Newbury Park Primary School

RSHE consultation- Welcome!

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We strive for our pupils to become lifelong learners in a safe and supportive environment

With this in mind and following the Department for Education's updated statutory guidance all schools are required to update their policy and curriculum ahead of September26

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Recently there has been updated guidance which we are consulting parents on

March and April 26 - Consultation with parents through presentation and google forms
April 26 - Consultation with staff
May 26 - Draft RSHE policy and curriculum to be considered by the Governing Body
July 26 - Finalisation of the RSHE policy and approval by Governing Body
September 26 - Implementation of the new policy and curriculum

We are currently reviewing our rshe curriculum to ensure we are delivering lessons which

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Are in line with British Values
Uphold the equality Act of 2010 and the SEND code of practice
Keep our pupils safe by providing the necessary information - they need to recognise appropriate and inappropriate relationships and behaviour , on and offline and how to respond to their concerns
Meets their social and emotional needs
Offers all pupils access to experiences which allow them to thrive in Modern Day Britain

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Pupils with SEND

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STATUTORY GUIDANCE

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Key changes in the new curriculum

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Personal safety - Recognising risks related to fire, water, road and railway

Mental wellbeing- Increased focus on emotional regulation, managing feelings like loneliness and understanding grief and loss

Online safety- Expanded guidance on navigating digital spaces including online scams and age restricted content

Biological accuracy - Reinforced use of correct anatomical vocabulary for safeguarding purposes

Where does RSHE fit in the curriculum at NPPS

The Personal Development and Health Curriculum at NPPS promotes spiritual, moral, social, cultural, mental and physical development and well being. It is based on DFE guidance on Character Education, Relationships and Health Education and Physical Health and Mental Wellbeing as well as dealing with issues pertinent to our school context. Our curriculum is based on the Redbridge model curriculum.

What does the NPPS curriculum look like?

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Best practice in PDH education curriculum planning is to take a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group, whilst emphasising and embedding the essential skills and attributes children need.

The content of the curriculum has been carefully sequenced so that key ideas are built on each year.

The NPPS Personal Development curriculum has 5 interlinked key areas:

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Character Development and social skills – To develop responsibility, resilience and confidence (including the confidence to 'speak out')

Health – To develop mental and physical health and well being as part of everyday life, including the language and knowledge; to understand the range of emotions that everyone experiences and how to protect and support their own and other's health and well being

Relationships -To develop healthy, positive and respectful relationships (including friendships and family relationships)

Rights Respecting -To develop understanding of rights and behave as active and empowered citizens

Safety –To know how to keep safe in the environment and on-line. To know appropriate boundaries in relationships.

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We use the Redbridge borough curriculum as guidance
On line safety

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1	2	3	4
That not everything online is true or safe and so you should tell or check with your trusted adults if you see or hear something that worries you. How and why to tell a trusted adult about something online that makes you feel worried	Why some games and online videos are for grownups and older children and how to check for age appropriateness Understanding online relationships and staying safe with people you have never met in real life. Tell a trusted grown up if you see or hear anything online that makes you feel sad, worried, or is not appropriate.	Understand what social media is (places where people share and chat online) and that age rules (currently 13) protect children from seeing things that aren't suitable. That their words and actions online can make people feel happy or hurt and explore how to be kind, show respect Learn how to ask for help for themself or a friend, and keep asking until someone listens. How to respond to a person that they do not know (including online).	Understand that things shared online (pictures, words, videos) can be seen by others and may be passed on. Recognise that once we share something online it is difficult to control who sees it. Understand why it's important to balance screen time with other activities; learn that positive content can make us feel good and negative content can make us feel upset and how too much time online can affect mood and health

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5	6
They have the right to keep their personal information private, to choose what is shared, and to say “yes” or “no” when someone asks for their information or pictures. Understand that age restrictions are on some apps, computer games and online gaming and gambling sites to protect their wellbeing and protect them from harmful content Recognise that being online can help us stay in touch with friends, but also why it's important to maintain real life friendships too. Explore the good and bad sides of using the internet to connect with others.	To consider whether the content they view is true, and if there is a possibility it could cause harm, and understand that misinformation sometimes happens on purpose and sometimes it’s accidental. Understand that consent applies to all interactions, including online. Know that any request for private images is unsafe, and practise how to report concerns to trusted adults How to check if online content is true and comes from a reliable source, understand how algorithms and can influence what we see online, and know what to do if we see harmful content. Learn how to use the internet safely by following rules, keeping personal details private, and turning off location settings. Understand how to spot harmful content or contact and how to report it.

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We use the Redbridge borough curriculum as guidance
Safety

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1	2	3	4	5	6
That their main body parts (penis, vulva, buttocks,nipples) covered by their underwear/pants are private That your trusted adults are someone who keeps you safe and helps you when you need it.	That their main body parts (penis, vulva, buttocks,nipples) covered by their underwear/pants are private They should tell a trusted adult if someone's physical contact makes them feel uncomfortable, unhappy or worried	Know that some secrets are not safe to keep and that they should always tell a trusted adult if a secret makes them feel worried or uncomfortable. Recognise different types of touch (friendly, accidental, harmful) and know that they should never keep secrets about touch that makes them feel worried. Practise saying 'no" clearly and telling a trusted adult.	Understand that their body belongs to them and begin to recognise personal boundaries. Identify the difference between friendly touch and unsafe contact (including hitting, pushing, unwanted touch) and know they can tell an adult if someone ignores their boundaries.	Learn the correct names for private body parts; penis, vulva, vagina, testicles, scrotum, and nipples. Understand that these parts belong to them, are private, and practise ways to say "no" and tell a trusted adult if someone ignores their boundaries.	Understand that consent applies to all interactions, including online. Know that any request for private images is unsafe, and practise how to report concerns to trusted adults.

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3 BEST INTERESTS OF THE CHILD

We use the Redbridge borough curriculum as guidance - Emotions and well being

1	2	3	4	5	6
To name a variety of emotions and how they make you feel and act (link to friendship)	Learn about different feelings, how they might make them feel or act and whether they give them lots of energy or make them feel calm Know that sometimes people feel lonely and that it is okay to talk about feeling lonelyBig changes, like moving house or losing something (or someone) special, can make people feel lots of different feelings. Talking to a trusted adult can help people feel better.	How can families help children feel safe, loved and cared for as they grow up? Explore how friendships help them to feel happy, safe and supported and explore how people choose friends based on shared interests, trust and kindness	Understand that real-life friendships are very important. Online chats can be fun, but spending time with friends in person helps us feel close and happy. Learn how to talk kindly, solve problems without fighting, say what you need, and handle feelings like being upset or disappointed	Learn how feelings can affect decision-making and relationships, and explore strategies to manage strong emotions and stay calm in different situations. The importance of discussing worries or concerns to a trusted adult to aid living a happy life.	hey know when and where to get help if they notice signs in themselves or others such as: feeling upset or worried for a long time, getting angry or sad very easily, any problems online, finding it hard to regulate their emotions. Understand that asking for help early can make things better.

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More about safety!!

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Year 4- How to keep safe when outside- how to spot dangers and keep safe around roads, railways and water. Learn rules like the Green Cross Code, and how the water safety code prevents accidents

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What happens next?

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Example of resource used in KS1

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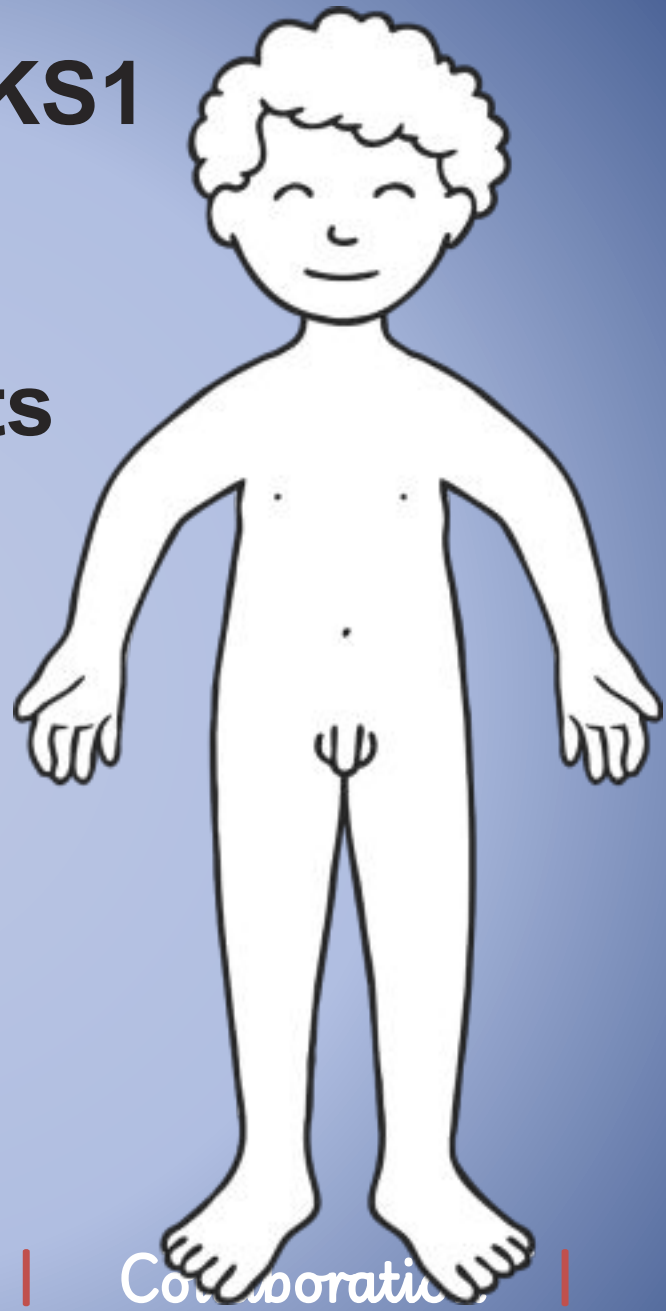
Body Parts and Private Parts

ankle elbow penis hip shoulder forehead thigh testicles



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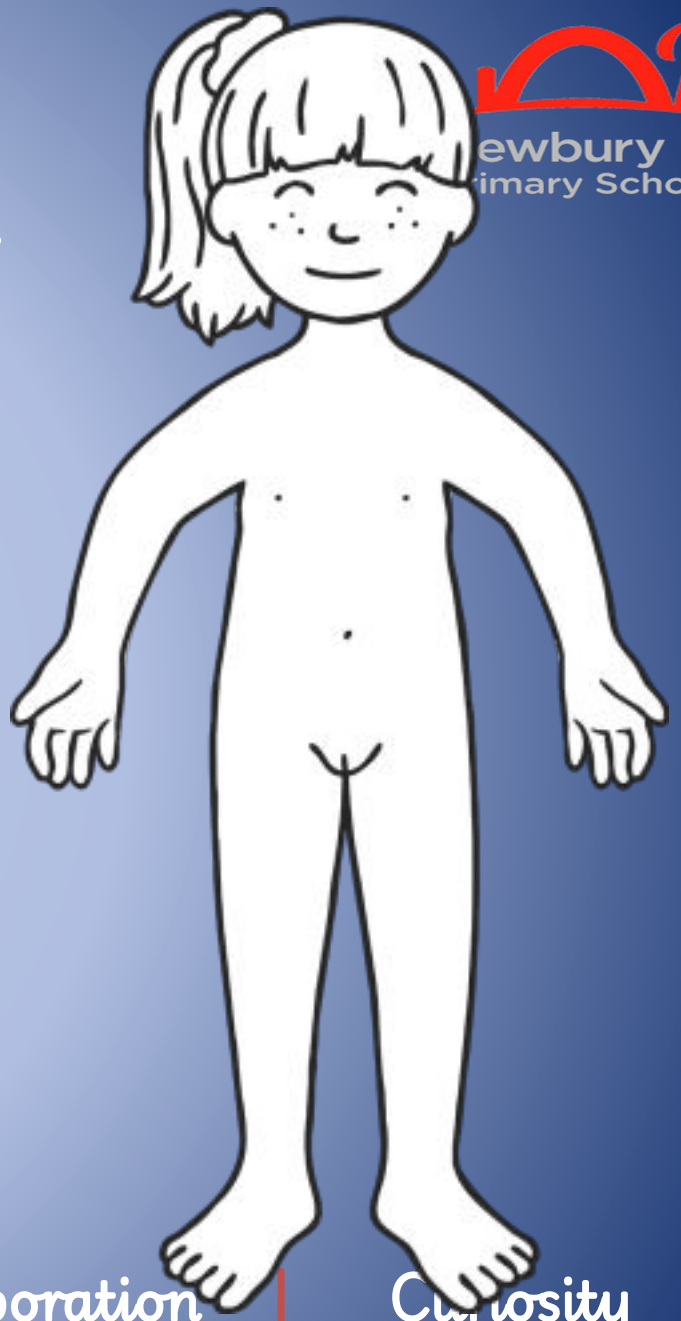
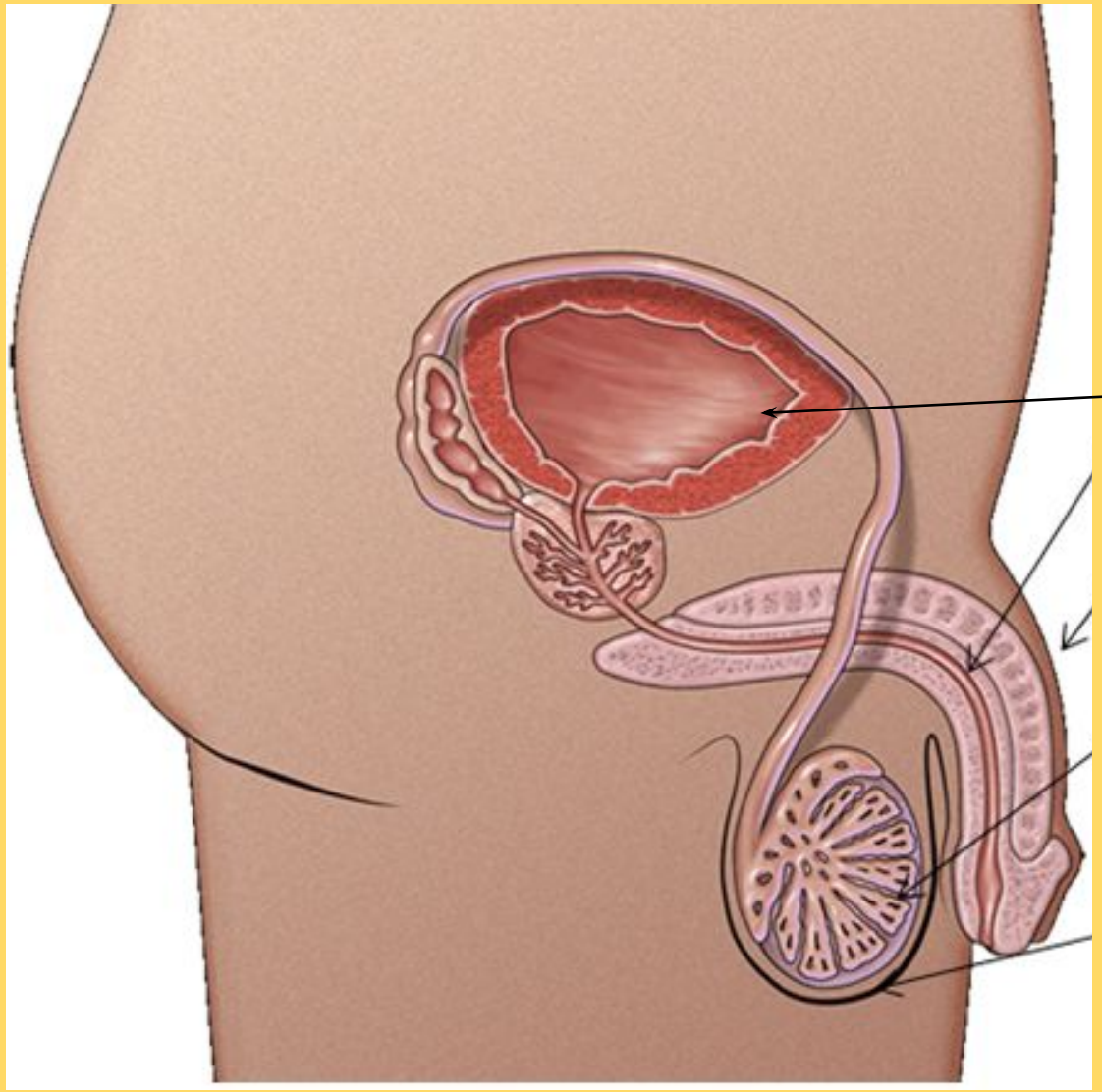
Example of resource used in KS1

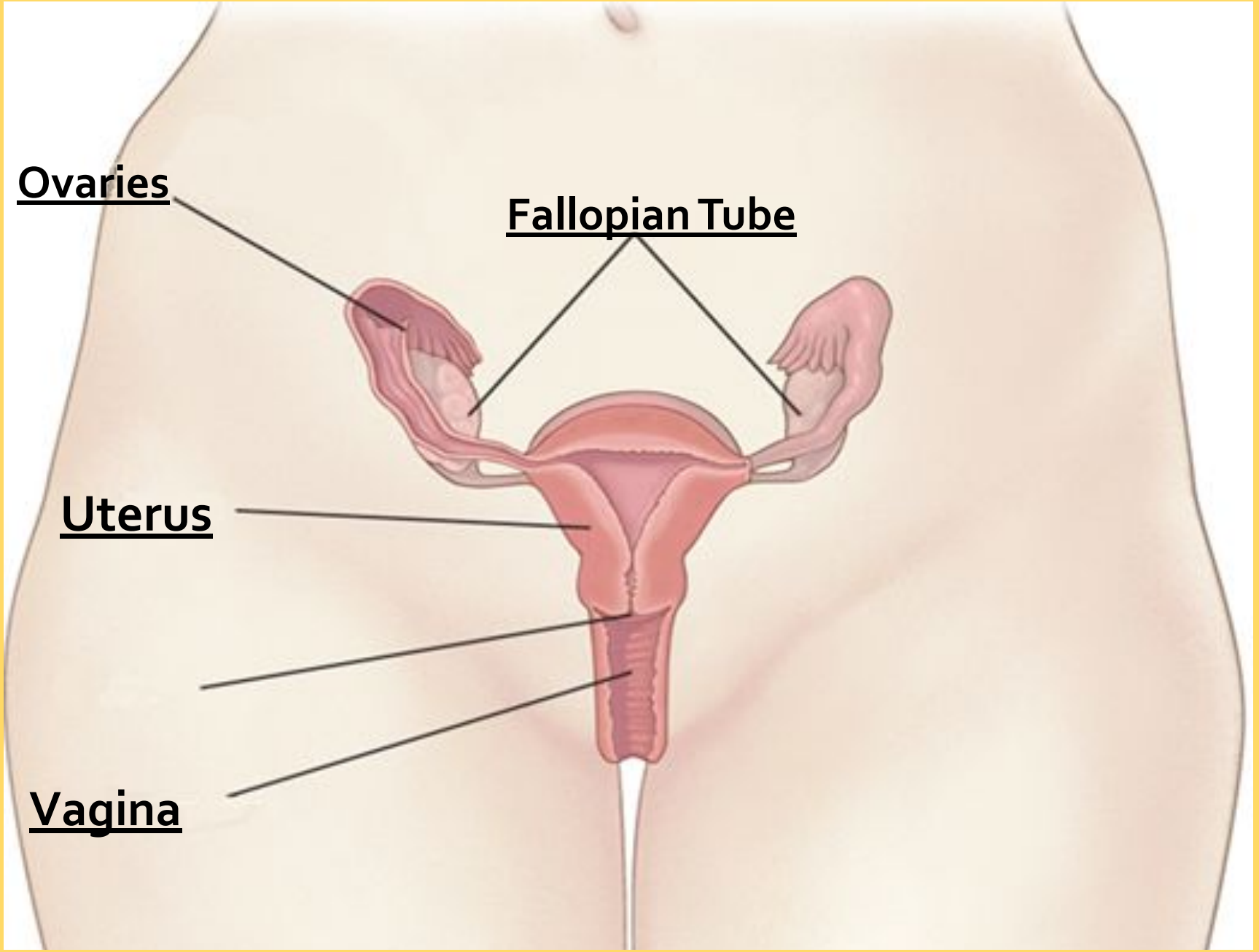
ankle elbow vulva waist shoulder forehead thigh



Example of resource used in Years 5 and 6



Example of resource used in Years 5 and 6



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What are your views? What do you consider important? Any worries?

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