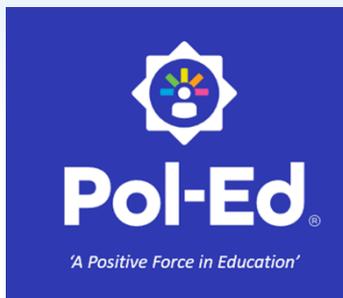


Pol-Ed School Briefing



~Launched by Lancashire Constabulary in January 2025~

Overview

Pol-Ed is an educational resource that has been **commissioned by Lancashire Constabulary to support some of the preventative education** that takes place within schools. They offer a series of lessons from EYFS to KS5 that can focus on policing priorities such as VAWG, Race-related and assaults. The platform is accessible to all schools within Lancashire free of charge for 2025 (currently).

The resource has seen **officers being trained** in the secondary and tertiary elements of the resources which involves **direct police inputs and delivery within schools**. This supports a commonality and consistency of messaging to groups of children across the authority when officers visit schools.

Local neighbourhood policing teams will be contacting you to begin to plan the delivery of sessions and assemblies in school- **building these relationships will only strengthen the offer already available to your pupils.**

Key Messages

Launch	January 2025 for 12 months initially- FREE to schools to sign up to.
Statutory Content	<p>Be mindful to keep teaching and learning principles at the heart of the delivery of any lessons. The format/delivery may not suit your setting so adapt the lessons to suit.</p> <p>Not all the content in the programme is statutory- map in lessons using a 'like for like' approach. DO NOT replace your current offer with this programme in its entirety- you will not remain statutorily compliant if you do this. Be careful not to map these lessons at the expense of statutory inputs (e.g. health education objectives).</p>

<p>Statutory Content Contd.</p>	<p>Ensure that where you map in non-statutory content, be clear on how this meets the needs of your cohort and why you feel it is necessary to deliver this subject matter to the children. Remain transparent with your families and community.</p> <p>Take time to map the lessons in where they are best suited to your cohorts- you do not need to have taught the lessons to engage with the other parts of the platform and the direct police inputs.</p>
<p>Deciding on Content:</p>	<p>When mapping in lessons, be clear on which you adopt and why. If the lessons you adopt would constitute a 'significant change' to your current PSHE provision, this will require a policy change and a consultation of this policy with stakeholders.</p> <p>Take the time to look through the content before delivery. Some of the lessons use direct vocabulary that leaders will need to assess for the appropriateness for each age/stage/whole-class delivery for their students. For some classes it will be required, for other cohorts it may not. Consider the appropriateness of the language used and adapt accordingly if necessary.</p> <p>The lessons are mapped as a guide, in a question-based way and have been aligned with the PSHE Association to help ensure their appropriateness. If you feel you want to introduce lessons later, that is fine.</p> <p>Ensure that staff are well-equipped to deliver the content. Ensure they are confident to deliver the material and are able to manage complex questions effectively.</p>
<p>Next Steps:</p>	<p>Take time to map lessons but begin utilising the offer of police visits now. There is no rush to start teaching lessons to be able to access the direct police inputs.</p> <p>Identify opportunities to deliver CPD for staff to ensure they are confident to teach the subject matter.</p> <p>Check that you are clear on the statutory and non-statutory elements and where you may need to inform parents of lessons taking place.</p> <p>Review policy if necessary and consult with stakeholders.</p> <p>Provide time for those delivering the lessons to adapt them to align with the good teaching and learning principles within school. You may need to adapt resources and PowerPoints to meet the needs of all learners.</p>
<p>Further Support:</p>	<p>If you have any questions about the mapping of resources or delivery of lessons, feel free to email pshteam@lancashire.gov.uk for further support.</p> <p>Reach out to the neighbourhood policing teams/look out for them making contact with school and liaise with them about the possible inputs you can utilise within schools for assemblies, lessons and direct small group/1:1 work.</p> <p>For more information on how to manage complex questions visit the PSHE Association: Handling complex issues and creating a safe learning environment</p>

Levels of Pol-Ed

Level One

Teacher-led lessons from EYFS-KS5 with planning, PowerPoints and worksheets to support delivery.

Levels Two and Three

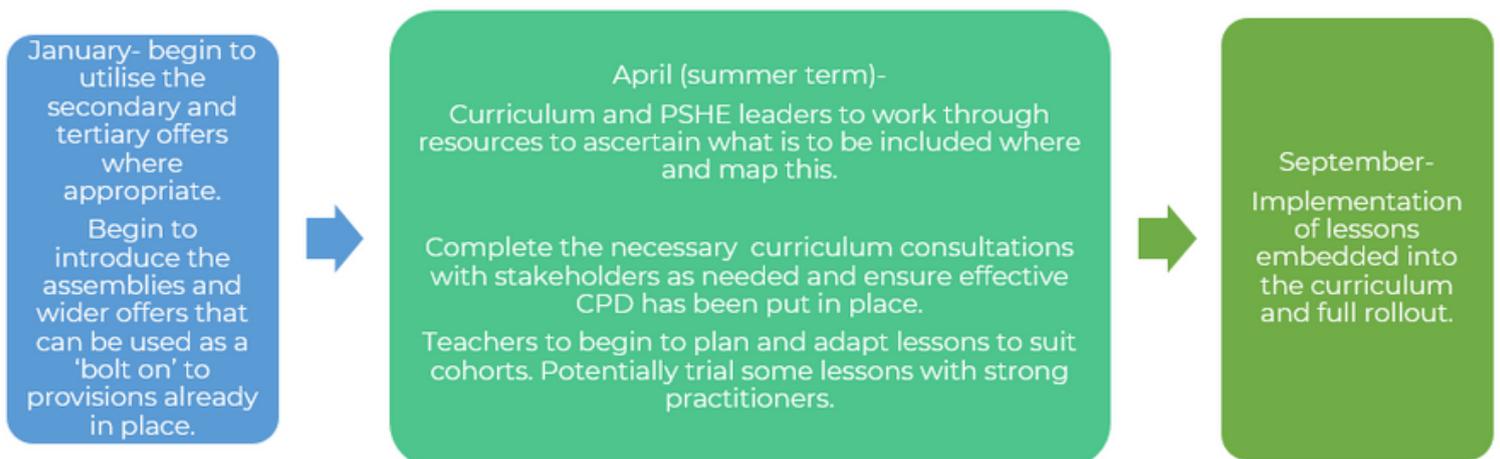
Policing team inputs:

Level 2- Assemblies and focused class deliveries which are consistent using the Pol-Ed platform for delivery.

Level 3- Individual 1:1 inputs (for identified individuals) delivered through the Pol-Ed platform resources.



Suggested Timeline of Implementation:



This briefing has been developed by colleagues within Education Improvement to support schools in considering how they could implement the Pol-Ed resources available to them successfully within their settings. As with all schemes, we ask that schools exercise a degree of caution when adopting lessons and encourage schools to select relevant parts of the materials available that best suit their individual settings.

