

BEN RHYDDING PRIMARY SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

Ratified by the Governing Body	
Review date	

1. Context, including national and local policy and legislation

This policy supports Ben Rhydding Primary School's approach to PSHE in the curriculum, and throughout the life of the school and its community.

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. At Ben Rhydding Primary School we are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important link between wellbeing and learning.

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

Here at BRPS we are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change ;
- Curriculum, planning, resourcing and impact;
- Teaching and learning;
- Assessment, recording and reporting progress and achievement;
- Pupil voice;
- Pupils' support services;
- Staff professional development needs;
- Partnerships with parents/carers, the community and external agencies;
- School culture and environment.

2. Development process

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- Ensure a coordinated and consistent approach to curriculum delivery has been developed;
- the content of the SRE¹ curriculum will respond to the needs and ages of the pupils;
- pupils will receive an entitlement curriculum for PSHE in line with national and local guidance;

¹ Sex and Relationship Education

- learning objectives for all PSHE activities allow teachers to assess learning and plan for progression;
- opportunities for cross-curricular approaches are being developed;
- we celebrate children's successes through a wide range of methods, including newsletters, the school website, social media and good work assemblies to raise children's self-confidence and aspirations;
- Our weekly class 'Learning Hero' allows children to discuss attributes and qualities their peers have that make them the learning hero for that week.

This policy was drafted by Alison Carrick, Interim Head Teacher in consultation with Lisa Seton, Deputy Head Teacher. In a review of this policy² parents and carers will be consulted through questionnaires, teaching and non-teaching staff through discussions and pupils through the school council. Governors will be consulted through discussion. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Lisa Seton It will be reviewed in full every 3 years.

3. Location and dissemination

The PSHE policy will be uploaded onto the school website where it will be accessible to all. If requested a paper copy will be provided to parents, this will not be done as a matter of course to reduce costs.

4. Definition

At Ben Rhydding Primary School PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. We will develop the qualities and attributes pupils need to thrive as individuals, members of their family and of the wider society.

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life – DfEE)

"PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

² To be done following end of year questionnaires. These will inform the policy which will be reviewed during 2016/17

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE Association May 2016

5. Policy relationship to other policies

The policy links to:

- Child Protection/Safeguarding
- Sex and Relationship Education
- Equal and diversity policy
- SEND
- Behaviour
- Supporting children with medical conditions

6. Overall school aims for Personal, Social and Health Education

Our aims for PSHCE is that children develop the skills, qualities and attributes that assist them to lead healthy, fulfilling lives where they play a positive part in society. The ethos and values of Ben Rhydding Primary school underpin the aims of our PSHE curriculum and relate closely to Fundamental British Values (FBV). The curriculum is designed to enable children to understand the impact their behaviour and attitudes have on others and can have a positive or negative impact. The PSHE curriculum is designed to raise pupils' self-esteem and self confidence in order to value their own successes and those of others. It also supports pupils' abilities to empathise with others in order to react positively in all situations.

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding;

- Fundamental British Values;
- Internet Safety including the Cyber Safety and Prevent agendas.

7. To whom the policy applies

The policy applies to the Head Teacher, all school staff, the Governing Body, Pupils, Parents and Carers and members of the wider community including professionals, volunteers and members of religious communities.

8. Key responsibilities for PSHE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding PSHE;
- attend CPD and inset to ensure they are competent to deliver the PSHE curriculum;
- work closely with the PSHE and SEND co-ordinator to ensure pupils receive their entitlement;
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously;
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school;
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs.

ii) Lead member/s of staff

The lead member of staff is entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- review the school policy on a yearly basis;
- ensure that all staff are given training, as necessary, on issues relating to PSHE and how to deliver lessons on such issues;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE;
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE;
- ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs;
- ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way.

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school.

iv) Pupils

All pupils:

- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise

v) Parents/carers

BRPS recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up.

Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

We will encourage this partnership by:

- gathering parent /carers' views on the policy and take these into account when it is being reviewed;
- expecting parents/carers to share the responsibility of PSHE and support their children;
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE;
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed.

9. Staff support & CPD

The school provides regular professional development training in how to deliver PSHE. A working party led by one of the Governors is being developed to consider the health and wellbeing of pupils and staff. Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- all members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions , an introduction to the rationale of why teaching PSHE is so important, learning outcomes and school policy]

10. PSHE Provision

i) Intended learning outcomes for PSHE

Key Stage 1

1. **Developing confidence and responsibility and making the most of their abilities:**
 - a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
 - b. to share their opinions on things that matter to them and explain their views
 - c. to recognise, name and deal with their feelings in a positive way;
 - d. to think about themselves, learn from their experiences and recognise what they are good at;
 - e. how to set simple goals.
2. **Preparing to play an active role as citizens:**
 - a. to take part in discussions with one other person and the whole class;
 - b. to take part in a simple debate about topical issues;
 - c. to recognise choices they can make, and recognise the difference between right

and wrong;

- d. to agree and follow rules for their group and classroom, and understand how rules help them;
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them;
- f. that they belong to various groups and communities, such as family and school;
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them;
- h. to contribute to the life of the class and school;
- i. to realise that money comes from different sources and can be used for different purposes.

3. Developing a healthy, safer lifestyle:

- a. how to make simple choices that improve their health and wellbeing;
- b. to maintain personal hygiene;
- c. how some diseases spread and can be controlled;
- d. about the process of growing from young to old and how people's needs change;
- e. the names of the main parts of the body;
- f. that all household products, including medicines, can be harmful if not used properly;
- g. rules for, and ways of, keeping safe, including basic road safety, internet safety and about people who can help them to stay safe.

4. Developing good relationships and respecting the differences between people:

- a. to recognise how their behaviour affects other people;
- b. to listen to other people, and play and work cooperatively;
- c. to identify and respect the differences and similarities between people;
- d. that family and friends should care for each other;
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Key Stage 2

1. Developing confidence and responsibility and making the most of their abilities:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- f. to look after their money and realise that future wants and needs may be met through saving.

2. Preparing to play an active role as citizens including Fundamental British Values:

- a. to research, discuss and debate topical issues, problems and events;
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- f. to resolve differences by looking at alternatives, making decisions and explaining choices;
- g. what democracy is, and about the basic institutions that support it locally and nationally;
- h. to recognise the role of voluntary, community and pressure groups;
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- k. to explore how the media present information.

3. Developing a healthy, safer lifestyle:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- c. about how the body changes as they approach puberty;
- d. which commonly available substances and drugs are legal and illegal, their effects and risks;
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

4. Developing good relationships and respecting the differences between people:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- b. to think about the lives of people living in other places and times, and people with different values and customs;
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- d. to realise the nature and consequences of racism, teasing, bullying and

aggressive behaviours, and how to respond to them and ask for help
e. to recognise and challenge stereotypes;
f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
g. where individuals, families and groups can get help and support.

ii) The needs of the pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through a variety of strategies which may include:

- discussions with small groups of pupils;
- questionnaires/surveys;
- the use of anonymous question boxes;
- self-assessment activities;
- pupil focus groups formed specifically for PSHE;
- older pupils review the PSHE programme for younger pupils;
- pre and post assessment activities for PSHE;
- school council meetings;
- full class consultation activities which ensure all pupils have a voice in the process.

iii) Topics to be covered

The delivery of PSHE will be delivered as a discreet subject and through topics as appropriate. The whole school topic plans are being reviewed and will reflect where PSHE is included.

iv) Curriculum organisation

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time;
- lessons will be weekly where appropriate. If taught through topic they may be less frequent but of a longer duration;
- circle time;
- use of external agencies/services;
- school ethos;
- small group work;
- cross curricular links;
- whole school, class and Key Stage assemblies;
- enrichment days / weeks;
- residential trips.

v) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a

substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

Monitoring and evaluating visitors' and external agencies' contributions

vi) Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity;
- differing gender needs and abilities, including SEND;
- bullying and unacceptable behaviour towards others;
- pupil's age and physical and emotional maturity;
- pupils who are new to English.

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties:

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

vii) Resources

We follow the DfE PSHE guidance³, use books, video, music, publications e.g. comics, newspapers and magazines, puppets, role play and other resources as appropriate.

viii) Learning environment and ground rules

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set of Whole School ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our ground rules are:

- We listen to each other;
- No put-downs;

³ <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

- We do not say or do anything that would hurt another person;
- We do not use people's names within an open forum;
- We signal when we want to say something;
- We may say pass;
- If a game involves touch we may sit and watch before making a decision to join in.

We will develop these ground rules through:

ix) Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way;
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket;
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up;
- if a verbal question is too personal, staff will remind the pupils of the ground rules;
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis;
- staff will not provide more information than is appropriate to the age of the pupil;
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

x) Assessment, recording and reporting in PSHE

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum .

Assessment methods:

- assessment is built into the PSHE programme to inform planning
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil achievement in PSHE is celebrated and shared

xi) Monitoring and evaluation

Monitoring activities:

- The PSHE leader will review provision at the end of the academic year to ensure pupil's needs are being met fully. This may be done through lesson observations, peer teaching, questionnaires, discussions or other appropriate methods.

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall PSHE programme;
- teacher and pupil evaluation of resources;
- feedback and evaluation by pupils.

11. Safeguarding and Child Protection

All staff will be made aware of where there is potential for safeguarding or child protection issues which may emerge from PSHE lessons. Staff will be reminded to follow the policies if concerns are raised. The Safeguarding Lead in school will provide advice if necessary.

12. Confidentiality in the context of PSHE lessons

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be made aware of and required to follow the same set of ground rules and be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to ‘act out’ scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

13. Liaison with other schools

Ben Rhydding Primary School is part of the 2Valleys learning co-operative and as such shares learning opportunities and resources. The school has close links with the local Grammar School to ensure effective transition when pupils leave in year 6. BRPS is developing its working relationship with the Pre-School provision to ensure effective introduction into school at the start of the Reception year.

14. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

15. Complaints

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school’s complaints policy.

National sources of support:

<https://www.pshe-association.org.uk/>
<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>
<https://www.nspcc.org.uk/>
<https://www.childline.org.uk>