Virtual PSHE Subject Leader Conference
Workshop outlines and learning outcomes
Wednesday 25 May 2022 8:45am – 1pm

Keynote: Sexual Violence and Sexual Harassment in Schools – A whole school approach.
Speaker: Raminder Aujla: Team Manager, Education and Early Years Safeguarding Team, Leeds City Council.
Audience: All PSHE leads, Executive Leaders and Safeguarding personnel.
Session outline: This session will cover the heightened emphasis in Keeping Children Safe in Education for schools and colleges to have a whole school approach to identifying, understanding and managing sexual harassment and sexual violence in schools.
Learning outcomes: • Proposed changes to September 2022 Keeping Children Safe in Education re: Sexual Violence & Sexual Harassment • A whole school approach • Ofsted expectations of schools and colleges

Workshop Session One:

Option one: County Lines (Carl Morton – St. Giles Trust)
Audience: Teaching and support staff from all settings and phases.
Session outline: Our training consists of trainers utilising their lived experience as ex-offenders and survivors to unpack and explore the realities and consequences of county lines, gang exploitation and serious youth violence. Perspectives from previous perpetrators and victims combined with relevant case studies, aid audiences in gaining an authentic and credible understanding of this complex and cross cutting issue.
Learning outcomes: • Define the term county lines. • Outline the operational procedures involved in setting up a county line. • Explain the methods used to groom, recruit, and exploit young people • Have an awareness of the push and pull factors that contribute to a young person becoming vulnerable and susceptible to county lines involvement. • Recognise key signs and indicators that young people are being exploited or at risk of county lines involvement. • Describe the relationship between county lines and other forms of criminal activity and exploitation (i.e. serious violence, human trafficking, debt bondage, modern slavery and child sexual exploitation). • Explain the risks and consequences of county lines involvement. • Understand the perspective of either a survivor or perpetrator after hearing from an expert witness, including a brief overview of how girls are used. • Develop initial long-term and solution-based approaches to prevent and reduce the risks associated with each stage of the county lines process, inc. realistic exit strategies

Option two: Schools of Sanctuary (Katherine Hogg – Leeds Church Institute)
Audience: Teaching and support staff from all settings and phases.
Session outline: Introduction to Schools of Sanctuary with Katherine Hogg and Anna Mason, EAL Lead at Lawnswood School. Katherine will talk about the sanctuary movement and Anna will speak from her vast experience of working with children from sanctuary seeking backgrounds and already achieving Schools of Sanctuary status for the school.
Learning Outcomes: - Knowledge of the national Sanctuary movement and in particular the Schools of Sanctuary stream.   - Understanding of the difference between various terms such as asylum seeker, refugee, and migrant.   - Basic knowledge of the national and local situation including supporting organisations and key countries for arrivals.   - Recognising good practice in supporting children from sanctuary backgrounds in school drawing on examples from local schools.   - Understanding of what is involved in working towards the Schools of Sanctuary Award and recognising the available resources.
Workshop session two:
Option one: Conspiracy, extremism, and critical thinking - Julia Holden - Leeds City Council, Leeds Prevent
Audience: Teaching and support staff; useful for all settings and phases but particularly KS2 and above
Session outline: This will be an interactive session exploring the history of conspiracy theories and how this has increased during Covid 19. It will look at similarities to extremist narratives and exploitation, why people believe in conspiracy and the importance of critical thinking. The workshop will also look at some of the tools to support critical thinking.
Learning Outcomes: Participants will   - Gain an awareness of the history of conspiracy   - Understand the rise and impact of conspiracy in the current climate   - Understand how people come to believe in conspiracy   - Identify why conspiracy theories are exploited by extremists   - Be able to support the development of critical thinking skills using fact checking and image source analysis   - Gain an awareness of how to challenge conspiratorial thought processes   - Be provided with support and resources
Option two: LGBT+ inclusion and considerations (Kat Denvir - Leeds City Council, LGBT+ Staff Network)
Audience: Teaching and support staff from all phases, but most relevant to secondary.
Session outline: An open discussion session and workshop in respect of challenges that face schools in respect of LGBT+ inclusion including topics like parental engagement, building personal confidence in matters and intersectional considerations
Learning Outcomes: - To build confidence in understanding LGBT+ experiences in school and how that affects children/young people going forward   - Understanding of the current statistics regarding LGBT+ young people from research   - Develop networks of discussion to share best practice   - Attend a safe session to discuss issues that arise for feedback from peers

Workshop session three
Option one: A new approach to teaching 'Violence Awareness' (Sarah Whitehead – West Yorkshire Police)
Audience: Primary and secondary teachers
Session outline: Current best practice in helping children understand violence in communities and social media. No cost lessons and resources from West Yorkshire Police for primary and secondary teachers.
Learning Outcomes: • To feel confident delivering a lesson which addresses issues of violence and to have at least one lesson resource for your age group.
Option two: Cannabis & young people, what you need to know.
Audience: Teachers and support staff in all phases.
Session outline: This session aims to improve the knowledge of Cannabis amongst those who work with young people and provide a space where the relationship of young people with cannabis can be explored
Learning Outcomes: • Gain an understanding of the range of different forms of cannabis now available within the UK market • Develop knowledge of Cannabinoids including THC & CBD • Develop harm reduction messages for people using cannabis products • Understand the different methods of cannabis use and consider the possible risks and harms • Consider how ease of access to cannabis products online may contribute to increased normalisation of use amongst young people
Pre-recorded eLearning videos available to view on Leeds for Learning for 12 months.
Introduction to our 'Exploitation' learning pack and youth sessions. - Jennifer Griffiths - The Children's Society
Audience: Primarily a Secondary school resource, however Primary/SEND schools have adapted it for their audience
Video outline: A session to introduce our 'Working together to Safeguard children' toolkit. This resource features learning sessions for professionals about exploitation, trauma, and bias for using with children and young people.
Learning Outcomes: • Know how to access resource kit. • Feel comfortable with using the resource.
Introduction to Breastfeeding Teaching Resources - Sally Goodwin-Mills - Leeds City Council, Public Health
Audience: Early Years to Key Stage Three.
Video outline: This session will give an overview of the importance of breastfeeding for the health and wellbeing of families, and the value of introducing this in early years settings and schools. It will introduce a selection of the Association of Breastfeeding Mothers Teaching Resources and discuss how information and activities can be embedded into the existing curriculum.
Learning Outcomes: • Understand the importance of breastfeeding • Understand the relevance of breastfeeding in the school curriculum and the impact of this • Recognise the opportunities to thread the topic of breastfeeding in existing curriculum • Know where to access the full suite of resources and where to access help and support if required