



Personal Development and Relationship Policy

Chair of GB: Mr Anthony Burnell

Headteacher: Mrs Tracy Buckle

Date: September 2020

Review: September 2022

Primary Schools

1. Introduction:

1.1 This policy addresses the legal requirements for Sex Education in schools contained in the Education Act 1996 and takes into account the implications of the Equalities Act 2010. *This Policy was created in line with guidance from the following documents:*

- Sex and Relationships Education (SRE) in schools Welsh Assembly Government Circular No: 019/2010;
- Personal and Social Education Framework for 7 to 19-year-olds;
- The Framework for Children's Learning for 3-7 year olds in Wales.

This Policy was created following **consultation** with the Headteacher, the PDR coordinator and the governing body.

2. Links with other policies:

2.1 This policy should be read in conjunction with the following school policies:

- Personal and Social Education (PSE);
- Confidentiality
- Safeguarding/Child Protection
- Anti-bullying Policy
- Equalities Policy and Plan
- Internet Safety Policy
- *Substance Misuse Policy*
- *Behaviour Management*

3. Rationale:

3.1 Trerobart Primary School aims to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental, emotional and physical development of every learner and prepares them for the opportunities, responsibilities and challenges of adult life.

3.2 The governors and staff of our school believe that Personal development and relationships education is an essential element in a balanced and holistic education. Personal development and relationships education in our school is taught in the context of the Foundation Phase and the PSE Framework for Wales. We believe that a well planned Personal development and relationships education programme will equip learners with the skills and knowledge necessary to *help them to keep themselves safe* and *enable* them to make responsible choices as they grow up.

3.3 *'SRE should enable learners to understand the importance of a stable, secure and loving environment for family life and the nature of marriage and its importance to family life and the bringing up of children'* (WAG Circular No. 019/2010). In a diverse society learners will come from a variety of family backgrounds and *the WAG recognises that there are committed and mutually supportive stable relationships outside of marriage*. Our Personal development and relationships education programme will be taught within a broad values framework, will be delivered sensitively, respectful of differences and take all learners needs into account.

4. Aims:

4.1 Our Personal development and relationships education programmes of study will aim to help learners to move with confidence from childhood through adolescence into adulthood. The broad aims of Personal development and relationships education are to support pupils to:

- Value themselves
- Recognise and communicate their feelings
- Form friendships and relationships and to understand the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- The range of their own and others' feelings and emotions
- The importance of personal safety and what to do or to whom to go when feeling unsafe.

5. Outcomes:

The expected outcomes for pupils in Trerobart Primary School, having received PDR, are that:

- 5.1 When developing sexually, children and young people will understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships
- 5.2 Children and young people will be able to explore their feelings, develop self-awareness, self-respect and self-esteem.

6. Management and organisation of Personal development and relationships education:

6.1 Role of the Governing Body:

The role of the governing body of Trerobart Primary School is to:

- Ensure that the school has an up-to-date written Personal development and relationships education policy that is reviewed in line with national/local guidance or more frequently if issues are identified by staff or parents.
- *Consult with Headteachers to ensure that all learners needs are taken into account*
- Consult with parents/carers and the wider community.

6.2 Role of the Headteacher and Senior Leaders:

The role of the Headteacher and senior leaders is to:

- Co-ordinate the creation of the school's Personal development and relationships education policy by involving all relevant stakeholders
 - Allocate a named member of staff to lead on Personal development and relationships education
 - Inform all staff and adults involved with the delivery of Personal development and relationships education within the school of the contents of the policy and its implications for them as providers
 - Assess the Continual Professional Development needs of school staff involved with the programme and seek to respond to these needs
 - Review the policy and make appropriate changes and amendments as per paragraph 6.1
- Ensure that the policy is implemented and provide an overview to Governors as part of his/ her Annual Report
- Liaise/consult with parents on curriculum resources and inform them of their right to withdraw their child from Personal development and relationships education lessons.

6.3 Role of the Healthy Schools co-ordinator:

The Personal development and relationships education co-ordinator will be responsible for:

- Creating and co-ordinating the delivery of Personal development and relationships education ensuring the statutory requirements are met
- Providing support for class teachers to ensure provision across the whole of the school
- Having clear parameters on what learners should be taught before moving to secondary school
- Communicating with associated secondary schools to ensure that there is consistency of approach and appropriate progression in Personal development and relationships education between schools
- Monitoring and evaluating the scheme of work and the suitability of resources
- Liaising with outside agencies and co-ordinating their involvement within the Personal development and relationships education programme
- Ensuring pupils have the opportunity to evaluate taught lessons

- Assessing the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs.

7. Content of the Personal development and relationships education programme:

The following tables provide a breakdown of what pupils should be given the opportunity to understand and learn during the Foundation Phase and Key Stage 2 with regard to Personal development and relationships education. We will also be referring to the Curriculum for Wales Guidance on the new curriculum which becomes statutory in September 2020.

7.1 Foundation Phase: Personal and Social Development, Well-Being and Cultural Diversity- Skills and Knowledge:

Personal development	Social development
Become independent in their personal hygiene needs and to be more aware of personal safety.	Be aware of and respect the needs of others; Take responsibility for their own actions; Consider the consequences of words and actions for themselves and others; Develop an understanding of the behavioural expectations of the school/setting and understand that rules are essential in an ordered community; Develop an understanding of what is fair and unfair and be willing to compromise; Form relationships and feel confident to play and work cooperatively.
Express and communicate different feelings and emotions – their own and those of others	Value friends and families and show care and consideration.
Become independent thinkers and learners	Appreciate what makes a good friend; Develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity; Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures; Treat people from all cultural backgrounds in a respectful and tolerant manner; Develop an understanding of the diversity of roles that people play in different groups and communities; Begin to question stereotyping.
Moral and Spiritual development	Well-being

Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate.	Value and contribute to their own well-being and to the wellbeing of others; Be aware of their own feelings and develop the ability to express them in an appropriate way
Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex; Ask questions about what is important in life from a personal perspective and from the perspective of others;	Understand the relationship between feelings and actions and that other people have feelings; Demonstrate care, respect and affection for other children, adults and their environment; Ask for assistance when needed; Develop an understanding about dangers in the home and outside environment; Understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings; Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies;

Knowledge and Understanding of the World- Skills and Range-

Myself and other living things
Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others;
Learn the names and uses of the main external parts of the human body and plants.
Identify the similarities and differences between themselves and other children.

7.2 Key Stage 2:

PSE framework SRE	Science Curriculum Orders: SRE
The reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth.	The names, positions, functions and relative sizes of a human's main organs.
The range of their own and other's feelings and emotions.	
How to distinguish between appropriate and inappropriate touching.	
The importance of personal safety.	

What to do or to whom to go when feeling unsafe.	
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8. The delivery of the Personal development and relationships education programme:

A graduated scheme of work exists which reflect the above learning outcomes.

8.1 In the Foundation Phase Personal development and relationships education will be largely delivered through the following areas of learning:

- Personal and Social Development, Well-being and Cultural Diversity
- Knowledge and understanding of the World
- Physical development

8.2 We will aim to ensure that appropriate, consistent language is used by teachers and health professionals contributing to the SRE programme and learners are encouraged to use the same terms during lessons.

8.3 At Key Stage 2 (KS2) Personal development and relationships education forms part of the school's PSE provision, Science and *Religious Education* contribute to particular aspects.

8.4 Class teachers will be responsible for delivering the programme.

8.5 Personal development and relationships education *will be taught in mixed gender groups with follow up single sex groups appropriate to the needs of learners.*

8.6 *Internet Safety will be addressed through PSE and IT.*

8.7 *The School Nurse may be invited to enhance the delivery of Personal development and relationships education within the planned SRE Programme.*

9.0 Resources:

Pupils will learn about Personal Development and Relationships through:

- *The Cwm Taf Healthy Schools Scheme lesson plans*
- *The Gwynedd Healthy Schools Scheme 'Growing Up teaching resources*
- *The 'Sense - Growing Up and Keeping Safe' CD Rom*
- *The NSPCC 'Pants Underwear Rule' resources and Pantosaurus cartoon*
- *School Beat website*
- *Circle time activities*
- *Sessions with the school nurse*
- *Story books*

10.0 The involvement of health professionals and external agencies:

10.1 All partners entering the school to help deliver Personal development and relationships education will be invited as part of a planned programme. They will be made aware of and abide by the school's sex education policy.

10.2 The school nurse will be asked to contribute to the delivery of the Personal development and relationships education programme *at KS2*.

10.3 The All Wales Core Police Programme will contribute to the delivery of the Personal development and relationships education programme.

10.4 Parents and health professionals will be asked where appropriate, to support the delivery of Personal development and relationships education in the Foundation Phase, e.g. *by bringing in new babies or talking about baby clinics*.

11.0 Specific sexual health issues:

11.1 Ground rules will be developed as part of the school's Personal development and relationships education policy, or individually with each class or year group to establish clear parameters regarding what is appropriate and inappropriate in a whole class setting. In turn this helps to create a balance between learners feeling respected and safe, and protecting individual privacy.

11.2 Examples may include:

- Everyone will be treated with respect
- Any questions must be appropriate to the learning environment
- We (teacher or learner) will avoid sharing personal information
- We will all challenge prejudice consistently and we will all respect diversity
- Using the correct terminology for body parts and sexual activity.

11.3 If a teacher does not know the answer to a question, they will acknowledge this and research the question later.

- If a question feels 'too old' for a learner, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher will acknowledge the question and promise to attend to it after the lesson on an individual basis. In this way, the learner will feel they have been treated with respect but inappropriate personal information will not be shared with the rest of the class. (WG guidance: 19/2010).

11.4 For further information on confidentiality, personal disclosures, safeguarding and child protection procedures see Section 12 of this policy.

11.5 When teachers are dealing with questions about sex and relationships (which may be of sensitive nature) they will use their professional judgement in providing answers which are appropriate to the age and maturity of the pupil or of other pupils who may be listening. There may be times when teachers feel that pupils should be advised to ask another adult, probably a parent/carer, and if this happens, teachers will try to inform parents/carers if the child is willing, or check with them that the issue has been dealt with.

12. Confidentiality:

12.1 The school must be clear about the boundaries of their legal and professional roles and responsibilities. All staff have a duty to protect learners. Teachers and health professionals cannot offer unconditional confidentiality to learners in Personal development and relationships education.

12.2 If a teacher, health professional or another member of classroom staff hears or sees something during Personal development and relationships education lessons which suggests a learner is at risk of serious harm or causing serious harm to others, they will alert the designated member of staff responsible for safeguarding and child protection procedures;

12.3 Ensure that learners know that teachers and other staff cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures;

12.4 The use of agreed ground rules in KS2 classes will create clear boundaries, discourage learners from sharing personal information in a class setting and ensure everyone feels respected and safe;

12.5 If questions of a personal nature are raised learners will be encouraged to talk to their parents/carers. If the learner needs further support, the teacher can refer the learner to an appropriate person such as their parent/carer, *the headteacher, PDR coordinator or outside agencies.*

All teachers are reminded that they have a duty to follow National and local Child Protection Procedures if there is suspicion that child or young person may have suffered or be at risk of suffering significant harm.

13.0 Involving learners:

13.1 The views of learners will be sought through Assessment for Learning techniques and pupil evaluation questionnaires. These will help shape future delivery.

13.2 Prior to taught sessions, teachers will encourage learners to place their questions in a question box which will give staff 'thinking time' before answering.

14.0 Continuing professional development:

14.1 Key staff teaching Personal development and relationships education will be given the opportunity to attend appropriate training courses.

14.2 The school will share good practice through classroom observations, INSET days, Professional Learning Communities/ Action Learning Sets and discussions in staff meetings.

15.0 Working with parents/carers and the wider community:

15.1 Parents have an important influence and role to play in terms of delivering messages about sex and relationships. Parents are the key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family. As a result, the school acknowledges Personal development and relationships education as a shared responsibility and seeks to keep parents informed about the policy, programme of study and resources. The school welcomes any comments from parents that are aimed at improving the school's provision in this area.

15.2 Parents/carers have the right to withdraw their child either wholly or partly from sex and relationships education, (except sex education delivered as part of the KS2 Science programme of study) and those wishing to exercise this right are asked to inform the Headteacher in writing.

15.3 The school will consult with parents on the Personal development and relationships education programme through posting information on the *school website, letters to parents, texting and holding parents evenings. A parental information leaflet will be shared with parents prior to Sex and Relationships Education*

15.4 *An opportunity will be made available for parents to view the resources*

16.0 Review, evaluation and dissemination:

16.1 Implementation of this policy will be monitored by the Headteacher and members of the governing body. Annually the effectiveness of this policy will

be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.

This policy will be located in the Headteacher's office and disseminated to all staff during staff inset.

Aspects of this Policy will be replicated in the School Prospectus, shared areas on the school network and staff handbook. Parents may request a paper copy of the Policy from the school.

Pupils, parents and staff will be consulted as part of the review process.

Policy Authorised by: Chair of Governors

Policy Implemented by: Headteacher

Date of Implementation: September 2020

Date of Review: September 2022