

Spring 1, 2024 newsletter

# PSHE & Safeguarding Newsletter

*Achieving & Growing Together*



[Term dates 2023-24](#)  [Leighton Primary Website](#) 

## WELCOME TO THE FIRST PARENTS NEWSLETTER

At Leighton, our children's wellbeing and safety is a top priority. We have embedded the Cambridgeshire Scheme for PSHE into our curriculum for over 5 Years. It is a spiral curriculum with a 2 year cycle for Years 1-6.

Each half term, we want to share with you our new units of work, enabling us to work together to support your child.

### Our Safeguarding Week

Each term we hold a Safeguarding week to give the children the tools to support them to keep themselves and others safe. Last term we used the NSPCC resources and delivered their 'Speak out, Stay safe' programme. This was really successful and gave the children a good understanding of different types of abuse. This term our Safeguarding week will focus on Online safety.

In February, Year 6 will be taking part in a PSHE day where they will take part in workshops from external providers around the prevention of smoking, vaping and gang involvement.

### Early Help Assessments (EHA).

Early Help Assessments are a useful support for families and children as it can open up support from key agencies. An Early help assessment's purpose is to provide the right children, young people and families with the right support, in the right place at the right time. If you feel this would be beneficial to your family, please get in touch with Donna Onigbanjo who would be happy to discuss this with you further.

### Mental Health and Wellbeing

Throughout each unit of work, your child will be learning about who they can speak to for support.

If you have concerns about your child's mental health and wellbeing, please contact your GP.

Further advice can also be found using this link.

<https://www.mind.org.uk/for-young-people/information-for-parents/>

### Online Safety

We have seen a rise in concerns around children's online activity. In particular, who they are communicating with online. Children have online safety embedded into each weekly Computing lesson and across the curriculum.

Social Media platforms have age restrictions. Most set the age to 13, some at 16 and 18. Whats App is 16.

Two very helpful website around online safety, including how to adjust settings and age restrictions are below:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

## Useful Links

**Childline - 0800 1111**

**NSPCC - 0808 800 5000**

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/report-abuse-online/>

**If you are worried about the welfare of a child - make a referral to Children's social care**

<https://www.safeguardingcambspeterborough.org.uk/concerned/members-of-public-reporting-a-concern/>

## School contacts

Daniel Saull - Acting Headteacher

Julie Aubert - Safeguarding lead

Helen Cuthbert - PSHE lead

Donna Onigbanjo - Pastoral lead and family support

Kirsten Bilby - SENDco

## PSHE Learning for the Spring Term

In PSHE this half term, Years 1-6 will be focusing on Healthy and Safer Lifestyles - Managing Safety and Risk.

Below you can read more details on the lesson content. If you would like further information, please speak to your child's class teacher.

### **EYFS**

In our **Pre-school**, the children will be learning to share and take turns with others, with adult guidance and understanding 'yours' and 'mine'. They will be trying to develop their attention span to settle into some activities for a while.

They will also try to select and use activities and resources, with help when needed. This will help them to achieve a goal they have chosen, or one which is suggested to them, recalling rules without needing an adult to remind them.

The children will continue to be encouraged to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

In **Reception**, the children will be learning to understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class. They will understand how they belong to their family also recognising similarities and differences between the ways that families live their lives.

We will explore these objectives through our circle time discussions and sharing stories together.

### **Year 1 & Year 2**

The children will continue to build on their understanding of the importance of people they can turn to regularly for help, support and reassurance. These Networks of Support will have already been developed in other units, especially **Personal Safety**. Children will consider when they might feel safe and unsafe. They will also reflect on emotional and physical reactions to risky situations. They will consider ways they can assess safety in familiar places, take control of their own safety and times when adults are needed to help. They will practise giving personal information and consider times when they might need to do this. They will consider the elements of road safety which relate to them as pedestrians and car passengers. They will look at ways to stay safer in the sun and near water. They will consider the best action to take if they are lost and how to keep themselves safe whilst playing. They will begin to explore actions they can take to reduce the risk of accidents.

### **Year 3 & Year 4**

The children will consider their reactions to both positive and negative risky situations and how to manage these. They will explore the role of friends as encouragers, persuaders and influencers in risky situations. They will learn more about the benefits and risks of using the roads and visiting water. They will consider safety skills for both situations. Children will consider the dangers of fire and will make a home safety plan. They begin to consider ways to reduce risks when joining in with activities and how to carry out some basic first aid skills.

### **Year 5 & Year 6**

The children will consider the breadth of risky situations they encounter on a daily basis and how their skills and behaviour can minimise some of those risks. They will be encouraged to think about the necessity of taking risks, the benefits of risky activities and the social and emotional risks that affect their decisions. They will consider ways of getting help when getting attention is difficult. In addition, children will be reminded that there might be times when they need to turn to an adult they do not know for help. Being equipped to assess the safest way to do this will reduce distress in an emergency situation. They will also develop their awareness of the role that others may play in persuading them to take certain action in a risky situation and consider strategies to cope with this. The children will consider the new skills they will need to learn to keep themselves safe whilst cycling on the roads. They will review and build on the knowledge they have about road safety as a pedestrian. They will develop an understanding of how they can take more responsibility for keeping themselves safer in the sun. They will consider the dangers of electricity in the home and on railways. They will then reflect on how safety is maintained in the school environment and how they can take more responsibility, at home and at school, to reduce the risk of accidents.