

PDT and Careers Newsletter

Spring Term 2: 2024

Contact: Mrs Robb, Head of PDT and Careers

michelle.robb@notleyhigh.com

PDT CURRICULUM CONTENT FOR SPRING TERM 2

As a part of your child's education at Notley High School & Braintree Sixth Form, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme delivered in PDT lessons. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

The curriculum overview for PDT lessons during Spring term 2 is as follows:

Year 7

Relationships and Sex Education: Students will explore the qualities and behaviours expected in healthy relationships and will learn why the media portrayal of relationships may not reflect real life. They will discuss the role of parents within a family and suggest ways to reduce and resolve conflict.

Year 8

Online Safety: Students will look at what does it mean to think critically and how to recognise trustworthy sources online.
Health and Wellbeing: Understand the HPV vaccination, the role of vaccinations in eradicating disease and herd immunity.

Staying Safe: Students will explore reasons why young people might use legal and illegal drugs, including alcohol, smoking, and vaping. They will investigate the consequences of being found in possession of, using, selling, or supplying different classes of drugs. They will learn what support is available to people.

Year 9

Careers: Students will discuss career interests and pathways, linked to their personal skills and preferences, and use Unifrog to carry out research. They will explore their future career aspirations and the changing world of work, including the ways in which a person can be employed, and their rights and responsibilities in the workplace.

Year 10

Staying safe: The effect of alcohol and drugs on the individual, community, and society. Managing peer influence in increasingly independent contexts, including as a young driver and passenger. Where to access support.

Year 11

Health and Wellbeing: Students will explore their responsibilities as they become more independent, in particular, safety, risk taking, emergency first aid and health. Students will discuss how to reduce the risk of developing many illnesses including, a number of cancers, through simple lifestyle choices and how to carry out testicular self-examination and breast self-examination.

As a school community, we are committed to working in partnership with parents/carers and we welcome any feedback that you may have. Our Relationships and Sex Education Policy is on the school website. Please do contact me if you would like to find out more about what your child will learn and/or view materials and resources being used in lessons.

MENTAL HEALTH AND WELLBEING – SOURCES OF SUPPORT

I would like to remind all parents and carers that students may seek support if required, from our pastoral team.

This includes the tutors and pastoral managers: Mrs Turner, Mrs Glynn and Mrs Vickery.

Emotional Wellbeing and Mental Health Service (EWMHS): The Emotional Wellbeing and Mental Health Service (EWMHS) provides emotional wellbeing and mental health advice and support for young people and their families across Southend, Essex and Thurrock who need support with their emotional wellbeing or mental health difficulties. The service provides support for young people aged 0 to 18 years old and up to 25 for those with SEND.

Any child or young person experiencing mental health difficulties as well as any parent, guardian or professional can access the service for help and guidance.

Telephone: 0800 953 0222

Email: NELFT-EWMHS.referrals@nhs.net

Website: <https://www.nelft.nhs.uk/services-ewmhs>

Action for Family Carers: Action for Family Carers is an Essex charity, which for over 30 years has been providing information and support to carers who have unpaid, caring responsibilities for others. Support for Young Carers aged 5-18yrs old.

Telephone: 0300 7 70 80 90

Email: info@affc.org.uk

Website: [Young Carers \(affc.org.uk\)](http://YoungCarers(affc.org.uk))

Childline: for children and young people under 19.

Telephone: 0800 1111 (the number won't show up on your phone bill)

Website: <https://www.childline.org.uk/>

Kooth: free, safe, and anonymous online support for young people.

Website: <https://www.kooth.com/>

Samaritans: Offers confidential, 24-hour emotional support to anyone in crisis.

Telephone: 116 123

Website: www.samaritans.org

Child Exploitation and Online Protection (CEOP): CEOP help children stay safe online. You can report inappropriate behaviour here.

Website: <https://www.ceop.police.uk/safety-centre>

Young Minds: Provides information and advice on child mental health issues.

Website: www.youngminds.org.uk

Harmless: Specific information and advice for those who self-harm.

Website: www.harmless.org.uk

B-Eat (Beating eating disorders): Online support and a network of UK-wide self-help groups to assist adults and young people in the UK with eating disorders.

Website: www.b-eat.co.uk

Papyrus (Prevention of Young Suicide): A UK charity dedicated to the prevention of suicide and the promotion of positive mental health and emotional wellbeing in young people.

Telephone: 0800 068 4141

Website: <https://www.papyrus-uk.org/>

Mermaids UK: Family and individual support for gender diverse and transgender children and young people.

Telephone: 0808 801 0400

Website: <https://mermaidsuk.org.uk/young-people/>



Mrs Turner



Mrs Glynn



Mrs Vickery



PDT AND CAREERS CALENDAR:

A reminder of the events taking place this half term can be found below. You will receive letters giving further information when necessary.

Friday 1 st March	Year 11	Assembly: Introduction to the NCS programme
Tuesday 5 th March	Year 8	Assembly: Managing social media with the DWP
Wednesday 6 th March	Year 7	Assembly: Introduction to the World of Work with the DWP
Thursday 7 th March	Year 10	Assembly: Why go to university? With Make Happen
Friday 8 th March	Year 11	Assembly: Why go to university? With Make Happen
Tuesday 12 th March	Year 9	Lessons: Healthy Relationships with Essex Fire and Rescue Service
Tuesday 19 th March	Year 8	Assembly: Hate Crime with Essex Fire and Rescue Service



FREE PRODUCTS AVAILABLE IN SCHOOL

Period Equality for all

Our school provides free period products to any student that needs them, for whatever reason.

We have a huge selection of:

- Sanitary towels
- Tampons
- Modibodi Period Pants

Products are available from

- Mrs Simpson in the medical room
- Mrs Robb in the PDT office
- Mrs Glynn, Mrs Vickery and Mrs Turner
- Your RSLs
- All department offices

There is no need to ever be embarrassed about asking, but if you find it difficult, all you need to do is ask for 'something from the white bag'. Staff will know what this means!

We also have free tights for anyone that needs them!
See Mrs Simpson



Pick up a free pair!



Just ask for 'something from the white bag' 😊

ESSEX WELLBEING SERVICE

The Essex Wellbeing Service has put together a range of information regarding young people and vaping. This includes information about support for young people who want to quit vaping and resources for parents and carers.

[Essex Wellbeing Service](#)



What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

WHAT ARE THE RISKS?

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

KEEP SCROLLING



Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.



ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.



NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.



MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.



Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



Choose your path.

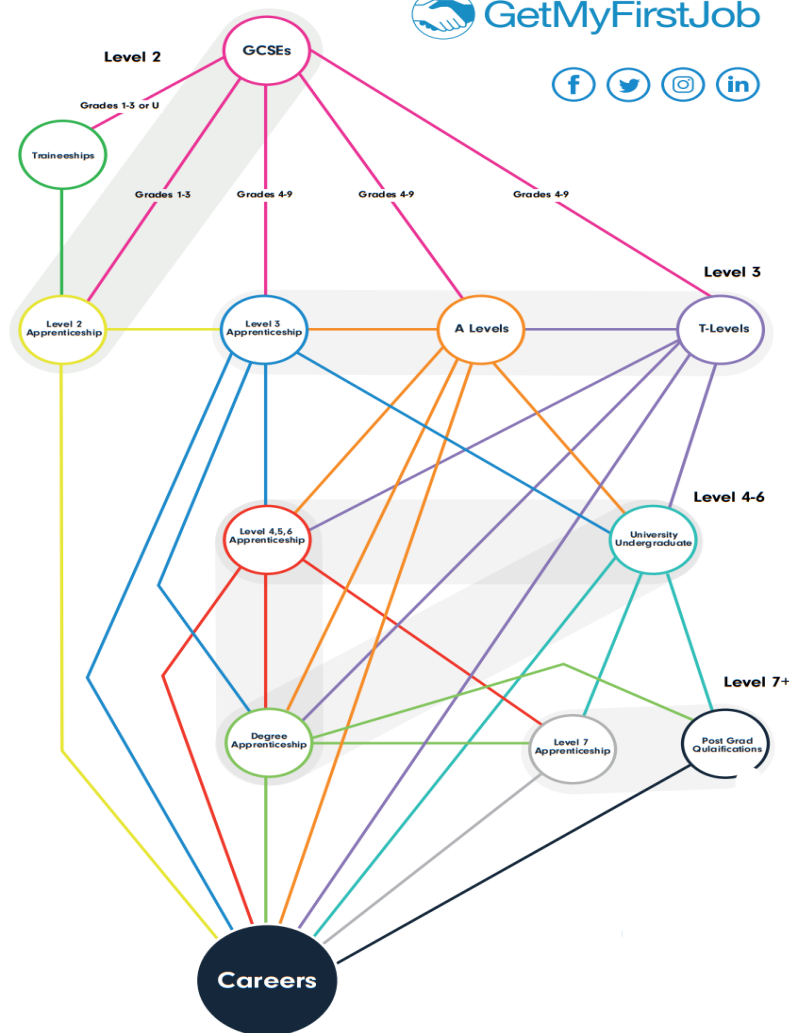
GetMyFirstJob gives you the latest opportunities, information, advice and resources for everything after school or college. From work experience, entry-level roles, traineeships and apprenticeships to gap years and graduate programmes.

Register on www.getmyfirstjob.co.uk to find opportunities near you.

There are many routes to your dream career. Whether you choose to do an apprenticeship, study part-time or become a full-time University student, the most important thing is choosing what is right for you.



You need to stay on in some kind of education or training until the age of 18, this could be going to college full-time, part-time or doing an apprenticeship.



Traineeships



Traineeships are short-term opportunities, lasting between six weeks to six months. It's a chance to get a high-quality work placement with flexible training. To get onto a traineeship, you need to be aged 16-24, unemployed or working less than 16 hours a week, have no Level 3 qualifications (those from college or sixth form), but most importantly be eager to work.

Apprenticeship levels explained

Apprenticeships give you practical on-the-job experience, essential learning tools and all-important qualifications that will last you a lifetime, wherever tomorrow takes you. An apprenticeship is a real job.

Higher & degree apprenticeship listings

There are hundreds of apprenticeships across the UK and it can be difficult to know what is available as they're not all in one place. That's why in January 2022, we'll be releasing our higher and degree apprenticeship listings to showcase hundreds of opportunities across the UK.



Level 2 (Intermediate)

Entry Requirements: Formal qualifications aren't needed
Duration: 12 months - 18 months
Qualifications you'll gain: The equivalent to 5 GCSEs at 4 to 9. Level 2 NVQ or BTEC Diploma and Certificate.

Level 3 (Advanced)

Entry Requirements: An intermediate apprenticeship or Level 2 qualifications like GCSEs
Duration: 12 months - 2 years
Qualifications you'll gain: The equivalent to 2 A-Level passes. Level 3 NVQ or BTEC Diploma and Certificate.

Level 4 (Higher)

Entry Requirements: An advanced apprenticeship or other Level 3 qualifications such as A-Levels or BTECS
Duration: 12 months - 2 years
Qualifications you'll gain: The equivalent to first year of Uni. You could get a HNC, CertHE, Level 4 NVQ or Level 4 BTEC.

Level 5 (Higher)

Entry Requirements: An advanced apprenticeship or other Level 3 qualifications such as A-Levels or BTECS
Duration: 12 months - 2 years
Qualifications you'll gain: The equivalent to second year of Uni. You could get a DipHE, HND, Level 5 NVQ or Level 5 BTEC.

Level 6 (Higher)

Entry Requirements: An advanced apprenticeship or other Level 3 qualifications such as A-Levels or BTECS
Duration: 12 months - 2 years
Qualifications you'll gain: The equivalent to a Bachelors degree. You could get a Graduate Certificate, Level 6 NVQ or Level 6 BTEC.

Level 6 (Degree)

Entry Requirements: An advanced apprenticeship or other Level 3 qualifications such as good A-Levels or BTECS
Duration: 3 years - 4 years
Qualifications you'll gain: You will graduate with a BA or BSc Degree.

Level 7 (Higher)

Entry Requirements: A bachelor's degree or relevant level 4, 5 or 6 qualification
Duration: Up to 6 years
Qualifications you'll gain: You will gain a MA, MSc, Level 7 NVQ, PGCE or Postgraduate Certificate