

Smithy Street Primary School

Growing and Changing Policy



Feb 18

Our Rights! (UNCRC in child friendly language)

Article 2: 'You have the right to a good quality education.'

Article 12: 'You have the right to give your opinion, and for adults to listen and take it seriously.'

Article 29: 'Your education should help you use and develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people.'

Article 19: 'You have the right to be protected from being hurt or mistreated, in mind or body.'

Article 3: 'When adults make decisions, they should think about how their decisions will affect children'

Article 42: 'You have the right to know your rights! Adults should know about these rights and help you learn about them too.'

Article 2. 'All children have these rights (non-discrimination)'

Introduction

This policy on the teaching of Growing and Changing has been written in consultation with Governors, staff and parents.

It has been written with reference to the current National Curriculum requirements and the PSHE association and DFE recommendations.

We have decided to call this policy 'Growing and Changing'. However, it follows DFE and PSHE association Sex and Relationship Education guidance (SRE).

Principles:

Having considered the relevant statutory and non-statutory guidance, we believe that:

- We have a responsibility for the provision of a programme of Growing and Changing education for our pupils beyond that required by the Science Orders in the National Curriculum.
- Pupils have an entitlement to a programme of Growing and Changing education.
- This programme should be age appropriate and should address the whole person in terms of information, moral development and emotional and social maturity.
- Children should be taught about body changes before they occur to them, so they are well prepared to deal with them. This is why puberty-related body

changes are first discussed in Year 4, because many children, girls in particular, start puberty at the end of that school year, or just afterwards.

Aims and Objectives

The teaching of Growing and Changing education in Smithy Street Primary School will be implemented so that it will help in the school's practice to:

- Reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- Nurture a responsible attitude towards personal relationships, including aspects of mutual respect and care and the development of sensitivity towards the needs of others
- Emphasise the qualities of a range of loving relationships, including marriage, and their contribution to society.
- Provide knowledge that different faiths and cultural backgrounds will have different attitudes and beliefs towards marriage and other relationships.
- Acknowledge that there are different values and moral issues surrounding Growing and Changing to be taken into account.
- Provide knowledge about human reproductive relationships in an age appropriate timescale
- Provide opportunities for children to discuss, question and make sense of the messages and impressions about sex and sexuality which they receive from a variety of sources, including the media.
- Establish a vocabulary and atmosphere where the asking and answering of questions about sex and sexuality can be done within **agreed boundaries and guidelines**
- Inform children on matters of personal hygiene and related health issues.
- Educate against discrimination and prejudice.
- Empower children to make informed choices so that they may avoid exploitative behaviours and actions.

Training provision.

Staff teaching the programme will be supported by the provision of INSET and peer-support at school.

Training for all staff will be provided on the aims and intentions of Growing and Changing work; and in responses to children's questions.

Support staff will often be those first approached by children with questions and it is important that all staff are aware of the topics and vocabulary being introduced; of the questions and topics which are likely to be of interest or concern to children in specific age groups; and the vocabulary and content of children's questions or overheard conversations, which may raise child protection concerns.

Parents

Parents are entitled to a full copy of the school's Growing and Changing policy, on request at no charge. This policy is also available on our website.

Parents do **not** have a legal right to withdraw their children from any part of the statutory **Science** National Curriculum.

Parents have the legal right to exempt their children from any **Non-statutory PSHE** (Personal Social Health Economics) related teaching.

A full breakdown of the **Science and PSHE** elements to be taught in each year group can be found further on in this document.

EYFS and Years 1, 2 and 3

We have decided to **not routinely offer** parents letters informing them about the teaching of Growing and Changing lessons. It is highly unlikely parents will want to withdraw their children from the PSHE elements, because the PSHE elements are not sensitive or likely to cause controversy.

It is impractical to separate the teaching of the statutory science elements from the non-statutory PSHE elements in themed Growing and Changing lessons.

Years 4, 5 and 6

We have decided to **routinely offer** parents letters informing them about the teaching of Growing and Changing lessons, because:

- It is impractical to separate the teaching of the statutory science elements from the non-statutory PSHE elements in themed Growing and Changing lessons.
- The PSHE elements cover a wider range of potentially sensitive subjects
- It is more likely children will ask their parents follow up questions

Any parent wishing to exercise their right to exempt their child from Growing and Changing lessons in years 4, 5 and 6 will be asked to do so in writing, addressing their request to the Headteacher.

This letter should be annually given to the Headteacher, no longer than one week before the start of the lessons, so no inadvertent mistakes can be made.

Resources

The school will, in consultation with advisers, identify suitable teaching resources supporting the Growing and Changing education.

Parents are able to request to see the teaching resources and vocabulary used, prior to the lessons.

Confidentiality

We cannot guarantee pupils' confidentiality about questions or situations raised by pupils. We will undertake to treat any personal questions or disclosures by pupils with respect and sensitivity.

Child Protection.

All school staff are bound to follow the school's child protection procedures, if the school becomes aware of situations which raise child protection concerns.

Parents do not have an unconditional right to be informed of all such situations.

Parental involvement in such situations will be decided on a case-by-case basis, in consultation with Social Services.

There may be occasions when comments made by children will need to be passed onto other school staff; to other agencies; or to parents. In such cases, pupils should always be told who else will be involved in information sharing and why.

Gender groups

In years 4, 5 and 6 children will be taught in single gender groups (boys and girls separately) , where possible by a teacher of the same gender.

In all other year groups Growing and Changing will be taught in mixed gender groups by the class teacher.

Ground Rules

Any classroom lessons and discussion will be bound by the following ground rules:

- We will use the correct vocabulary.
- We are allowed to 'pass' in discussions and conversations.
- We will not ask personal questions.
(Pupils asking questions phrased in personal terms will be encouraged to re-consider and re-phrase their question in order to gain the information

- they require)
- We will value and respect all questions; all listeners will respect the questions asked.

Answering Questions

The asking and answering of questions is an important part of the educational function of a school. Strong negative messages can be given to children by the refusal of a school to answer children's information-seeking questions.

In years 4, 5 and 6 children will be given the opportunity to write questions at the end of a Growing and Changing session.

These questions will then be reviewed by the class teacher after the session, allowing them the time to reflect on how best to answer and if necessary take advice from the PSHE coordinator or Headteacher.

If during the course of a session a teacher is asked a question that they are not sure how to answer, they should explain to the child that they will need to think about their question and will answer it either individually or in the next session.

A teacher may decide to not answer all questions in the presence of the whole , in particular questions that are deemed (age) inappropriate.

Topics not included

The following additional topics **are not to be included** in the Growing and Changing teaching programme:

- Sexually transmitted infections, including HIV and AIDS
- Contraception
- Abortion
- Sexual identity

However, it is possible that teachers may be asked questions by pupils about these issues.

Teachers should follow the policy's guidelines for answering questions.

Teachers should answer factual questions concerning these areas, but should not answer questions that involve making a judgment .

Monitoring and Evaluation.

The Growing and Changing teaching programme will be monitored on a regular basis through staff records and pupils' comments and feed-back.

School managers will monitor pastoral and other issues, if any, arising from the Growing and Changing teaching programme.

The teaching programme will be evaluated against the Aims and Objectives contained in this policy.

Growing and Changing lesson coverage

	<p>KS1 and KS2 statutory Science curriculum</p> <p><i>The number behind each statement relates to the school year in which it is first introduced through the statutory Science National Curriculum.</i></p> <ul style="list-style-type: none"> • identifying differences, similarities or changes (Year 1 to Year 6) • identify, name, draw and label the basic parts of the human body (1) • notice that animals, including humans, have offspring which grow into adults (2) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (2) • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (5) • describe the life process of reproduction (5) • describe the changes as humans develop to old age (6) <p>As children progress to KS2, they should develop a deeper understanding of a wide range of scientific ideas. Concepts are introduced gradually over the years from Yr 1 onwards, in a graduated and age-appropriate way.</p> <p>Concepts of puberty are not taught until Year 4 and Year 5, and only cover <u>changes</u> to the body.</p> <p>Concepts of reproduction (sex) are not taught until Year 6.</p>		
Year group	Relevant curriculum learning objectives:	Letter send home before the unit is taught?	Single Gender class?
EYFS	<p>Statutory EYFS curriculum:</p> <ul style="list-style-type: none"> • Why we have a daily routine and discuss what they do at different times of the day. • How do we clean our teeth • How do we wash our face • Why do we need to keep clean • Name different members of their family. 	No	No
Year 1	<p>Growing and Changing statutory science elements:</p> <ul style="list-style-type: none"> • To match pictures of baby animals and their parents. • How are boy and girl babies different. <p>Growing and Changing non-statutory PSHE elements:</p> <ul style="list-style-type: none"> • How do we keep clean • Why do we need to keep clean. • To know there are different types of families. • To talk about who is in your family. 	No	No
Year 2	Growing and Changing statutory science elements:	No	No

	<ul style="list-style-type: none"> • How boys and girls are the same/ different . • Match animal babies to their parents. • How do male and female animals look after their young. • How do baby animals eat their food. • Name parts of the body using correct scientific words. <p>Growing and Changing non-statutory PSHE elements:</p> <ul style="list-style-type: none"> • Match items to boys and girls e.g. Can girls play football? Can boys wear pink? 		
Year 3	<p>Growing and Changing statutory science elements:</p> <ul style="list-style-type: none"> • How boys and girls are the same/different. • Name male and female body parts using correct scientific words. <p>Growing and Changing non-statutory PSHE elements:</p> <ul style="list-style-type: none"> • Personal Space: children will begin to understand that they we all have our own personal space and can ask someone to give us space. This is done through a problem solving scenario such as: <ul style="list-style-type: none"> ○ Is it ok for someone to push you in the playground? ○ How can you ask someone to stop touching you and move away and give you some space? • To know that we all have different types of families. • To know that families can help us if we have a problem. 	No	No
Year 4	<p>Growing and Changing statutory science elements:</p> <ul style="list-style-type: none"> • Order pictures of how we grow – a baby, toddler, teenager, adult, older person. • How we change as we grow. • Name parts of the body using correct scientific words. • To know that our bodies begin to change as we grow e.g. we grow hair under our arms. <p>Growing and Changing non-statutory PSHE elements:</p> <ul style="list-style-type: none"> • To know that this is so that when we are adults we can choose to become parents. 	Yes	Yes
Year 5	<p>Growing and Changing statutory science elements:</p> <ul style="list-style-type: none"> • Our bodies begin to change as we grow e.g. we grow hair under our arms. • As we grow boys and girls will change in different ways. • Explain how to stay clean during puberty. <p>Growing and Changing non-statutory PSHE elements:</p> <ul style="list-style-type: none"> • To know that this so that when we are adults we can choose to become parents. • How these changes affect our bodies and our emotions. • Describe how emotions change during puberty. • Know how to get help and support during puberty. 	Yes	Yes
Year 6	<p>Growing and Changing statutory science elements:</p> <ul style="list-style-type: none"> • Describe how and why the body changes during puberty in preparation for choosing to have a baby as an adult. 	Yes	Yes

	<ul style="list-style-type: none"> • To name parts of the body using correct scientific words that have not been taught in younger years. • To sequence scientific drawings of how a baby is conceived. <p>Growing and Changing non-statutory PSHE elements:</p> <ul style="list-style-type: none"> • Discuss different types of relationships such as the relationship that the children have with their friends, brothers and sisters/ parents/ other family members. • Discuss what is important in these relationships e.g. kindness, trust, sense of humour etc. • Discuss how people in friendship and families touch each other e.g. shake hands, high five, hold hands. How is this different in an adult relationship? • How to ask for your own space if you feel unsure about the way someone touches you. • To talk about how you need to be in a safe, secure adult relationship before choosing to have a baby. e.g. making a timeline of the decision such as meet someone special, go out with them, get married, decide to have a baby. • What does being in an adult relationship mean? • How to keep safe when online. 		
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