

**Ysgol Gynradd
Porthcawl
Primary School**



**Personal Development and
Relationships (PDR)
Education Policy**

1. Introduction:

- 1.1 This policy addresses the legal requirements for Sex Education in schools as required in line with the Education Act 1996 and takes into account the implications of the Equalities Act 2010. Our school's policy on personal development and relationship education has been 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 Foundation Phase Framework for Children's Learning for 3-7 year olds in Wales.
- 1.2 Personal development and relationship education is part of the personal and social education (PSE) curriculum in our school. When we inform our pupils through personal development and relationships education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

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
- Curriculum Policy

Rationale:

3.1 Porthcawl 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 PSE is an essential element in a balanced and holistic education. PDR in our school is taught in the context of the Foundation Phase / National Curriculum and the PSE Framework for Wales. We believe that a well planned PDR programme will equip learners with the skills and knowledge necessary to help them to keep themselves safe and to enable them to

make responsible choices and move with confidence through childhood to adolescence and into adulthood.

3.3 We teach about sex in the context of the school's aims and values. While PDR in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach sex education on the understanding that:

- it is taught in the context of stable relationships (including marriage) and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to value themselves
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

3. Aims:

4.1 Our PDR programmes of study will aim to help learners to move with confidence from childhood through adolescence into adulthood. The broad aims of PDR are to support pupils to understand:

- The physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- Respect for their own bodies and 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 whilst respecting that there are committed and mutually supportive stable relationships outside of marriage
- The importance of family life
- Moral questions
- Relationship issues
- Respect for themselves and the views of other people
- The importance of personal safety and what to do or to whom to go when feeling unsafe

4. Outcomes:

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

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

5. The Welsh Network of Healthy Schools Schemes:

6.1 Our school participates in the Welsh Network of Healthy School Schemes which promotes health education. As participants in this scheme, we:

- Consult with parents and carers on all matters of health education policy;
- Train all our teachers to deliver personal development and relationships education;
- Look positively at any local initiatives that support us in providing the best PDR programme that we can devise;
- Listen to the views of the children in our school regarding PDR.

7. Management and Organisation of SRE:

7.1 Role of the Governing Body:

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

- Ensure that the school has an up-to-date written PDR policy that is reviewed bi-annually in line with national/local guidance or more frequently if issues are identified by staff or parents
- Consult with the Headteacher to ensure that all learners needs are taken into account
- Consult with parents/carers and the wider community

7.2 Role of the Headteacher and Senior Leaders:

The role of the Headteacher and senior leaders are to:

- Co-ordinate the creation of the school's PDR Policy by involving all relevant stakeholders
- Allocate a named member of staff to lead on PDR
- Inform all staff and adults involved with the delivery of PDR 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 SRE lessons.

7.3 Role of the PDR/PSE Co-ordinator:

The PDR /PSE Co-ordinator will be responsible for:

- Creating and co-ordinating the delivery of PDR 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 PDR 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 PDR 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.

8. Content of the PDR 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 PDR.

8.1 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 well-being 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.

8.2 Key Stage 2:

PSE framework SRE	Science Curriculum Orders: SRE
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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	

9. The Delivery of the PDR Programme:

A graduated scheme of work exists which reflect the above learning outcomes. Class teachers will be responsible for delivering the programme

9.1 In the Foundation Phase PDR 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

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

9.3 We teach PDR through different aspects of the curriculum. While we carry out the main PDR in our PSE curriculum, aspects of PDR are taught through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they change and develop.

9.4 In PSE, we teach children about relationships, and we encourage children to discuss issues and concerns they may have. We teach about the parts and functions of the body.

9.5 By the End of Year 2 (Foundation Phase) Pupils should be able to:

- Use the correct anatomical names for parts of the body in order to tell the difference between male and female
- Tell the difference between appropriate and inappropriate touching

9.6 In science lessons, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. We teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the

same, and that we need to respect each other. At years 5 and 6 we teach about life processes, and the main stages of the human life cycle, in greater depth.

9.7 In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the school nurse visits to enhance the delivery of PDR within our planned PDR programme.

9.8 By the end of Key Stage 2, we ensure that both boys and girls understand the:

- reason for physical and emotional changes during puberty, conception, pregnancy and birth
- range of their own and others feelings and emotions
- importance of personal safety and what to do or to whom to go when feeling unsafe

9.9 Internet Safety will be addressed through PSE and IT

9.10 PDR will be taught in mixed gender groups with follow up single sex groups appropriate to the needs of learners.

9.11 In consultation with parents and carers, activities can be differentiated to support the individual requirements of vulnerable learners and children with additional learning needs.

10. Resources:

10.1 'SENSE: Growing up and Keeping Safe' and the 'Growing Up' electronic and floor mat resources will provide the basis for the delivery of the PDR programme. The NSPCC PANTS resources are used to reinforce messages around appropriate and inappropriate touch.

11. The Role of Parents and Carers:

11.1 The school is well aware that the primary role in children's PDR education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's PDR policy and practice;
- answer any questions that parents or carers may have about the PDR of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for PDR in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to PDR, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

11.2 Parents and carers have the right to withdraw their child from all or part of the PDR programme that we teach in our school. If a parent /carer wishes their child to be withdrawn from PDR lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

11.3 The school will consult with parents on the PDR programme and supporting resources through posting information on the school website, letters to parents, texting and holding parents evenings. A parental information leaflet will be circulated to parents prior to delivering personal development and relationships education to learners- See Appendix 2 for Parental Information Letter

12. The Involvement of Health Professionals and External Agencies:

12.1 All partners entering the school to help deliver PDR will be invited as part of a planned programme. They will be made aware of and abide by the school's Personal Development and Relationships Education Policy.

12.2 The school nurse will be asked to contribute to the delivery of the PDR programme at KS2.

12.3 The All Wales School Liaison Core Programme will contribute to the delivery of the PDR programme.

12.4 Parents and health professionals will be asked where appropriate, to support the delivery of PDR in the Foundation Phase, e.g. bringing in new babies or talking about baby clinics.

13. Specific Sexual Health Issues:

13.1 Ground rules will be developed as part of the school's PDR education programme, 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. Learners will be made aware that teachers and other staff cannot offer or guarantee unconditional confidentiality, particularly in relation to personal disclosures.

13.2 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.

13.3 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).

13.4 For further information on confidentiality, personal disclosures, safeguarding and child protection procedures see Section 14 of this policy.

13.5 When teachers are dealing with questions about personal development 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.

14. Confidentiality:

Teachers conduct PDR education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with social services (see also our policy on Child Protection).

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

15. Involving Learners:

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

16. Continuing Professional Development:

16.1 Key staff teaching PDR will be given the opportunity to attend appropriate training courses.

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

17. Review, Evaluation and Dissemination:

17.1 Implementation of this policy will be monitored by the Headteacher and members of the governing body and will be reviewed every two years, or earlier if necessary.

This policy will be located on the o drive, website, and staff room policy file.

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.