

PSHE – Contextual Issues to Be Aware Of

The below areas are issues that we need to be aware of in relation to our local area and the current context surround Covid-19. When planning and delivering PSHE work and wellbeing sessions, we need to keep these issues in mind and, where appropriate, adapt the curriculum and Jigsaw lesson plans in order to include and cover these in an age-appropriate manner.

Local Area Issues

Local Area Issue	Particularly Relevant PSHE Units	Age-Appropriate Coverage
<p>County Lines</p> <p>Recruitment of children and young people to courier drugs and cash between urban and county locations in exchange for cash, gifts or protection. Children can be recruited through intimidation, violence, debt, enticement or grooming.</p> <p>More info: https://www.safeguardingchildren.co.uk/professionals/one-minute-guides/county-lines-cross-border-gangs-cuckooing/ https://www.crestadvisory.com/post/county-lines-after-covid-a-new-threat</p>	Puzzle 4 – Healthy Me	<p>EYFS/KS1 – No direct reference to county lines but link to discussions around ‘stranger danger’ and trusted adults – e.g. not taking things from strangers or doing jobs for strangers, talking to an adult if uncomfortable, what people should and shouldn’t ask you to do. Discussions around how to use medicines safely and good v bad medicines, introducing children to the idea that some people use medicines for the wrong reasons.</p> <p>LKS2 – Link to lessons on drugs and further children’s awareness by ensuring they are clear that it’s not only illegal to take them, but also to sell or give them to people. Build on stranger danger conversations with more specific scenarios e.g. someone asking you to transport a strange package – what could be inside and what the consequences could be. Consider how people can be persuaded into such activities (e.g. through money and gifts) and reiterate why it is important to say no. Direct reference to county lines dependent upon children and maturity.</p> <p>UKS2 – Specific named discussion on county lines is appropriate at this age in order to build awareness of the issue and teach children how to look out for it and protect themselves/others from it. Consider the signs it may be happening and what to look out for. Wider consideration of legal consequences, lifestyle consequences and consequences for those that drugs are supplied to.</p>
<p>New form of drug-infused sweets called ‘Edibles’</p> <p>These are increasing in prominence and availability across North Yorkshire in the past year. They have been made attractive to children as they look like sweets e.g. Haribo, Smarties, lollipops or chocolate bars.</p> <p>More Info: https://northyorkshire.police.uk/news/edibles-drug-warning-to-parents-and-carers/</p>	Puzzle 4 – Healthy Me	<p>EYFS/KS1 – As county lines guidance. Not taking sweets or treats from strangers, not eating something if they don’t know what it is, asking a trusted adult (e.g. parent, carer, teacher) before they eat something.</p> <p>LKS2 – As county lines guidance. Extend children’s learning on drugs by showing children that not all drugs look like stereotypical ‘drugs’ e.g. tablets or syringes. Reiterate KS1 learning on not taking sweets from strangers and checking with an adult before consuming treats. Explain that not everything is how it appears which is why we need to be careful.</p> <p>UKS2 – As county lines guidance and LKS2 guidance above. Children should be able to have a mature discussion about how people try to tempt people into drugs (e.g. making them look like sweets, offering incentives to take part in county lines) and why they might be tempted, but also why it is so important to say no. Children are likely to have a greater awareness of whether they have encountered drugs in their lives and may share experiences – use as a basis to discuss what to do in these scenarios.</p>
<p>Promoting and Celebrating Diversity</p> <p>Growing Up In North Yorkshire survey: 88% White British in NY. As Boroughbridge is a predominantly White British area, it’s even more important that we represent and celebrate other cultures in our lessons. We must provide opportunities for children to learn about different cultures, religions, families etc – especially those that they may not encounter in their day to day lives in Boroughbridge.</p>	<p>Puzzle 1 – Being Me</p> <p>Puzzle 2 – Celebrating Difference</p> <p>Puzzle 5 - Relationships</p>	<p>All Classes: General promotion of diversity and celebration of differences in a range of ways, normalising and incorporating it into everyday learning rather than being tokenistic. Huge focus on the Equality Act at the moment and ensuring the representation and inclusion of Protected Characteristics. This could include but not limited to:</p> <ul style="list-style-type: none"> • Study of figures/role models from a range of backgrounds in curriculum areas, e.g. scientists and artists, sportspeople, historical figures. • Wide range of books in book corner from different cultures and backgrounds. Celebrate characters of different backgrounds, families, relationships etc. • Use of diverse characters and names in day-to-day work, e.g. when planning characters for stories, names in maths problems, etc. • Challenge stereotypes whenever possible, e.g. scientists aren’t all white male, doctors aren’t all men, princesses don’t need saving.

Exposure to Right Wing Ideas In our locality, children may encounter views of a right-wing nature. We must promote tolerance of all. More and more right-wing ideas are being spread online through social media and 'fake news'.	Puzzle 2 – Celebrating Difference	<p>EYFS/KS1 – Discussions around tolerance, treating everyone equally, celebrating our differences, kindness and inclusion for all. Can be linked to famous role models, e.g. Rosa Parks and ideas around fairness and inclusion. Through online safety discussions, introduce children to the idea that not everything they read online is true so they must ask a trusted adult if they are unsure.</p> <p>LKS2 – Discuss the issue in a little more detail, e.g. 'some people think that...' and have an open-discussion on why these views are not appropriate. Discuss the reliability of information on the internet and remind children of the notion of fact v opinion. Introduce them to the concept of 'fake news' and remind them to always ask a trusted adult if they are unsure about something.</p> <p>UKS2 – Use as a basis to challenge any stereotypes of what 'extremism' may look like. Make children aware of how to spot right-wing materials online and build up a culture in which they are comfortable to question and discuss what they might read with a trusted adult. Discussions around 'fake news' and not believing what they read online – educate children about reliable sources and how to consider the intent of material that has been published.</p>
Road Congestion and Traffic Huge issue around our school on York Road. Can be factored into health-related discussions about walking to school etc.	Puzzle 4 – Healthy Me	<p>All classes:</p> <ul style="list-style-type: none"> Road safety discussions, explicit teaching on how to use crossings and avoidance of bad habits (e.g. waiting for the green man even if it's clear). Explicit reminders to children on walks and at home time about staying on the inside of the path and away from the road edge. Discussions on wider impacts of increased traffic and congestion (e.g. air pollution) and the benefits of walking or cycling instead. Year 6 have opportunity to do Bikeability.
Physical Features In Our Area Children need to be taught how to physically keep themselves safe in our area around features such as rivers, main roads, bridges.	Always relevant	<p>All classes:</p> <ul style="list-style-type: none"> Factor in safety discussions at relevant opportunities, e.g. if going on a local walk, when mapping in Geography, etc. Relevant events in the news can be used to reiterate these conversations.

Covid Intensified Issues

Covid Intensified Issue	Particularly Relevant PSHE Units	Age-Appropriate Coverage
Online safety Children spending much more time online during lockdown. More social media platforms increasingly used by young people, e.g. TikTok.	Puzzle 2 – Celebrating Difference	<p>All classes:</p> <ul style="list-style-type: none"> Regular online safety discussions on key areas, e.g. not sharing personal information, not meeting up with people, not accepting unfamiliar files. Discuss online bullying and promote same culture of respect and tolerance as we do offline. Promote openness and 'TELL' culture; remind children to always speak to a trusted adult if something is worrying them. Reminders of celebrating differences and appreciating our uniqueness – we don't need to all look/act like influencers. <p>Older children:</p> <ul style="list-style-type: none"> More specific discussion on the dangers of extremism, radicalisation and grooming. Awareness of conspiracy theories, online hate speech. Educate on the dangers of websites, chat forums and platforms that may promote hate or unhealthy behaviours (e.g. pro-ana sites). Sexting
Domestic abuse Data suggests that this has increased considerably during lockdown, children may have encountered or witnessed abuse in the home.	Puzzle 5 - Relationships	<p>NSPCC Guidance for Primary schools: Schools should make children aware of all forms of abuse in an age appropriate way through lessons and assemblies. This includes explaining what domestic abuse is and how children can get help. Our Speak out Stay safe service for primary schools helps children understand abuse in all its forms and know how to ask for support. https://learning.nspcc.org.uk/services/speak-out-stay-safe</p>

		<p>Key discussion areas:</p> <p>EYFS/KS1 – What makes us happy/sad, how to understand our feelings, not to keep worries to ourselves, our right to be safe and to speak out if we feel sad or worried. Explore ways in which children or adults could be hurt so children can understand what is not right. Ensure children clear on who to talk to if they are worried and how they can get help.</p> <p>KS2 – As above plus: Explore different types of abuse in greater detail – sexual abuse, neglect, emotional abuse, physical abuse. Ensure children are clear on what they mean and what the signs are. Reiterate who they can talk to and what they can do if they are worried.</p>
<p>Bereavement</p> <p>Children may have encountered bereavement as a result of the pandemic.</p>	<p>Puzzle 1 – Being Me</p> <p>Puzzle 5 – Relationships</p>	<p>Child Bereavement UK suggests that children mature at different rates and their understanding and responses to bereavement are likely to be based as much on their experience of life as on their chronological age. Individuals who have been through a bereavement should be treated sensitively on an individual basis. CBUK has a good guide: https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb</p> <p>Through PSHE, whole classes can be taught to make sense of death in areas where it arises, for example if discussing families and someone mentions a deceased family member. CBUK advises:</p> <p>5-8 Years - At about five years of age most children are beginning to realise that dead people are different from those who are alive, that they do not feel, they cannot hear, see, smell or speak, and they do not need to eat or drink. At around seven years of age the majority of children accept that death is permanent and that it can happen to anyone. This can result in separation anxiety. As they develop, they become more able to express their thoughts and feelings but may conceal them and outwardly appear unaffected. They need to be given an opportunity to ask questions and to be given as much information as possible to allow them to adjust. They are likely to be very interested in the rituals surrounding death.</p> <p>8-12 Years - At this age a young person's understanding of death almost matches that of an adult, although they find it difficult to grasp abstract concepts. An important factor is their deepening realisation of the inevitability of death, and an increasing awareness of their own mortality. This can result in fear and insecurity. Their need to know details continues, and they will seek answers to very specific questions.</p>
<p>Leaving a child at home</p> <p>May be more likely due to challenging circumstances in lockdown, particularly school closures. No legal age for when you can do this, but it constitutes an offence if someone is placed at risk from doing so.</p> <p>More info: https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/08/NYSCP-Leaving-a-Child-at-Home-OMG-August-2020.pdf</p>	<p>Puzzle 5 - Relationships</p>	<p>All classes:</p> <ul style="list-style-type: none"> Discussions around trusted adults and people who care for us can lead into a conversation about why we need a grown-up around and when it isn't safe for us to be on our own – making clear that it's never okay for the younger children to be left alone. Promote culture of openness and have lots of discussions with children about home and what they've been up to on evenings/weekends, or throughout lockdowns. If children make disclosures, inform DSL so we can put support in place for families and have conversations with parents.
<p>Parental mental health</p> <p>Parents may be struggling with mental health as a result of the pandemic – we need to be aware of signs and how children are affected.</p> <p>https://www.safeguardingchildren.co.uk/professionals/one-minute-guidezs/parental-mental-ill-health-on-children/</p>	<p>Puzzle 4 - Healthy Me</p> <p>Puzzle 5 - Relationships</p>	<p>When discussing mental health, ensure conversations are held about what to do and who to talk to if you suspect someone <i>else</i> is struggling with their mental health. Can be woven into conversations about identifying our feelings – how can we identify how someone else might be feeling? What kind of things should we say/do? How can we help?</p> <p>Sensitive – conversations around mental health and wellbeing can link into how to recognise if someone you love may be struggling and what to do if you are worried. Treat disclosures on an individual basis.</p>