

Report to:

CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Relevant Officer:

Paul Turner – Assistant Director – Education, SEND and Early Years.

Meeting

8 December 2022

PERSONAL, SOCIAL AND HEALTH EDUCATION PROGRAMME IN SCHOOLS

1.0 Purpose of the report:

1.1 The purpose of this report is to inform the committee of the extent of the Personal, Social And Health Education (PSHE) programme that is delivered in Blackpool schools.

2.0 Recommendation(s):

2.1 That the report be noted and any areas for further scrutiny be identified.

3.0 Reasons for recommendation(s):

3.1 To enable ongoing scrutiny of the PSHE offer in Blackpool's schools.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council priority:

5.1 The relevant Council priority is

- "Communities: Creating stronger communities and increasing resilience"

6.0 Background information

6.1 There is a considerable amount of education being delivered to children in Blackpool to raise awareness of bad or coercive relationships. This work begins in earnest in our fantastic primary schools where positive relationships are taught in much broader terms. We see lots of evidence of this when we audit their safeguarding provisions. The context is much broader and age appropriate to our younger children as we would expect.

Once children join their high school, the education continues in a structured and considered way. Each school has a PSHE coordinator who works alongside their Designated Safeguarding Lead (DSL) to ensure that children are taught how to stay safe and report abuse. There is a culture of vigilance amongst schools and colleges in Blackpool.

Here below are some examples of the content delivered from the Council and schools to our children across Blackpool:

Blackpool Council

- Deliver training to teachers
- Website that offer advice guidance and support
- Series of Webinars cascaded to DSL
- Seven Minute Briefing for December is planned for teenage relationships

Secondary Schools

- Evidence of age appropriate materials being taught through PSHE lessons
- Evidence of significant 'relationship' content including:
 - Puberty and sexual health
 - Consent – different levels of understanding depending on age group
 - Dealing with Bullying and conflict in relationships
 - Grooming – what it is and how to avoid or deal with it.
 - Positive and respectful relationship making
 - Think before you share (digital imagery)
 - Knowing my rights
 - Values, beliefs and attitudes
 - Abuse
 - Readiness for intimacy
 - Sexual harassment
 - Coercive relationships
 - Same-sex relationships

Colleges

- Evidence of similar content to the Secondary schools
- Evidence of more on coercive relationships including rape culture understanding, criminal and sexual exploitation
- Guest Speaker in 2022 from Empowerment for all Lower Sixth (1200) students
- Signposting for students on Google Classroom (learning platform) for a variety of resources:
 - Speak to a member of the College Safeguarding team
 - Lancashire Police - <https://www.lancashire.police.uk/help-advice/personal-safety/domestic-abuse/healthy-relationships/>
 - No Excuse for Abuse - <https://www.noexcuseforabuse.co.uk/>
 - Child Line - <https://www.childline.org.uk/get-support/>
 - Lancashire Victim Services - 0300 323 0085 / www.lancashirevictimservices.org
 - Fylde Coast Women's Aid - www.fcwa.co.uk
 - NSPCC - Call on 0800 800 5000 / <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/>

6.2 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 9(a) - PSHE National Guidance

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 None.

11.0 Equalities considerations:

11.1 None.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/external consultation undertaken:

13.1 None.

14.0 Background papers:

14.1 None.