

Rosehill School – Curriculum Project

NSPCC: Speak Out; Stay Safe

Relationships & Sex Education and PSHE



Subject Lead: Joanne Ritchie

Project Dates: 2nd September 2021 – 15th October 2021

Key Learning Objectives

At the end of the Project pupil will:

- To recognise the key words and feelings about Speaking Out
- Recognise that feelings have physical effects in the body
- Know that bullying or physically hurting a child is wrong
- Identify some bullying and emotionally abusive behaviours
- Say a strong 'no' or 'stop'
- Name a person in their safe circle
- Recognise that parts of the body are private and say or indicate 'no that's private'
- Able to indicate if they have a worry
- Identify signs of neglect and state that parents or carers should care for children and keep them safe
- Discriminate between good and bad secrets



School Development Plan Links: Personal Development Priority 4 - Continue to develop our inclusive culture and Rights Respecting School ethos; diversity, pupil voice, character education, pupil leadership to ensure pupils feel supported and take ownership of & responsibility for their learning (metacognition)

Project Content

Introduction assembly by Ant and Dec

<https://learning.nspcc.org.uk/services/speak-out-stay-safe-online-resources>

Session 1: Meet Buddy and start on the key themes

Overall Learning Outcomes; Recognise the ground rules for the sessions, make a safe circle, recognise some key words, feelings and themes relevant to the Speak Out. Stay Safe. Programme

Session 2: Mo's story about physical abuse and bullying

Overall learning outcomes: Recognise that feelings have physical effects in the body, know that bullying or physically hurting a child is wrong

Session 3: Guy's story about emotional abuse and speaking out skills

Overall learning outcomes: Identify some bullying and emotionally abusive behaviours, say a strong 'no' or 'stop', Name a person in their safe circle

Project Content

Session 4: Ali's story about sexual abuse

Overall learning outcomes: Recognise that parts of the body are private and say or indicate 'no that's private', Able to indicate if they have a worry

Session 5: Sam's story about neglect

Overall learning outcomes: Identify signs of neglect and state that parents or carers should care for children and keep them safe, Discriminate between good and bad secrets

Session 6: recap and ending the sessions

Overall learning outcomes: Recap and recall some of the key learning from the series of Speak out. Stay safe. Sessions, Differentiate between worries and assert the need to speak out in a range of situations

Impact on Children and Young People

To understand healthy relationships; what they look like and require

Improved self-awareness and understanding of emotions

We observed students discussing their feelings and emotions

Giving the students the tools to seek help for themselves

Learning walk;
Students discussing their “red areas of no touching” One student was very clear about green and red zones for their body.

Learning Walk;
Discussing emotions linked to their worries.
Students understood they needed to talk to a trusted person about any concerns.




Link through student council work on Pupil Friendly Safeguarding Policy and Student Council display


Impact on staff and school community



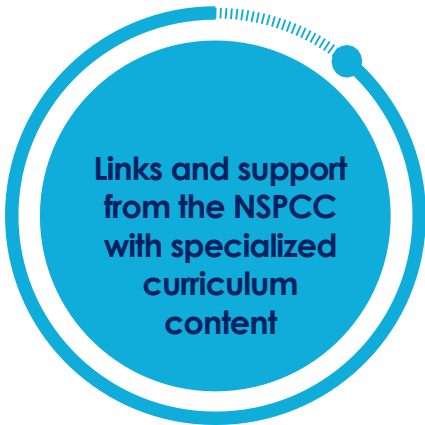
Supporting teachers to address safeguarding with pupils



Providing an accessible curriculum to support social and emotional needs



Observed staff using the creative bank of resources to engage children



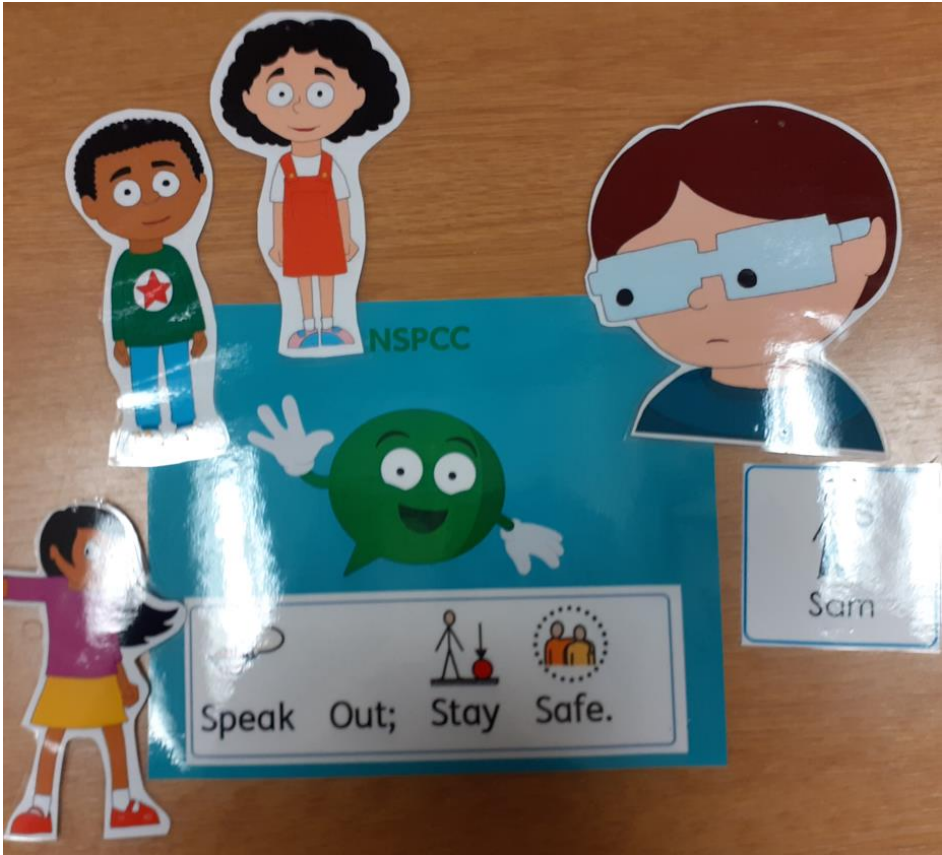
Links and support from the NSPCC with specialized curriculum content



Impact of NSPCC Speak Out; Stay Safe Through Photographs







Impact of NSPCC Speak Out; Stay Safe Through Photographs





Impact of NSPCC Speak Out; Stay Safe Through Photographs

'Caring about learning learning about caring'

 
Rosehill School

 
Safeguarding Policy

Head Teacher: Cheryl Steele

www.therosehillschool.com



Impact of NSPCC Speak Out; Stay Safe Through Photographs

Staff at Rosehill


want the very best

for all of our pupils!



Impact of NSPCC Speak Out; Stay Safe Through Photographs


Safeguarding

 Staff at  Rosehill want to make sure

 everyone is  happy and treated  well.




This may mean noticing when



 children and young people are  not


 happy and  listening to  their  worries.






Impact of NSPCC Speak Out; Stay Safe Through Photographs

Also, when  they  may need

 help  and support.

It may also mean  telling





 another person  to make things

 better.





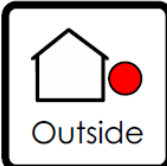

Impact of NSPCC Speak Out; Stay Safe Through Photographs

Reasons why you might be

   or 





sad, worried, upset or angry...




because of something that happened at:




 Home	 School
 Outside	 Internet








Impact of NSPCC Speak Out; Stay Safe Through Photographs

 Staff  at Rosehill  will  support you.

 Staff  such as teachers,  middays and

 safeguarding  and senior staff  in


 our  school  such as: Cheryl,  Adele

 and Charlotte.



Impact of NSPCC Speak Out; Stay Safe Through Photographs

  
'Keeping Children and Young People Safe'

   
At Rosehill, we care, listen and



   
want the very best for all of our




pupils!





Impact of NSPCC Speak Out; Stay Safe Through Photographs

'Caring about learning learning about caring'

 
Rosehill School

 
Safeguarding Policy

Head Teacher: Cheryl Steele

www.therosehillschool.com



Next Steps

1

To develop pupil voice about safeguarding using the school council to disseminate information to whole school

2

To embed the project into the scheme of work for PHSE/RSE

3

Discuss further projects with NSPCC and how they might further support in other PHSE areas



Overseen by Joanne Ritchie within action plan 2021-2022