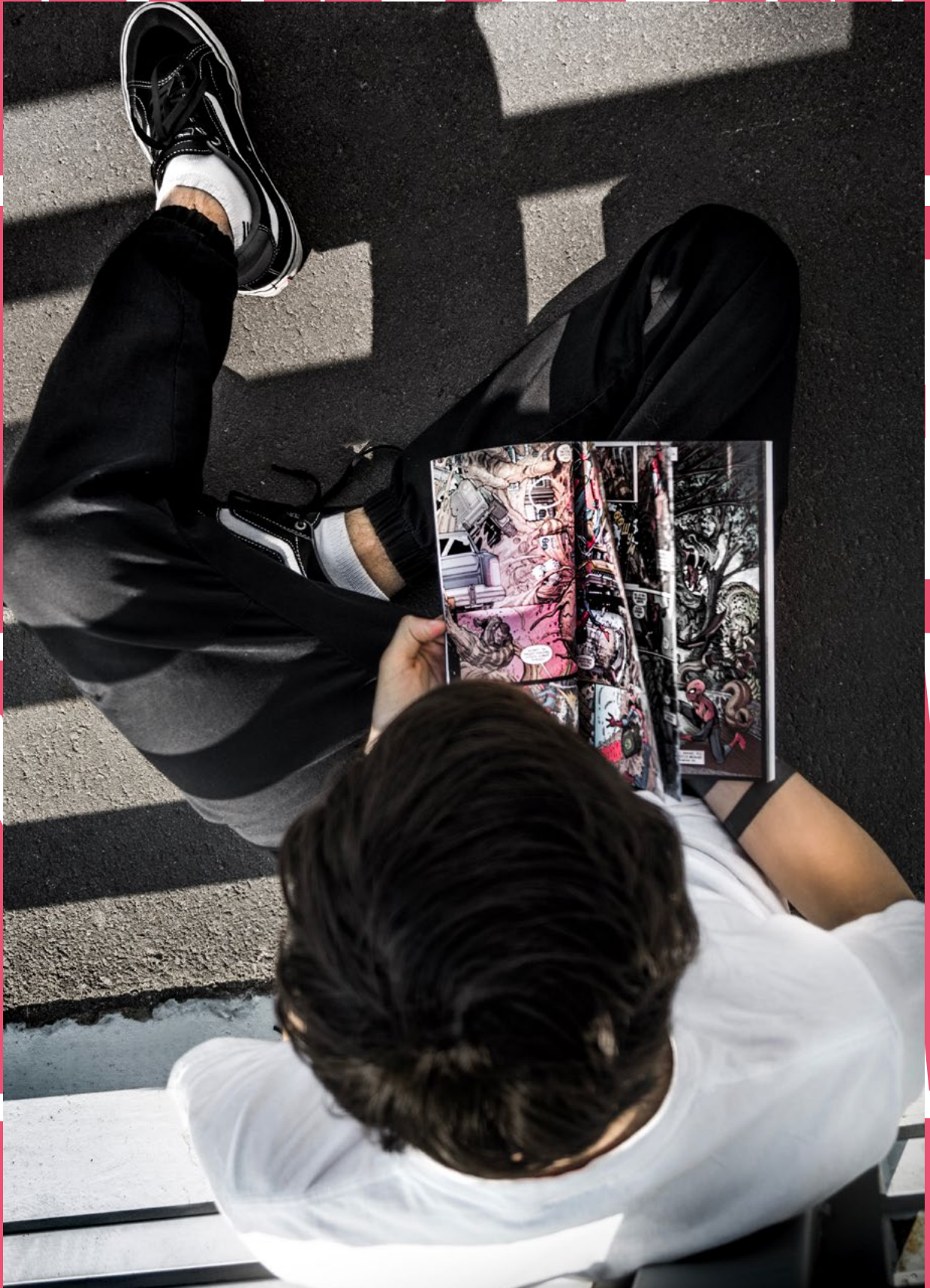


Information for Schools 2020/21



Souster Youth exists to support the social, emotional and spiritual wellbeing of young people aged 11–19 in East Northamptonshire. We are Christians who express our faith through our professional work in schools. We work together with school staff to support learning and wider wellbeing in the school environment.

Young people are facing a host of challenges; anxiety and grief, managing academic pressure, invasive technology, forming identity & image, navigating relationships & sex, bullying, and digital addiction to name a few. More must be done to help. We work with schools, families and community organisations to bring clear thinking and innovative approaches to these issues.



IT'S WHAT WE DO

1 Supporting Student Wellbeing

See pages 6–9 for more.

One of the key challenges young people are facing is in the area of mental health and wellbeing. Our trained and experienced team offer psycho-therapeutic groupwork, helping students address issues such as anxiety, anger and self-harm.

Schools tell us that we are a valuable addition to their existing pastoral support and our unique holistic approach has consistently seen improvements in student wellbeing of 28% or more. This service is offered free of charge to the school.

"You are a **great**
asset to our school"

STUDENT WELFARE OFFICER

"You literally
saved my life"

YEAR 9 STUDENT

"This is a
'must attend'
for any parent
with teenage
children"

PARENT OF A
YEAR 9 STUDENT

2

Curriculum Input

See pages 10–13 for more.

Reflecting our Christian values, we offer a suite of carefully crafted, high impact RE and PSHE lessons for Key Stage 3 and Key Stage 4.

Delivered by a trained member of our team, subject leaders tell us that these lessons are a real highlight for their students and give a much needed boost in these often undervalued subjects. This service is also offered free of charge to the school.

“The lessons are always **thought provoking**, with engaging activities that are well resourced. The issues are presented in such a way so as to promote discussion and demonstrate real responses from Christians; we see this as an **invaluable** part of SMSC education within the school”

MARK COOPER – DEPUTY HEADTEACHER
AT PRINCE WILLIAM SCHOOL

3

Parent Workshops

See pages 14–17 for more.

The current generation born between 1995 and 2010 have been called the iGeneration. Drawing upon our youthwork experience we offer an entertaining and informative roadshow of talks for the parents of iGen.

Booked individually, or as a series of three, we aim to empower parents in the crucial topics of digital technology, emotional health and relationships and sex. We regularly deliver to packed audiences and receive rave reviews.

“The depth of information, structure of the evening and the **quality of presentation** were all impressive”

JILL SILVERTHORNE – HEADTEACHER
AT BISHOP STOPFORD SCHOOL



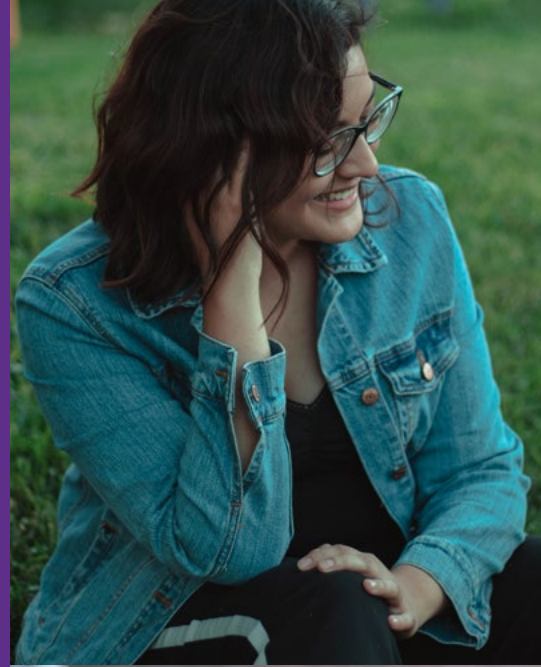
1

SUPPORTING STUDENT WELL BEING

Our team specializes in psycho-therapeutic group work helping students find coping strategies to address a range of issues such as anxiety, anger, self-harm, grief and low self-worth.

“The group is **really helpful**. It gives you techniques every week and makes you feel involved.”

YEAR 10 STUDENT



How does it work?

Groups take place once per week for 6–8 weeks. They are comprised of approximately 6 students and two members of the Souster Youth team. Each week looks at a different aspect of wellbeing. There is time for discussion, as well as group activities and a practical exercise to take away.

What's in the course?

Topics covered in the course include:

- what is emotional wellbeing?
- developing emotional literacy
- understanding our life story
- what does – and does not – promote wellbeing
- identifying what can and cannot be changed
- using strengths to change what can be changed
- managing feelings around what cannot be changed
- establishing a growth mindset
- fostering resilience and confidence
- building capacity to respond well in trigger situations

What is the process?

Stage 1

A team member from Souster Youth will meet with your school to discuss what intervention would be the most suitable for your students' needs. Following on from this meeting we ask that the school identifies potential candidates for the group and referral paperwork is completed for each student.

Stage 2

Each referred student receives an introductory session and an initial assessment. Students most suitable for the group are identified. Parental consent is obtained with course information provided by Souster Youth.

Stage 3

The group sessions take place for the duration of 6–8 weeks, once a week for an hour.

Stage 4

After the group ends summary reports are submitted to school staff with future recommendations.

“Lots of people struggle to get out of a breakdown. I've learnt ways to breathe and look at things differently, and it's helped me a lot.”

YEAR 10 STUDENT

How do we evaluate success?

We measure success in **three** key ways:

1. The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

This quantitative tool has been widely used nationally and internationally for monitoring and evaluating mental wellbeing. Students complete an assessment in week 0, week 5 and week 9.

2. Qualitative feedback from students

Each student has a follow-up interview with one of the Souster Youth team when the group ends. They are encouraged to reflect back upon the group process and what strategies will take them forward in a positive direction.

3. End of group report

The school receives a full report from the Souster Youth team for each student detailing their progress and recommendations for future follow-up and support.

One-to-one support

We are also able to offer one-to-one mentoring for a limited number of students who, for one reason or another, do not suit the group criteria. Our experienced mentors adopt a variety of listening-focused and action-focused styles, dependant upon the needs of the mentee. The mentor-mentee relationship is more flexible in duration than our wellbeing groups, however progress is regularly reviewed. Typically mentoring sessions take place once per week.

"I didn't think I could change, I'm quite shocked actually. I've changed which is good for everyone, especially me."

YEAR 8 STUDENT

2

"I learnt about many different people who have used their faith to **help and support** less fortunate people around the world. I particularly liked the 'Top Trump' game because it was fun to play it in a group and learn about other people. I thought the lesson was very **informative and interesting**. I would like to see (Souster Youth) doing more lessons on topics like these, and to teach more people about important figures in Christianity."

YEAR 8 STUDENT

CURRICULUM INPUT

About our lessons

Each of our tried-and-tested PSHE and RE lessons are carefully crafted to engage students with creative learning activities that aid and enhance their learning. The lessons provide staff an opportunity to observe their group from a new vantage point and even join in with the activities alongside them. Our trained Souster Youth team welcome questions from students and when addressing religious topics a broad Christian perspective will be considered.

We've received excellent feedback on all our lessons from both staff and students, with **82%** of our lessons being rated as 'excellent in all aspects'.

The tables on these pages show some of the topics we address. If there is a specific topic not listed that you would like us to come and present on please do be in touch, we may still be able to help.

PSHE Lessons

Lesson Title	Learning Questions	Syllabus Outcomes (PSHE Association 2017)	Recommended Year Group(s)
Prejudice (The Titanic Game)	Am I prejudiced? What should I do when I encounter prejudice?	Key Stage 3: R28, L3, L4	7, 8
Digital Media & You	What are the positives and negatives of life in the digital age? How do I manage my use of digital media?	Key Stage 3: H2, R30 (Key Stage 4: H1)	8, 9
The Truth about Pornography	What effects does pornography have on my brain, my relationships and the world around me?	Key Stage 3: R23 Key Stage 4: R14	9, 10
Coping with Stress	What makes me stressed? How can I cope with stress in healthy ways? Who is available to help me?	Key Stage 4: H3 (Key Stage 3: H5, H13, H15)	10, 11

RE Lessons

Lesson Title	Learning Questions	Syllabus Outcomes	Recommended Year Group(s)
Who is Jesus?	Who is Jesus? What do Christians believe about Jesus and why?	AQA: 3.1.2.1 Jesus Christ (as the Son of God) Edexcel: 1.3 Jesus Christ (nature and importance) OCR: Jesus Christ (Messiah, Son of God)	7, 8
Parables	What is a parable? What do the parables that Jesus told mean?	OCR: Jesus Christ (role of Jesus' teachings)	7, 8
The Fair Trade Game	How is the world trade system unjust? How is the organisation Fair Trade making a difference?	AQA: 3.2.1.6 Wealth and poverty SACRE: Global issues Cross-curricular links with Geography	7, 8
Faith in Action	How does a Christian's faith motivate them to fight injustice and make a positive difference in the world?	AQA: 3.1.2.2 Mission Edexcel: 2.8 Responses to teachings about charity OCR: Mission SACRE: Global issues	8, 9
Suffering	How do Christians respond to the problem of evil and suffering?	AQA: 3.2.1.3 Evil and suffering Edexcel: 1.7 & 1.8 The problem of evil/suffering OCR: The problem of evil and suffering	9, 10
What's so amazing about grace? (Salvation)	What is 'grace'? What do Christians believe about 'salvation by grace'?	AQA: 3.1.2.1 Salvation (grace) Edexcel: 1.5 Salvation (grace) OCR: The concept of salvation	9, 10
Nature of God	What do Christians believe God is like? How does this affect their daily lives?	AQA: 3.1.2.1 Nature of God, Trinity Edexcel: 1.1 Trinity OCR: Nature of God, Concept of God as a Trinity of persons	10, 11
Science and Faith	How do Christians interpret Genesis chapters 1-3? How do science and faith relate to one another?	AQA: 3.1.2.1 Creation, 3.2.1.2 Origins of the universe Edexcel: 1.2 Creation OCR: Biblical accounts of Creation	10, 11
Christian Worship	What is 'worship'? How do different Christians express their worship to God?	AQA: 3.1.2.2 Different forms of worship Edexcel: 2.1, 4.7 & 4.8 Christian worship OCR: Worship	10, 11



Assemblies

From opening the lid on the world's most powerful weapon (not what you might think!), to students rummaging through a messy concoction including brussel sprouts and gravy to find the true meaning of Christmas, to teachers appearing to eat dog food straight from the tin (of course, not really!)... we like to offer something memorable and a little bit different in our assemblies. If you are interested in inviting Souster Youth to lead an assembly please do be in touch using the contact details below (we will require some advance notice).



3



PARENT WORKSHOPS

The current generation born between 1995 and 2010 have been called the iGeneration. They are the first generation to spend their entire adolescence in the age of the smartphone. They are the iPhone generation. They've never known life without the kind of immersive technology that is present in almost every aspect of modern life.

This is leading to some dramatic shifts. Every generation has its differences and iGen's are starting to emerge. They spend their time differently; social media and messaging taking up a significant proportion of their time, they are delaying sex and trying alcohol later, and are experiencing unprecedented levels of anxiety, depression and loneliness. These are just a few of the shifts we are noticing.

This has implications for parenting, education, the workplaces of the future, relationships and so much more.

So what are these shifts? How are the iGen different from the generations before? How much impact has the smartphone really had? How can we help? What can we learn from iGen?

Meet_iGen

Souster Youth is proud to work with schools to host the Meet_iGen seminars. We provide:

- Souster Youth team of 2-4 people
- The resources and topic content
- eTicketing for your event
- Post event follow up with guests

Cost

Each session costs **£400**.

Timings

We allow 2 hours for Meet_iGen. This includes time for a break as well as a Q&A session. Suggested evening slots would be **7-9pm** or **7.30-9.30pm**. Alternative timings can be arranged with a member of the team.

Promotion

We will provide you with a flyer advertising your chosen seminar/s. You will be able to circulate this around the parents of your students and others in your network.

Equipment & Facilities

What do we need from your venue?

- A capacity of at least 80-100 people
- PA equipment to include; microphones, video projection, VGA/HDMI set-up allowing a laptop to be positioned at the front
- An exhibition space (min. 3m by 3m) to showcase our work and a table for items for sale

“Really refreshing openness and honesty with realism and humour. It helped to know that there is hope and that there are techniques to help parents with this topic.”

PARENT OF A YEAR 9 STUDENT



WHAT ARE EACH OF THE EVENINGS ABOUT?

Digital Technology

The smartphone has changed the world and digital technology is here to stay. This is a two-hour roadshow exploring some of the ways technology is shaping the lives of young people today.

Part 1 will take a look at the first generation to grow up exclusively in the digital age. What impact is it all having on iGen? What trends are we noticing?

Part 2 is more practical and focuses on how you can support healthy development, safe boundaries, and life-giving relationships for young people. We'll include lots of top tips and suggestions for identifying your own values and successfully tackling key issues.

Emotional Health

iGen are experiencing unprecedented levels of anxiety, depression and loneliness. Pressures from social media, to achieve academic success, and to look and behave in certain ways all seem to play a role. Many will say that whilst the technology might be new, the pressures and emotions they elicit are as old as modern civilisations. So why do iGen appear to be responding differently?

Pinpointing the causes can be difficult using current research, but we can be clear about how to help iGen experience emotional health and develop greater resilience. We will examine the role of helpful coping strategies.

We will see the interplay between lifestyle factors, the impact of digital media, and some psychological factors to try to understand what is going on and what we can do to help.

Relationships & Sex

Nowhere is the impact of technology more obvious than in the areas of relationships and sex. What trends are we seeing in iGen's relationships? Are they having more or less sex? Is technology helping them experience deeper relationships and develop more social skills? How is pornography and sexting affecting iGen?

62% of teenagers actually want to talk to their parents about sex, and would go to them before friends, teachers, or the internet. How can we make it easier for them by becoming 'askable-adults'?

We'll explore all these questions and more! You will get our best thinking on how to start the conversation, how to talk about and pass on your values, and how to affirm or challenge appropriately.



HOW CAN I FIND OUT MORE?

If you are interested in inviting Souster Youth to work with your school in any of the ways mentioned in this booklet, or you would like some more information about the work of Souster Youth, you can be in touch with us in the following ways:

Phone: **01832 735999**

email: **hello@sousteryouth.org**

and a member of the team will be glad to help with your enquiry. You can also find out more information about our work at **sousteryouth.org**

Write to us at:

The Souster Youth Trust
30 Market Road
Thrapston
Kettering
NN14 4JU

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