



Welcome to this Parent/Carer  
Information Event

[leighacademyhughchristie.org.uk](http://leighacademyhughchristie.org.uk)

# Agenda

- **Online Safety for Parents and Carers** - Mr Harris, Vice Principal, Head of Attenborough College and Designated Safeguarding Lead
- **Personal Development and PSHRE** - Ms Renton, Coordinator of Learning, PSHRE
- **Google Classroom** - Mr McPherson: Digital Champion
- **Break-A-Way Q & A with staff**





# Online Safety for Parents and Carers

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# Why online safety matters

- 97% of teenagers use the internet daily (Paw Research Centre 2022)
- 92% of jobs require digital skills including the internet (National Skills Coalition 2023)
- An increasingly digital and online world means that teenagers will need the skills and knowledge to navigate this environment safely



# What Are Teenagers Doing Online?

- 95% use YouTube
- 67% use TikTok
- 62% use Instagram
- 59% use Snapchat (Paw Research Centre 2022)

# Common Risks Online

- **Cyberbullying** – Tactics and effects, ways to identify if a child is affected
- **Inappropriate Content** – Exposure to adult content, violence, and misinformation
- **Online Threats** – Recognizing grooming behaviors and inappropriate interactions
- **Privacy Risks** – Personal information sharing, data security, and digital footprint
- **Mental Health Concerns** – Screen time, comparison culture, and online validation

# Risks to teenagers online

- 57% of teens experienced self-harm/suicidal content
- 75% of teens encountered nudity or content of a sexual nature
- 77% of teens engaged in conversations surrounding drugs/alcohol
- 76% of teens experienced bullying as a bully, victim, or witness.
- 21% of teens engaged with or encountered content about disordered eating
- 10% of teens encountered predatory behaviors from someone online
- 82% of teens expressed or experienced violent subject matter/thoughts
- Only 10% of teens will tell someone if they experiencing cyberbullying

(Bark 2023 annual report)



# Spotting Red Flags and Knowing What to Do

## 1. Recognising Signs of Cyberbullying and Distress

- Changes in mood, reluctance to use devices, or secretive behavior online
- When to intervene and how to provide support

## 2. Monitoring Online Activity Appropriately

- Encouraging transparency rather than constant surveillance
- Knowing when to check in, and what to look for without intruding on privacy

## 3. What to Do in Case of Online Harassment or Predatory Behavior

- Steps to take if a child experiences cyberbullying
- How to report inappropriate content or behavior to platforms or authorities



# How Parents Can Help Keep Their Children Safe

## 1. Encouraging Open Communication

- Creating an environment where children feel comfortable discussing their online experiences
- Asking questions about apps, friends, and online interests without judgment

## 2. Setting Clear Boundaries and Rules

- Agreeing on device-free times, screen time limits, and appropriate usage
- Discussing which apps and websites are safe and age-appropriate

## 3. Teaching Privacy and Online Etiquette

- Explaining the importance of privacy settings, secure passwords, and thinking before sharing
- Modeling good digital citizenship: kindness, privacy, and responsibility



# Set Up Parental Controls

- **Limit screen time:** Use the scheduling feature to shut off the Internet on your child's' electronic devices during dinner and when it's time for bed or at time which suits your family.
- **Restrict inappropriate websites:** With parental controls, you can block age-inappropriate websites and content such as adult entertainment and content with vulgar and violent language, images and videos by topic, keywords or URL.
- **Pause the Internet:** If you don't want to schedule daily restrictions, you can pause the Internet through your virtual assistant. Simply say, "Siri (or Alexa), pause the Internet," and restart when you're ready.
- **Grouping devices:** If you want to set up restrictions for the electronic devices of one user, you can group devices. For instance, you can schedule to turn off your child's devices at bedtime and keep your devices connected.

## Enable Safe Search

Google's Safe Search function will block millions of adult websites, popup ads, images and videos. Enable Safe Search on all your child's/home electronic devices through the Google app by taking the following three steps:

1. Open the Google app on their device.
2. Select your child's profile photo or go into Google Settings.
3. Select hide explicit results.



# What we are doing to keep students safe online

- A safeguarding team in place to support you when and where you need it
- Education about online safety delivered in advisory, PSHRE and assemblies
- Smoothwall monitoring software



# Smoothwall

- It is on every device in the academy
- It can not be removed or altered
- It scans all letters typed into documents, websites, apps, games or any other software
- It works in school, over any WiFi and even when your device is not online



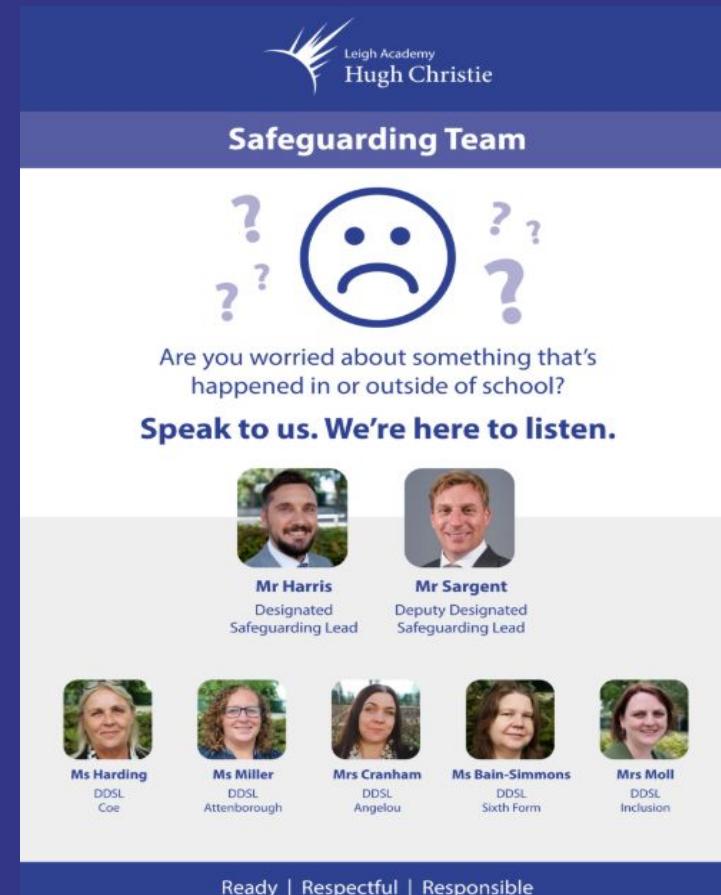
# What can I do if I think my child or someone I know is a victim of online safety?

- Contact any member of the safeguarding team at school
- Contact the NSPCC online or via 0808 800 5000
- If necessary, call the police on 999
- Remember you are not alone
- There are people that want to help you
- You can get help and support



## Safeguarding staff

- Mr Harris
- Mr Sargent
- Miss Miller
- Mrs Bain Simmons
- Ms Cranham
- Miss Harding
- Mrs Moll
- [safeguarding@hughchristie.latrust.org.uk](mailto:safeguarding@hughchristie.latrust.org.uk)



The image shows a screenshot of the Leigh Academy Hugh Christie website's safeguarding team page. The page has a dark blue header with the school's logo and name. Below this, a large graphic features a sad face with question marks around it, with the text: "Are you worried about something that's happened in or outside of school? Speak to us. We're here to listen." Below this, there are two main columns of staff portraits. The left column includes Mr Harris (Designated Safeguarding Lead) and Ms Harding (DDSL Coe). The right column includes Mr Sargent (Deputy Designated Safeguarding Lead) and Ms Miller (DDSL Attenborough). At the bottom, there are two more rows of staff portraits: Mrs Cranham (DDSL Angelou), Ms Bain-Simmons (DDSL Sixth Form), and Mrs Moll (DDSL Inclusion). The bottom of the page features the school's motto: "Ready | Respectful | Responsible".

Leigh Academy  
Hugh Christie

### Safeguarding Team

Are you worried about something that's happened in or outside of school?  
**Speak to us. We're here to listen.**

 <b>Mr Harris</b> Designated Safeguarding Lead	 <b>Mr Sargent</b> Deputy Designated Safeguarding Lead			
 <b>Ms Harding</b> DDSL Coe	 <b>Ms Miller</b> DDSL Attenborough	 <b>Mrs Cranham</b> DDSL Angelou	 <b>Ms Bain-Simmons</b> DDSL Sixth Form	 <b>Mrs Moll</b> DDSL Inclusion

Ready | Respectful | Responsible



# Personal Development and PSHRE

*Diana Renton  
Coordinator of Learning, PSHRE*

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# Beyond the Curriculum Opportunities

Personal Development at Leigh Academy  
Hugh Christie aims to provide students with knowledge, skills and understanding to prepare them to play a fulfilling and active part in society.



# Beyond the Curriculum Opportunities

Through implementing and delivering a high quality Personal Development programme, the students receive:

- Weekly PSHRE lessons for all students in Years 7 - 13.
- A high quality Advisory Programme that will support students' character development, literacy and numeracy skills and aspirations.
- A diverse co-curricular offer across all Key Stages



# Co-curricular offer: Clubs

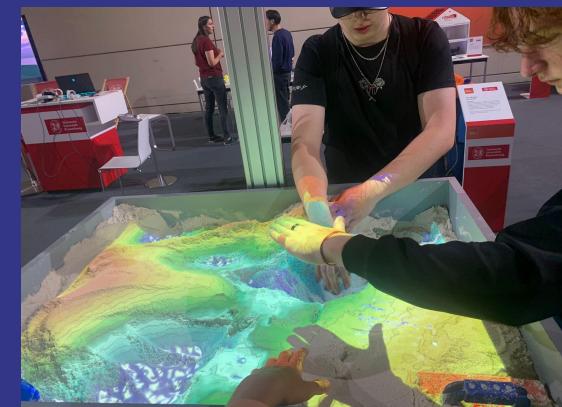
Some current clubs on offer this module:

Netball  
Japanese  
Therapeutic art  
Photography  
Drama  
Book Club  
Mini Law Society



# Beyond the Curriculum Opportunities

- Careers support across all Key Stages
- Student Leadership opportunities
- Trips and visits that enhance and extend the curriculum



Duke of Edinburgh Award continues to be popular and students particularly enjoy the experience they gain from their volunteering and expeditions.

Students are able to participate in the National Citizenship Service.



# PSHRE

## A curriculum for life.



# What is PSHRE?

*Personal, Social, Health, Relationships Education*

PSHRE is a diverse curriculum which is delivered through a holistic approach, including: PSHRE, Citizenship, Religious Studies and Relationships and Sex Education.

PSHRE gathers all of these aspects of preparing for modern life together into a coherent curriculum subject.

# PSHRE

*Personal, Social, Health, Relationships Education*

The **Health Education and Relationships and Sex Education (RSE)** aspects of PSHE (personal, social, health and economic) education are compulsory in all secondary schools.

Our curriculum is carefully sequenced to ensure statutory guidance is covered in an age-appropriate way.

- PSHRE gives all students the skills and knowledge they need to live successfully in modern Britain as a healthy adult
- Supports all students, especially those with SEMH needs
- Covers topics that impact on school life such as managing emotions, friendships and staying safe online and offline



**If you could choose to be a teenager now, or when you did,  
which would you choose?**

**Why?**



**Social Media Pressure and Information Overload:** Constant connectivity through social media leads to comparisons, the pressure to curate a perfect online image, cyberbullying, access and exposure to distressing content etc. With all the content available 24/7, it makes it harder for young people to focus and to disconnect.



**Academic and Career Expectations:** There is far greater emphasis and pressure on academic performance and greater competition in the jobs market. This is against a background of rising mental health issues.



**Mental Health:** Statistics from the Mental Health Foundation and the NHS report that almost 1 in 5 young people had a probable mental health disorder in 2023.



# What does PSHRE teach students about life online?

- Their rights, responsibilities and opportunities online
- About online risks; sharing of inappropriate content and compromising material placed online and the difficulty involved in removing it
- The impact of viewing harmful/explicit content and how it can present a distorted picture of relationships. How it can damage the way people see themselves in relation to others and negatively affect how they behave in relationships
- The laws associated with sharing and viewing indecent imagery
- How information and data is generated, collected, shared and used online
- What to do and where to get support

# How is PSHRE delivered?

- Every student in every year group has one hour of PSHRE per week.
- Lessons are taught by an experienced team of staff including HoY's and members of staff with significant pastoral experience.



# Three overarching themes:

Health and Wellbeing



Relationships



Living in the Wider World

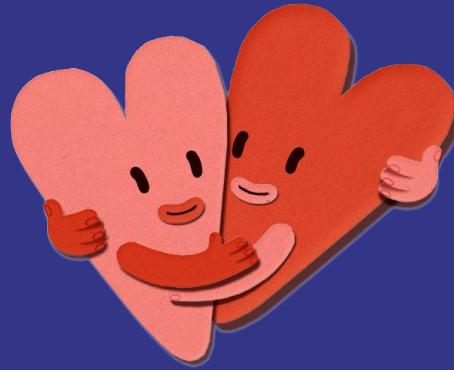
# Health and Wellbeing

- Physical health (food choices, exercise, dental health, sleep)
- Drug Education
- Mental health and emotional wellbeing
- Basic first aid
- Personal Safety
- Contraception and sexual health



# Relationships

- Friendship and bullying
- Marriage and parenting
- Consent
- Safe and unsafe relationships
- The dangers of pornography and sending nude images



# Living in the Wider World

- Economic well-being
- Citizenship
- Careers education
- Digital and media literacy
- Fraud, scams and gambling
- Prejudice, discrimination, extremism and radicalisation



# What is a typical PSHE lesson?

Lessons are varied in approach and delivery, including a mixture of discussion based learning, video clips and written tasks. Scenario based learning features heavily too, allowing students to apply their knowledge and skills to “real life” situations.

All teachers promote a positive atmosphere through distancing and ensuring a factual approach is adhered to, avoiding shocking or distressing information when dealing with sensitive topics.

# How topics are covered in an age-appropriate way: ***Relationships***

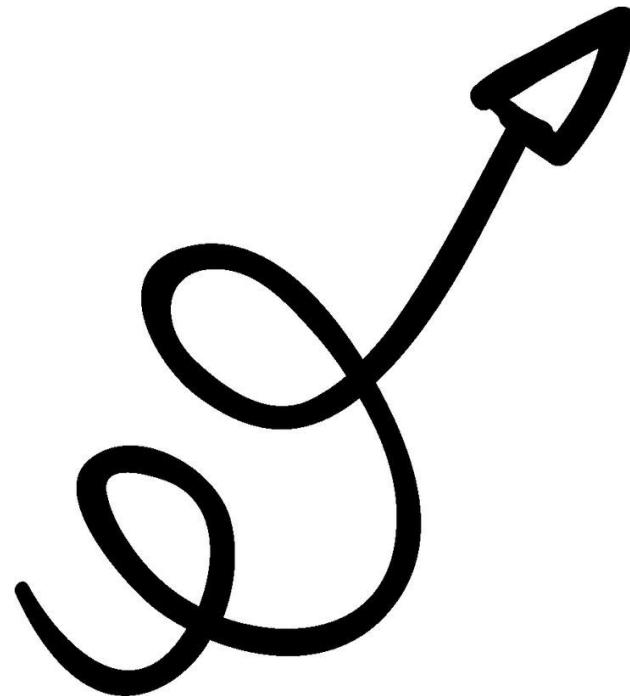
Year 7: Building relationships

Year 8: Identity and relationships

Year 9: Intimate relationships

Year 10: Healthy relationships

Year 11: Communication in relationships



# How topics are covered in an age-appropriate way: **Online Safety**

**Key Stage 3:** Impact of social media, cyberbullying, indicators of healthy/unhealthy relationships online, managing personal safety online, strategies to identify and reduce risk from people online that they do not already know and how to access help.

**Key Stage 4:** Impact of the media on self/body image, the benefits of having a balanced approach to time online, opportunities and risks of establishing and conducting relationships online, understanding and maintaining a professional reputation online.

**Key Stage 5:** Recognise and manage negative influence, manipulation and persuasion in a variety of contexts online, how to assess and manage personal safety, understand online harassment and how to respond and seek support, recognise the opportunities to build professional relationships in the workplace.

# What do our students say?

*‘The teacher because they gives us information on how to react to certain situations.’*

*‘You can talk about anything without being judged’*

*‘Being able to share ideas and people listen and debate these instead of just disagreeing’*

*‘Teaches us how to be safe’*



# Further Information on PSHRE: [Leigh Academy Hugh Christie](#)

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

CURRICULUM

OUR CURRICULUM

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Remote Learning

☰ MENU  WHY US



## PSHRE

Coordinator – Ms Diana Renton  
Vice Principal Personal Development – Ms Kathryn Harlin

KS3: PSHRE KS4: PSHRE KS5: PSHRE

[BACK TO OUR SUBJECTS](#)

### CURRICULUM INTENT

PSHE at Leigh Academy Hugh Christie aims to provide students with knowledge, skills and understanding to prepare them to play a fulfilling and active part in society.

Through PSHE, Citizenship, Religious Studies, Relationships and Sex education, students are empowered to reflect on their own beliefs and attitudes in a safe environment whilst also exploring both the complexities and opportunities they will experience now and in the future.

PSHE is delivered through weekly one hour lessons and through a weekly advisory session for all students in all Key Stages. Our lessons are delivered by a team of experienced teaching staff from a range of subject specialisms.

In certain circumstances, parents / carers do have the right to withdraw their children from SRE (Sex and Relationships Education).

Following discussion with the school, parents can withdraw their child from the 'sex' elements of Sex and Relationships Education. Parents do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.

There is no right of withdrawal from National Curriculum Science which includes elements of sex education such as puberty and reproduction. Three terms before they turn 16, a student can opt back into sex education lessons against their parents' wishes.

If a parent/carer wishes to withdraw their child, they need to have a discussion with the PSHE Coordinator or Vice Principal so that he/she can be made aware of the reasons and provide alternative arrangements. We will try to accommodate any concerns as far as possible.

### KS3: PSHRE

YEAR 7 YEAR 8 YEAR 9

#### Healthy Minds: Resilience

- Positive mindset
- The brain and my emotions
- Controlling our emotions
- Managing when something is difficult
- What does it mean to be 'glass half full'?
- Promoting positivity

### KS4: PSHRE

YEAR 10 YEAR 11

#### Self-worth & Body Image

- Body Image: To examine how body image impacts confidence and ways to develop a resilient body image
- Digital Manipulation: To examine how and why photographs are manipulated in the media
- Aesthetic procedures: To examine the risks and dangers of cosmetic surgery and consider alternatives
- Tattoos: To examine the risks and dangers around tattoos
- Self esteem and confidence: To identify personal strengths, understand external factors that affect our confidence
- Recognising strengths in ourselves and others: Identify ways to develop your personal strengths and recognise strengths in other people

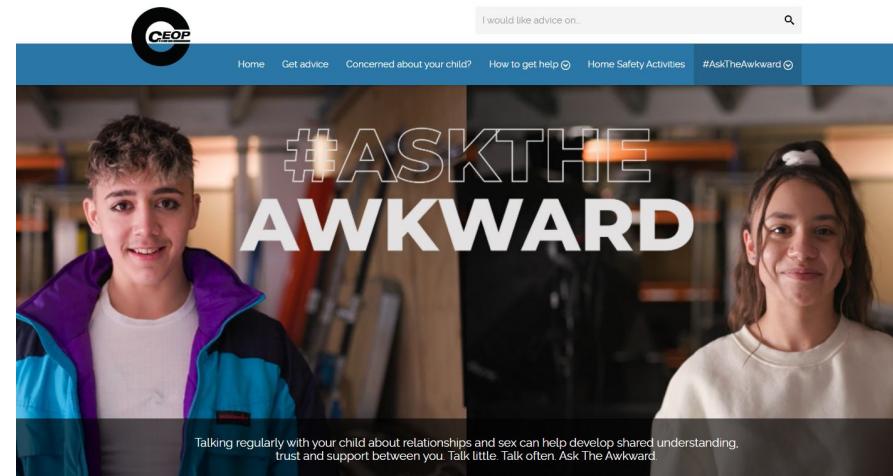
# How you can help support your child?

**YOUNGMINDS**

Mental health support ▾ Support us ▾ Training and resources ▾ About YoungMinds ▾ Real stories



[How to talk to young people about mental health | YoungMinds](#)



[#AskTheAwkward - help to talk with your children about online relationships](#)

# Key Contacts

Ms Diana Renton  
Coordinator of Learning: PSHRE  
[diana.renton@lahughchristie.org.uk](mailto:diana.renton@lahughchristie.org.uk)

Ms Kathryn Harlin  
Vice Principal - Personal Development  
Assistant Head of Angelou  
[kathryn.harlin@lahughchristie.org.uk](mailto:kathryn.harlin@lahughchristie.org.uk)





Leigh Academy  
**Hugh Christie**

# Google Classroom

[leighacademyhughchristie.org.uk](http://leighacademyhughchristie.org.uk)

# What is Google Classroom?

Google Classroom helps educators create engaging learning experiences they can personalize, manage, and measure.

Part of Google Workspace for Education, it empowers educators to enhance their impact and prepare students for the future.

It is a digital space where teachers can upload work, set tasks collect and mark work to engage and connect with their students whether they are in or out of the classroom.

It is of course not a replacement for face to face teaching but a tool to make that learning as accessible as possible working seamlessly with your children's new devices



The screenshot shows the Google Classroom interface. At the top, it says 'Classroom > Math'. Below that is a navigation bar with 'Stream', 'Classwork', 'People', and 'Drives'. The main area is titled 'Math' and features a green banner with a calculator and a protractor. On the left, there's a sidebar for 'Upcoming' tasks: 'Due Monday Worksheet #2 - Identifying Fractions' and 'Due Friday Homework - Fractions'. Below that is a 'View all' link. The main stream area shows a post from 'Javier Hernandez' with a file icon, followed by a comment from 'Javier Hernandez' on 'October 12th' saying 'Great job on the fractions worksheet, class!'. Below that is a comment from 'Jason Williams' saying 'Thanks, Mr Hernandez!'. At the bottom of the stream is a 'View 20+ comments' link and a 'Reply' button.

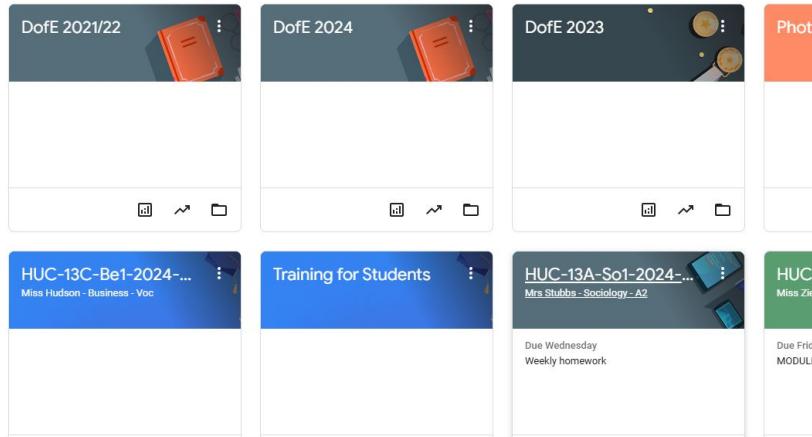
# What is Google Classroom?

Every real class your child has comes with a virtual classroom they can easily access from the home page.

When inside they can see the stream where initial notifications or messages can be left



The classwork where the daily activities will be uploaded



And the class members where they can interact to discuss the learning

# What is Google Classroom?

In the classroom students have access to the lesson material, the home learning, and support through their knowledge organisers and any additional material that might help.

## Lessons



Share your Essay

## Home Learning



Presentation to date



INDEPENDENT STUDY TIME Essay Writing ...



Establishing an essay questions

## Knowledge Organisers

Students will see this topic once work is added to it

## Additional Resources

Students will see this topic once work is added to it



# How does this affect you?

We have opened up the guardian access mode which updates you on certain aspects of each classroom

You can not contact teachers directly through this, but will be made aware of the work your children are set, helping to spark those conversations at home.



# How do guardians get summaries?

1. A teacher or admin sends an invitation to a guardian.
2. After a guardian accepts the invitation, they choose when to get email summaries for each of their students.



# What's included in an email summary?

- **Missing work**—Work not turned in when the summary was sent.
- **Upcoming work**—Work that's due today and tomorrow (for daily emails) or that's due in the upcoming week (for weekly emails).
- **Class activity**—Announcements, assignments, and questions recently posted by teachers.



Daily summary for Student Name  
Jan 20, 2022

 Missing from last week

ENGLISH LITERATURE

 **Worksheet 501: Reading activity**  
Please read the attached essay and then read the attached historical context. Highlight words that you find most meaningful and attach a scan of your highlighted document to this assignment.

Due Jan 15 

 **Worksheet 601: Writing activity**  
After completing Worksheet 601, complete the attached writing activity.

Due Jan 15 

**Due in the next few days**

ENGLISH LITERATURE

 **Who was the greatest novelist of the 20th century?**  
Be sure to include why you think they are the greatest. Take a look at your classmate's answers when you're done.

Due Jan 24

WORLD HISTORY

 **World map worksheet**  
Please fill out this worksheet before next week's class. Try to also include each country's capital cities. Don't forget to also take a look at pages 2 and 3

# When do guardians get summaries?

Guardians can get emails daily or weekly and can unsubscribe at any time.

Guardians won't get an email summary if:

There's no activity to report for the given time period.

All their student's teachers turned off notifications for their classes.

They accepted the invitation but chose not to get any summaries.

They aren't connected to any student in Classroom.



# Manage summaries

If the email address that you get summaries delivered to isn't a Google Account, you can create a new Google Account with that address. Then, you can see and update the email summary settings.

In your email program, at the bottom of any email summary, click Settings.

On the email settings page, click Create New Account. Fill in the requested information and submit.



Google Classroom

Daily summary for Student Name

Jan 20, 2022

Missing from last week

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# Manage summaries

## View or update your email summary settings

1. In your email program, at the bottom of any email summary, click Settings.
2. If you haven't already, sign in to your Google Account.
3. Under Frequency, click the Down arrow and choose when to get summaries:

Weekly

Daily (Monday–Friday)

No summaries

4. Under Timezone, click the Down arrow select your time zone.



Google Classroom

Daily summary for Student Name

Jan 20, 2022

Missing from last week

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# To get guardian emails at a different email address or to add another guardian:

1. Contact the student's teacher or school and ask them to delete your current address and re-invite you at the new address.
2. In your web browser, [open an Incognito window](#).
3. Sign in to the email account of your new address.
4. Confirm that you're signed out of all other email accounts.
5. In your new email account, open the invitation and click Accept.



**For any support in setting this up contact the school  
highlighting your child's name and college, explaining  
your concern.**

**[info@lahughchristie.org.uk](mailto:info@lahughchristie.org.uk)**

