Year 3

Start Of Year Information Pack

September 2026

HOLLY PARK
PRIMARY SCHOOL

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'We support our children to be their best.'

September 2026

Dear Families,
Welcome back to a new academic year at Holly Park. We are pleased to see the children. We are looking forward to what we hope will be another busy and exciting year ahead at school. The start of a new academic year is always important for your children.

The Holly Park Mission

'We support our children to be their best.'

The Holly Park Vision

At Holly Park we want our children to be:

- **respectful**
- **resilient**
- **kind**
- **inquisitive**

and to achieve their full potential

Parent Workshops
This year, we will be continuing with our parent meetings and workshops. With knowledge of what has worked well this year, we have decided that these will be a mixture of both in person and online. Whilst it is great for parents to come into school sometimes, we also know that some parents found that with online meetings they could participate from work, in the car etc and not miss out as they would have done had the meeting been in person.
This year there will be:

- PHSE – parent engagement and briefing opportunity for the DFE changes to RSHE
- RE – the new Barnet curriculum
- A nursery and reception curriculum meeting.
- A Reception phonics meeting
- A Y1 phonics meeting.
- A Y3 Phonics and spelling meeting
- A Reception reading meeting
- There will be an online safety session for ALL parents later in the year.
- There will be meetings for Y6 parents about national tests.
- Meetings about residential trips.
- A meeting for Y6 about sex and relationship education.
- A meeting for Y5 parents about secondary transfer.
- Maths - improving attitudes towards maths and confidence in supporting your child
- A curriculum meeting
- Personal development – Curriculum enrichment
- Colourful Semantics meeting – Years1,2 and 3 parents
- Computing Curriculum meeting for parents

Our Website

Our website has continued to flourish under the careful watch of Fiona Quinton. Do keep a regular eye on the website. It gives a very full picture of our school. You can access term dates, letters etc and information about what your children are learning from the website. Can I remind you that information about what your children are learning goes on the website on your year group page. Curriculum information is updated termly. Letters about termly Spellings, multiplication tables and other letters are always put on year group pages.
Our website will be changing in January 2026 to a more modern format.

Social Media
Do follow us on Facebook and Instagram. Please encourage friends and family to also follow us.

The PTA
Last year the PTA had a very successful year. There were lots of events and creative ways to continue to raise money. The PTA raised money through fairs, cake sales, 2nd hand uniform sales, ice lolly sales, bag2school, Mother's Day and Father's Day shops ending with a very successful summer festival.
Fundraising items in 2025/26 included:

- Lego therapy bumper pack toys for talking
- SEND resources across the school
- Grammar online starter resources
- Small world resources - people of different ethnic backgrounds
- Wet play games
- Globes for every class
- Sensory room toys
- Nursery resources
- Reception resources
- First aid bags
- Playground markings for 4 square games
- Maths resources across the school
- Classroom resources
- Year 6 test week breakfast
- Year 6 party decorations and disco

I am very grateful to all of the committee members and people who have helped at events who work tirelessly as volunteers for the greater good of the children. The PTA raise money for the 'extras' but also hold events that bring our community together. Thank you particularly to all of the PTA committee and regular volunteers. Remember, you are all members of the PTA. Please do show your support by either attending events or volunteering to help at the events.

Clubs
Information about paid lunchtime and after school clubs run by external providers was emailed out before the holidays. Sign up began before the holidays but there may still be a few spaces if you want your child to be part of a club this term.
Our new Year 3 now have access to a large range of new clubs now on offer
New Year 1 children have a selection of clubs they can now do.
There is a Directory of clubs on the school website with details of sign up contacts.
Lunchtime clubs run by teachers for Years 1 to 6 will begin in a couple of weeks and will run across the year.

Governors
The school governors continue to give their support and advice to help drive the strategic vision of the school. As well as meetings in the evenings that they attend and training courses they go to, governors also come into school regularly to attend school events but also to support our school improvement plan. They have opportunity to go on frequent learning walks, talk to staff and children and see some of the work of the school in action and to give constructive feedback. They look at policies and documentation, are involved with appraisals, restructures, contract renewals, finances and some appointments. Across the year they monitor various aspects of our school improvement pant. Last year they monitored: The year ahead and the School

Improvement Plan EAL Oracy SEND Adaptations The Treehouse Relational Policy Inclusion Economic Education Writing Standards
Governors meet as a larger group every term but also meet in their committee groups of: Finance & Premises, Teaching & Learning, Staffing & Pupil Welfare.

Summer Works
We had a busy summer holiday.
Fire doors were fixed to close properly
There were repairs to the UKS2 roof
Three KS1 classrooms were redecorated
Various white paint areas around the school were repainted to look clean and bright including the front of the school and the packed lunch trolley shelter ready to be used again this year.
A variety of small repair and maintenance works were carried out.
All of the school buildings have had a deep clean including the kitchen.

Equipment
We continue to ask the children to bring in a minimum of equipment from home into school. We do not want toys, games, cards etc.
Children in KS1 do not need to bring in any equipment as we supply all stationery.

KS2 Stationery Equipment
KS2 children (Years 3,4,5 and 6) will need to bring in their own stationery equipment to use at school. The list of equipment is quite specific and children will not be allowed to bring in anything of their choosing.
Children will need:
A clear pencil case
2 HB pencils
A 40g glue stick
A 15cm clear plastic ruler
2 purple ballpoint pens
2 blue ballpoint pens
These will need to stay in school and will go home every half term so that equipment can be renewed
Please **do not bring in rucksacks**. This helps us keep classrooms and shared areas tidier and prevents property from being lost.
Children need to remember to bring a named water bottle each day.
Children can bring in a healthy snack for morning break – a piece of fruit or a plain carbohydrate as per our snack policy.

Charities
As a school we always support charities across the year. This year we will again support a range of charities.
In Autumn we will collect at Harvest for our Local Food Bank Aid.
We will also join all Barnet schools again this year with supporting Just One Tree.
The 3 charities we will support in the academic year 2026/27 will be:
NSPCC
RSPCA Finchley
CPotential

Values
We will continue to focus on the values that we believe are essential to being a good Holly Parker and which form our school vision:

- respect
- resilience
- kindness

- curiosity

School Trips
We plan that each class will continue to have great experiences outside of the normal classroom day as part of our curriculum offer.
Every year group (not including nursery) should offer at least **5** experiences:

- RE place of worship
- Geography Fieldwork
- 3 Curriculum Days, at least one of which will be an off-site trip (not just in the local area).

In addition, there is an extra programme for KS2.
Y3 will have a team building day,
Y4 will have a Friday night pyjama party at school,
Y5 will have a 3-day residential trip
Y6 will have a 5-day residential trip.

At Holly Park our trips always relate to something that the children are learning and therefore they enhance and enrich our curriculum. We believe that trips are a very important part of the curriculum. We think very carefully about where we will take the children and also about the cost. We try wherever possible to keep the cost of day trips at no more than £20 per trip but this is not always possible. School trips are generally excellent value for money. There is always an expectation that parents have to pay for trips as this is not included within our school budget. We try as far as possible to travel by public transport but that is not always possible – especially for the younger children. The cost of coaches has gone up significantly over the last year due to petrol costs and this therefore affects the cost of our trips. We will aim to give parents as much advance notice of trips as we can. Payments and permissions are all done via our online payment system – this makes things easier for you.

Teachers
During the year, you will find that your children will sometimes be taught by other teachers. Absences can happen for several different reasons: the teacher may not be well, or they may be on a training course; they may be having time out of class for monitoring, or for planning, preparation and assessment ('PPA Time'). In KS1, the teachers covering PPA (planning time) will be continuing with the activities that the teachers would have been doing had they been in the classroom. The teachers covering PPA in KS2 will be doing handwriting and spelling. In the Y4 classes they will also do multiplication practice.
We use a very good supply agency which we have used for the last four years. Wherever possible, we try to use supply teachers who have visited us before, to cover. Teaching Assistants also cover classes for up to half a day due to teacher absence. This works well as the teaching assistants know the children and know the school procedures. I want to assure you that every effort is made to make this the best possible experience for the children.

Assemblies, Shows and Concerts
We will continue to hold class assemblies for the year groups who do not perform a show during the year – this will be Reception, Year 4 and Year 5.
Other school performances are:
The Nativity will be performed by Y3 in December.
The Infant Show will be performed by Y1 and 2 just before the Easter break.
Y6 will perform an end of year show as a finale to their time at Holly Park.

Maisy The School Dog
Last year Maisy our school dog got to know lots of staff and children across the school. Children enjoyed stoking her and walking her and feeding her apple cores! Maisy is in school for a specific purpose. Only Maisy

and any other therapy dog that we introduce or an assistance dog (with prior agreement) will be allowed on our school site. Maisy has her own dog blog on our website where you can find out about the week from her point of view. If you haven't already – take a look! Maisy is excellent at supporting children with emotional issues and being a great comfort and support to both staff and children. Maisy is an English Cocker Spaniel. Maisy is well cared for and responsibly owned by Emily Sampson one of our Assistant Headteachers.

Parent Code of Conduct

At Holly Park we have expectations for our pupils as part of our behaviour policy of 'Ready, Respectful, Safe.' I would also like to remind you that we also have a Code of Conduct for parents while they are on school property. This is clearly displayed on our school website and is also included in the 'Meet the Teacher' packs. I would be very grateful if you could please read it and abide by it. The purpose of this Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding. The Code of Conduct explains clearly that parents should not tell another child off, speak to them directly about an event that happened in school or contact their parent about it. The matter should be dealt with through the school. The code of conduct also asks parents to be careful what they say on Whatsapp groups about the school or members of staff. These Whatsapp groups are not official school groups. They are also a public forum. Please be careful what you write - you would be amazed how often I am sent screen shots of things that some parents write on there that other parents are not happy about. Parents need to take care that what they are writing (naming staff or children) is not libel or defamation.

At Holly Park we cannot and **will not** tolerate staff being shouted at or spoken to without courtesy and respect. This includes on the telephone and emails that may be written. May I remind you that all staff have a right to work in an environment free from abuse which includes verbal abuse. Please speak to staff in a way that you would be happy to be spoken to yourself. The school governors very much support this view.

Photography Permissions

In the next few weeks, some parents will be asked to complete photography permissions forms again. We need to do this as children move to a new phase in the school – parents of children in - Reception, Year1, and Year 3 will receive a form to complete. This is something we are required to do as part of GDPR.

When you receive the form – please complete it as soon as possible and return it to school.

GDPR

It is important that you have read and understood the school privacy notice. The Privacy notice is inside this pack and is also accessible all year round on the school website. If your contact information changes over the year – then please do let the office know. We also are required to have two emergency contact numbers in addition to parent contact details.

The year has begun on a positive note and children are settling into new routines and systems. We are all looking forward to a successful year.

I look forward to seeing you at the drop off point at the start of the school day and in the playground at the end of the day.

Thank you for your continued support.

Yours sincerely,

Ann Pelham
Head Teacher

The Year 3 Team

Mr Bourne
Hazel Class Teacher

Mrs Mehtar

Mrs Thomas (Fridays)

Willow Class Teacher

Miss Rush

Mr Mock

Year 3
Teaching Assistants

Mrs Thomas
PPA Teacher

Miss Halil
Music Teacher

Mrs Echanove
Spanish Teacher

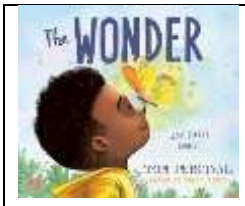
Andrea Needham

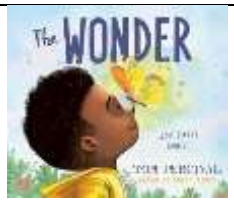
Mittal Makani

Sangita Depala

Rabea Abbas

Year 3 SEND Assistants





Whole School Book

The Wonder

By Tom Percival

'recognising the magic, joy and wonder in the small things that surround us every day'

Dear Parents/Carers,
Welcome to the Autumn term! For the first week back at school, we will be using a whole school book called 'The Wonder'. During the first week, lessons on writing and a variety of foundation subjects will be based on the whole school book. Maths lessons will still continue daily. Music, PE, Spelling, Reading, Handwriting and Spanish will continue as normal. After our Inset day later in September, you will receive the usual curriculum letter for what each year group will be learning for the rest of the term.

Maths	**English**
The teachers will be assessing where the gaps are and using the ready to progress criteria. They may begin the place value unit of work.	Writing will be based on the book. Spelling and Handwriting lessons will begin Daily class reading will begin

PHSE lessons & discussion topics may include:

- Create a list of feelings - Can they group them? Can they arrange them from worst to happiest?
- How could they help someone who is having a bad day? Come up with a list of strategies. Link to Zones of Regulation.
- Go through the book – how does Daniel's mood change on each page? Again, link to Zones.
- Use the 'different feelings' sheet - How are the characters feeling in these moments and why? How do you know and what has triggered them?
- Make a list of all the things that you bring you joy. Can you separate them from small things to big things?
- What brings us joy at Holly Park? What is special about being a Holly Parker?
- Pledge 5 things that children could do as a class or as individuals to make sure that they take the time to appreciate the wonder of small and/or big things. What changes could they make to their lives/daily routines?
- Children pledge to do one thing at the weekend or after school (could be a one-off start of the year homework) that involves them going outside to find some wonder. Send/bring in/upload to classroom pictures or draw it. Could be a diary entry. Could encourage them to do it with their families

Writing lessons may include:

- Write a list poem of things that bring you joy.
- Write a playscript (you could act out beforehand) of someone describing their bad day to their friend. The friend says positive things to make them feel happy.
- Use the 'thought bubble images' (or select your own) to write what Daniel is thinking.
- Create a story map of the emotional journey Daniel goes on throughout the book.
- Look at the lyrics to one of the suggested songs – analyse. Can they create an additional verse?
- Write a letter to someone who is having a bad day – give advice to go and find wonder – make suggestions.

Other lessons may include:
Art

- Create their own cover for a book called 'The Wonder'. How could they make it different?

- Create their own pictures/paintings/drawings that use Tom Percival's technique of contrasting colours to show emotions.
- Children draw a variety of pictures of themselves doing the things that bring them joy.
- Create a series of pictures that show the same image/s or landscape going from monochrome to colourful or sad to joyful.
- Recreate drawings of faces showing different emotions.
- Create a collage of photos of the children showing different emotions on their faces.
- Draw illustrations to go with one of the suggested songs, below (or your own choice, obviously).
- Study the different sweeps/trains of colour that Tom Percival uses to show joy. Create their own including their own ideas (eg. He uses different coloured stars, squiggles and flowers)

Science

- Explore the things in nature that fill them with awe and wonder. Show different plants, animals. Watch videos of plants coming to life, etc.
- David Attenborough narrates 'What a Wonderful World' to various images/videos of nature
- Go on a nature walk or go outside – what can they see/hear? Birds, plants, insects. Can they notice things that they haven't before?
- Children could make presentations or create posters about their favourite 'wonder' of nature.

Music

- What could the music sound like that is coming from the musicians? Can they give examples?
- Create a class playlist of the most joyful songs you/they know.
- Listen to some of the songs suggested and explore how music can make you feel.

Geography

- Show them the 'Seven Wonders of the World' Where are they and what makes them 'wonders'? Children could research and make presentations/fact files/non-chronological reports/pictures.
- Look at various images of different landscapes from around the world. Use google earth. Explore and discuss – what do they like? Why? Would they like to go there?

Drama and dance lessons may include:

- In small groups – create a series of freeze frames of times of sadness/joy.
- One of the children pretends to be Daniel – describing his bad day. Others say things to try and cheer him up.
- Choreograph dance routines

Links to Rights:

- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.
- Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Key Dates - Meet The Teacher Sessions		**Other Information**
Monday 7th September	Y2 Meet the Teacher at 9.30am Zoom	PE Kit needs to be worn on PE days Book bags need to come to school every day Children should bring a named water bottle daily
Tuesday 8th September	Y1 Meet the Teacher at 9.30am Zoom	
Tuesday 8th September	Y3 Meet the Teacher at 9.30am Zoom	
Wednesday 9th September	Y4 Meet the Teacher at 9.30am Zoom	
Wednesday 9th September	Y5 Meet the Teacher at 9.30am Zoom	
Thursday 10th September	Y6 Meet the Teacher at 9.30am Zoom	
Friday 11th September	**INSET DAY**	

Messages for Parents

PENPALS for Handwriting

3

During Years 3 and 4, your child will be introduced to the idea of joining most of the letters in a word and to trickier joins such as joining from *r*, *s* and *f*.

As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.

Joining letter sets for Year 3/Primary 4

Diagonal join to ascender (e.g. *at*)

This join is used to join letters in this box . . . to letters in this box.

a b c d e h i k l m n p s t u	b f h k l t

Diagonal join, no ascender (e.g. *da*)

This join is used to join letters in this box . . . to letters in this box.

a c d e h i k l m n q s t u	e i j m n p r u v w y
	*a c d g o q s

Horizontal join, no ascender (e.g. *wo*)

This join is used to join letters in this box . . . to letters in this box.

f o r v w	e i j m n p r u v w y
	*a c d g o q s

Horizontal join to ascender (e.g. *oh*)

This join is used to join letters in this box . . . to letters in this box.

f o r v w	b f h k l t

Break letters

These letters do not join. These letters do not join yet.

g j x y z	b p

* anticlockwise letters

Key Staff Members

Mrs Pelham
Head Teacher

Miss Michael
Deputy Head

Mrs Kelly
Children's Co-ordinator

Miss Iglesias
Pupil Support Officer

Miss Hounslow
Office Manager

Mrs Szymanska
Senior MTS Office Admin

Mr Reid
Site Manager

Mr King
Assistant Caretaker

Mrs Puzey
Learning Mentor

Mrs Echanove
Spanish

Mrs Mehtar
Assistant Headteacher

Miss Sampson
Assistant Headteacher

Key Leaders

Mr Turner & Mr Carini
Innovation & New technology

Miss Mountford
Writing

Ms Sampson
Reading

Mrs Mir
Maths

Mrs Thomas
Disadvantaged Pupils & LAC

Holly Park Primary School – Year Three Information
What To Expect In Year Three

Welcome To Year Three!
The move from Year Two to Year Three is quite a big step. Your children have now left Key Stage One and are beginning Key Stage Two. They are now mixed into new classes of 30, which they will stay in for the next two years. As well as the class teachers, there is a teaching assistant who will work in both classes at various times across the year.

Start Of The Normal School Day.
The start of the school day will run with a soft start time, which means that children come in to school and go straight to class with no waiting around needed in cold or wet weather. It enables a lovely calm and peaceful start to the school day makes the children – even those in Reception – very independent and confident.
Mr Reid will open the main gates at 8.45am and children will enter between 8.45am and 8.55am.
Parents/carers will not be coming on to the school site and will say goodbye either at the main gates or will walk down to where there are staff waiting and say goodbye there. This is actually the tarmac line where the new playground ends.
Children will walk in to their classrooms independently.

Start Times:
Year 1 to Year 6 – a soft start between 8.45am and 8.55am

If your child is late (after 9am), then they must go to the school office to be signed in and to get a late card to take to their teacher.

If you need to speak to the class teacher you can drop them a note, send an email to the school office to be sent to them or call the school office. You can also speak to them at home time when they have a bit more time. Please be aware however, that they may have a meeting they need to attend at the end of the school day – so you may need to make an appointment agreed with them. Thank you for your cooperation with this.

Home Times:
All parents/carers will be able to come on to the school site to collect their children.
Parents/carers will enter down the path to the buzzered gate. The gate will open at 3.20pm.
Parents/carers will then come on to the school site and will wait outside their child's classroom.
EYFS and Infant teachers will let children out one at a time to their parents/carers.
KS2 teachers will bring their classes outside into the playground as a group to be collected.

Reception to Year 6 will finish at 3.30pm.

For safety and safeguarding reasons, parents are NOT allowed inside the Junior building at any time of the school day.

The School Day
Being in a Key Stage Two classroom is rather different to being in KS1. The children no longer move around the room so freely. They no longer have an outdoor area. They will all be learning the same subject at the same time. They still have opportunity to sit on the carpet, however much of the time will be sitting at their desk. The school day is now:

08.45-9.00	School day starts
09.00	Lesson 1 begins

10.20	Break
10.40	Lesson 2 begins
11.40	Assembly
12.00	Lunchtime
13.00	Lunchtime ends
14.20	Break
14.30	Lesson 3 begins
15.30	End of the school day

School Dinners
Currently school lunches are free for KS2 pupils as the Mayor of London is paying for all junior children in London to have free meals. We do recommend that your child has a school cooked lunch as they are excellent.
If your child has a packed lunch please be aware that they must not bring a drink as water is available for all children. They must also not bring chocolate or sweets. All food provided must be nut free. We do have a packed lunch policy. KS2 packed lunch boxes should be left on the correct year group trolley in the packed lunch shelter.

Snacks
The school policy for playtime snacks is that the children can bring fresh fruit and vegetables and/or a plain carbohydrates. Grapes are not allowed as they are a choking hazard. Dried fruits are not allowed as a snack as it is not healthy for the children's teeth.

PE
PE continues to be twice a week. One of these sessions is in the hall and the other is in the playground. We are required to teach a certain amount of PE each week and we do go outside in hot and cold weather. Children are fairly resilient and it has been scientifically proved that cold weather cannot give you a cold. Please make sure that your child has the correct PE kit for going outside. They will need:

- red shorts
- white T-shirt
- white trainers
- green tracksuit top
- green tracksuit bottoms

Children should wear PE kit instead of school uniform on their PE days.

KS2 Stationery Equipment
KS2 children (Years 3,4,5 and 6) will need to bring in their own stationery equipment to use at school. The list of equipment is quite specific and children will not be allowed to bring in anything of their choosing.
Children will need:
A clear pencil case
2 HB pencils
A 40g glue stick
A 15cm clear plastic ruler
2 purple ballpoint pens
2 blue ballpoint pens
These will need to stay in school and will go home every half term so that equipment can be renewed

Learning Partners
As in KS1, each week your child will be chosen alongside another child to be 'Learning Partners'. They will sit next to that child for a week and will be encouraged to talk to them about their learning. We change these

partners weekly so that children get the opportunity to work with a variety of children and not just their friends. The names of the partners will be displayed on the walls of each classroom.

Homework

At Holly Park we believe that homework helps the children and parents understand that learning is a life skill that does not just happen in the classroom. We nurture a belief that learning is a continuous process which should be happening outside as well as in school. We encourage parents to take an active role in their child's learning. Homework should enhance and reinforce the child's experience of the curriculum, and should encourage the children to share their learning with their family.

Learning and Education is a partnership between home and school and there are certain areas such as reading, spellings and multiplication tables which parents can really support their children with. Whilst we teach multiplication and spelling at school and we do not expect children to do all the learning of spellings, multiplication etc at home – those who practice at home and are supported at home tend to be more confident with these skills.

Year 3 Homework

Reading: Children should read for 30 minutes every day from our Reading Challenge. This is best done supported by an adult. Adults should discuss the text with their child. This helps comprehension skills.

Spelling: Children take home spellings every half term. These are a mixture of common words, national curriculum words, non-nonsense spelling pattern words and topic words. There is a half termly spelling test. Children should practice spellings every week at home supported by parents. Spelling is part of the Holly Park homework provision.

Maths: Children will be given a weekly maths homework. One week it will be times table homework. This will be set on paper. The next week it will be fun activities for improving attitudes and confidence towards maths.
In addition children are also encouraged to practice times tables each half term for a half termly tables test. Parents will be informed about which times tables should be practiced each half term. Times tables is an area where parents can really help to practice and reinforce quick recall. Children should practice times tables every week at home supported by parents. Practising times tables at home is part of the Holly Park homework provision.

There is a national Times tables Check in Y4 which the children should be working towards.

Homework will be set each week using Google Classroom so that parents can see clearly what the weekly homework tasks are.

It is the responsibility of children in KS2 to do their homework and to take ownership over doing it each week. We want children to become independent and increasingly ready for the homework expectations at secondary school.

Children at Holly Park will be rewarded each half term for doing their homework. Children in KS1 and Year 3 will receive house points for doing their homework.
At the end of each half term children who have done the majority of their homework that needs to be handed in each week will receive Golden Time. Golden Time will be done in year groups. Golden Time for homework will be 15 minutes and will be extra playtime, Amazon Climber, ball area.
Children who have NOT done the vast majority of homework that needs to be handed in will not participate in Golden Time.

The Nativity
In December it is a tradition at Holly Park that the Year 3 children will perform the nativity. Every child will have a small part. Some will speak, some will dance and everyone will sing. There will be two matinee performances.

Trips and Curriculum Day
Every year group (not including nursery) should offer at least **5** experiences:

- RE place of worship. In Y3 this is a Hindu Temple.
- Geography Fieldwork
- 3 Curriculum Days, at least one of which will be an off-site trip (not just in the local area).

In addition, there will also be a whole year group team building day for Y3 in the summer term. The children will go to Arnos Park and take part in fun team building games and activities.

Reading
Whole Class Reading Daily - The children take part in daily-shared class reading for 20 minutes every day. The children read aloud and with the teacher and discuss the texts. This method means that every child reads for one hour forty minutes a week. Of course, some children still need individual reading and they will still receive this

Reading Books Coming Home – Please ensure that although your children can now read, that you continue to read with them daily. There is a national dip in reading as children move into KS2 – this is largely because parents stop listening to their children reading or stop reading bedtime stories. Reading is now more important than ever as it becomes more about vocabulary meaning and comprehension which takes into consideration inference, intent and personal opinion on a text. It is vital now that parents talk to their children about what they are reading. The children are now on a reading journey that culminates with an extremely challenging national reading test in Y6 which is based on some very difficult texts. The reading challenge has been introduced into KS2 and runs right through the juniors. The challenge has a mixture of different genres, different authors both modern and classic. The challenge increases in difficulty as it progresses.
There is a booklist for each stage. Children have to read 10 books at each stage. The levels are:

- Blue
- Red
- Bronze
- Bronze Advanced
- Silver
- Silver Advanced
- Gold
- Gold Advanced
- Platinum
- Platinum Advanced
- Diamond
- Diamond Advanced

The majority of children in Y3 will begin on Bronze Level. However, some who need some consolidation will begin on Blue or red. A very few children will continue with the Bug Club from KS1 as they start KS2. It is expected on average that Bronze level is for Y3, Silver in Y4, Gold in Y5 and Platinum and above in Y6. Of course children will progress at their own rate.

Times Tables
It is vitally important that children know their multiplication tables by heart up to 12x12 by May of Year 4. In Y4 there is a national times table test which your child will have to sit. This asks 25 quick fire multiplication questions and the children have 6 seconds to answer. At Holly Park, we want the children to understand what the multiplication tables are but to also know them by heart. Please help your child to learn these at home.

Spelling
There will be a greater emphasis on KS2 spelling. Children will get (e-mailed to you) a spelling sheet every half term. This will be a combination of National Curriculum words, topic words and also spelling rules that the children will be learning each half term. Please print out the sheet and display it somewhere prominent in the

house. Please help your child to learn the words. There will be a spelling test at the end of each half term. This will help the children in preparation for the journey they are on towards theY6 national spelling test.

School Councils

Children continue to have the opportunity to be on one of our various councils – The School Council, the Eco Council and the Healthy Living Council.
In KS2, they can be on The Learning Council. Learning Council is made up from one pupil from each class from Year 1 – Year 6. These pupils are chosen by the class teacher.
The aim of the Learning Council is:

- to make children at the school more aware of what good learning is;
- have pupil input into what makes a good lesson
- get children more involved in the learning process.

Once a child has been on Healthy Living council, they may not be on it again. Children on a council stay on that council for one academic year. They get a Council badge and have their photograph on the website and Council board. They attend regular meetings. They also get to go on an additional Council trip during the school year.

Parent Meetings

This year, we will be continuing with our parent meetings. These are designed to get parents more involved in their child's learning and give ideas about how to support the children at home. Some of these will be online and for some you are invited to come in to the school. One of the sessions will be specifically for Y3 parents to show how phonics links into spelling. There will also be an online safety workshop for all parents – these are highly informative and we would very much recommend you attend as your child is now in KS2.

If you have any questions about the information in this letter you can speak to your class teacher.

KS2 Equipment

A clear pencil case

Two HB pencils

A 40g glue stick

A 15cm clear plastic ruler

Two purple ballpoint pens

Two blue ballpoint pens

The Holly Park KS2 Reading Challenge Library

The children are now on a reading journey that culminates with an extremely challenging national reading test in Y6 which is based on some very difficult texts. The Holly Park Reading Challenge Library grows in difficulty and challenge at each level – with length of book, vocabulary and general content. It is designed to support children towards the Y6 national reading test; allowing them to develop their love of reading as they grow in confidence and ability.

The reading challenge begins in Year 3 and runs right through KS2 to the end of Year 6.

We introduced the challenge in KS2 as there is a known national dip in reading in Year 3. We hope that the challenge will be exciting for the children and that parents will support their children with it. The challenge has a wide variety of books at each level and we hope that the wide range of genres will maintain enthusiasm and enjoyment of reading – reading for pleasure!

The reading challenge library has a mixture of different genres, different authors both modern and classic. The challenge includes poetry books, nonfiction and books that are diverse in their content, settings and characters. The challenge increases in difficulty as it progresses both in the level of text and vocabulary (decoding) and comprehension. There are a variety of different books to choose from at each level. Children make their own choices about what they would like to red and what interests them within the reading level. There is definitely something for everybody and the books available are the result of thorough research – we are confident that our pupils can find their own lives, reflected in our Reading Challenge library. Our Reading Champions also play an important role in book selection; making suggestions for new additions. Additionally, children can bring in books from home to read as part of the reading challenge as long as the class teacher agrees that it is suitable for the level of the reading challenge.

The aim of the KS2 reading challenge library is NOT to race through it. At this stage of a child's reading journey – it is not so much about the technicality and fluency of reading (which is developed through class Guided Reading sessions) but more about comprehension, vocabulary and exposure to different styles of writing. It is not a competition to see who can read through it the fastest – children need to progress through it at their own rate.

At each level, the children complete a log. The log evidences the books that each child has read. Parents are involved as they sign the log to say the book has been completed. Teachers stick in a star or sign the log to show the book is finished and a new book can be started. Once the log at each level is completed, the children get a badge. Badges are awarded at a KS2 Friday celebration assembly.

In order to complete the challenge at each level the children will need to read fiction books, a poetry book and some nonfiction books. The reading log indicates how many of each type of book has to be read.

There is a booklist for each stage.

- Blue
- Red
- Bronze
- Bronze Advanced
- Silver
- Silver Advanced
- Gold
- Gold Advanced

- Platinum
- Diamond

Year 3
The majority of children in Y3 will begin on Bronze Level. However, some who need some consolidation and to work on reading fluency will begin on Blue or red. A few children will continue with the Bug Club from KS1 as they start KS2. It is expected on average that Bronze level is for Y3.
Children will need to read 15 books at Bronze level and another 15 books at Bronze Advanced level.
Towards the end of Year 3, some children may progress on to Silver and will carry that through to the start of Year 4.

Year 4
It is expected that the majority of children in Year 4 will be working on the Silver level. Children cannot go beyond the Gold level in Year 4. As mentioned above it is not a race. The books beyond Gold level do not have appropriate content or topics for children in lower KS2 they are aimed towards children in upper KS2.
Children will need to read 15 books at Silver level and another 15 books at Silver Advanced level before they progress on to Gold. They will carry their Record through to the start of Year 5.

Year 5
It is expected that the majority of children will begin in Year 5 working on the Gold level.
Children will need to read 12 books at Gold level and another 12 books at Gold Advanced level before they progress on to Platinum.

Year 6
It is expected that the majority of children in Year 6 will be working on the Platinum and Diamond level.
Children will need to read 10 books at Platinum level
Children will need to read 10 books at Diamond level.

If a child completes the Reading Challenge for their Year, they will of course still be encouraged (and expected) to read. They will be able to choose from the range of books available to them in the classroom or continue to select books that they have not read from the Reading Challenge library.

We hope that this information is useful and make it clear how the challenge works.

If you have any questions, please speak to your class teacher or Miss Sampson who is the Reading Leader.

The Junior Duke Award

A life skills award for children

Dear Parents and Carers,

Many of you will have heard of an award scheme for secondary aged pupils called the Duke of Edinburgh Award. Many of you may have done this yourself when you were at school. It is a fantastic opportunity to help develop pupils in many ways other than the academic.

There is now a version available for primary school aged pupils. The version is inspired by the Duke Of Edinburgh Award scheme and is run separately by a company called 'Capable Kids.' This award is very good for personal development. To encourage independence, confidence, resilience and self-motivation. We ran the scheme VERY successfully last year and we will be running this award scheme again this year. It is aimed at helping junior aged children to learn and practice a large variety of important life skills.

There is a level designed for each year group in KS2:

Year 3 Bronze

Year 4 Silver

Year 5 Gold

Year 6 Platinum

Each of these levels has a selection of challenges and, in order to complete a level, the children need to finish a pre-determined number of these successfully. These include skills such as First Aid, ICT, Eco awareness, Drama, Music, Sport and other life skills such as cookery and puncture repair.

Doing the awards is **very much dependent on parent support outside of school**. The majority of the challenges will require a good deal of time and effort out of school with friends and family.

On completion of a level, a well-earned certificate and badge will be awarded at a special award ceremony for parents to attend. Children should aim to finish their challenges by the end of the school year. However, if your child's booklet remains incomplete by the end of the school year, he or she may carry it on into the next year.

Children start with the level of the year group they will be in in September. The award will begin in September.

There is a cost to participating in the award. The cost to do the award is **£10 per child** for each level to cover the cost of the booklet, badge and certificate.

If your child would like to take part, please go on to school money and make a payment of £10.

Sign up is at the start of the school year. It cannot be joined part way through the school year.

To sign up please make payment on school money.

The closing date to pay online is: **Friday 13th September.**

You can find out more by watching this video at home: https://youtu.be/eY81tVS2uJ8

Pelham

Ann Pelham

Headteacher

Whole School Reminders

Times of the School Day

School starts at 9am each day.

Children should come in to school between 8.45am and 8,55am. They should go straight to their classrooms where the teachers will be waiting.

School ends at 3.30pm each day.

Please try to avoid being late as even a few minutes can be distressing for a child.

If you know that you will be delayed, please telephone the school office on 020 8368 1434, to inform them of your expected arrival time. If someone different than usual will be collecting your child, please tell the class teacher. We should always know the name of the person who will be collecting your child/ren.

Please note that children should always be collected by an adult.

Only children in Year 5 and Year 6 may walk home alone if the lone traveller permission form has been returned to school.

At present we cannot have parents inside the school buildings so please do not go to the school office at the end of the day.

Illness

If your child is ill, please telephone the school office on 020 8368 1434, on the first day of absence before 9.30am to inform us. Children who have had sickness or stomach upsets should be clear of symptoms for 48 hours before returning to school.

Wherever possible, please avoid making medical and other appointments during the school day, as it disrupts the work planned for your child.

Medicines

If your child requires medicine, such as antibiotics or an asthma inhaler, this should be given to Mrs Needham, the pupil welfare officer, be clearly named and a permission to administer medicine form completed and signed. This form is available from the office and a copy is on the school website.
We regret that medicines cannot be given to your child unless it has been prescribed by their doctor.

Snacks

Your child may bring a healthy snack to eat during the day. The snack must comply with our snack policy. This means that it must be either a piece of fresh fruit (no grapes) or a plain carbohydrate e.g rice cake, cracker, half a bagel etc.

Birthdays

We do not allow children to bring in cakes or other sweets to share for their birthday. This is because of increasing numbers of allergies to a number of ingredients, but also because we aim to be a healthy school. If you would like to mark your child's birthday in some way, then a gift of a book, or indeed books, for the classroom library would be very much appreciated.

Jewellery

We encourage the children to wear as little jewellery as possible. We do not want to run the risk of items being lost during the day, as this will cause extra work, and possible upset. Some items are, however, allowed, as long as the following conditions are met:

- ✓ Earrings must be plain studs.
- ✓ Items of a religious nature, such as a Star of David or the 5 Ks, must be hidden under the child's clothing, and must be removed for P.E. lessons.
- ✓ Watches are allowed in school, although they should be cheap, and of no sentimental value as they may get lost or broken. Children should NOT wear smart watches of any kind.

Lost Property

We ask that all parents ensure that school uniform is named so that if lost we can attempt to get it back to the right child. Any lost property that is found is placed in the lost property box, which is in the playground so that parents and children can access it easily. The lost property box is emptied and sorted at the end of every half term and any named items are returned to children. Parents cannot come on to the school site in the mornings to look in the lost property box but can look in the lost property box at the end of the school day. We would encourage parents to support their child to look after their belongings. The school will always do our best to look for lost items however; the school is not responsible for lost items on the school site.

Playground equipment

We ask that you do not allow your child to play on the equipment before the start of school or at the end of the day. We have strict rules and expectations for the use of the equipment during playtimes and lunchtimes and it would not be possible to enforce these rules outside of these times.

The school takes **no responsibility** for unauthorised use of the equipment.

School equipment

The children to bring to school:

- ✓ **Reading Folders:** Every child should have one of our school reading folders. These will be used to transport reading books, homework and letters to and from school. Even though your child does not read to their teacher every day, they do need to bring these folders to school every day, as they will still read at other times.
- ✓ **Swimming Bags:** Classes who are swimming will be notified in advance and will need to bring their swimming bag with their costume or trunks, towel, swimming hat and goggles (if needed) on the appropriate days. It is usually Year 4 who swim at Holly Park. We usually offer catch up swimming to Year 5.

In addition, the children will need a coat appropriate to the time of year, and if they have packed lunches they will need to bring their lunchbox every day.

There are, however, several items we **do not** want brought into school:

- × **Rucksacks and other sports bags:** Although they may be more fashionable, rucksacks and sports bags are too bulky to fit on our coat pegs. As a result, they often fall off, and make a mess on the floor or get lost. Everything the children need can be carried in their reading folder or P.E. bag.
- × **Mobile Phones:** Children are not allowed to bring mobile phones to school unless they are in Year 5 or 6 and walking home alone. Year 5 and 6 children bringing mobile phones need to hand them into the class teacher on arrival and collect them at the end of the day. The school cannot take any responsibility for loss or damage to mobile phones while on the school site. We are a smartphone free school and recommend that children at primary school do NOT need smart phones.

HOLLY PARK PRIMARY SCHOOL

UNIFORM LIST

Reception to Year 6

Winter

Grey skirt or trousers (not tracksuit bottoms or jeans) (generic)
Grey pinafore dress (generic)
School sweatshirt (There is choice from either the branded item or a generic red one)
School Polo Shirt (There is choice from either the branded item or a generic red one)
Red cardigan (generic)
Red or grey tights
Grey, black or white socks
Black shoes (maximum heel height 3cm) **No trainers**
Black boots (max heel height 3cm)
Red, green, white or black hair accessories (Optional and generic)
School fleece (optional and for outdoor wear only)

Summer

As Winter or:
Green and white checked dress (optional and generic)
Grey shorts (generic)
White or black sandals with secure fastening (max heel height 3cm) **NO Trainers or CROCS**
A cap to protect from the sun

*__No other items of clothing should be visible under the red polo shirt__. If a child is cold they should wear a short sleeved vest and their sweatshirt on top,

No zip up tops/jackets should be worn.

No hooded tops should be worn

PE Kit

Red shorts (generic)
Plain white T-shirt (generic or branded)
Plain white trainers
Outdoor kit of dark green jogging trousers and top

Other
Children also need a red book bag (logo optional)
Concert Uniform (for members of school choirs during performances)

Grey skirt, pinafore or trousers
Plain white shirt
School tie

All clothing and footwear should be clearly labelled with the child's name

Jewellery
It is encouraged that pupils do not wear jewellery to school, especially as individuals become very upset if a treasured piece of jewellery goes missing. The only acceptable items of jewellery to be worn are a simple wristwatch (Smart watches or any type of phone watch or phones that have games or cameras on are not allowed) and earring studs or jewellery of a religious significance. Should a pupil have pierced ears, plain studs should only be worn. Fitbits may be worn. Please note that the school will be unable to take any responsibility for any jewellery that is lost.

Badges
The only badges permitted to wear at school on school uniform are badges given out by the school e.g Council badges and birthday badges if children want to wear these on the day of their birthday. No other badges should be worn to school.

Make Up
No make up is to be worn to school as it is not considered appropriate or consistent with our school uniform. No nail varnish should be worn on nails or toes.
Nail extensions, tips, gels or other products should not be worn. Nail extensions
could be dangerous and are also not conducive to good handwriting or playing sport.

Hair
Long hair should be tied back during the school day for health and safety reasons.

Hijab/ Turban/Kippah/Skull Cap
The hijab may be worn by Muslim girls if this is their parents choice. The hijab must follow the school uniform colours and be red, green, white or black. It must be no longer than shoulder length. Turbans, Kippot and Skull caps may also be worn if this is the family choice but should also be in the school colours of red, green, white or black.

Branded uniform items are available from Braggs in North Finchley. Many of the school uniform items above are readily available from supermarkets.

We expect all pupils to follow the dress code as written above.

Branded uniform items are available from Braggs in North Finchley.
Many of the school uniform items above are readily available from supermarkets.

Braggs School Outfitters,
341 Ballards Lane,
North Finchley N12 8LJ
Tel: 020 8445 3945

www.braggsschoolwear.co.uk

Holly Park Pastoral Team

At Holly Park our aim is to provide a supportive, and friendly atmosphere for all our families and children to help everyone achieve their potential.

If there is a problem, your first point of contact should usually be your child's class teacher or key worker. They will often be able to reassure you that the problem was dealt with appropriately, or support you with a concern. They are available in the playground most days for a quick word, or if it is a longer or more personal matter please make an appointment to see them after school.

Alternatively, or if you wish to discuss the matter further, you could speak to one of our Pastoral Team. We provide support for families and children who are facing difficulties, and work to promote effective participation in school life.

Miss Michael

Mrs Puzey

Mrs Kelly

Miss Iglesias

Miss Maria Michael - Deputy Head

Miss Michael is the Deputy Head. She is also the Designated Safegiarding Lead (DSL) . She teaches children across the school and is the lead staff member for children with behavioural concerns. Miss Michael is the schools Rights Respecting Champion and is leading our use of the Restorative Justice.

Mrs Kathy Puzey - Learning Mentor

Mrs Puzey is our Learning Mentor. Her role is to support children in overcoming barriers to learning and helps to enhance their emotional wellbeing. She works with children individually, in small groups and with whole classes to build confidence and self-esteem e.g. through Happy to be Me, Pet Therapy, and by using a solution focused approach. She offers support and organizes activities at playtime and lunchtimes with the mini-mentors. Mrs Puzey also co-ordinates our 'Parent Gym' sessions. Mrs Puzey is also a DSL

Mrs Diana Kelly - Children's Co-ordinator

Mrs Kelly is a member of the Senior Management Team and the school SENCo and Inclusion Manager. Mrs Kelly teaches classes and individuals or small groups who need extra support, and works closely with pupils who have an EHCP and their support staff. She is available to support parents who have concerns about their child's progress. Mrs Kelly is also a DSL.

Miss Sarah Iglesias- Pupil Welfare Officer

Miss Iglesias is our Pupil Welfare Officer. She looks after the medical and first aid needs of all the children in the school as well as providing emotional support to children. She deals with all attendance matters and is responsible for contacting parents when children are absent. Miss Iglesias is also a DSL.

How To Contact Us

Address:

HOLLY PARK PRIMARY SCHOOL
Bellevue Road,
Friern Barnet,
London
N11 3HG

Telephone: 020 8368 1434

Email addresses:

- School office – office@hollypark.barnetmail.net
- Attendance or sickness – siglesias@hollypark.barnet.sch.uk
  absence@hollypark.barnet.sch.uk
- The Headteacher Ann Pelham – head@hollypark.barnetmail.net
- The Deputy Head Maria Michael – mmichael@hollypark.barnet.sch.uk
- You can email the Inclusion Leaer/ SENDCO Diana Kelly on dkelly@hollypark.barnet.sch.uk
- The Co-Chair Of Governors – chegarty6.302@lgflmail.org
- The PTA on ptahollypark@yahoo.co.uk

Good attendance means being in school

at least **96%** of the time.

There are 365 days a year and 190 school days a year. This leaves 175 days to spend on family time, celebrations, holidays, non-urgent appointments, shopping, days out etc,

0 days absence

100 %

190 days attendance

10 days absence

95 %

180 days attendance

19 days absence **90 %**

171 days attendance

29 days absence **90 %**

161 days attendance

38 days absence

80 %

152 days attendance

Good attendance → Poor attendance → Very poor attendance

Best chance of educational success → Serious impact on education

YOUR SCHOOL LOTTERY

NEW TO OUR SCHOOL COMMUNITY?

JOIN OUR LOTTERY!

Help boost school funds

Win up to £25,000

- Join now for just £1 per week
- Cash prizes every week
- A fun way to support this school
- Win up to £25,000

To start supporting, visit:

yourschoollottery.co.uk

and search for: **Holly Park**

Supporters must be 16 years of age or older.

HOLLY PARK
PRIMARY SCHOOL

TERM DATES FOR 2026 – 2027

AUTUMN TERM 2026

Tuesday 1st September 2026: Staff Training Day, school closed

Wednesday 2nd September 2026: Children return to school at 8.55am

Friday 11th September 2026: Staff Training Day, school closed

Friday 23rd October 2026: End of the first half of the Autumn Term

Monday 26th October - Friday 30th October: ***Half Term Holiday****, school closed*

Monday 2nd November 2026: Staff Training Day, school closed

Tuesday 3rd November 2026: Children return to school at 8.55am

Friday 20th November 2026: Staff Training Day, school closed

Friday 18th December 2026: End of the Autumn Term, *school ends at 1.30pm*

Monday 21st December – Monday 4th January: **Christmas Holidays**, school closed

SPRING TERM 2027

Tuesday 5th January 2027: Children return to school at 8.55am

Friday 12th February 2027: End of the first half of the Spring Term

Monday 15th February - Friday 19th February: ***Half Term Holiday,*** *school closed*

Monday 22nd February 2027: Children return to school at 8.55am

Thursday 25th March 2027: End of the Spring Term, *school ends at 1.30pm*

Friday 26th March – Friday 9th April: **Easter Holidays**, school closed

SUMMER TERM 2027

Monday 12th April 2027: Children return to school at 8.55am

Monday 3rd May 2027: May Bank Holiday, school closed

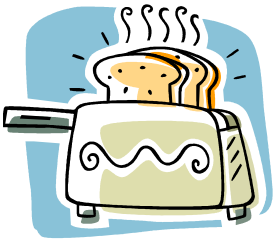
Friday 28th May 2027: End of the first half of the Summer Term

Monday 31st May - Friday 4th June: ***Half Term Holiday****, school closed*

Monday 7th June 2027: Staff Training Day, school closed

Tuesday 8th June 2027: Children return to school at 8.55am

Thursday 22nd July 2027: End of the Summer Term, *school ends at 1.30pm*



Breakfast Club

Breakfast Club runs every school day between 7.45am and the start of school at 9am. It is open to all children from Reception to Year 6.

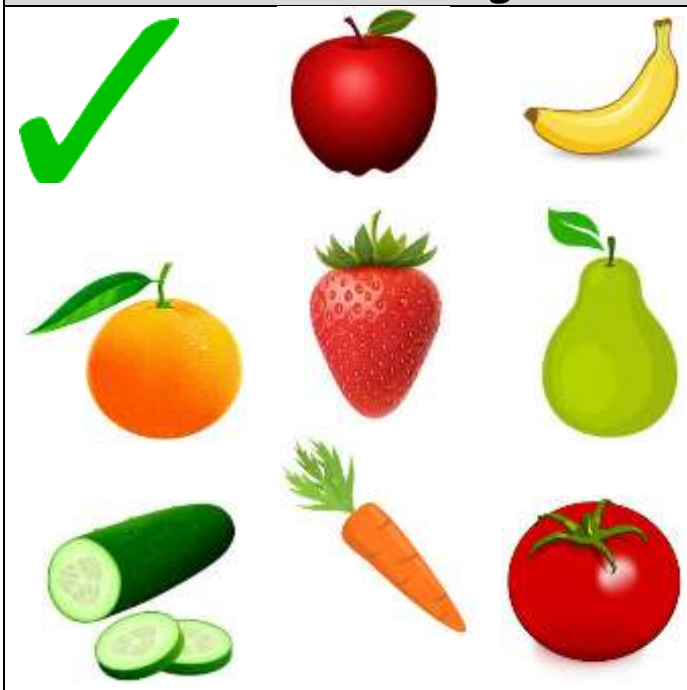
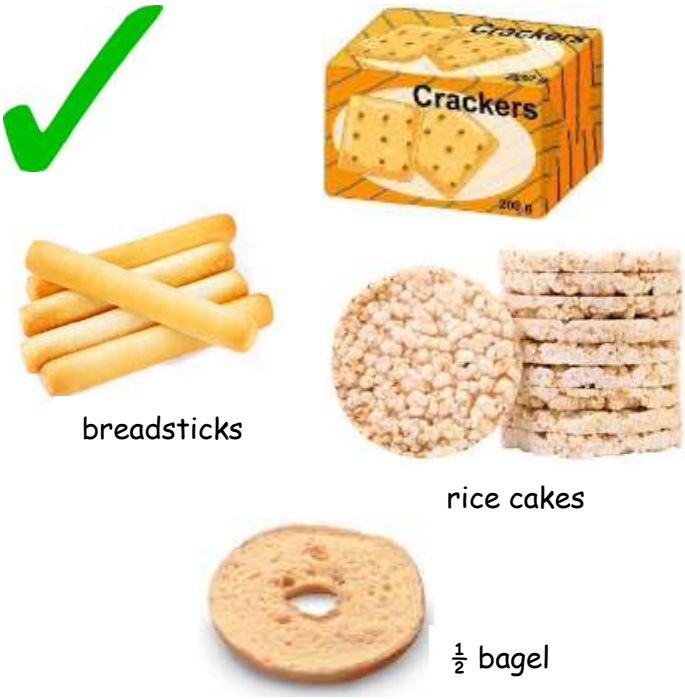
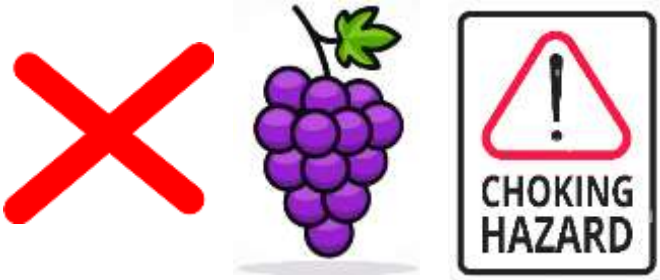
There is no need to book, simply turn up and register your child with a member of staff.

Breakfast is prepared on the premises by the school cook and includes cereal, toast, drinks and regular 'specials' such as beans on toast.

We also offer are a range of activities including board games, drawing, large construction toys, books and sports activities.

The cost is currently **£4.75 per child, per day**. (price correct September 2026)

Holly Park Playtime Snacks

Fresh Fruits and Vegetables	Plain Carbohydrates
	
NO Grapes	**NO Dried Fruit**
	

Welcome to Olive Dining

We are delighted to be the catering provider for your child's primary school.

At Olive Dining, we are passionate and committed to providing healthy and delicious meals with the highest quality ingredients and our menus are full of variety and flavours to cater for everyone’s tastes.

The onsite team are skilled and knowledgeable about the food we serve and can provide students with information to support specific diets or cultural choices.

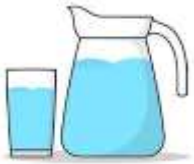
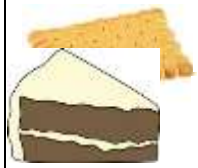
Our menu changes 3 times per year and includes Chef's specials other concepts.

We also have regular Theme Days to ensure innovation and variety

Menus can be found on our school website

HOLLY PARK PACKED LUNCHES

Salty snacks	Confectionary	Sweet spreads	Drinks	Nuts
	sweets chocolate cereal bars chocolate biscuits fruit bars	 	fruit juice smoothies flavoured milk fizzy drinks	sesame seeds packets of nuts houmous Nutella peanut butter cakes or biscuits with nuts

Fruit and Veg	Carbohydrates	Protein	Dairy	Drinks	Treat Tuesday
   Fresh, frozen, tinned or dried. Tinned fruit in water or natural juice	bread pasta noodles rice couscous potatoes	egg meat lentils kidney beans chickpeas	cheese plain yogurt plain fromage frais	 plain water plain milk	malt loaf fruited teacakes fruit bread  biscuit cake

HOLLY PARK
PRIMARY SCHOOL

Key Areas Of Information About Holly Park

How does the school make children feel safe?

The school provides a calm and happy atmosphere
The school provides a clean, tidy and attractive environment
We have plenty of staff on playground duty.
We have a learning mentor who helps children with concerns, worries and friendship problems.
MTS wear fluorescent jackets at lunchtime so that they can be easily seen by the children.
We have lots of first aiders in school. Medication is kept securely in the medical room.
Staff wear lanyards.
We do a register twice a day and we call parents if children are missing.
We do a fire drill every term and we also do a lockdown drill every term.
We have trained fire marshals.
For school trips we do risk assessments and we take lots of adults with us. The teachers do a pre-trip visit.
We are constantly counting heads on school trips and crossing roads safely.
Our playground equipment is checked by an external company annually.
Our PE equipment is checked annually.
Playground equipment has safety surfaces underneath.
Children are not allowed to play on playground equipment when it is very wet and slippery
Grit is spread on the playgrounds when it is icy and slippery.
We have mini mentors and playground leaders at break times to help children
Children know that there is someone they can go and speak to when they are hurt or upset.
The school has secure fencing all around the perimeter and a locked gate. All of the offices can see the gate area via screens in each office.
We also have CCTV at the entrance path of the school.
We do an annual premises safeguarding audit.
Mr Reid checks that the site is safe to be in – fixing broken things and ensuring gas, electricity, fire extinguishers etc are all in good order.
Visitors to the school sign in and out and are given a lanyard.
All members of staff have a DBS
All members of staff have safeguarding training annually.
All members of staff do epi pen and prevent training.
The school has lots of policies and risk assessments for various areas of school life
The school has regular external Health and Safety and financial audits
The curriculum teaches about various aspects of staying safe – online safety, sun safety, stranger danger, crossing roads safely, medications etc
The school provides weekly Talk time for the children to share their concerns or worries
The classes have worry boxes.
Our behaviour policy has clear rewards and consequences
We use the Zones of Regulation and tool boxes to help children feel safe about their emotions.
We do regular assemblies about safety so that the children are aware of how we keep them safe

How does the school makes sure its pupils are well behaved?

The behaviour of pupils at Holly Park is good. Pupils generally treat each other with courtesy and respect.
Staff teach children about how to behave well. Just like with academic subjects – children need to learn how to behave well and they will make mistakes. It is important to learn from the mistakes.
Staff have high expectations of behaviour and ensure there is consistency and fairness.
All staff follow the school behaviour policy. There are clear rewards and sanctions.
Our behavior expectations are based on 3 clear words: Ready? Respectful? Safe? These are displayed around the school and referred to many times a day.
We also have out Holly Park 'Helping Hands.' Which set out our expectations. We have our High 5, which gives pupils strategies to deal with any negative behaviour.
Behaviour is discussed regularly in classrooms and in assembly.

We record behavior incidents on an internal system so we can track them. Governors monitor the different types of behavior incidents.
Pupils adhere to positive routines.
If pupils find it difficult to behave well, the school supports them effectively to improve their behaviour by the use of our restorative approach.
Positive behaviour for learning is evidenced in class. Children's attitudes to learning are positive. Children are keen to learn, engage with tasks and collaborate well. Incidents of low level disruption in class are rare. Lessons are also active and engaging which keeps pupils interested and minimises disruption. Children do not disrupt the learning of their peers because there is an expectation that pupils work together well in learning partners. Pupils also value support from their peers.
There is a safe and calm environment. This school is welcoming and friendly. The environment is positive because of pupils' contributions to it in terms of display work, care for it in terms of lack of graffiti and litter and a sense of general happiness and pride at being a Holly Parker. This atmosphere is also created by staff who are long standing members of the school and who are loyal and dedicated.
Pupils actively support the well-being of other pupils and this is demonstrated through the use of play leaders, mini mentors and wellbeing champions.
Positive behaviours are encouraged and expected beyond the classroom in breakfast club, after school club and other clubs and on trips, residential trips and music and sports events. We often have positive feedback from members of the public about pupil behaviour.
Relationships are positive because there is an atmosphere of mutual respect and tolerance, which is demonstrated and upheld by staff.
Pupils come from a range of different backgrounds. The school works hard to encourage harmony, tolerance and respect through RE, PHSE, Talk times, anti-bullying strategies, International Day, values and British Values. Pupils engage well with our Equality afternoon, Diversity week, Talk times, the restorative approach and The UN Rights of the child.
In the playground, pupils generally play well with each other and appreciate the range of play equipment provided for them. The play leaders make sure that the equipment is used well and make sure that everyone has someone to play with.
We work internally and with external staff to address any pockets of poor behavior for a few individual pupils (HIST; CAMHS, Social Care, Parent Partnership; Learning Mentor).
If there is unacceptable behaviour outside school that is brought to our attention– travelling to and from school or online – the school will become involved.

How is bullying dealt with?

The school has an anti bullying policy which we follow and which is on the school website.
There will be bullying in ALL schools. It is how the school deals with it which is important.
As a school, we take bullying seriously. Pupils, parents and staff should understand that reporting bullying is essential.
The Lead Staff concerned with Bullying are The Deputy Head and the Headteacher
Our school definition of bullying is:
"Bullying is a repetitive series of actions, carried out on purpose, and designed to hurt someone's feelings and make them feel ashamed of who or what they are. We will not accept it at Holly Park" (Holly Park School Council)
Bullying can be: physical, online, verbal, racist, sexual or sexist
The Holly Park School Council agreed that whatever its form, bullying consists of the following factors:

- It is ongoing and frequently repetitive, and takes place over a period of time
- It is deliberate
- It is based on a difference in power (age, strength, confidence, number of friends, etc)
- It has a serious effect on the target, including feeling ashamed, feeling like they don't want to be at school, or feeling that they wish they could disappear completely

If staff become aware of any bullying taking place, the staff member will inform the Deputy Head or Headteacher.
If an allegation of bullying has been brought forward by a parent, and not witnessed by the school then there will be an initial period of investigation – including observation and speaking to the children involved. The parents will be informed of the outcome. If the allegation is believed to be true then it will be dealt with as above. Where there is no evidence to support an allegation then we will continue to monitor for an extended time.

In more extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies.
In all instances an 'Allegation of bullying' form will be completed by the school (we will establish that it is bullying and not just a one off incident or friendship problems) This includes details of what has happened, actions so far, who is involved and future actions.
After initial discussion and action (if bullying IS happening) then there will be a review meeting approx 2 weeks later to see how things are progressing

To children who experience bullying:

We will assure them that the issue will be taken seriously
We will Intervene (informed by the victim) in a way to avoid escalating the problem
We will inform their parents
We will Monitor and review

To those who bully:

We will hold them to account for their behaviour
We will face them with the harm they have caused
We will give direction to help them behave in ways that do not cause harm
We will offer steps they can take to address the harm they have caused
We will inform their parents

To the Bystanders or those affected by the incident:

We will aim to give them skills to show them how they could have intervened effectively
We will involve them in the reparation process
The Restorative Approach is the main method of intervention we use
As a school we aim to be proactive in an attempt to prevent bullying. We do this in many ways including: assemblies, Talk time, PHSE lessons and anti-bullying week.

How does the school make parents aware of what their child will learn during the year?

The school sends out a termly year group curriculum newsletter to parents explaining what will be taught in every subject for that term. These are also on the year group page of the website.
The school has a curriculum section on the school website. Every subject has its own page with information about what is taught and how it is taught.
The school runs curriculum meetings or workshops for each year group to explain more about a variety of curriculum areas so that parents have a better idea about what is taught and how it is taught
E,g Nursery – The EYFS Curriculum
Reception – The EYFS curriculum and phonics
Year 1 – Phonics
Year 2 – SPAG and maths. Expectations for the national tests.
Year 3,4,5 – 3 workshops a year. One per term on a different subject.
Year 6 – expectations for the national tests and sex and relationship education

How can I raise concerns?

If a parent has a concern they can speak to the teacher informally at the end of the day.
Parents can speak to class teachers at parents evenings each term
Parents can call the school office or email the school office with a concern
Emails for teachers will be forwarded to the class teacher so that they can respond
Parents can contact Mrs Kelly by phone or email about SEND issues
Parents can call the school and ask for an appointment or phone call with a senior leader
Parents can email the Headteacher or chair of governors directly

Does the school have high expectations for my child?

The school has high expectations for all pupils in many aspects of school life.
The school has a presentation policy which outlines expectations for how work in books should be set out and presented in all lessons at each stage. Several aspects of this are shared with children so that they understand what is expected e.g no scribbling or doodling, DUM TUM etc.
The school has high expectations of attendance for all pupils – as set out in our attendance policy. Attendance at Holly Park is better than the national attendance figure.
The school has high expectations of uniform – as outlined in our uniform policy. We constantly check to ensure that children are wearing the correct uniform and we send out uniform reminders regularly.
The school has high expectations of behaviour and the school is constantly praised by visitors or when the children are on trips for the good behaviour of the children. There is a clear behaviour policy. There are lots of rewards to encourage and promote good behaviour. There are clear sanctions too. Behaviour expectations are constantly shared with children and there are frequent reminders in class and in assemblies. This year we are running parent sessions to make sure that our strategies are shared with parents.
The school has high academic expectations for children. We assess all of our children termly and this is tracked on an internal tracking system. We look every term at which children might need support in a particular area of the curriculum either from the teacher in class or by a teaching assistant. This may be long term or for a short period.
We set age appropriate homework (including reading, phonics, spellings and multiplication tables) so that parents can support children at home. From Y1 upwards we use Google Classroom and in KS2 we also use CGP books.
We have curriculum pages on our website and termly curriculum newsletters for parents so that parents can see what their children are learning in school and support as necessary,
We use the School Led Tutoring Fund and the Pupil Recovery Premium to support Pupil Premium children in maths, reading and writing.
We ensure that SEND pupils are supported through interventions, IEPs and EHCP targets.
National data in 2019 and 2022 shows that at all phases of the school that Holly Park pupils attain in line with national attainment and in certain areas is better than national results.
Progress from KS1 to KS2 is also in line with (or better than) national progress.
Feedback from secondary schools and past parents and pupils evidences that Holly Park pupils settle well into their new secondary schools because they are well prepared and that they go on to achieve well at secondary school – which is their next phase of learning.

How does the school let me know how my child is doing?

The school may let you know informally how your child is doing through informal chats at the end of the school day, through phone calls or with a note home
The school lets parents know how their child is doing by showing their work with a book look in the Autumn and Spring term
The school holds a parent consultation in Autumn and Spring so that parents can discuss how their child is doing
The school provides an annual written report to parents at the end of the school year so that parents can see how their child is achieving in all areas of the curriculum

Is there a good range of subjects available at Holly Park?

There is an excellent range of subjects available at Holly Park. All national curriculum subjects are taught : maths, English, science, music, Spanish, art, DT, science, computing, history, P.E, geography, PHSE, R.E
We also use a specialist music teacher and a specialist Spanish teacher. We also run forest school in Year 1 and Year 5. Children go swimming in Year 4.

What clubs and activities are available at Holly Park?

We have a whole range of activities available at Holly Park to enrich the curriculum and make a child's time at Holly Park more enjoyable,
We have a variety of clubs on offer across the school year – football, gymnastics, infant choir, junior choir, cross-country and athletics.
We have swimming for Year 4 and Forest School for Year 1 and Year 5.
We provide regular trips for the children to bring the curriculum to life. Every year group will do two trips. These may include visits to museums, castles, stately homes, art galleries etc
Each year group will also have two curriculum days. These days help to bring subjects to life – examples include – nursery rhyme day, traditional tales day, a fashion show, roman day, Victorian day etc
Every year group from Year 1 upwards will visit a place of worship. Children will visit: a church, a mosque, a synagogue, a temple and a gudwara.
There are extra experiences available in KS2 which build upon each other and lead to a week away in Y6, They include – a team building day in Y3, a pyjama party in Y4, a 3 day residential in Y5 and a 5 day residential in Y6.
The school provides lots of special days and weeks across the school year for children to engage with: World Book Day, International Day, British Values Day, Equality Afternoon, Maths Day, Science week, Walk to school week, Be bright be seen day, Anti bullying week, National Online safety day,
HPS Online safety day, Environmental Week, Wellbeing week, and Diversity Week
We also do a geography fieldtrip in every year group from Y1 to Y6. These include: the school grounds, the local streets, Friary Park, land use in the local area, the stream at Friary Park, and traffic surveys.
The school takes part in Barnet events and competitions including music festivals, athletics, sporting tournaments, gymnastics competitions, the dance festival and quizzes.
We also engage in activities with our local partnership of schools – this has included sporting events, coding and an opera project with a joint performance.
We also provide activities to support basic life skills – such as first aid workshops and bikeability
Every child from Reception onwards will be involved in a performance every year. Reception, Y4 and Y5 do an assembly for parents, Y1 and Y2 do an Infant show, Y3 do the nativity and Y6 do an end of year show, In addition there are choir and music concerts.
We also provide pupil voice opportunities for children to get involved in the wider life of the school with: Play leaders, Mini Mentors, Wellbeing Champions, Reading Champions, Junior Travel Ambassadors, Healthy Living Council, Eco Council, School Council and Learning Council.

How does the school support my child's wider Personal Development?

We work hard to provide a good all round education and to promote talents and interests of individual children. All pupils are known well at the school by our staff. The school has a warm, friendly, inclusive and caring ethos.
The promotion of wellbeing and the human rights is woven through all aspects of school life. E.g the learning mentor, the playground charter, the wellbeing garden, Poppy the school dog. Through the curriculum (especially PHSE and RE) , pupils develop a good understanding of different faiths and cultures and show respect and consideration for others.
There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. This does much to promote their spiritual, moral, social and cultural development, which is a real strength of the school. Pupils are happy to work well together. There are good opportunities for older pupils to take responsibility in school with various jobs and monitor positions. If they have any concerns or worries, pupils have 'mini mentors' who help them to mediate when there are friendship issues.
The school encourages pupils to be involved in making decisions and contribute to school policy. For example, pupils have a learning council, a healthy eating council and a school council, who are also trained as anti-bullying ambassadors. This is part of the underlying respect for children that underpins the school philosophy.
Pupils enjoy a wide range of experiences through curriculum days, residential trips, visits, speakers, special days and weeks, clubs, sports and music. Forest school allows pupils to be more confident and engage in different learning styles and methods.
Through annually planned events, weekly assemblies, the RE curriculum, PHSE and music, pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others. The curriculum allows children to reflect on the values and beliefs of others today, in different

countries and in different periods of history. Guest speakers and visits to places of worship enhance spiritual understanding. We celebrate significant experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued. Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems, our behaviour policy and the High 5. Pupils apply these principles to their own lives and have high expectations of each other.
School Council impacts on behaviour in school and fund raising events. Safer Internet Day and Anti Bullying Week promote ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking. Mealtime Supervisors and their golden tickets promote the importance and reward of good manners and politeness. Promoting attendance and punctuality ensures pupils recognise the importance of being at school. Eco Council and Healthy Living Council provide awareness of ourselves and the world around us. Supporting charities each year—gives the children a chance to help and understand the circumstances of those less fortunate than themselves. Our school Motto 'Once a Holly Parker, always a Holly Parker' and our school song gives the pupils a sense of identity and belonging. A 'House' system allows the children to feel connected and to support each other. There is a healthy sense of competition. Inter school competitions and festivals help the children get involved in local activities with other schools.
Our curriculum looks at other communities in our world & societies from the past. We promote internationalism and encourage children to be global citizens. Trips, visits and curriculum days allow the children to experience the wider world of London. Residential visits in Y5 and Y6 mean that children can experience contrasting localities to the one they live in. British Values are embedded in assemblies and special event days and displays. Concerts & shows celebrate a variety of cultures. We participate in traditions such as Nursery rhyme week. Spanish is taught throughout the school from Reception to Y6. Every year we celebrate Black History Month. Displays around the school reflect different languages and cultural backgrounds. The new Junior Duke scheme supports personal development in KS2.
Children are prepared for life in modern Britain and to be active citizens of the future through our online safety education, our global curriculum, our SMSC curriculum and our Rights Respecting Curriculum. All year groups have basic first aid lessons. Our children in upper KS2 learn about FGM, knife crime, travelling safely, emergency services, gangs and drugs. This all prepares our pupils for their future life as adults. Pupils leave Holly Park equipped with the social and emotional skills in readiness for secondary school.
Our pastoral support involves the effective use of a school Learning Mentor and a pastoral team. We provide high-quality pastoral support. All staff promote a positive respect for learning by encouraging children to show respect for themselves, each other, the school environment (and beyond) and also for school equipment. We also have trained mental health first aiders to support children and staff. We use the zones of regulation to help children manage their feelings and emotions. Children know how to use tool boxes to help them move from one zone to another. Our behaviour policy is based on a restorative approach so that children feel listened to and so that children can learn from their mistakes. We use worry boxes in classrooms and we also encourage children to fill their classroom buckets.
Our PHSE curriculum is detailed, progressive and thorough. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
Through talk times, discussion and debate, pupils know how to discuss issues and ideas in a considered way.
The school teaches the children how to stay safe (including online safety) and to recognise risks to their wellbeing (stranger danger, drugs and alcohol, relationship education, social media; use of technology)
The school teaches children to be healthy through our allotment (gardening club), PHSE curriculum, sport, the daily mile and take 10 exercise to increase the amount of daily exercise children do.
The school promotes equality of opportunity and diversity effectively through the PHSE curriculum, assemblies, Equality afternoon, diversity week, Talk time, a varied selection of books on offer and RE lessons. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

Parent Code of Conduct

At Holly Park we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance
We expect parents, carers and visitors to:

- Respect the caring ethos of our school
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.
- Avoid use of mobile phones when on the school site – e.g when collecting or dropping off children, when talking to staff, at shows & concerts, at meetings or parent consultations.
- Collect children on time at the end of the school day or from clubs and after school care. If parents are unavoidably delayed we would expect a phone call to keep us informed.
- Dress appropriately when on school grounds.
- Take responsibility for the behaviour of other siblings who do not attend Holly Park.
- Show respect for school procedures and follow instructions at concerts, shows, sports days and other events. E.g Not talking through concerts, turning mobiles off, not putting photos/video on social media. These instructions are given in the best interests of the children and for reasons of health and safety.
- Refrain from putting images of Holly Park children (other than their own if they wish) on the Internet or social media. This includes school WhatsApp groups.

- Think about the health and safety of our pupils and refrain from parking or pulling up onto the double yellow lines on the corner of Holly Park Road and Bellevue Road during school pick up and drop off hours. They should also refrain from parking in the staff car park.

- Think about our neighbours when dropping off or picking up your child, ensuring that you're not parked over any driveways or disabled access bays.

- Refrain from entering pupil areas such as toilets, classrooms and other school buildings (e.g the Junior building) unless directed to by a member of school staff

- Show respect for the private lives of school staff and not ask questions about their private lives e,g sexual orientation, marital status, children etc

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.

- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper. This includes when waiting at the school gate ensuring that parents are modelling good behaviour to younger children waiting with parents.

- Threatening to do actual bodily harm to a member of school staff, governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.

- Damaging or destroying school property.

- Being intimidating, undermining, accusatory or disrespectful to staff.

- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication

- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook, Twitter or other social sites. (See Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.

- The use of verbal aggression or abusive language towards another adult or child

- Approaching another parent or someone else's child in order to discuss issues or chastise them because of the actions of this child towards their own child. Please speak with the class teacher. It is much better for the teacher to speak to other parents. We ask you to do this as otherwise it can lead to unnecessary tension, worry, anger or upset between parents.

- Smoking and consumption of alcohol or other drugs whilst on school property.

- Dogs being brought on to school premises.

- Siblings who do not attend Holly Park should not be wandering around the school playgrounds, entering school buildings or showing aggressive behaviour (physical or verbal) to other parents, pupils or staff

Should **any** of the above behaviour occur on school premises (or outside the school gates) the school may feel it is necessary to contact appropriate authorities and **ban the offending adult from entering the school grounds.**

If a parent does attempt to discuss an issue with school staff in a threatening/disrespectful manner the member of staff will issue one warning regarding how they are experiencing the interaction, if the parent is unable to hear that warning and simply continues in that manner, the member of staff will terminate the conversation immediately, suggesting that the parent books an appointment to discuss the issue at a time when they are able to speak in a more respectful way. This is designed to support both staff and parents in good mental health management, modelling respectful conversations to our pupils in line with our policies.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

We would expect that parents would make all persons responsible for collecting children aware of this policy.

HOLLY PARK
PRIMARY SCHOOL

GDPR privacy notice for pupils and their families

Who processes your information?
Holly Park is the data controller of the personal information you provide to us. This means the school determines the purposes for which, and the manner in which, any personal data relating to pupils and their families is to be processed. **Ann Pelham** acts as a representative for the school with regard to its data controller responsibilities; she can be contacted on 02083681434 or head@hollypark.barnetmail.net
In some cases, your data will be outsourced to a third party processor; however, this will only be done with your consent, unless the law requires the school to share your data. Where the school outsources data to a third party processor, the same data protection standards that Holly Park upholds are imposed on the processor.

Darrell Smith (from TURN IT ON) is the data protection officer. Their role is to oversee and monitor the school's data protection procedures, and to ensure they are compliant with the GDPR. The data protection officer can be contacted on 01865 597620 (Option 3) email - dpr@turniton.co.uk

Why do we collect and use your information?

Holly Park holds the legal right to collect and use personal data relating to pupils and their families, and we may also receive information regarding them from their previous school, LA and/or the DfE. We collect and use personal data in order to meet legal requirements and legitimate interests set out in the GDPR and UK law, including those in relation to the following:

- Article 6 and Article 9 of the GDPR
- Education Act 1996
- Section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013

In accordance with the above, the personal data of pupils and their families is collected and used for the following reasons:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To assess the quality of our service
- To comply with the law regarding data sharing

Which data is collected?

The categories of pupil information that the school collects, holds and shares include the following:

- Personal information – e.g. names, pupil numbers (Unique Pupil Number UPN) and addresses
- Characteristics – e.g. ethnicity, language, nationality, country of birth and free school meal / Pupil Premium eligibility
- Attendance information – e.g. number of absences and absence reasons
- Assessment information – e.g. national curriculum assessment results
- Relevant medical information including allergies
- Information relating to SEND (Special Educational Needs and Disabilities)
- Behavioural information – e.g. number of temporary or fixed term exclusions

- Safeguarding Information (including court orders and professional involvement)
- Permissions information – e.g films, local area walks, trips, use of Internet
- Photographs

Collecting Pupil Information

Whilst the majority of the personal data you provide to the school is mandatory, some is provided on a voluntary basis. When collecting data, the school will inform you whether you are required to provide this data or if your consent is needed. Where consent is required, the school will provide you with specific and explicit information with regards to the reasons the data is being collected and how the data will be used.

How long is your data stored for?

Personal data relating to pupils at Holly Park School and their families is stored in line with the school's GDPR Data Protection Policy.

In accordance with the GDPR, the school does not store personal data indefinitely; data is only stored for as long as is necessary to complete the task for which it was originally collected.

Will my information be shared?

The school is required to share pupils' data with the DfE on a statutory basis,

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

This includes the following:

- Names, DOB, UPN for assessment registration
- Name, DOB, UPN number, address, ethnicity, religion, language, country of birth, FSM entitlement, proficiency in English, Pupil premium entitlement, gender, nationality, service child information, SEND information, attendance data and exclusion information for the school census.

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to https://www.gov.uk/education/data-collection-and-censuses-for-schools.

The National Pupil Database (NPD) is managed by the DfE and contains information about pupils in schools in England. Holly Park School is required by law to provide information about our pupils to the DfE as part of statutory data collections, such as the school census; some of this information is then stored in the NPD. The DfE may share information about our pupils from the NDP with third parties who promote the education or wellbeing of children in England by:

- Conducting research or analysis.
- Producing statistics.
- Providing information, advice or guidance.

The DfE has robust processes in place to ensure the confidentiality of any data shared from the NDP is maintained.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: https://www.gov.uk/data-protection-how-we-collect-and-share-research-data

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: https://www.gov.uk/government/publications/national-pupil-database-requests-received

To contact DfE: https://www.gov.uk/contact-dfe

Holly Park will not share your personal information with any third parties without your consent, unless the law allows us to do so. The school routinely shares pupils' information with:

- Pupils' destinations upon leaving the school
- The Local Authority
- The Department for Education (DfE)
- The NHS

The information that we share with these parties includes the following:

- Name, DOB, UPN number, address, ethnicity, religion, language, country of birth, FSM entitlement, proficiency in English, Pupil premium entitlement, gender, nationality, service child information, SEND information, attendance data and exclusion information

For reasons of efficiency and communication, the school will share personal information with your consent with:

- Teachers to parents text service – this will be your mobile number and e-mail address
- School money – this will be your e-mail address

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the school office – 02083681434 or office@hollypark.barnetmail.net

What are your rights?

Parents and pupils have the following rights in relation to the processing of their personal data.

You have the right to:

- Be informed about how Holly Park uses your personal data.
- Request access to the personal data that Holly Park holds.
- Request that your personal data is amended if it is inaccurate or incomplete.
- Request that your personal data is erased where there is no compelling reason for its continued processing.
- Request that the processing of your data is restricted.
- Object to your personal data being processed.

Where the processing of your data is based on your consent, you have the right to withdraw this consent at any time.

If you have a concern about the way Holly Park and/or the DfE is collecting or using your personal data, you can raise a concern with the Information Commissioner's Office (ICO). The ICO can be contacted on 0303 123 1113, Monday-Friday 9am-5pm.

Where can you find out more information?

If you would like to find out more information about how we and/or the DfE collect, use and store your personal data, please visit our website to download our GDPR Data Protection Policy.

HOLLY PARK
PRIMARY SCHOOL

Holly Park School

Universal Offer for Parent/Carer Communication & Engagement

At Holly Park we pride ourselves on our positive relationships with parents. Parents continually tell us that our school has a warm, friendly, community feel where diversity is celebrated. Ofsted 2024 reported that Holly Park is a welcoming school where pupils are happy and safe. Pupils are proud to be a 'Holly Parker'. They enjoy school and all the exciting opportunities. Pupils support each other well and help to create a harmonious school community.

We believe that education works best when school and families work in partnership. Our universal offer sets out what every parent and carer can expect from us —communication, collaboration, engagement, support and commitment to every child's success and wellbeing ensuring transparency and inclusion. We want our families to be involved in their child's learning journey.

This offer is aligned with national policy as outlined in the forthcoming Schools White Paper, with regard to the schools' communication and engagement with families and our desire to see parents as partners in their children's learning.

At Holly Park we are keen to Engage with our families through: **Communication, Collaboration, Participation and Support** (See Poster Appendix 1)

This offer is also aligned to our Home School Agreement. (Appendix 2) and our Parent Code of Conduct (Appendix 3)

Our school website is full of information on lots of school wide topics and is often a good first port of call for parents who want to find out information. Calling the school office can also provide answers to parent questions.

Communication (clarity, consistency and transparency)

We want to ensure that families feel informed and included.

How We Communicate with Families:

Regular Communication Channels

- **Weekly newsletters** – to share key dates, curriculum news, and celebrations.
- **Termly class curriculum overviews** – outlining what your child will learn over the term including trips, special days, PE days and Homework days.
- **Termly Holly Park Highlights** – A termly celebration of key events across the term
- **Monthly Online Safety Newsletter** – Online safety tips for parents
- **Consultation Meetings** – held twice a year, with additional informal appointments available on request.
- **Annual written report** – summarising your child's achievements, progress, and next steps.
- **Digital Platforms** (e.g. text messages, emails and School Money) – for ongoing updates and messages.
- **School Website –** key information, policies, learning, news, calendar and dates.
- **Social Media –** (Facebook & Instagram) for upcoming events and celebrating successes and events
- **Information Meetings –** (In person & Zoom) Sharing curriculum, behavior, wellbeing, behaviour, SEND and Personal Development information - helping parents to support their children.
- **Transitions –** as children join nursery or Reception we hold parent/carer information meetings. We also have an information meeting that is emailed to families. We send out a social story booklet for children that can be shared over the summer before children join the school. There are opportunities in stay and play sessions for families to come and spend time in the new school environment. We also hold home visits or school visits for each individual family so that they can share information about their child and ask questions in private.
  Our teaching and learning policy outlines how we support children at various times of transition within their school journey. Every year at the point of transition, parents/carers are emailed a letter outlining what they can expect for their child in the next academic year group. This letter is called 'What to expect in Year …..' At the start of each academic year there is an online 'Meet the teacher' meeting for parents/carers to meet the new class teachers and to find out information about the year. This is accompanied by a 'Meet The Teacher' pack which has lots of information for parents/carers to keep and refer to e.g staffing, lunches, homework, RSE policy and Frequently asked questions etc For secondary transition, we hold a meeting for parents/carers when children are at the end of Year 5 to explain the secondary transfer process. Information about the process is also shared with parents via email.
- **Key Information Meetings –** At various points of a child's educational journey there are times where we share important information with parents/carers. E.g Reception phonics meeting, EYFS curriculum meeting, Year 1 Phonics Meeting, Year 6 National Test Meeting, Year 6 Sex and Relationship Education meeting.
- **Dates Information –** We feel it is important for parents to have as much notice as possible of important school events so that they can plan ahead. We send out a termly dates list of key dates for parents across the term. There is a Google calendar with dates on the school website. The newsletter has a list of upcoming dates for the next fortnight.
- **Data –** at the end of each school year, parents are emailed an annual report. Included in this report parents are given attendance data for their child and academic data about how their child is achieving in reading, writing and maths at the end of the school year. At other points in the primary school journey data will be shared with parents with regard to key national assessments: Reception Profile, Year 1 Phonics Check, Y4 Multiplication Check, Year 6 National Tests. As a school we do store educational related data about pupils as required by the Local Authority and the Department for Education. More information about this can be find in our GDPR Data Protection policy and in our GDPR Privacy Notice for Pupils and their Families.

- **Google Classroom –** we use this platform to communicate with parents about the weekly homework. Although children may bring home the actual tasks to do on paper or in books, the instructions telling parents what the homework is, is put on Google Classroom each week.

Responsive Communication

We provide several ways that parents can initiate communication with the school.

- **Phone calls** – parents can call the school office if they have questions or need to pass on information. Out of school hours there is an answer machine where messages can be left.
- **Emails** – If parents have longer questions they can email the school office at office@hollypark.barnetmail.net These may be general questions or may be for the class teacher. Class teachers will not email parents directly but will pass email responses through the school office email. Staff will respond to emails or messages (through the school office) within a week
- **Absence** – If children are unwell or there is a planned absence, parents/carers should email the school at absence@hollypark.barnet.sch.uk
- **Informal Discussion –** at the end of the school day, class teachers greet parents and are able to have brief informal discussions once they have safely dismissed all of their pupils. These times are for quick information sharing or discussions that are no more than 15 minutes in length, If more time is required, it would be necessary to make an appointment time with the teacher. Drop off in the morning is not a time when class teachers can speak to parents as they need to be with their class.
- **Staff at the School Gate –** we have staff positioned at the entrance for pupils each morning and at the gate at the end of each day. The purpose of this is to meet and greet our families. It is not possible for these members of staff to engage in any lengthy discussions at these times. It is possible however to pass on quick information or ask a quick question e.g Is it odd socks day tomorrow? What time does school finish tomorrow? My child fell over on the way to school and is feeling upset. If parents/carers need a longer conversation they should contact the school office and arrange an appointment to speak to the appropriate person.
- **Urgent behavior, safeguarding or wellbeing issues** - these are dealt with as soon as is possible by members of SLT and our Learning Mentor.

  We will always listen carefully to parent/carer concerns and work together to find solutions.

Accessible and Inclusive Communication

- Information will be provided in clear, jargon-free language.
- Our website translates the main information displayed into many different languages.
- We hold inclusive coffee mornings for parents/carers who share the same language so that they can share information, make Whatsapp Groups to support each other and appoint Ambassadors. We have done this so far for our Albanian, Farsi and Turkish families which are the largest groups at the school.
- We will make reasonable adjustments for families with accessibility needs.

Linked to National and Ofsted Expectations:

- We aim to meet the White Paper's call for *"clear expectations for how schools communicate with parents."*
- Supports Ofsted's evaluation of *"effective communication and engagement with parents."*

Collaboration (co-operation, partnership and teamwork)

We want our families to feel connected and valued as partners in a shared journey

How We Work in Collaboration with Families:

Direction, Community and Fundraising

- School governors work with the Headteacher and Leadership Team to set the school's vision and strategic direction, overseeing financial performance and holding the school to account for educational outcomes. At Holly Park we have a large group of parent governors. There are spaces for six parent governors.
- The School has an active PTA which every parent is a member of. There is a PTA committee who work with the Headteacher. The main aim of the PTA is to advance the education of pupils and to enhance the overall experience of pupils by fostering a strong and supportive link between parents, teachers, and the wider school community who work together to bring this about. The PTA works closely with the Headteacher to raise much needed funds for the school and to support a very positive community feel.

Feedback and Opinion

- The Parent Council/ Forum groups are a body of parents who represent the parents of children in each class. It is a focus group that provides a forum for parents to give feedback and opinions to the Senior Leadership Team for matters that the Leadership Team would like to seek parental views on. The feedback will help to shape decisions made by the Senior Leadership Team.
- The SLT make phone calls annually to a random selection of parents in each year group to find out about how they feel about the school. This feedback helps to confirm things that are going well and also to consider areas for improvement.
- Ofsted style parent surveys help the school to consider areas of strength and areas that may need more attention.
- Specific directed parent voice questionnaires help the school to make informed decisions based on parental opinion. E.g What topics/themes of workshops parents are most interested in, when parent meetings should be timed, If we should maintain two residential trips in the future etc
- Informal coffee mornings aim to give an opportunity for parents to discuss what is going well and any problems or difficulties they are having or any further clarification they need on certain issues.

Supporting Pupil Progress

- Parents/Carers are invited to two consultation evenings per year. Pupils are also invited to these meetings. The idea is for the teacher, parent/carer and child to work together to discuss strengths and areas for development in terms of academic achievement and progress, behavior, attitude, homework etc.
- Parents/Carers of SEND pupils with EHCPs work together with the SENCO, class teacher and Teaching Assistants to discuss how the pupil is progressing at the annual review meetings. Everyone shares their views on targets and they set new targets for the next academic year. Pupils are also invited to the meetings to give their views and be involved in the process. The SENCO is available via email and telephone to discuss issues that may arise during the school year,
- Carers of Looked After Children work together with the Designated Lead for Looked After Children, class teacher and social workers to discuss how the pupil is progressing at regular PEP meetings. Everyone shares their views on targets and they set new targets for the next academic year. Pupils are also invited to give their views and be involved in the process. The DSL for Looked After Children is available via email and telephone to discuss issues that may arise during the school year,

Participation/Engagement (taking part, involvement and contribution)

We want our families to feel confident and comfortable participating in the life of the school.

How We Encourage Families to Participate in The Life Of The School:

Volunteering

- The School has an active PTA which every parent is a member of. The PTA works closely with the Headteacher to raise much needed funds for the school and to support a very positive community feel. Parent/Carers are encouraged to get involved in a variety of ways – as committee members, as volunteers at events, helping to plan events, sending in donations for events, being on stalls at events or attending events and spending money to support the school. This is also an opportunity for the celebration of cultural diversity and community involvement.
- Every year group go on several trips each year. We usually rely on parent volunteers to accompany these trips.
- Children in KS1 and KS2 go to Forest School. We rely on parent volunteers to help with this – walking the children down to the woods and back and supporting the children with the activities while they are there.
- Every year group has a couple of curriculum days across the school year. For some of these days we hire in a specialist company and we rely on parent volunteers to support the children doing an array of activities on the day. Eg Roman Day, Viking Day, The Great Fire of London.
- We ask for parent/carer volunteers to support some of our children with reading on a weekly basis, Parents/Carers are given training from our reading lead and have the necessary DBS checks in order to come into school and spend an hour each week working with children on their reading skills.

Attending Special Events

- There are opportunities for pupils to take part in performances every year and we encourage parents to come and watch and share in the joy of these events, watching children shine through singing, dance and acting. Reception, Year 4 and Year 5 do an assembly. Year 3 do the nativity. Year 1 and Year 2 do a show based on a children's book. Year 6 do a show at the end of their time at Holly Park.
- Every term we encourage parents to come into the classrooms and join our 'Read Together In Class' sessions – listening to children read or reading a book to a group of children.
- We hold various events where we encourage parents to come in to school and meet each other and participate in events e.g our Cultural Day Coffee Afternoon to share food from different parts of the world. These events are an opportunity for the celebration of community diversity through inclusive events.
- Every year we hold separate KS1 and KS2 Sports days. We invite parents to come into school and to watch the children doing the various sporting activities. There is always a parent/carer race at the end!
- We also provide opportunities for children to showcase and celebrate their learning and achievements with their families e.g assemblies, writing exhibition etc

Education and Training

- We hold very regular parent workshops and meetings each term where we invite parents in to school to come and find out about what we are teaching children and how we are doing it so that parents can support their children at home. Past sessions have included: marking & feedback, playground games, maths four rules of number, the Zones of Regulation, Character Education, Reading, Memory and special educational needs in mainstream school. These meetings are done in person and then repeated later in the year online.
- Annually we invite a specialist company into school to do an online safety session for parents so that parents can keep up to date with the latest apps, trends, dangers and parent controls that children may be engaged in. The meetings support parents to keep their children safe online,

Early Years Activities

- We have a weekly playgroup for our families and local community. This is an opportunity for parents with under 5s to engage with other parents.
- Before children formally begin nursery and Reception, we invite families to come in to meet the staff, other families and to familiarize themselves with the new school environment at Stay and Play sessions.

Support (empathy, problem solving and assistance)

We want our families to feel supported with the resources, guidance, and encouragement they need to help their children thrive.

How We Support Families:

Academic Support

- Regular parent/carer workshops as mentioned above, help parents to know how they can support learning at home and supports parents/carers to understand the curriculum and teaching methods.
- Consultation meetings are an opportunity for teachers to inform families about how their child is doing at school and what can be done for their child to improve and take the next steps in their learning.
- We offer morning maths groups before the start of the school day for children from Year 1 to Year 6 who need extra support with number bonds, place value and multiplication tables.
- There is clear information about what children are learning each term in a termly curriculum newsletter emailed to parents.
- The website has year group pages where important information e.g half termly spellings, multiplication tables, power point presentations are posted. There is also a curriculum section of the website which outlines our curriculum in each subject and has a whole school curriculum map.

Pastoral and Emotional Support

- We have a Learning Mentor at Holly Park who supports children and families with social and emotional issues that arise.
- We have a Pupil Support Officer who is the main point of call for first aid and medication in the school so gets to know children and families very well. She is also our attendance officer and has a great deal of contact with families and can offer support and advice on attendance issues.
- We have a Pastoral Team who meet weekly to discuss pupils across the school and discuss and decide what support may be needed for different individuals.
- We have a large Safeguarding Team who support each other with issues as they arise and who speak to families about difficulties as they arise.
- We have a large team of key staff who are trained as Mental Health First Aiders who can support staff, children and parents. We also have a governor with responsibility for wellbeing.
- We have strong links with outside agencies such as BICs, Barnet Young Carers and Early Help. We are able to sign post parents to these agencies if necessary.
- We provide ongoing and consistent communication about attendance both generally in the newsletter and through emails and also with individual information to families about heir child's attendance at various points throughout the school year. This information keeps families informed about how much time has been missed through absence and the effects it may have on academic progress and achievement.

Practical Support

- We offer a range of clubs both at lunchtime and after school that parents can sign children up for e.g dance, chess, karate, rugby, football etc
- We have a breakfast club from 7.45 to 8.45 every day so that parents/carers who need to get to work can drop children off earlier than the start of the normal school day
- We host an after-school club. Bellevue After School Club rent our space and provide after school care up to 6pm so that working parents/carers can collect children after the close of the normal school day.
- We regularly sign post families to holiday camps and local activities across Barnet in our newsletters. As often as we can we host holiday camps at school.
- We sign post parents to other Barnet Services in the local area e.g Free bicycle checking, free child car seat checking.
- Our Learning Mentor is a qualified Parent Gym trainer and we host parenting sessions twice a year. These sessions are friendly and informal and encourage parents to bring up issues they have and to share ideas with each other. Topics covered include bedtimes, behavior, anxiety etc
- Staff at the school gate each day can offer quick practical help if parents have queries or need to drop off medications, book bags etc
- Our school website has facility to translate key information about the school into other languages
- We provide individual support for families who may need help with routines, attendance etc as required.

Guidance

- We are able to refer families to specialist services that may include: GPs, Speech and language, BICS, Young Carers etc
- We have a fulltime SENCO who can support families when there are concerns that a child may have some difficulty accessing school and the curriculum. Our SENCO meets with families at consultation meetings, at individual meetings, to write Individual Education Plans or EHCPs. Our SENCO supports families when assessments are needed or when they need guidance moving to a more specialist education setting.
- Our SENCO works with our EYFS staff and families in order to make early identification of special needs so that children get the best start in their educational journey.
- There is clear information on how to access additional support, interventions, or advice from our SENCO on our school website in the Inclusion section. There are links to our SEND policy, SEND information report and our SEND intervention menu. There is also a link to Barnet local offer.
- Following our meeting for Year 5 parents about secondary transfer, staff are available to support parents with the choices they want to make for the next step in their child's education. Staff can help parents to complete the online form if this is needed.

What we expect from parents

We have a home school agreement that we need every family to read and sign when their child starts at the school. We also have a parent code of conduct that we hope all parents/carers will adhere to.

We would hope that every family will provide the school with moral support and will play a role in supporting the school and school decisions especially in front of their child.

We hope that families will have regard for the fact that 'the school' is not just a physical building but is made up of people who have feelings and emotions and who want the best for all of the children in their care. Any potential conflict has an impact on the staff.

We hope that parents will follow our school protocols. Unfortunately, sometimes there are sometimes parents who do not. These parents are Vexatious parents. Their behaviour can be:

Obsessive and excessive- sending numerous emails, making excessive phone calls, or sending lengthy letters that demand immediate or unreasonable responses.

Persistent and unreasonable - Insisting on pursuing complaints with no genuine grounds, seeking unrealistic outcomes, or demanding to speak only to the most senior staff regardless of the issue.

Aggressive or abusive: Making threats, being abusive, or using intimidating language towards staff.

Disruptive: Arriving at the school without an appointment to demand immediate meetings, refusing to leave the premises, or misusing procedures like Freedom of Information requests.

Unwilling to cooperate: Refusing to follow the school's established complaints policy or procedures, even after the outcome has been communicated.

The school has a vexatious parent policy to deal with these issues.

This Universal Offer is reviewed biannually by Senior Leaders and governors, informed by parent feedback and national guidance on parental engagement.

The school also has a complaints policy that parents can follow in the unlikely event that a situation or problem cannot be resolved successfully.

HOLLY PARK SCHOOL

Briefing Sheet for Parents on Relationships, Sex and Health Education

Updated to reflect the new statutory RSHE guidance (DfE, 2025), in force from September 2026

1. Introduction

Relationships, Sex and Health Education (RSHE) is an integral part of our Personal, Social, Health and Economic (PSHE) education curriculum throughout the school. We have a responsibility to prepare our pupils for life in 21st Century Britain, including recognising and being able to form healthy relationships and having the knowledge and skills to keep themselves safe.

These lessons will continue to reflect our school values and link with our statutory duties to actively promote British Values, comply with the Equality Act, keep our children safe and meet the changing needs of all families in our school community. These lessons also support our constant challenge to prevent bullying. We value the relationship we have with our parents and will continue to inform them with regard to our PSHE curriculum. We see these lessons as the continuation of conversations that will have started at home.

From September 2026, our curriculum and policies will follow the new statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department for Education (DfE) in 2025, which replaces the guidance that has been in place since 2019. Our updated PSHE Policy and Relationships, Sex and Health Education Policy can be found on our school website.

2. Statutory Elements

All schools have a statutory obligation to deliver the elements of Relationships and Sex Education which fall under the National Science Curriculum for KS1 and 2 and the Early Learning Goals for Reception. These remain unchanged and are as follows:

Early Years including Reception (age 2-5) – Statutory Early Learning Goals

- Physical Development – Health and Self-Care
- Personal, Social and Emotional Development – Self-Confidence and Self-Awareness / Managing Feelings and Behaviour and Making Relationships
- Understanding of the World – People and Communities

Key Stage 1 (age 5-7 years) – Statutory Science Curriculum

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (including the correct names of private parts – penis and vulva – for safeguarding reasons)

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) – Statutory Science Curriculum

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Since Summer term 2021, all primary schools have also had a statutory obligation to deliver Relationships Education and Health Education. From September 2026, this obligation continues under the new 2025 DfE guidance, which sets out updated content that our PSHE curriculum will include (see section 3 below).

3. What's new under the updated RSHE Guidance (statutory from September 2026)

The core aims of Relationships and Health Education remain the same: helping children build healthy relationships, understand their bodies, and stay safe. However, the new guidance updates some existing content and introduces new areas of learning to reflect the world our children are growing up in. Key changes for primary-age pupils include:

- Online safety and wellbeing: a stronger focus on online financial harms (such as gaming, video game monetisation, scams and fraud), age restrictions on online content, and critically engaging with what they see online, including privacy, consent, personal data and location settings.
- Correct anatomical names: within Health Education, pupils will learn the correct names for body parts, including genitalia, reflecting established safeguarding good practice already used by many schools so that children can identify and report signs of abuse.
- Personal safety: new statutory content on recognising and reducing risk, including fire safety and travel safety (for example around water, roads and railways).
- Change and loss: learning on bereavement and grief, recognising that this can cause a range of feelings and that everyone grieves differently.
- Skills alongside knowledge: greater emphasis on communication, assertiveness, expressing needs and boundaries, and managing difficult feelings such as disappointment, frustration and loneliness, including in online contexts.
- Drugs and alcohol: this area now explicitly includes vaping and nicotine addiction.
- Sex Education (Year 6 only, non-statutory): the DfE continues to recommend, but not require, that primary schools teach sex education, and now specifies that this should take place in Year 5 and/or Year 6. Some schools may choose to address image-sharing or online sexual content in late primary if they know it is affecting their pupils; where this happens, teaching will be age-appropriate and sensitive to children with no prior familiarity with the topic.

Much of the existing curriculum stays the same or very similar, including content on families, friendships, keeping safe, first aid, healthy eating, and physical health and fitness.

At Holly Park we also include the non-statutory content: **Living in the Wider World**

- Economic Wellbeing – including financial wellbeing online, identifying and managing financial safety, harms, scams and risks
- Being a Responsible Citizen
- Careers

We have reviewed our curriculum and policies and have updated content.

4. Sex Education – Non-statutory

The Department for Education continues to recommend, but not require, that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Under the new guidance, this recommendation is specifically for Year 5 and/or Year 6. The school will engage with parents (via a letter and meeting) about the content of the sex education programme before it is taught. It is only the lessons on conception and birth, taught in Year 6 at our school, which are classed as sex education and are therefore separate from Relationships and Health Education. In Year 6, Parents will be invited to a meeting about the sex education aspect of the curriculum. This will be an opportunity to find out how the lessons will be taught, what the content will be and how the class teachers have prepared to deliver the lessons.

5. Parental Right to Withdraw

Parents only have the right to withdraw their child from Sex Education (the small number of lessons taught in Year 6). This right is unchanged under the new guidance.

Parents do not have the right to withdraw their child from lessons on Relationships Education or Health Education, or from the Science Curriculum, which are covered in all other year groups – this includes lessons on puberty, online safety, personal safety, and change and loss.

6. School and Home Working Together

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Ann Pelham
Headteacher