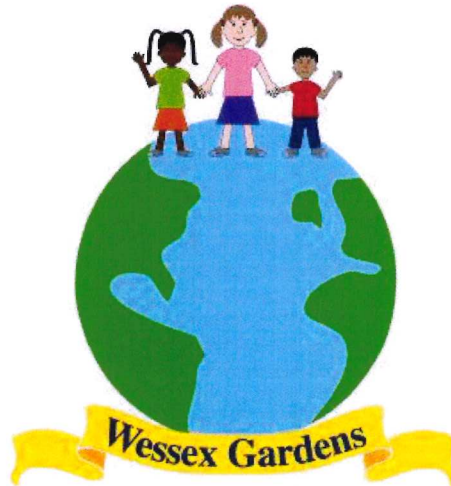


# **Wessex Gardens**

## **Primary and Nursery School**



## **Growth and Relationships Policy**

At Wessex Gardens we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care and we expect all staff, governors, placements and volunteers to share this firm commitment.

### **Growing Together**

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

Approved by:	Alexander Banks	Jill Summers
	Headteacher	Chairman of the Governing Body

Signed:

Date: 26<sup>th</sup> March 2019

Next review due by: January 2020

### **What is Growth and Relationships Education (GRE):**

Growth and Relationship Education is part of the curriculum that helps and supports young people through their physical, emotional and moral development. Taught as part of our PSHE curriculum, also helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **Intentions**

Wessex Gardens Primary School is committed to giving all children the opportunity to develop as responsible citizens. The children will therefore develop the knowledge, understanding and skills required to empower them to make appropriate choices and to lead a healthy and fulfilling life. We believe that Growth and Relationships Education is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

The teaching of Growth and Relationships Education will provide knowledge about decision-making, assertiveness and communication, so that children begin to feel that they are in control of their own bodies. It enhances the development of self-worth, self-esteem and respect for themselves and others. It also provides opportunities for them to manage relationships in a responsible manner.

This aspect of the curriculum is an important part of a child's preparation for adult life. It is also important because many of the children will begin their pubertal changes by the end of Key Stage 2. It is helpful, therefore, if children learn about the changes and stages their bodies will go through from an early age, and look at the effects this may have on their emotions and relationships. Children often require re-assurance that these changes, physical, emotional and maturational, are normal and acceptable and we aim to provide a safe, confidential environment, in which they will receive reliable, factual science-based information that they can rely on as opposed to misinformation that they may find from other sources.

### **Aims and Objectives**

- To develop positive values, self-esteem and a moral framework that will guide their decisions, judgements and behaviour.
- To encourage exploration of thoughts, feelings and actions through personal relationships and the development of communication and decision-making skills.
- To help children understand that they are responsible for their body in respect to health and hygiene and that they have a right to personal safety.
- Facts will be presented in an objective, scientific and balanced manner in order to correct misinformation, explore inaccurate messages and challenge stereotyping.
- To provide acceptable scientific vocabulary for all parts of the body, appropriate to children's age and existing understanding.
- To prepare children to cope with the physical and emotional changes of growing up and provide information which aims to educate against prejudice and discrimination.
- To promote dialogue with children, parents, carers, teachers, youth workers, health professionals, social workers and all other adults involved.

### **Morals and Values Framework**

Growth and Relationships Education should always be dealt with sensitively, with consideration being given to any particular religious beliefs or cultural values. By exploring similarities and differences, children will be encouraged to consider the importance of respect for themselves, acceptance of and responsibility towards the needs and views of others. Through this, it is intended that Growth and Relationships Education will provide children with a space and atmosphere within which they feel able to discuss their experiences, fears and misunderstandings.

## **Skills**

Children and young people want to learn and practise personal and social skills which will help them to develop and maintain relationships, to take responsibility for their own and other's sexual health, to access support and it will also help them to make informed choices and decisions regarding their health and emotional well-being.

These life skills include:

- Personal skills: managing emotions and relationships confidently and effectively and developing empathy for others; developing independence in thought and action and defending values;
- Communication skills: listening to other, asking questions, expressing emotions, giving opinions, being assertive.
- Negotiating skills with friends, partners and adults.
- Practical skills: caring for self and others, accessing support and advice
- Decision-making skills: sensible choices made in the light of relevant information, making moral judgements about what to do and acting on those judgements in particular situations, acting responsibly as an individual and with others.
- Problem-solving skills: managing and resolving conflict.

## **Equal Access**

In accordance with the principle of the Equality Act (2010), we believe that every child is entitled to receive GRE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. It is the intention of this school that we meet the requirements of this act to advance equality of opportunity by providing these important life-skills to all children. We use an inclusive, whole school approach to ensure SRE can be accessed in an age appropriate way throughout a child's school career.

## **Confidentiality**

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure, the teacher will deal with this as a matter of safeguarding/ child protection. They will not try to investigate but will immediately inform named staff for child protection issues about their concerns.

## **The Role of Parents**

We are committed to working with parents on the delivery of Growth and Relationship Education. Wessex Gardens Primary School is aware that the prime responsibility for this area of the curriculum lies with the parents, and it is hoped that we will complement and support this role. We will therefore always have regard to parents' views about content and presentation of the programme. Consideration will be given to the needs of parents from religious groups who may not feel comfortable in dealing with the subject. Parents will be informed, in advance, about when we intend to teach GRE lessons. In addition to this, we will provide an opportunity for parents to view the teaching materials and ask any questions or share any concerns that they may have.

Parents have the right to withdraw their children from aspects of GRE lessons which form part of their PSHE. Some aspects of GRE cross over with national curriculum science and parents cannot withdraw their children from this.

National curriculum science outlines that children should learn using the following national curriculum objectives:

### **Key Stage 1**

1. b) That animals including humans, move, feed, grow and use their senses and reproduce
2. a) To recognise and compare the main external parts of the bodies of humans  
f) That humans and animals can produce offspring and these grow in to adults.
3. a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

### **Key Stage 2**

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle.



If a parent wishes their child to be withdrawn from aspects of the Growing and Changing curriculum, they must inform the class teacher in writing.

The school always complies with the wishes of parents in this regard.

### **Organisation of Growth and Relationship Education**

The school aims to provide a “rolling” programme of Growth education from the nursery to year six which ensures that children are provided with information which is easy to understand and relevant to their ages and maturity. Growth and relationship education is not taught in isolation –but through science topics, PSHE and citizenship topics. It is also dealt with through answering children’s questions and responding appropriately to opportunities that arise in the course of all teaching. Teachers use professional judgements when deciding which questions are appropriate to answer. Growth and Relationship education is delivered by class teachers, with support if requested, in both mixed gender groups and single Growth groups, as appropriate for the topics covered.

### **Curriculum Content**

A Growth education programme needs to encompass much more than the giving of factual information about physical development. We believe that the issues about moral, emotional, spiritual and social aspects of life should be taught alongside the study of the human body and its growth and change. The area of human reproduction is integrated into the curriculum as part of specific topics in both years 5 and 6, when the children study relationships, growth and changes to their bodies. These topics provide the opportunity for children to discuss emotions and relationships as well as the biological aspects of reproduction. Teachers conduct Growth education lessons in a sensitive manner and children are given the opportunity to ask questions anonymously.

Resources are with the science resources in the main teachers’ resource area.

### **National Science Curriculum – Primary (September 2014):**

#### **Key Stage 1 (age 5-7 years):**

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
- 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)**

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

*‘The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.’*

*Department for Education, September 2013*