHLY INFORMATION AND TRAINING OPPORTUNITIES THAT YOU CASCADE ARE INVALUABLE FOR ALL OUR STAFF TEAM.

THANK YOU!

UPDATE FROM NATIONAL PARTNERS



KEEPING CHILDREN SAFE IN EDUCATION 2026 & PSHE

The updated Keeping Children Safe in Education (KCSIE) 2026 guidance came into force on 1st September 2026 and contained several changes that are particularly relevant to those leading or delivering PSHE. Whilst much of the guidance focuses on safeguarding procedures, it reinforces the important preventative role of PSHE education.

KEY POINTS FOR PSHE LEADS

- *All Staff must now read Part One of KCSIE.* Annex A has been removed, reinforcing the message that safeguarding is everyone's responsibility
- *Online Safety has been strengthened*, including references to AI, deepfakes, misinformation and digital literacy. Education settings should ensure that children and young people are encouraged to think critically, recognise online risks and know where to seek support.
- *Mental health continues to be a key safeguarding priority.* PSHE plays an important role in developing emotional literacy, resilience and help-seeking behaviours.
- *Violence Against Women and Girls (VAWG), misogyny and serious violence* receive greater attention within KCSIE 2026, highlighting the importance of teaching respectful relationships, consent, equality and challenging harmful attitudes. It is also highlighted that there is an expectation that this will be addressed through a *regularly timetabled, planned, evidence-based RSHE programme and not one-off events or visiting speakers.*
- Attendance and absence remain safeguarding concerns. High-quality PSHE can support belonging, safe and trusted relationships and protective behaviours that help reduce vulnerability. This is why we are a proud partner of the I'm Here campaign from Staffordshire County Council.



THE IMPORTANCE OF WORKING CLOSELY WITH YOUR DSL

KCSIE continues to emphasise a whole-school approach to safeguarding. For PSHE Leads, this highlights the importance of maintaining an effective working relationship with the DSL.

PSHE Leads and DSLs should work together to:

- Review safeguarding trends, concerns and pupil voice data
- Ensure curriculum content responds to emerging risks and local needs
- Identify opportunities for preventative education
- Review themes such as online safety, exploitation, consent, healthy relationships and mental health
- Ensure children and young people know how, when and where to seek help

Strong collaboration between the PSHE Lead and DSL helps ensure that safeguarding is not only reactive, but preventative, with PSHE playing a central role in helping children and young people recognise risk, build protective factors and access support when needed.

QUESTIONS FOR PSHE LEADS

As the new academic year begins, consider:

- Does the curriculum address AI, misinformation, and emerging online risks?
- How well do children and young people develop mental health literacy and help-seeking skills?
- Are themes such as consent, respect and healthy relationships sequenced effectively?
- How regularly do the PSHE Lead and DSL review safeguarding themes together?
- Do children and young people know who their Safe Adults are and how to access support?



KCSIE continues to emphasise that safeguarding is most effective when it is preventative as well as reactive. High-quality PSHE remains a key part of helping children and young people stay healthy and prepared for adulthood.

SIGNS OF PROGRESS FOR RSE

New analysis from the PSHE Association highlights encouraging improvements in young people's experiences of Relationships and Sex Education (RSE) since it became statutory. Between 2021 and 2025, the proportion of 16-17-year-olds rating their RSE as 'Good' or 'Very Good' increased from 35% to 52%, whilst those describing it as 'Bad' or 'Very Bad' fell from 22% to 8%. The research also found that 90% of young people felt school had helped prepare them for healthy relationships, and over half believed PSHE education should continue until age 18.

The findings provide positive evidence of the impact that planned, high-quality PSHE can have on children's and young people's lives. The report also reinforces the importance of continuing to invest in curriculum development, staff confidence and pupil voice to ensure learning remains relevant, engaging and responsive to young people's needs.

CRIMINAL EXPLOITATION - NEW LAWS

The Crime and Policing Act 2026 introduced new offences relating to Child Criminal Exploitation (CCE) and strengthened the recognition that children who are coerced, groomed or manipulated into criminal activity should be viewed as victims of exploitation rather than criminals. The legislation creates new offences targeting adults who exploit children, including those involved in "cuckooing" and forcing children to conceal drugs, weapons or money.

The new laws reinforce the importance of preventative education. High-quality PSHE can help children and young people recognise how grooming and exploitation occur, describe warning signs, develop help-seeking behaviours and identify Safe Adults who can support them. It also provides an opportunity to review how themes such as county lines, coercion, online safety, healthy relationships, consent, peer pressure and exploitation are sequenced across the curriculum.

The Children's Society highlights that perpetrators often use manipulation, threats, violence and isolation to control young people and prevent them from seeking help. This reinforces the role of PSHE in helping children and young people build protective factors, understand their rights and know how to access support for themselves or a friend. The legislation is a timely reminder that effective safeguarding is not only reactive but preventative, with education playing a vital role in helping children and young people recognise exploitation before harm occurs.



Remember you'll find my story in the [Resource Library](#) to help UKS2 recognise this type of abuse.



If I'd known about Fearless, maybe the incident at the Youth Club wouldn't have happened to me and Kai? Find our story in the [Resource Library](#) for UKS2

NEW FEARLESS CAMPAIGN

Fearless has partnered with Charlie's Promise to launch a national awareness campaign encouraging young people to speak up about crime before violence escalates. Inspired by Charlie Cosser's story, the campaign highlights anonymous reporting through [Fearless.org](#) as a safe way to share information and help prevent serious violence.

Research shows that while many young people are reluctant to report directly to police, over half would consider using an anonymous reporting service, underlining the importance of raising awareness of Fearless and Crimestoppers.

Watch the [campaign film](#), explore the [free resources](#) and help raise awareness of anonymous reporting by sharing them with the young people you work with. Visit [Fearless.org](#) to find out more.



YOUTH VIOLENCE

The Youth Endowment Fund's latest [Beyond the Headlines 2026](#) report presents a mixed picture for children and young people. Whilst serious violence affecting children and young people appears to be falling, concerns remain around [violence against women and girls \(VAWG\)](#), sexual offending, mental health and persistent absence from education. The report highlights a 41% reduction in young homicide victims and a 20% reduction in hospital admissions following knife assaults compared with the previous year. However, the number of children arrested for sexual offences has risen significantly, with boys accounting for 98% of arrests.

For PSHE Leads, the findings reinforce the importance of a preventative curriculum that develops healthy relationships, consent, empathy, emotional literacy, help-seeking behaviours and critical thinking. The report also highlights the role education can play in protecting children and young people from violence, noting that persistent absence remains significantly higher than pre-pandemic levels.

PSHE Leads may find it useful to consider how effectively the curriculum addresses violence against women and girls, harmful sexual behaviour, online influences, gender stereotypes, belonging, mental wellbeing and safe and trusted relationships. The report is a timely reminder that whilst progress is possible, prevention remains key, and high-quality PSHE has an important role in helping children and young people develop the knowledge, skills and protective factors needed to stay safe. To support PSHE Leads in secondary settings we have updated our Who is Shaping Your World? resources. Check out our [Resource Page](#) or [Resource Library](#) for more details

STATE OF CHILD HEALTH 2026

The Royal College of Paediatrics and Child Health (RCPCH) has published its [State of Child Health 2026 report](#), highlighting concerns that children's health outcomes have worsened or stagnated across many key measures in recent years, with the greatest impact felt in deprived communities. The report examines a range of indicators including mental health, emotional wellbeing, obesity, oral health, vaping, substance misuse, immunisations and child development.

For PSHE Leads, the report reminds us of the important role PSHE plays in prevention and early intervention and provides a national context and statistics that can reinforce PSHE sessions. Many of the issues identified are directly linked to PSHE curriculum themes, including physical health, mental wellbeing, healthy lifestyles, substance misuse, help-seeking and health literacy. As education settings continue to plan provision for the year ahead, it may be useful to consider how the curriculum responds to local needs, supports vulnerable pupils and helps children and young people develop the knowledge, skills and confidence needed to make informed decisions about their health and wellbeing

ALLERGY SAFETY IN SCHOOLS

In July 2026, the DfE published a new statutory guidance on [Allergy Safety in Schools](#), setting out what schools must do to protect children and young people with allergies. This includes requirements around allergy safety policies, staff training, Individual Healthcare Plans (IHPs) and learning from serious incidents and near misses.

Whilst this guidance may initially appear to sit outside PSHE, there are clear links to several areas of the PSHE curriculum and wider Personal Development provision.

HOW DOES THIS LINK TO PSHE?

PSHE plays an important role in helping children and young people develop the knowledge, skills and attributes needed to manage their own health and support the wellbeing of others. The new guidance provides opportunities to explore:

- Understanding long-term health conditions and medical needs
- Empathy, inclusion, and respecting differences
- How to respond in an emergency and seek help from adults
- Personal responsibility for health and wellbeing
- Medicines, healthcare and accessing support
- Challenging stigma and misconceptions about medical conditions

These themes align particularly well with learning about health and wellbeing, managing medicines, first aid, healthy relationships and similarities and differences.

A WHOLE-SCHOOL APPROACH

The guidance reinforces the importance of creating an inclusive school environment where children and young people with allergies feel safe, supported and able to participate fully in school life. Education settings may wish to consider how allergy awareness is reflected not only in policies and staff training, but also through assemblies, PSHE lessons and wider personal development opportunities.



QUESTIONS FOR PSHE LEADS

As part of curriculum reviews this year, PSHE Leads may wish to consider:

- Where is teaching about long-term health conditions and medical needs?
- Do children and young people know how to respond when someone needs help?
- How is empathy and inclusion promoted for children and young people with medical conditions?
- Are there opportunities to reinforce key messages through PSHE, assemblies or awareness campaigns?

High-quality PSHE can help children and young people develop the understanding, confidence and compassion needed to support themselves and others in managing health conditions safely.

FOOD EDUCATION

A [new report from The School of Artisan Food](#) highlights how food education can positively impact children's wellbeing, attendance, behaviour and attainment, particularly when it is embedded across school life rather than taught in isolation. The findings reinforce the importance of helping children and young people develop the knowledge, skills and confidence needed to make informed decisions about their health and wellbeing. This is supported by research from [The Food Foundation](#), which found that 8 in 10 teachers reported unhealthy school food contributes to disruptive behaviour.

This links closely with a recent [Food – a Fact of Life](#) blog, which reminds us that food choices are often influenced by factors such as time, cost, access, cooking skills, culture and advertising, rather than simply knowledge alone. Encouraging children and young people to explore these influences can help develop critical thinking, empathy and realistic decision-making, all key aims of PSHE education.

For PSHE Leads, this provides a useful reminder that healthy eating education should go beyond simply teaching what constitutes a balanced diet. Consider how your curriculum helps children and young people explore the wider influences on food choices, including poverty, advertising, budgeting, culture, body image, wellbeing and access to food. This approach supports both health education and preparation for adulthood by helping children and young people understand the real-life factors that affect decision-making and develop practical skills for independent living.

NEW PHYSICAL ACTIVITY GUIDANCE

The Department of Health and Social Care has published a new suite of UK Chief Medical Officers' Physical Activity Guideline Infographics to help promote the benefits of movement across all age groups. The resources reinforce the message that moving more and sitting less can improve both physical and mental wellbeing, and that even small increases in activity can make a difference. Children and young people are encouraged to aim for around 60 minutes of physical activity each day, whilst recognising that every opportunity to move counts.

These resources provide useful evidence and visual materials to support learning about healthy lifestyles, physical health, mental wellbeing and self-care. The guidance also promotes an inclusive approach to physical activity, recognising that movement looks different for different people and should be enjoyable, accessible and achievable

RISE IN BODY IMAGE CONCERNS

The NSPCC has highlighted a rise in children and young people seeking support from Childline about body image and eating disorders during the summer months. Last year, Childline delivered more than 3,300 counselling sessions on these issues, with concerns often linked to social media, influencers and exposure to weight-loss and calorie-counting content.

This can remind us to review how body image, media literacy, self-esteem and healthy relationships with food are addressed within the curriculum. The NSPCC has also produced guidance for parents and carers on supporting positive body image, encouraging critical thinking about online content and recognising signs that a child may need additional support, which we have shared in the Parents and Carers section of the PSHE Digest.

NEW REPORT HIGHLIGHTS GROWING VULNERABILITIES FACING YOUNG PEOPLE

A new report from the Centre for Young Lives highlights the continued challenges facing many children and young people across England. The findings point to rising levels of poverty and housing insecurity, increasing demand for mental health support, high levels of absence from education and growing concerns about vulnerability and exploitation.

The report reinforces the importance of a preventative curriculum that develops emotional wellbeing, resilience, help-seeking behaviours, healthy relationships and a sense of belonging. For education settings it may be helpful to reflect on how their PSHE curriculum seeks to identify need early, strengthen protective factors and support children and young people to thrive.

YOUNG PEOPLE DISCLOSING SEXUALISED BEHAVIOURS

The Lucy Faithful Foundation has published a report sharing insights from an analysis of conversations between young people and Shore advisors between July 2023 and January 2024. Shore is a confidential online space for young people worried about their sexual behaviour.

Findings include: 75% of young people contacting Shore chat had not told any other professional about their concerns or behaviour; feelings of shame, anxiety and hopelessness were common; and mental health, coping strategies, future goals and perceived barriers all shape young people's ability to move forward. The importance of anonymity was also highlighted with young people reporting that confidential support allowed them to ask difficult questions, reflect honestly, and begin considering change.

The findings highlight the importance of creating safe environments where young people can ask questions without fear of judgement, understand how to access support, and develop the knowledge, skills and protective factors needed to make safe and healthy decisions.



SOCIAL MEDIA

New data from Childline found that social media platforms and apps were mentioned more than 5,500 times in counselling sessions during the year to March 2026. TikTok, Snapchat and Instagram were the most frequently mentioned platforms, with concerns including mental health, online sexual abuse and exploitation, and wider digital behaviour.

The findings reinforce the importance of teaching online safety through a skills-based approach that develops critical thinking, digital literacy, help-seeking behaviours and an understanding of online risks, rather than focusing solely on individual platforms.

THE “FEMOSPHERE”

Most PSHE Leads and professionals who work with children and young people will be familiar with concerns around the manosphere, online misogyny and well-known influencers linked to this area. However, a recent article in TES highlights growing concerns about the emergence of the femosphere and the associated “pink pill” ideology, which may be influencing some girls and young women online.

The term *femosphere* describes online content aimed at women and girls that often begins with legitimate discussions about sexism, unhealthy relationships and gender inequality but can move towards more fatalistic messages. Common themes include the idea that men and women are fundamentally different, that relationships are transactional, that personal gain should be prioritised, and that men are inherently untrustworthy. This mirrors some of the logic seen within the manosphere, despite appearing very different on the surface.

This is not simply another online safety issue. It highlights the importance of teaching all children and young people to critically evaluate online content, recognise unhealthy relationship narratives and understand how algorithms can reinforce extreme viewpoints.

Possible indicators that children and young people may be encountering this content include:

- Referring to “high-value” men or women.
- Viewing relationships as primarily financial or transactional.
- Expressing beliefs that men and women are biologically destined to behave in particular ways.
- Suggesting that healthy, equitable relationships are unrealistic.
- Demonstrating increasing cynicism or hopelessness about relationships and gender equality.

Rather than creating separate lessons on the femosphere, PSHE Leads may wish to review how existing curriculum content develops:

- Critical thinking and media literacy
- Healthy and respectful relationships
- Consent and communication
- Gender stereotypes and equality
- Online influences and algorithms
- Coercive control and unhealthy relationship behaviours

The article highlights an important message that applies equally to both the manosphere and femosphere: children and young people need opportunities to discuss these ideas openly and critically in safe, facilitated spaces. High-quality PSHE can help children and young people recognise when online content is presenting relationship behaviours as normal, inevitable or unchangeable, and instead promote healthy, respectful and equitable relationships based on mutual trust and respect.

It is important to avoid positioning either the manosphere or femosphere as representative of boys, men, girls or women more broadly. Instead, discussions should focus on critically evaluating ideas, messages and behaviours.

UPDATES FROM LOCAL PARTNERS

SYNERGY TRAINING - UNDERSTANDING AND RESPONDING TO EXTREME RIGHT WING RADICALISATION

Counter Terrorism Policing West Midlands is delivering Synergy, a free interactive training event on 8 October 2026 at the University of Staffordshire, Catalyst Building, Stoke-on-Trent.

The four-hour workshop is designed to help professionals understand how agencies work together through Prevent to safeguard individuals who may be vulnerable to radicalisation. Using a fictional case study, participants will explore the signs, risks and indicators associated with Extreme Right-Wing ideology and consider how appropriate interventions can support vulnerable individuals.

Participants are strongly encouraged to complete the Home Office Prevent Awareness Training before attending. Additional Prevent referral and Channel/Prevent Multi-Agency (PMAP) training is available but not essential. These short courses will help with the content shared during the training.

Date: 8 October 2026 Time: 10:00am to 2:00pm (refreshments available on arrival)

Venue: University of Staffordshire, Catalyst Building,
Leek Road Campus, Stoke-on-Trent

To book please [complete this short form](#)



**COUNTER
TERRORISM
POLICING**
.....
WEST MIDLANDS CTU

SCHOOL READINESS CAMPAIGN

Throughout August, Stoke-on-Trent Family Hubs delivered a School Readiness campaign to support families with children starting Reception this September. The campaign encouraged parents and carers to build children's confidence, independence and communication skills through everyday activities at home, while recognising that every child develops at their own pace.

As PSHE educators, we know these early skills provide important foundations for personal development, emotional wellbeing and healthy relationships. Developing independence, communication and self-regulation can help children feel more confident, secure and ready to learn.

The [Family Hubs website](#) continues to provide a range of practical advice and resources for parents and carers supporting children through this important transition. Education settings may wish to signpost families to the service, particularly those with children beginning their school journey this term.

NEW POSTERS FROM NEW ERA



We are pleased to share two new posters developed by New Era, the commissioned domestic abuse service for Staffordshire and Stoke-on-Trent, designed specifically for children and young people. The resources use clear, age-appropriate language to help children recognise when they may need support and reassure them that abuse is never their fault. One poster encourages younger children to seek help if they are worried about what is happening at home, feel unsafe or have been told to keep secrets. The second poster helps young people identify relationship red flags, including controlling behaviour, intimidation, being blamed, peer pressure, physical harm and being shouted at.

For PSHE Leads, these resources provide a valuable addition to a whole-setting approach to safeguarding, supporting learning around healthy relationships, recognising abuse, help-seeking and Safe Adults. They could be displayed in classrooms, tutor areas, safeguarding boards, wellbeing spaces and pastoral offices, helping to reinforce key PSHE messages throughout the school day and ensuring young people know where they can access support if needed. Schools may also wish to use the posters as a prompt for discussion during PSHE sessions.



We have added these posters to our [Notice Board Resource Pack](#), making it even easier for settings to access and display high-quality safeguarding information for children and young people.

The posters are a timely reminder that creating visible routes to support is an important part of preventative education and helping children and young people recognise when they need help.

SCVYS ANNUAL REPORT

Staffordshire Council of Voluntary Youth Services (SCVYS), which the Pan-Staffordshire PSHE is part of, has shared their [2025/2026 annual report](#). Highlights include:

- Long-term funding secured for their Strategic Partner contract with Staffordshire County Council to continue their work in embedding co-production in their practice with local families.
- 1,188 people signed up to the PSHE Education Service mailing list (15% increase from the previous year) and over 300 professionals accessing the service's training programme between April 2025 and March 2026.
- 69% of education settings across the city and county signed up to access the PSHE Resource Library (6% increase from the previous year).
- 18 new elected members of Staffordshire Youth Union, taking the total to 26 young people representing most geographical areas across Staffordshire.

CO-PRODUCTION OPPORTUNITY

Please see [the flyer for information](#) about a local co-production opportunity with the University of Staffordshire to develop healthy eating teaching resources for use in mainstream primary schools that are autism-friendly. For more information, please email Kim.Buckless@research.staffs.ac.uk. There will be a £20 voucher available for each session attended and educators may also have the opportunity to pilot the resources. This is also available for parents and carers.

INFORMATION FOR PARENTS AND CARERS

This section provides information that education settings may wish to share with their parents and carers via their usual communication methods, e.g., newsletters, ClassDoJo, class blogs etc... The aim is to improve transparency and engagement with parents and carers, in line with the 7 Guiding Principles.

ONLINE SAFETY

The Internet Watch Foundation (IWF) has launched new guidance to help parents and carers understand how artificial intelligence (AI) can be misused to create harmful or manipulated images, including so-called "deepfake" nude images. The guidance explains how children's photos shared online can be altered using AI technology and provides practical advice on protecting images, discussing consent and encouraging safe online behaviours. It also includes tips for talking to children and young people about AI, image sharing and what to do if they are concerned about content they see online. As AI technology continues to develop, these resources can help families have informed conversations about online safety and digital wellbeing.

BODY IMAGE

As children and young people return to school, some may be feeling increased pressure about their appearance, friendships and fitting in. The NSPCC reports that concerns about body image and eating disorders often increase during the summer months, with social media, influencers and online content continuing to shape how many young people feel about themselves.

Parents and carers can support positive body image by encouraging open conversations, helping young people think critically about online content, and focusing on health and wellbeing rather than appearance. The NSPCC has produced practical guidance and advice for families.

STOKE-ON-TRENT APP FINDER

Looking for reliable health and wellbeing apps for yourself or your child? The Stoke-on-Trent App Finder website makes it easier to find trusted digital tools to support physical health, mental wellbeing and healthy lifestyles.

Powered by ORCHA, the library contains hundreds of independently reviewed apps covering areas such as children's mental health, anxiety, healthy living, sleep, long-term conditions and family wellbeing.

Rather than searching app stores and wondering which apps are safe and effective, parents and carers can browse a collection of assessed tools designed to help individuals and families access support whenever and wherever they need it. Whether you're looking for wellbeing support for a young person, advice on building healthy habits, or resources for the whole family, the Stoke Health App Library is a great place to start.

YOUR
VOICE
MATTERS

HELP SHAPE AUTISM FRIENDLY HEALTHY EATING TEACHING RESOURCES *for Schools*



PARENTS/CARERS & EDUCATORS WANTED



ONLINE WORKSHOPS via Microsoft Teams

Help co-design practical, autism-friendly healthy eating teaching resources for mainstream primary schools.

Educators may also have the opportunity to pilot teaching resources within school settings.



**PARENT/CARER &
EDUCATOR WORKSHOPS**



**ONLINE VIA
MICROSOFT TEAMS**



**FLEXIBLE MORNING,
AFTERNOON &
EVENING SESSIONS**



**£20 VOUCHER
PER SESSION**



**ENGLAND-BASED
MAINSTREAM
PRIMARY SCHOOLS**



INTERESTED?

Contact Kim Buckless
Kim.Buckless@research.staffs.ac.uk



SCAN THE QR CODE

or type:
[tinyurl.com/
autism-friendly-resources](https://tinyurl.com/autism-friendly-resources)



University of
Staffordshire



RESOURCES

Resources included in this section are either new updates, additions to the [Resource Library](#) or linked to key dates of awareness or observation that have relevance to PSHE. Find the full year calendar for [2026-2027 here](#). Please note that the linked document and image below take you to a live document, which we will continue to update throughout the year. To request a printable version, please email ellie@staffscvys.org.uk

Using engagement analytics of the Resource Library on our website, we have identified the top topics that users are visiting to look for resources. This data will help us identify further resources, support and guidance on priority topics.

FOR JULY:

ONLINE SAFETY

SUBSTANCES

WATER SAFETY

BEING HEALTHY

GENDER

SEXUALITY AND SEXUAL ORIENTATION

SIMILARITIES AND DIFFERENCES

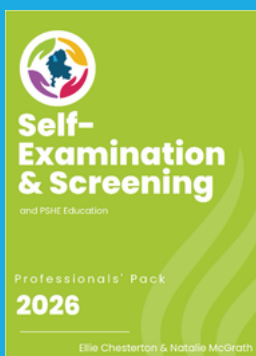


We value ongoing feedback to help us shape the service and ensure that we respond to support needs. You are welcome to share any feedback, suggestions and thoughts by emailing ellie@staffscvys.org.uk.

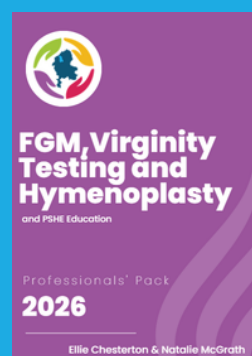


NEW TO THE WEBSITE - WWW.PSHESTAFFS.COM

As part of supporting local education settings, we have been updating locally produced resources in the Resource Library on the website - [register](#) or [log in](#). This month we have updated or created the following resources:

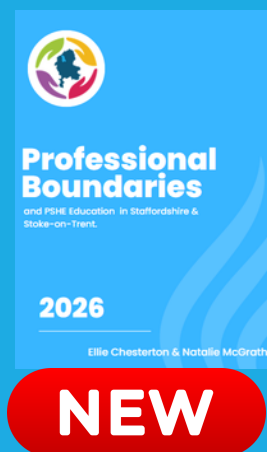


Our [Self-Examination and Screening & PSHE](#) has been updated to reflect the updated RSHE guidance. The pack includes curriculum links, subject knowledge, safeguarding guidance, trauma-informed practice, local signposting and practical support to help professionals.



Our [FGM, Virginity Testing and Hymenoplasty & PSHE](#) pack has been updated to reflect the updated RSHE guidance. The pack includes curriculum links, subject knowledge, safeguarding guidance, trauma-informed practice, local signposting and practical support to help professionals.

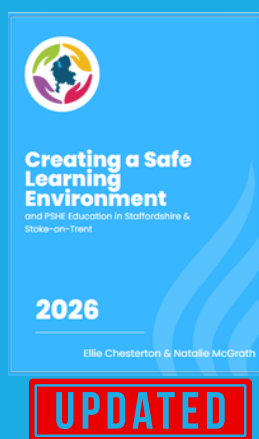




Professional boundaries play a vital role in creating safe, supportive and effective learning environments. This guidance, created with support from our colleagues in Education Safeguarding, explores how professional boundaries underpin safeguarding, wellbeing and high-quality PSHE education, helping staff build positive relationships with children and young people whilst maintaining clear professional roles. Topics include whole-school approaches, safe learning environments, distancing techniques, online boundaries, reflective practice and considerations for SEND settings. The resource provides practical guidance to support professionals in modelling the healthy relationships, communication and boundaries that children and young people are taught through PSHE education.

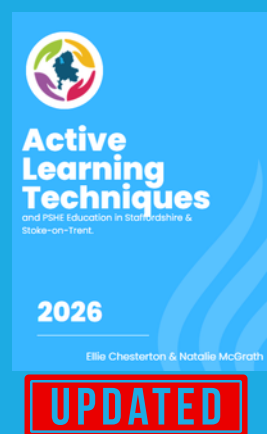


As referenced in the updated RSHE guidance, high-quality PSHE education relies on confident, knowledgeable and skilled professionals. Our newly updated CPD & PSHE Education guidance supports education settings to develop a strategic and sustainable approach to professional development. The resource explores emerging issues affecting children and young people, identifies common areas for practitioner development, and provides practical support on managing sensitive topics, responding to questions, strengthening PSHE pedagogy and evaluating impact. The guidance also includes CPD planning tools, observation templates and strategies to help build staff confidence, improve consistency and enhance outcomes for children and young people.

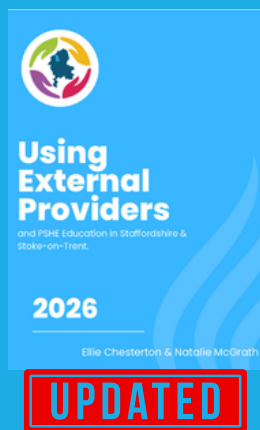


A safe learning environment is the foundation of effective PSHE education. Our newly updated Creating a Safe Learning Environment 2026 guidance provides practical, evidence-informed advice for schools, colleges, youth settings and external providers delivering PSHE, RSHE and safeguarding-related learning. The resource also includes practical tools to support delivery, including a "What to Say When..." prompt sheet, a bank of tricky PSHE questions and suggested responses, reflection activities and an observation of practice template.

Whether you are new to PSHE or an experienced practitioner, this guidance will help you create environments where children and young people feel safe, respected, included and able to participate meaningfully in learning.



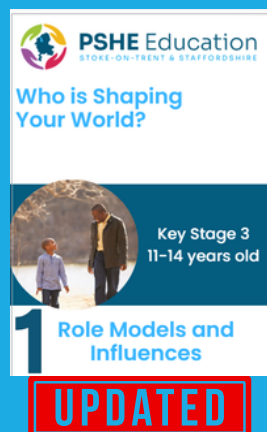
Our Active Learning Techniques & PSHE Education guidance has been fully updated for 2026. Reflecting current RSHE guidance, educational research and feedback from both professionals and young people, this revised resource explores how interactive, participatory approaches can improve engagement, develop life skills and strengthen learning outcomes in PSHE education. The guidance includes a practical toolkit of active learning techniques, planning considerations, reflective questions and strategies to support inclusive practice across schools, colleges, SEND settings and youth provision. Whether you are reviewing your current provision or looking for fresh ideas, this updated guide provides practical support to help move beyond information delivery and create meaningful, skills-based learning experiences.



External providers can make a valuable contribution to PSHE education, but education settings retain responsibility for quality, safeguarding and curriculum delivery. Our updated Using External Providers & PSHE Education guidance supports schools, colleges, SEND settings and youth organisations to commission and work with external providers safely and effectively. The resource includes a quality assurance framework, external provider checklist, guidance on safeguarding, lived experience, political impartiality, signposting and creating safe learning environments. It is designed to help settings ensure external sessions are evidence-informed, age/stage-appropriate and aligned to the planned PSHE curriculum.



Creating a safe learning environment is recognised within the updated PSHE guidance as one of the foundations of effective PSHE education. Our updated Safe Spaces: PSHE That Empowers secondary resource provides a lesson framework that supports young people to develop a shared PSHE agreement based on rights, responsibilities and respect. Through interactive activities, discussion and reflection, participants explore what helps people feel safe, valued and able to contribute confidently to learning. The pack includes SEND adaptations, scenario-based activities and guidance on confidentiality, safeguarding and respectful communication, making it an ideal resource for the start of the academic year, the beginning of a new term or the introduction of a new PSHE topic. Activities should be adapted to meet the needs, age and stage of the group.



Who influences the way young people think, feel and behave? From family and friends to social media and online creators, young people encounter a wide range of influences every day.

Our updated Who is Shaping Your World? Role Models and Influences resource helps young people explore positive role models, identify qualities they admire, and develop critical thinking skills to evaluate influences both online and offline. The lesson encourages young people to look beyond fame and follower counts, focusing instead on trustworthiness, respect, values and positive decision-making. Located in Locally Produced Resources, Personal Identity, and Pressure.



Young people are exposed to a wide range of influences every day, from friends and family to social media, advertising and online content creators. Our updated Who is Shaping Your World? Exploring Influence resource helps young people develop critical thinking skills, evaluate online and offline influences, recognise manipulative content and build digital resilience.

Through interactive activities, discussion and reflection, young people explore how influences can shape attitudes, values, identity and behaviour, while identifying strategies to support their wellbeing online. The resource includes a PowerPoint presentation, scenario cards and accompanying staff guidance. This can be found in our Locally Produced Resources, Personal Identity, Pressure, The Media

UPCOMING KEY AWARENESS DATES – OCTOBER

STOPTOBER (1-31)



Stoptober provides an opportunity to promote the benefits of living smoke-free and to explore the risks associated with smoking and vaping.

Whilst smoking rates among young people have declined significantly over recent years, concerns remain about youth vaping and the increasing normalisation of nicotine use among children and young people. Recent national reports continue to highlight vaping as an important public health issue affecting young people.

This key awareness date provides a useful opportunity for education settings to explore smoking, vaping, addiction, peer influence and healthy decision-making. This can support learning around physical health, wellbeing and the impact of nicotine on the developing brain. Resources to support teaching about smoking and vaping can be found in the Smoking and Vaping section of the Resource Library.

BLACK HISTORY MONTH (1-31)

Black History Month is an opportunity to celebrate the achievements of Black individuals and communities throughout history and today. Whilst often associated with historical events and figures, it is also important to highlight contemporary role models and explore issues around identity, equality, representation and belonging.

Within PSHE, Black History Month provides valuable opportunities to support learning about similarities and differences, challenge stereotypes and prejudice, promote inclusion and develop respect for diversity. It also helps education settings meet their responsibilities under the Equality Act and foster a culture where all children and young people feel represented and valued.

Resources to support learning can be found within the Similarities and Differences section of the Resource Library. You may also wish to purchase materials from B:M2026, including assemblies, lesson ideas and profiles of inspirational individuals for £84.45 including postage.

BREAST CANCER AWARENESS MONTH (1-31)

Breast Cancer Awareness Month raises awareness of one of the most common cancers in the UK and highlights the importance of recognising changes in our bodies, understanding risk factors and accessing support when needed.

Whilst breast cancer is often seen as an adult issue, PSHE can help children and young people develop health literacy by exploring how to monitor physical health, challenge myths and understand the role of screening and early detection. Teaching can also help build confidence in seeking medical advice and encourage positive attitudes towards looking after our health.

Our updated Self-Examination and Screening professional guidance document provides subject knowledge, curriculum links and signposting that supports this topic.





ADHD AWARENESS MONTH (1-31)

Attention Deficit Hyperactivity Disorder (ADHD) Awareness Month aims to improve the understanding of ADHD and challenge misconceptions that can affect children, young people and adults.

Many children and young people will either have ADHD themselves or know somebody who does. PSHE provides opportunities to explore neurodiversity, celebrate differences and develop empathy and understanding. Learning can help children and young people recognise that people experience and interact with the world differently whilst promoting inclusion and reducing stigma.

The month can link particularly well to learning about mental health, identity, self-esteem, and healthy relationships. Resources that explore diversity and inclusion can be found in our [Resource Library](#).

CYBERSECURITY AWARENESS MONTH (1-31)



Cybersecurity Awareness Month promotes the safe and responsible use of technology by raising awareness of how to protect personal information and reduce online risks.

As children and young people spend increasing amounts of time online, understanding cybersecurity is becoming an essential life skill. Within PSHE, this awareness month provides an opportunity to explore privacy, strong passwords, recognising scams, misinformation, online exploration and how digital behaviours can impact personal safety.

Teaching cybersecurity supports wider learning around digital literacy, critical thinking and online relations. Resources to support learning can be found within the Media and Online Safety Sections of the [Resource Library](#).



CYCLE TO SCHOOL WEEK (5-9)

Cycle to School Week encourages children and young people to travel actively where possible and experience the benefits of cycling, walking and wheeling.

Active travel can improve physical health, emotional wellbeing and independence while helping to reduce traffic congestion and air pollution around education settings. It also supports wider learning about sustainability and environmental responsibility.

Education settings may wish to organise themed activities, assemblies or active travel challenges to encourage participation. Cycle to School Week complements wider work around healthy lifestyles, physical activity and environmental awareness.

Resources to support learning about physical activity, sustainability, and road safety are available through the [Resource Library](#). and via the [Active Travel Team](#).

BABY LOSS AWARENESS WEEK (9-15)

Baby Loss Awareness Week provides an opportunity to raise awareness of pregnancy loss and baby loss, including miscarriage, stillbirth, neonatal death and ectopic pregnancy. It also recognises the impact these experiences can have on individuals, families and communities.

Miscarriage and pregnancy loss now feature within the statutory RSHE curriculum for secondary education settings. When delivered appropriately and sensitively, teaching can help young people develop an understanding of pregnancy, challenge myths and misconceptions, and build empathy for those affected by loss.

PSHE lessons can explore themes including grief and bereavement, emotional wellbeing, healthy relationships and the importance of accessing support when needed. As with all sensitive topics, it is important that teaching is age/stage-appropriate, trauma-informed and supported by clear safeguarding procedures.

Many children and young people will know someone who has experienced pregnancy or baby loss, making it important that education settings are equipped to manage discussions sensitively and create safe spaces for learning.

It is also important to recognise that discussions around pregnancy and baby loss may affect members of staff as well as children and young people. Colleagues may also have lived experience of miscarriage, stillbirth, neonatal loss, ectopic pregnancy or fertility difficulties. These experiences can make planning or delivering related lessons particularly challenging. Creating a compassionate workplace culture where loss is acknowledged sensitively can help colleagues feel valued and supported, whilst also modelling the empathy and understanding we seek to promote with children and young people.

HATE CRIME AWARENESS WEEK (10-17)

Hate Crime Awareness Week encourages everyone to recognise, challenge and report discrimination, prejudice and hatred directed towards individuals because of protected characteristics or perceived protected characteristics.

This awareness week provides a valuable opportunity to explore respect, equality, stereotypes and discrimination within PSHE. By helping children and young people understand the impact of hateful language and behaviour, we can support the development of inclusive, respectful communities.

Our [Resource Library](#) contains locally developed resources on Hate Crime, developed in partnership with Uniting Staffordshire Against Hate (USAH), alongside wider resources that support learning about similarities and differences, protected characteristics and positive relationships.

WORLD MENTAL HEALTH DAY (10)

World Mental Health Day is an annual opportunity to focus attention on emotional wellbeing and encourage open conversations about mental health.

PSHE plays a vital role in helping children and young people understand emotions, develop coping strategies, build resilience and identify where support can be accessed. By discussing mental health openly, we can reduce stigma and encourage help-seeking behaviours.

Activities could include exploring self-care, identifying safe adults, discussing protective factors and developing emotional literacy.

Resources to support teaching and learning can be found within the Mental Health section of the [Resource Library](#).

GLOBAL HANDWASHING DAY (15)

Global Handwashing Day highlights the importance of good hygiene in preventing the spread of illnesses and keeping ourselves and others healthy.

Whilst handwashing is a simple habit, it is one of the most effective ways to reduce infections and protect health. PSHE provides opportunities to develop knowledge about personal hygiene, infection prevention and personal responsibility.

This awareness day links particularly well to learning about healthy lifestyles, self-care and physical health. Activities can help children and young people understand when and why handwashing matters and encourage healthy habits that last into adulthood.

INTERNATIONAL DAY OF THE GIRL CHILD (11)

International Day of the Girl Child recognises the rights, achievements and potential of girls across the world while raising awareness of barriers and inequalities they may face.

This day offers opportunities to explore themes such as equality, aspirations, identity, rights and healthy relationships. It can encourage children and young people to think critically about gender stereotypes and consider how everyone can contribute to creating inclusive environments.

PSHE lessons can promote positive discussions around confidence, representation and respect, helping children and young people recognise their strengths and ambitions regardless of gender.

Resources around gender, equality, identity and aspirations are available within the [Resource Library](#).

MAKE SURE YOU ARE SIGNED UP FOR THE [RESOURCE LIBRARY](#). IT'S COMPLETELY FREE; YOU CAN CREATE AS MANY ACCOUNTS AS YOU NEED, AND IT'S PACKED WITH LOTS OF LOCAL AND NATIONAL RESOURCES TO HELP YOU TEACH PSHE. THERE ARE ACTIVITIES, LESSON IDEAS AND GUIDANCE ALL IN ONE PLACE TO SUPPORT YOUR CURRICULUM.



WORLD FOOD DAY (16)

World Food Day raises awareness of food security, nutrition and the role food plays in health and wellbeing across the world.

In PSHE, World Food Day provides opportunities to explore healthy eating, food choices and the factors that influence our diets. Children and young people can also consider issues such as food waste, sustainability and global inequalities in access to nutritious food. Learning about food and nutrition supports both physical and mental wellbeing, helping young people understand the links between diet, energy, concentration and overall health.

Resources to support teaching about healthy eating and nutrition can be found in the Diet and Nutrition section of the [Resource Library](#).

If you work in a mainstream primary setting why not get involved in this [co-production opportunity](#) to help develop autism-friendly resources around healthy eating



RESTART A HEART DAY (16)

Restart a Heart Day aims to increase awareness of CPR and give people the confidence to act in an emergency.

Every year, thousands of lives could be saved if more people knew basic life-saving skills.

Teaching first aid within PSHE helps children and young people feel more confident responding to emergencies and reinforces the importance of seeking help quickly.

Resources in the First Aid section of the [Resource Library](#) include quality-assured materials suitable for a range of age groups and can support education settings in developing these important life skills.



UNITED NATIONS DAY (24)

United Nations Day marks the anniversary of the UN Charter coming into force and celebrates international cooperation, peace and human rights.

The day provides an excellent opportunity to explore topics such as global citizenship, children's rights, equality and respect for others. It encourages young people to think about their role within local, national and global communities.

PSHE lessons can help children and young people understand the importance of cooperation, diversity and collective action in addressing shared challenges. Resources exploring rights and responsibilities, including our updated Safe Spaces: PSHE that Empowers lesson pack, can be found within the [Resource Library](#).



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
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	VARIOUS	YOUNG ENTERPRISE	FREE	FREE CPD ACCREDITED SESSIONS FOR PRIMARY, SECONDARY AND SEND. , FIND OUT ABOUT THE SUPPORT AVAILABLE AND GET THE CONFIDENCE TO DELIVER HIGH QUALITY FINANCIAL EDUCATION.

TOPIC	DATE/TIME	ORGANISATION	COST	OVERVIEW
GENDER / CONSENT	VARIOUS 3.45-5.15PM	<u>EVERYONE'S INVITED</u>	FREE	AN EMPOWERING AND INTERACTIVE SESSION DESIGNED TO EQUIP EDUCATORS WITH THE KNOWLEDGE AND CONFIDENCE TO RECOGNISE, RESPOND TO, AND DISMANTLE RAPE CULTURE WITHIN THEIR COMMUNITIES.
RAIL SAFETY	10 TH SEPTEMBER 4-4.45PM	<u>NETWORK RAIL</u>	FREE	WITH NEW STATUTORY GUIDANCE FOR RAIL SAFETY EDUCATION COMING INTO EFFECT FROM SEPTEMBER 2026, NOW IS THE TIME TO PREPARE YOUR SCHOOL. JOIN EDUCATORS AND REPRESENTATIVES FROM THE RAIL INDUSTRY TO EXPLORE WHAT THE CHANGES MEAN FOR SCHOOLS AND DISCOVER OUR FREE RESOURCES THAT YOUR TEACHERS CAN START USING STRAIGHT AWAY.
ONLINE SAFETY	15 TH SEPTEMBER 9.30AM-12.30PM OR 16 TH NOVEMBER 9.30AM-12.30PM	<u>SSCP</u>	FREE	AWARENESS OF THE RISK FACTORS ASSOCIATED WITH INTERNET USE, MOBILE PHONES AND THE DARKNET. UNDERSTAND THE TYPES OF TECHNOLOGIES WHICH HARM AND ABUSE CHILDREN. UNDERSTANDING OF TECHNOLOGICAL COMMUNICATIONS. DEFINITION OF THE DARK WEB, DEEP WEB AND OPEN WEB. HOW THE DARK WEB CAN BE ACCESSED. REASONS WHY A YOUNG PERSON MIGHT ACCESS THE DARK WEB AND WHAT TO DO. AWARENESS OF BEHAVIOURS USED BY PERPETRATORS TO TARGET, GROOM AND ABUSE. AWARENESS OF SAFETY AND EDUCATIONAL STRATEGIES TO MINIMISE RISK. UNDERSTAND HOW CHILDREN CAN PROTECT THEMSELVES. UNDERSTAND WHEN TO MAKE A REFERRAL AND TO WHOM.
SEX EDUCATION	17 TH SEPTEMBER 3.30-4.30PM	<u>SEX EDUCATION FORUM</u>	FREE FOR MEMBERS	EXPLORES HOW YOUNG PEOPLE ARE HELPING TO SHAPE SEXUAL HEALTH EDUCATION, INFORMATION AND SERVICES. THROUGH CASE STUDIES AND A LIVE YOUTH PANEL, DELEGATES WILL HEAR PRACTICAL EXAMPLES OF YOUTH-CENTRED PRACTICE, REDUCING BARRIERS TO ACCESS AND MEANINGFULLY INVOLVING YOUNG PEOPLE IN SERVICE DESIGN AND DELIVERY. A VALUABLE OPPORTUNITY FOR PSHE LEADS TO STRENGTHEN PUPIL VOICE WITHIN RSHE PROVISION.
ONLINE SAFETY	18 TH SEPTEMBER 12-1PM	<u>SSCP</u>	FREE	THE AWARENESS SESSION WILL EXPLORE THE DIFFERENT AREAS OF COM OFFENDING, WHAT THEY LOOK LIKE AND TYPICAL WORDS, SYMBOLS ASSOCIATED WITH THESE CRIME TYPES.
GRIEF EDUCATION	23 RD SEPTEMBER 9-10AM OR 4 TH NOVEMBER 9-10AM	<u>CHILD BEREAVEMENT UK</u>	£25	THIS WEBINAR AIMS TO HIGHLIGHT THE IMPORTANCE OF GRIEF EDUCATION FOR ALL PUPILS AND WILL EMPOWER STAFF TO TALK ABOUT LOSS, DEATH AND GRIEF. WE WILL EXPLORE THE REVISED STATUTORY GUIDANCE ON RHSE EDUCATION INCLUDING HOW TO ANSWER DIFFICULT QUESTIONS AND ACCESS RESOURCES TO HELP EMBED THESE.
VIOLENCE AGAINST WOMEN AND GIRLS	24 TH SEPTEMBER 11.30AM = 12.45PM	<u>ACADEMY FOR SOCIAL JUSTICE</u>	FREE	LED BY DR SOPHIE KING-HILL, THIS SEMINAR EXPLORES INCLUSIVE SAFEGUARDING, THE IMPACT OF LANGUAGE AND TERMINOLOGY, AND HOW MASCULINITY, GENDER-BASED VIOLENCE AND CHILD PROTECTION FRAMEWORKS CAN SUPPORT EFFECTIVE SAFEGUARDING PRACTICE FOR ALL VICTIMS. YOU MUST BE A MEMBER TO REGISTER THIS IS FREE AND CAN BE ARRANGED WHEN BOOKED



TOPIC	DATE/TIME	ORGANISATION	COST	OVERVIEW
PREVENT IN SEND SETTINGS	30 TH SEPTEMBER 3.30-4.45PM OR 30 TH NOVEMBER 3.30-4.45PM	HOME OFFICE	FREE	THIS TRAINING PACKAGE HAS BEEN DESIGNED BY DFE FOR STAFF WORKING WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) STUDENTS TO UNDERSTAND THEIR RESPONSIBILITIES AND THE IMPORTANCE OF THE PREVENT DUTY.
PREVENT IN FE SETTINGS	6 TH OCTOBER 10.30AM-12PM	HOME OFFICE	FREE	THE WEBINAR WILL COVER THE STRATEGIC REQUIREMENTS OF PROVIDERS AND EMERGING GOOD PRACTICE IN DELIVERING THE PREVENT DUTY. IT WILL ALSO ADDRESS THE CHALLENGES FACED BY FE TRAINING PROVIDERS OF ALL TYPES, SIZES AND LOCATIONS.
SEXUAL VIOLENCE	6 TH OCTOBER 12-1PM OR 30 TH NOVEMBER 12-1PM	SSCP	FREE	LEARN ABOUT THE SEXUAL ASSAULT REFERRAL CENTRE (SARC), INCLUDING REFERRAL PATHWAYS, STRATEGY MEETINGS, CHILD PROTECTION AND CHILD SEXUAL ASSAULT MEDICALS, FORENSIC TIMEFRAMES, THE EXAMINATION PROCESS, ONWARD SUPPORT AND REFERRAL OPTIONS, AND KEY LEARNING FROM INCIDENTS.
PREVENT IN EDUCATION SETTINGS	13 TH OCTOBER 4-5.30PM OR 10 TH NOVEMBER 10.30AM-12PM	HOME OFFICE	FREE	THIS ONLINE WORKSHOP WILL GIVE STAFF A CLEAR UNDERSTANDING OF THEIR RESPONSIBILITIES AND THE CURRENT TERRORIST AND EXTREMIST THREATS. PARTICIPANTS CAN ALSO DISCUSS ANY QUESTIONS ABOUT THE PREVENT DUTY OR RELATED ISSUES WITH AN EXPERIENCED PRACTITIONER.
ANTI-BULLYING	20 TH NOVEMBER 9AM-12PM	ANTI-BULLYING ALLIANCE	£98.20	THIS CPD TRAINING WILL HELP DEVELOP YOUR UNDERSTANDING OF BULLYING AND THOSE MOST AT RISK OF EXPERIENCING BULLYING; AND IMPROVE CONFIDENCE IN PREVENTING AND RESPONDING TO BULLYING.
CRITICAL THINKING	26 TH NOVEMBER 3.30-5PM	SEX EDUCATION FORUM	FROM £50	EXPLORES HOW TO DEVELOP CRITICAL THINKING THROUGH DISCUSSION-BASED RSE. FACILITATED BY DR VICKY STUBBS, IT FOCUSES ON USING EFFECTIVE QUESTIONING, SAFE CLASSROOM DISCUSSION AND CRITICAL THINKING TO EXPLORE TOPICS SUCH AS RELATIONSHIPS, CONSENT AND MEDIA INFLUENCE.
INCELS AND THE MANOSPHERE	28 TH JANUARY 2027 11AM-12PM	HOME OFFICE	FREE	THIS TRAINING SESSION ON INCELS AND THE MANOSPHERE EXPLORES THE IDEOLOGIES, LANGUAGE AND ONLINE SPACES ASSOCIATED WITH THESE COMMUNITIES. IT WILL HELP EDUCATION PROFESSIONALS RECOGNISE POTENTIAL RISKS AND UNDERSTAND HOW THEY MAY AFFECT YOUNG PEOPLE.
ONLINE PLATFORMS AND EXTREMIST CONTENT	28 TH JANUARY 2027 1.30-2.30PM	HOME OFFICE	FREE	THIS TRAINING SESSION ON EXTREMIST PLATFORMS AND ONLINE CONTENT EXPLORES HOW EXTREMIST MATERIAL IS SHARED AND CONSUMED ONLINE. IT WILL HELP EDUCATION PROFESSIONALS UNDERSTAND EMERGING PLATFORMS, RECOGNISE CONCERNING CONTENT AND IDENTIFY POTENTIAL SIGNS OF RADICALISATION.
GAMING AND EXTREMISM	28 TH JANUARY 2027 3-4PM	HOME OFFICE	FREE	THIS TRAINING SESSION ON GAMING AND EXTREMISM EXPLORES HOW EXTREMIST NARRATIVES AND INFLUENCES CAN APPEAR WITHIN GAMING SPACES AND RELATED ONLINE COMMUNITIES. IT WILL HELP EDUCATION PROFESSIONALS RECOGNISE POTENTIAL RISKS AND UNDERSTAND HOW YOUNG PEOPLE MAY BE TARGETED OR DRAWN INTO HARMFUL CONTENT.



TRAINING (E-LEARNING, WEBINARS)

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

- A short video based on the Coronation Street non-fatal strangulation storyline has been added to our [Bitesize Practice Development page](#). Hear from experts as they break down the medical facts and question why strangulation has become normalised for young people.
- The Staffordshire and Stoke-on-Trent Fetal Alcohol Spectrum Disorder Working Group held a webinar which contains a brief overview of FASD, examples of lived experience and an update on what is happening locally. This has been added to our [Bitesize Practice Development page](#).

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.

This month, we have added:

- This podcast explores how a whole-school approach, early intervention and pupil voice can strengthen PSHE and RSHE delivery. Featuring Nicole Campbell and Laura Turner (Rabbit RSE), it highlights the importance of creating safe spaces for discussion, building staff confidence and moving beyond viewing PSHE as an "add-on" subject.

DOCUMENTARIES AND DRAMAS

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

- Red Flag on BBC iPlayer- Real-life stories of people who have been catfished, gaslit and abused by seemingly perfect partners - shared as a warning by those who survived. Added under Domestic Abuse
- The Teenager Terrorist on Channel 4 - Was Rhianan Rudd really a dangerous far-right extremist or just a vulnerable teenager?. Added under a new topic for our documentaries Extremism

We have also fully updated our [CPD & PSHE Education Guidance 2026](#). As highlighted in the updated RSHE guidance, high-quality PSHE education relies on confident, knowledgeable and skilled professionals. Effective CPD is therefore not an optional extra, but an essential component of high-quality PSHE provision.

The guidance supports PSHE Leads to take a strategic approach to professional development by helping settings:

- Identify emerging issues affecting children and young people.
- Prioritise staff development needs.
- Strengthen PSHE pedagogy and facilitation skills.
- Improve confidence when delivering sensitive and complex topics.
- Evaluate the impact of CPD on practice and outcomes for children and young people.
- Develop sustainable CPD plans aligned to the 2025 RSHE Guidance and the 7 Guiding Principles.

As you access podcasts, webinars, documentaries and other professional learning opportunities, we encourage PSHE Leads to consider how these opportunities fit within a wider CPD strategy and contribute to the ongoing development of high-quality, evidence-informed PSHE education across their setting



NEXT EDITION (OCTOBER)...

Resources & Materials for key awareness dates in November:

- Islamophobia Awareness Month (1-30)
- Movember (1-30)
- Mouth, Pancreatic, Lung Cancer Awareness Month (1-30)
- Stress Awareness Day (4)
- Bonfire Night (5)
- International Day against Violence and Bullying at School (5)
- World Kindness Day (13)
- World Diabetes Day (14)
- Road Safety Week (15-21)
- Anti-Bullying Week (16-20)
- Odd Socks Day (16)
- International Day for Tolerance (16)
- International Men's Day (19)
- World Children's Day (20)
- UK Parliament Week (23-29)
- International Day for the Elimination of VAWG (25)

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

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

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

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STOKE-ON-TRENT & STAFFORDSHIRE

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