



T&L Times

Edition 10

Welcome

Welcome to our second lockdown regular newsletter. This week we start with our weekly quote which this week continues to be about keeping positive during these challenging times.



Remarkable Resources

NSPCC learning have a range of really good high quality resources for the teaching of the new Relationship and Sex Education Curriculum. These include:

NSPCC
Learning

[Teaching different age groups about healthy relationships](#)

Read our free information to help you promote healthy relationships to children of different ages. Includes specific curriculum guidance.

[Making sense of relationships \(KS2-4\)](#)

PSHE lesson plans for children aged 10-16 (key stages 2-4) on healthy relationships, covering subjects such as transition to secondary school, online friendships, and consent.

[It's Not OK: positive relationships teaching resources](#)

Reinforce the importance of building and maintaining positive relationships with the It's Not OK films and accompanying lesson plans. For children aged 11+.

[Harmful sexual behaviour in schools training](#)

Take our 4-hour interactive training to gain the skills you need to feel confident recognising and responding to incidents of harmful sexual behaviour in your primary or secondary school. **Cost: £35**

[How to have difficult conversations with children](#)

Boost your confidence in raising and addressing challenging topics with our advice on discussing difficult topics with children.

[Love Life: resources for young people with learning disabilities](#)

Use these films and supporting resources to explore topics such as emotions, relationships and identity with young people with SEND aged 11-25.

[AGENDA toolkits and resources](#)

Use these free online toolkits to explore ideas around equality and diversity with both primary and secondary students, empowering them to engage with issues they care about.

[PANTS resources for schools and teachers](#)

Download our free resources for PANTS (the Underwear Rule) - a simple way to talk to primary school children about staying safe from sexual abuse.

[Share Aware resources for schools and teachers](#)

Download our free Share Aware lesson plans and classroom guidance to help teach your class to stay safe online.

Remarkable Resource

Despite currently being shut to the public, the Chatham Historic Dockyard has a wealth of resources that you might want to be using now as part of your home learning. Some of the resources on offer include:

Digital Learning ...

Telling our story through timelines



Since the closure of the Dockyard in 1984, we have built up a physical collection of material. We are now in a position to digitise elements of our collection to help tell the story of this amazing place. We are working hard to digitise more of our archive and more as more of our archive is digitised, we will add more to these resources.

Each of our timelines give you access to images, video and audio files held in our Collections and associated heritage institutions.

The Royal Dockyard

Following the growth of the Dockyard between 1618-1984 and beyond.

Scroll through the resources and click on the image to enlarge a picture, start a video or listen to the sound file.

[View timeline](#)

Digital Dockyard Fun ...

Museum from Home

The team has come together to provide some fun activities that help pass the time at home.

If you're looking to offer your students some light relief, join The Captain's Cat on a Monday for a weekly craft based Monday Mission. Enter Doc.Yard's Secret Lab each Thursday for some easy to follow kitchen experiments and get creative every Friday with Arts Award Discover activities.

Regular updates are shared on our social channels.

[Explore our Museum from Home](#)



Perfect Podcast

On the hunt for great FREE resources to help train around SEND?
Take a look at SENDcast – the podcast for special educational needs!

The SENDcast is a new way to hear first hand, real-life experiences from SEND experts. This podcast was launched earlier in the year for teachers, SENCOs, leaders and parents. Its aim is to help you keep up-to-date with policy changes, best practice and to improve your knowledge around SEND.

To listen to the podcast then [CLICK HERE](#)



Super Safety

The National Crime Agency (NCA) has partnered with Cyber Security Challenge UK (CSC UK) to give students free access to 'CyberLand' from 1st May 2020.

CyberLand is a virtual city which provides gamified modules teaching the fundamentals of cyber security such as firewall configuration and digital forensics. There are 16 interactive exercises which are suitable for 12-18 year-olds.

The resources are designed around the concept of protecting 'CyberLand' from a cyber-attack and can be accessed here:

<https://cybergamesuk.com/>



Wonderful Webinar

PiXL are excited to be publishing the first of the series of Subject Leaders' webinars which covers the generic skills of subject leadership.

Please **click here** to access the folder which contains the video as well as handouts which accompany the webinar.

The next set of Subject Leaders' webinars will be published on **Wednesday 13 May** and will be subject specific covering English, mathematics, science and Character & Wellbeing.

If you would like to access these then please contact either of the Primary Heads

PiXL

Digestible Documents

This week we look at an article from Patrick Roach about the digital divide which is being created with having to work at home during the Covid-19 pandemic.

As schools settle into more sustained use of online learning tools, attention needs to be paid to teachers' development and resource needs as well as their students', writes Patrick Roach

It now seems like a lifetime ago that the majority of children and young people's learning took place at school. The speed and scale of the Coronavirus crisis meant that virtually overnight living rooms, kitchens, sheds and bedrooms have been repurposed as places of both learning and teaching.

For the majority of schools this has meant a sudden and abrupt shift to delivering the majority of learning online. For some schools this will have been easier than others.

Digital literacy has become the new currency in our altered world. For those schools and teachers who were already enthusiastically utilising online tools to expand pupils' learning and who already had well developed systems of remote learning in place for homework, the transition is likely to have been, if not seamless, certainly less daunting.

But for those schools and teachers which lacked the resources, funding or technical know-how to navigate the bewildering range of software and resources available, the shift, almost overnight, to supporting children's online learning has been much more difficult. The NASUWT conducted a survey of members' experiences of teaching in the period immediately following lockdown and found that 36% said they had not been provided with the IT equipment they needed to work from home. If teachers do not even have the kit they need, providing meaningful online learning is going to be extremely difficult, if not impossible.

Access to many educational opportunities is increasingly based on parents' ability to pay

There was likely to be little or no time, understandably, before schools closed for any training or assistance to be provided for teachers in how best to organise and support pupils' online learning, but as it looks likely that many pupils will be continuing to spend at least part of their time learning from home for many months to come there is a question about what help is needed for teachers.

The other side of the coin is the impact on pupils. This crisis has rightly generated much concern about the impact on disadvantaged children of schools closing. While the NASUWT is clear that schools must not reopen until the science suggests it is safe to do so, meeting the learning needs of children from disadvantaged backgrounds who are not in schools is likely to be more significant and pressing. It is also this group which is likely to face a greater struggle to access online learning.

The COVID-19 crisis has highlighted the challenges affecting some children and young people whose parents lack either the finances to get connected or the digital literacy skills to support learning at home. While a lack of access to technology may have been a concern before the pandemic, it now represents yet another way in which access to many critical educational opportunities is increasingly based on parents' ability to pay.

It is also likely that those families without access to technology are those most likely to be living in temporary accommodation or living in environments which are crowded or insecure in other ways. These pupils are statistically already likely to be behind their peers educationally and the digital divide is yet another barrier to their achievement. But schools alone cannot tackle these social inequalities.

Following representations by the NASUWT, the Government has announced a package to support access to online learning which it is making available through schools to some pupils. However, the Government needs to go much further, ensuring that all children have guaranteed access and by ensuring that investment in online learning is sufficient to reach every child who needs it. Simply equipping pupils with the resources to learn online may not be enough. All families need to be assured that they can make the most of these opportunities.

Ensuring equality of access to technology for pupils and teachers is going to be a key challenge for Government and for the system as a whole, but it is a challenge that needs to be addressed given the potential that the disruption to schooling is likely to continue for some time to come.



Regular Reminder

Don't forget if you are finding things tricky at the moment whether emotionally, socially or financially that we as a Trust buy into the Care First Package. Care First can be reached on:

0800 174319

