

# PSHE & Safeguarding Newsletter

*Achieving & Growing Together*



[Leighton Primary Website](#) 

## **WELCOME TO OUR Autumn PARENTS NEWSLETTER**

Welcome to our first newsletter of the new school year. We hope that you have found these letters useful, we would appreciate feedback on what else you would like to see in this newsletter. Wellbeing and safeguarding are always prioritised throughout our curriculum. This letter is put together by Mrs Geldart, safeguarding lead and Mrs Cuthbert, PSHE lead. They are happy to discuss the letter if you require any further information or would like to share your feedback. Mrs Cuthbert and Mrs Geldart work together closely to ensure the PSHE curriculum is delivered sensitively and purposefully.

### **Our pastoral team at Leighton**

We would like to introduce you to the school's pastoral team who are here to support your child and your family. Mrs Geldart is our Safeguarding lead and will oversee the team.

The team also includes: Mrs Bilby, our SENDCo, Mrs Onigbanjo, our family liaison and pastoral lead, Mrs Woolner, our headteacher.

The team meets weekly to ensure that all the children and families at Leighton get the right support as and when they need it. The wellbeing of our children is paramount. A child will be unable to learn if they do not feel happy, safe and secure. From the visit in June 24, Ofsted reported 'The school has prioritised strong pastoral support for pupils and families.' We aim to continue to ensure this happens at Leighton and look forward to working with you this year. Please do get in touch if we can do anything to support.

### **Early Help Assessments (EHA).**

If you have found the summer holidays difficult or feel that you need support with managing life's challenges then please contact the school office and ask to speak to the school's Pastoral lead or speak to your child's class teacher.

Early Help Assessments are a useful support for families and children. They can open up support from key agencies. An Early help assessment's purpose is to provide children, young people and families with the right support, in the right place at the right time.

### **Mental Health and Wellbeing**

Throughout each unit of work in PSHE, your child will be learning about who they can speak to for support. This half term we will be focusing on respecting ourselves and each other.

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/>

For some personalised support:  
<https://www.kooth.com/>

Please contact us if you would like any further advice or support with this.

### **Online Safety**

The main concern with Online Safety last academic year was who children are communicating with, how they are communicating online and what they are accessing.

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-carer>

Please do get in touch if you would like more support and advice about this.

## **Useful Links**

**Childline - 0800 1111**

**NSPCC - 0800 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://lcs-childrens-portal.peterborough.gov.uk/web/portal/pages/public>

## **School contacts**

Amy Woolner - Headteacher

Ed Corleys - Deputy Headteacher

Vicky Geldart - Safeguarding Lead

Helen Cuthbert - PSHE Lead

Donna Onigbanjo - Pastoral Lead and family support

Kirsten Bilby - SENDCo

## PSHE Learning for the Summer Term

In PSHE this half term, Years 1 to 6 will be focusing on Rights, Rules and Responsibilities as part of our 2 year PSHE cycle. 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

#### Preschool

##### Reception

The children will explore how they are all **uniquely special**, which will include discussing their **likes and dislikes** and the things they are able and are learning to do, and what they would like to learn next. They will examine, and learn to **value and respect**, similarities and differences between themselves and their peers.

The children will explore and learn to **appreciate** their own needs and those of others and will consider the needs of newcomers joining the class. They will engage in activities which will develop their **interpersonal skills** and ability to form and maintain **relationships** with others within their class and at school, so that they can play and work well with others.

They will explore codes of behaviour which enable them to **work together** and learn to appreciate the need for **rules** in order to protect their own and other people's rights. They will learn how to show that they are **listening** to adults, and how to **follow instructions**. They will have the opportunity to develop their own set of class rules.

### Year 1 & Year 2

In this unit, children will have the opportunity to identify their own **responsibilities** both in and out of school. They will also discuss the areas of their lives for which **adults** are responsible and consider how this might change as they grow up. They will either create or reflect on existing **classroom or school rules** and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of **democratic decisions** and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will begin to learn how to **share their opinions**, ensuring that they listen to those of others, taking turns and showing **respect** for each other. They will develop these skills further by taking part in paired and class discussions about topical issues.

### Year 3 & 4

In this unit, children will begin to identify the **difference** between their **wants and needs**. They will be introduced to the idea of **rights** and why these are important, focussing especially on the UN Convention on the **Rights of the Child**. They will learn that rights come with **responsibilities** and that these responsibilities affect their **actions** at home and at school. They will either create or reflect on existing **classroom or school rules** and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of **democratic decisions** and how these affect their everyday lives, including experiencing **voting** and its outcomes in the classroom. They will begin to learn how to **share their opinions**, ensuring that they listen to those of others, **taking turns** and showing **respect** for each other. They will develop these skills further by taking part in class **discussions and debates** about topical issues. They will discuss the role of the **school council**, elect class representatives and consider ways they can be actively involved in school decision making processes.

### Year 5 & Year 6

In this unit, children will learn about their basic **rights**, and how these apply to children worldwide through the United Nations Convention on the **Rights of the Child**. They will consider the ways in which people, including themselves, are **responsible** at a variety of levels for ensuring that these rights are protected. They will discuss the connections between **rights, rules and responsibilities**, focussing especially on creating and/or reviewing **class ground rules** and understanding why these are necessary. When creating ground rules, they will consider what these look like practically when children are following them, as well as **possible consequences** if the rules are not followed. They will begin to develop a broader understanding of why **rules and laws** are needed in society, some of the reasons why people sometimes break these laws, and what can influence **decision making**. They will explore the role of **parliament and MPs**, as well as local councils and councillors and how these are similar to and different from their own school council. This unit also gives children the opportunity to **debate moral and social issues**, including those which are currently relevant to the local community.