

PSHE and Safeguarding

# Newsletter

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Summer Term

Welcome to the PSHE and safeguarding WPT newsletter.

<https://aware.wickersleypt.org/>

Through this newsletter we will share an overview of the topics we cover in PSHE and the links all of these topics have to ensure we are safeguarding your children,

The PSHE, safeguarding and personal development teams across the trust work closely together to ensure we are providing a curriculum that helps children and young people to stay healthy and safe, while preparing them to make the most of life now and in the future.

PSHE and personal development education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing

We hope you all have a wonderful Summer break and will be back with you in 24/25.

Team around the child

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There could be strong hidden currents or rubbish and debris under the water line as well as very cold temperatures which can hinder swimming abilities. Lakes, pools, rivers and quarries have many hidden dangers, and you can very quickly and easily get into trouble. Sadly, we have seen too many lives lost in these circumstances. We must all appreciate these risks and look out for each other.

» ; ... a ... oc ... a ; ... o Ñ ... o3 ... c<sup>a</sup> - @c4 ... Ě đ<sup>a</sup> - ... Ä ... đc ... Xo Ě ... ž - @o<sup>2</sup>ž X Ñ ... đ<sup>a</sup> ... Ño<sup>2</sup> - ... - đ<sup>a</sup> ; @c4 ... đc ... ao Ê a c<sup>a</sup> P ... » ; ... ž<sup>2</sup> c ...  
tary gasp for breath and increases breathing uncontrollably which leads to panic and inhaling water.

R3 ... Ño<sup>2</sup> ... o ... c ... Ño<sup>2</sup> - ž X3 ... c<sup>a</sup> - @c4 ... a ; ... Ě đ<sup>a</sup> - ... <sup>2</sup>c Đ “ a X Ñ J

- Take a minute. » ; ... @c @<sup>a</sup> @ đ X ... a ž ... o3 ... oX ... Ě đ<sup>a</sup> - ... “ đ ž ž ... @c ... X to swim straight away.
- **Relax and float** on your back to catch your breath. Try to get hold of something that Ě @ X X ... ; X “ ... Ño<sup>2</sup> ... o đ<sup>a</sup> P
- Keep calm †<sup>a</sup> ; c ... đ X X ... 3o - ... ; X “ ... o - ... ž Ě @ a ... 3o - ... ž đ 3<sup>a</sup> Ñ ... @ 3 ... Ñ

## Sun Safety

<https://www.soltansunready.com/for-schools>

Ů ; @ X ž<sup>a</sup> ... Ě ... - o4c @ ž ... a ; đ<sup>a</sup> ... ž oa ... ž<sup>2</sup>c ... @ ž ... 4oo ... 3o - ... <sup>2</sup>ž K ... o b Á Ú ! c ... @ ž ... đc ... @ a “ o - a đc<sup>a</sup> ... ž đ 3 4<sup>2</sup>đ - @c4 ... @ ž ž<sup>2</sup> ... 3o - ... ž ; oo X ž Ñ đ - K ... ; @ X - c ... đ - ... Đ “ o ž ... a o ... Á Ú ! ... 3 - oa ... a ; ... ž<sup>2</sup>c K ... o3<sup>a</sup> c ... b<sup>a</sup> Ě c ... đ a ... đc ... “ ac P ... Ů @<sup>a</sup> ; o<sup>2</sup>a ... đ •<sup>2</sup>đ<sup>a</sup> ... “ - o<sup>a</sup> a @ oc K ... đ ... ; <sup>2</sup>-c K ... đ<sup>2</sup>ž @c4 ... <sup>2</sup>a<sup>2</sup>X đ<sup>a</sup> @ Ě ... đc ... @ -- “ đ - đ X ... đ a đ 4 P ... » ; @ ž ...

risk of developing skin cancer in later life. Skin cancer is the most common cancer in

a ; ... Á e ... Ě @<sup>a</sup> ; ... - đ<sup>a</sup> ž ... o3 ... a ; ... @ ž đ ž ... - @ ž @c4 ... 3 đ ž<sup>a</sup> - ... a ; đc ... ž U @c ... đc - ž ... đ - ... đ<sup>2</sup>ž ... Ñ ... o Ě - n Đ “ o ž<sup>2</sup> - ... a o ... Á Ú ! K ... ž o ... @<sup>2</sup>c ... Đ “ o ž<sup>2</sup> - ... @c ... a ; ... - ž<sup>a</sup> ... ... Ñ đ - ž ... o3 ... X @ 3 ... oc<sup>a</sup> - @<sup>2</sup>a ž ...

risk of developing skin cancer, highlighting the importance of schools and parents

Ě o - U @c4 ... a o 4<sup>a</sup> ; - ... a o ... @c - đ ž ... U c o Ě X 4 ... đc ... @c<sup>2</sup>c ... ; c “ - o<sup>a</sup> a ... đ 4 đ @c ž<sup>a</sup> ... Á Ú ! ... đc ... X đ - c ... ; o Ě ... a o ... c R o Ñ ... a ; ... ž<sup>2</sup>c ... ž



## Supporting your child with Transition

ž ... ě ... ě “ – o ě ; ... a ; ... c ... o 3 ... ě ... ž ; o o X ... Ń ě – ... ě ... ě ě c a ... a o ... o – ... 4 2 @  
young people with changes that will be approaching.

@ o a ... ; ě c 4 ž ... ě c ... ... Đ @ a @ c 4 P ... 2 a ... o a ; – ž ... ě c ... ... ž a – ž ž 3 2 X K ... ě o –

; ě c 4 ... ě c ... ... a o – ... @ 2 X a ... ě ; c ... ě ... Ń o 2 c 4 ... “ – ž o c J

- does not want it to happen
- does not feel ready for it
- 3 X ž ... ě o – – @ ... ě o 2 a ... ě ; ě a ... @ ž ... ; ě “ c @ c 4 ... c Đ a K ... ě 2 ž ... @ a ... @ ž ...
- needs time to let go of something that has ended
- feels like what is happening to them is out of their control

Take a look at the links for more tips on transition:

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/transitions-and-times-of-change/>

<https://www.savethechildren.org/us/charity-stories/how-to-help-children-transition-school-closures-coronavirus>

<https://www.youngminds.org.uk/parent/blog/helping-your-child-manage-the-move-from-primary-to-secondary-school/>

; ě c 4 ... @ ž ... ě ... c o – a ě X ... “ ě – a ... o 3 ... X @ 3 K ... 2 a ... @ a ... ě c ... 3 X ... @ 2 X a ... 3 o

We have provided you with useful websites giving information and practical tips to help you support your child during a time of transition or change.

ž ... ě ... “ ě – c a ... a ; – ... @ ž ... a 2 ; ... Ń o 2 ... ě c ... o ... a o ... ; X “ ... Ń o 2 – ... ; @ X † a ě c ě 4  
whatever their situation.

; ě a ... ě o 2 a ... ; o ě ... a ; Ń ... ě – ... 3 X @ c 4 ... ě c ... ; o ě ... @ a ... ě @ X X ... ... @ – c a ...  
new people, changing teachers and rooms for subjects, more homework.

! ě ž ž 2 – ... a ; a ... a ; ě a ... c – ě ž ... ě o 2 a ... ž a ě – a @ c 4 ... ž o a a ; @ c 4 ... c ě ... ě – ... c o – a  
familiar things, and that these feelings usually subside.

2 a ... ... ě – 3 2 X ... c o a ... a o ... @ a “ o ž ... Ń o 2 – ... o ě c ... ě o – – @ ž P ... E o 2 ž ... o c ... Đ @  
ě a @ ě @ a @ ž ... ě c ... 3 – @ c ž P ... X – ě a @ c 4 ... a ; ... a @ X ž a o c ... o 3 ... c @ ž ; @ c  
; ě ě ... 4 – o ě c K ... ě c ... o o ž a ... ž X 3 n ž a a ... ě c ... o c c P

## What we know about our current School Dinners

- They can sometimes feel limiting, especially for students who have allergies, are vegetarian/vegan/halal-based.

## How you can help at home

1. Plan meals together: sit down with your adults at home and plan out meals for the week ahead. This will help make a shopping list so they buy what is needed.
2. Help with the shopping: ... o – ... a o ... 4 o ...  
đ c ... ; X “ ... a o ... c ... a ; ... ž a ...  
@ c 4 – @ c a ž P ... á o 2 ... đ c ... đ X ž o ... ; X “ a ...  
to avoid impulse purchases and stick to the shopping list.
3. Learn to cook: by learning how to cook, you can help to prepare meals  
đ c ... a đ U ... ž o a ... Đ a – đ ... – ž “  
Ń o 2 – ... 3 đ a @ X Ń P ... á o 2 ... đ c ... đ X ž o ... Đ  
Ě @ a ; ... @ – c a ... – @ “ ž ... 2 ž @ c 4  
đ o – đ X ... @ c 4 – @ c a ž P
4. Use up leftovers: make a plan to use up any leftovers from meals, either by incorporating them into new recipes; by having a leftovers night; or, if possible, freezing them.
5. Grow your own produce: if you have a garden, or access to outdoor space, consider growing your own herbs or vegetables. This can be a fun and rewarding way to get fresh produce at a lower cost. It could be as simple  
đ ž ... 3 – ž ; ... ; – ž ... o c ... Ě @ c o Ě ž @ X X ... o Đ ž P

## Examples of Budget-Friendly Meals

- Pasta with tomato sauce and vegetables
- Stir-fried rice or noodles with vegetables and egg
- Baked potato with beans and cheese
- Omélette with vegetables and cheese
- Ú 4 4 @ ... o – ... a đ a ... Ě – đ “ ž  
lettuce, tomatoes and cheese
- Cottage pie
- Lasagne

## Support and Guidance on Healthy and Safe Relationships

Nationally, schools have recently been sent information relating to the issue happening to young people, known as “sextortion

## Talking to your Child

It's important to have frequent, open and non-judgemental conversations with your

; @ X ... ě o<sup>2</sup>a ... – X ě<sup>a</sup> @ o c ž; @ “ ž K ... ž Ď ... ě c ... @ c 4 ... o c X @ c ...<sup>a</sup> o ...  
ž o a<sup>a</sup>; @ c 4 ... 4 o ž ... ě – o c 4 P ... E @ c ě c @ ě X X Ñ n a o<sup>a</sup> @ ě ě<sup>a</sup> ... ž Ď<sup>2</sup> ě X ...  
those conversations. Here are some tips about how to approach this:

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For more information, visit our website:  
[www.wickersleypt.org](http://www.wickersleypt.org)