

Personal Growth and Relationship Education (PGRE) Policy



School Mission Statement

At Ripple Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

A continuous focus on the quality of learning is at the heart of everything we do. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

We celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.

Process for Policy Development

This policy has been developed in consultation with key staff and governors. Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum. A parent workshop will be held to provide an opportunity to share the school's curriculum with parents during the Autumn term. Follow sessions will be provided on an annual basis for parents who are new to the school.

Context/Introduction

"All schools must have an up to date PGRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly."

Sex and Relationship Education Guidance (DfEE 0116/2000)

Rationale

PGRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive PGRE does **not** make young people more likely to become sexually active at a younger age.

Moral and Values Framework

PGRE at Ripple Primary School reflects the values of our PSHE and Citizenship programme and is taught in the context of relationships.

In addition, PGRE promotes self-esteem and emotional health and well-being and helps children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Purposes

General

The aim of PGRE is to provide children with **age appropriate** information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

Specific Purposes

To ensure pupils:

- Are provided with clarification and reinforcement of existing knowledge and provided with additional knowledge and information to which they are entitled.
- Develop self-esteem and confidence, especially in their relationships with others.
- Are supported to become participating members of society who value themselves and others.
- Understand their sexual feelings and behaviour, so they are prepared for puberty and adulthood and can lead fulfilling and enjoyable lives.
- Respect and care for their bodies.
- Develop and use key skills, including language, decision making, choice and assertiveness, for a healthier, safer lifestyle.
- Know how to gain access to appropriate information and support.
- Learn how to cope with and respond to the influences of their peers and the media.

Guidelines

The teaching programme for PGRE

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children from these aspects of the curriculum. The science curriculum covers:

National Curriculum Science

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 and reproduce.
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. 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.

PSHE / SEAL lessons

The Christopher Winter Project (CWP) is the main tool used to teach PGRE in the school. See Appendix 1 for CWP Overview.

A range of teaching methods which involve children's full participation are used to teach PGRE. These include use of video, discussion, looking at case studies, drama and role play.

Resources to teach PGRE include fiction, reference books, leaflets and extracts from videos, including:

- Channel 4 Living and Growing video - Unit 1, 2 & 3 plus work books.
- Unit 1 5-7yrs Differences / How did I get here? / Growing up
- Unit 2 7-9 yrs Changes / How babies are made / How babies are born
- Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

All of the above resources are available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444.

The organisation of PGRE

- Miss L Chandler and Mrs L Saunders are the designated teachers with responsibility for co-ordinating PGRE.
- PGRE issues will be included in the induction programme for all new members of staff.
- PGRE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.
- PGRE is taught by the head teacher, classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.
- Every child is entitled to receive PGRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention that all children have the opportunity to experience a programme of PGRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Specific Issues

- **Child Protection / Confidentiality**

Teachers need to be aware that effective PGRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Such disclosures or any other concerns linked to PGRE should be reported following the school's Child Protection Policy. A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs at another time.

- **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Where appropriate, visitors such as the school nurse may be involved in the delivery of PGRE, particularly in Key Stage 2. Phase leaders **must** be involved in any authorisation of any visitor involvement.

- **Children with Special Educational Needs and/or Disabilities (SEND)**

Teaching and resources are differentiated as appropriate to meet the needs of children with an identified SEND in order for them to have full access to the content of the PGRE programme.

Parental Consultation

- The school includes information about PGRE on the school website and full details are available on request.
- The school informs parents when aspects of the PGRE programme are taught and provides opportunities for parents to view the resources being used.
- Parents have the right to withdraw their children from those aspects of PGRE not included in the National Curriculum Science Orders. In these cases, alternative work would be set. Parents must write a letter stating that they wish to withdraw their child from these sessions, prior to the start of the PGRE module.

Monitoring and Evaluation

Monitoring is the responsibility of the headteacher, named governor and teachers with responsibility for PGRE.

The school will assess the effectiveness of the aims, content and methods in promoting children's learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the PGRE programme will be evaluated by assessing children's learning and implementing change if required.

Links with other policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying

These policies can be found on the Ripple Primary School website.

This policy will be reviewed by Miss L Chandler and Mrs L Saunders.

Signed by Chair of Governors

Date.....

Review Date: September 2017