

Fellside Community Primary School

Living and Growing Education Policy

FELLSIDE COMMUNITY PRIMARY SCHOOL

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Mission Statement

We provide an inspiring, caring environment in which we are all challenged to maximise our potential.

Equal Opportunity

Fellside Community Primary School supports the principles of equal opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is equal and has the right to equal opportunities. To that end positive action will be taken to ensure that all available resources are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

This policy statement should not be read in isolation but in conjunction with other school policies, particularly; the PSHE and Citizenship Policy, the Child Protection Policy, the Confidentiality Policy, The Anti-Bullying Policy, the Teaching and Learning Policy and the National Curriculum for Science.

Living and Growing Education (LGE) is part of the school curriculum and as such is not treated as a separate subject. It is part of the school's programme for Personal, Social and Health Education and is integrated into provision from Reception to Year 6. The school follows LA guidelines and DFE recommendations, and through careful planning and delivery we fulfil these requirements.

We believe Living and Growing Education will promote children's self esteem, emotional well being and give them the confidence to deal with changes when they happen. It is taught in the context of relationships and will help 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. Children will have access to correct information and the same information as each other, developing their ideas and understanding in a safe and supportive environment. We believe LGE at school should be complementary to that given at home.

At Fellside Community Primary School Living and Growing Education contributes to the foundation of PSHE by ensuring that all children:

- Develop a suitable vocabulary for increasing their communication skills in personal and emotional relationships.
- Discuss the values of love, respect and care.
- Understand concepts of friendship, commitment and responsibility.
- Promote self image, self esteem, self confidence and empathy for others.
- Clarify their views and attitudes and learn the importance of values and individual conscience.
- Reflect on their emotions and relationships in a safe and supportive environment.
- Appreciate and discuss the value of family life, stable and loving relationships, marriage and parenthood.
- Be aware that changes of a physical, emotional and social nature at puberty are normal in both genders and ensure they feel supported during these changes and have some skills to manage changing emotions confidently and sensitively.
- Know the form and purpose of menstruation and that it is normal and natural.
- Ask questions about reproduction and sexuality in a sensitive atmosphere.
- Gain knowledge of human reproduction in gradually increasing detail.
- Use correct terminology.
- Develop decision making skills, through considering moral dilemmas and having opportunities for critical thinking.
- Recognise and challenge stereotypes for example in relation to gender.
- Learn to make choices and understand they have rights, including the right to say "no".
- Understand the need for personal hygiene.
- Are taught about basic external anatomy and internal sexual parts of males and females, pregnancy and birth.

Action

- Particular care and sensitivity is exercised in matching teaching to the maturity of the pupils, bearing in mind that this may not always be adequately indicated by chronological age.
- All teaching on relationship matters is set within a clear framework which emphasises the benefits of supportive family relationships.
- Teaching will aim to help pupils to understand and cope with their current stage of physical and emotional development, to anticipate future changes and manage external pressures.
- Pupil's questions on body changes will be addressed in a factual way. While creating the appropriate context for the exploration and clarification of personal values, attitudes and feelings with regard to any religious, cultural or ethnic factors that have a bearing on the discussion of LGE issues.
- The school will have due regard to the rights of parents, and will ensure that these are safeguarded.

Parents

We will give parents opportunities to:

- Develop a meaningful dialogue and partnership with the school by contributing to the policy and guidelines.
- Be given the opportunity to view and discuss the content of resources to teach the LGE programme in advance of it being taught.

Parents have the right to withdraw their children from sessions by applying to the Headteacher in writing. The school retains the right to insist that children are present for the sessions that are covering the National Curriculum.

Governors

The Governing Body will take such steps as are reasonably practicable to ensure that any provision is in accordance with current guidelines laid down by the Government. They will also pay regard to representations made to them by anyone connected with the community served by Fellside Community Primary School. In addition they will, in consultation with the Headteacher, take advice received from Health Authorities, and religious or ethnic minority groups.

Provision and Resources

The programme is planned according to the children's age group and their level of maturity. It is clearly linked to the PSHCE and Science curriculum.

A range of age appropriate resources will be used to deliver the LGE programme, these may include:

- Videos / cartoons / clips
- ICT
- Books / leaflets / posters
- Activity sheets
- Visitors
- Discussion, debate or role play

Evaluation and Assessment Activities

The following list is a suggestion only and not exhaustive, each would be used appropriately depending upon the age of children and activities that have taken place:

- Quiz
- Activity sheets
- Discussion, role play, scenarios
- Software / Games
- The use of the Smiley Face system.

Delivery Partners

At Fellside Community Primary School we value and recognise the support that delivery partners give to the school. These could include:

- School Nurse
- Community Police Officer
- LA Consultants
- Parents
- Child Line / Barnardos
- Secondary School Staff

Dealing with Questions

Living and Growing Education can be a sensitive area and must be dealt with appropriately. Children may ask questions of any adult teaching them about LGE most of which will be easily answered. However, there may be occasions, especially in Key Stage 2, where the questions become more difficult to answer, or it is inappropriate to answer in a class situation.

TEACHERS CANNOT PROMISE TOTAL CONFIDENTIALITY TO THE PUPILS. The policy allows for teachers and outside agencies to use their professional judgement when dealing with questions but should the need arise there are some guidelines:

- Try to be honest but consider the child's personality, age and maturity. What does the child actually mean? Have they overheard a term or is it a more genuine question? With some children you can reflect back a question on them, for example, what do you think it is? This way you can gain an understanding of how much they already know.
- If you do not know the answer or do not want to answer before thinking about it, tell the child you will find out and then seek advice from the PSHE leader or Headteacher.

It may be most appropriate to refer the question back to the parents and it may be advisable to discuss it with the parent first. **If the question has caused concern it may be necessary to follow child protection procedures. If in doubt use your professional judgement and seek advice. The Child Protection Officer at Fellside Community Primary School is the Headteacher or the Deputy in the HT's absence.** It should be remembered that staff are not allowed to question children as described in the Child Protection Policy.

Curriculum Guidance

Key Stage One

- a) Understand that animals including humans, move, feed, grow, use their senses and reproduce.
- b) Know the following vocabulary: birth, parent, egg, womb, pregnancy, body changes, baby, adult.
- c) Be able to recognise and name the main external parts of the bodies of humans and know that humans and adults can produce offspring and these grow into adults.
- d) Be able to recognise similarities and differences between themselves and others and treat others with sensitivity.
- e) Discuss friends, relationships, love and emotions.

Key Stage Two

- a) Understand that the life processes common to humans and other animals include nutrition, growth and reproduction and have knowledge of external and internal body parts.
- b) Learn about the stages of the human life cycle.

Facts will be presented in an objective, balanced and sensitive manner set within a clear framework of values and an awareness of laws on sexual behaviour. All children will have access to LGE but it is envisaged that certain aspects will be dealt with on an individual basis in a way that is appropriate to the child's maturity and stage of development. The children are frequently confronted with certain aspects of LGE through the media and as a result become misinformed. Points will be clarified as and when they arise for the children's health and safety.

Most sessions will be taught to mixed gender groups and classes, although it may be appropriate to have single sex discussions in moderation. All of the teacher input, videos and resource materials that the children encounter have been chosen very carefully, after looking extensively at what is currently available and are designed to strongly re-enforce the fact that everyone develops at different times, at different rates and with different end results.

Outside agencies are involved in the planning and resourcing of the LGE curriculum with the implementation of the Gateshead Education Authority S.H.A.R.E. (Sex, Health and Relationships Education) scheme available for Years Five and Six. The School Nurse visits the school to implement part of this scheme which involves the onset of puberty, typical problems and physical concerns. All visitors will be made aware of this policy and their visit will be planned to comply with the school requirements and will work alongside teachers in the classroom.

Appropriate vocabulary within each Key Stage

All will be used following the guidance outlined at the beginning of this policy.

Key Stage 1

Birth, parent, egg, friends, relationships, pregnancy, penis, womb, life cycle, babies, body changes, adult, bullying, love, emotions, fertilisation, drugs, behaviour, influences.

Key Stage 2

Erection, testicles, umbilical cord, transition, media, culture, periods, menstruation, breasts, puberty, vagina, uterus, ovaries, sperm, body image, fallopian tube, urethra, reproductive system.

Foundation Stage

Within circle Time:

- a) That family and friends should care for each other.
- b) That some families live apart or are extended.
- c) To identify and respect similarities and differences between people.
- d) To realise that people and other living things have needs and that we have responsibilities to them.
- e) To name the main parts of the human body (Liaise with KS1 to ensure progression).
- f) To listen to other people, and play and work co-operatively.
- g) To know factors that contribute to a healthy lifestyle.
- h) To know what happens to their bodies when they are active.

Year One

- a) How to maintain personal hygiene.
- b) To name the main parts of the human body.
- c) How to maintain a healthy body.
- d) To share their opinion on things that matter to them and explain their views.
- e) How we all grow from a baby into an adult.
- f) Learn to make choices and understand they have rights, including the right to say 'no'.
- g) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Year Two

- a) To identify and respect similarities and differences between people.
- b) To realise that people and other living things have needs and that we have responsibilities to them.
- c) The importance of belonging to a family.
- d) Having friends.
- e) How to make personal choices that improve health and well being.
- f) About the processes of growing from young to old and how people's needs change.
- g) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Year Three

- a) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- b) To recognise the range of national, regional, religious and ethnic identities in the United Kingdom and to recognise and challenge stereotypes.
- c) To talk and write about their opinions and explain their views.
- d) That there are different types of responsibilities, right and duties at school and in the community.
- e) To recognise their worth as individuals and to continue to develop positive attitudes to behaviour, body images and themselves.
- f) To recognise that similarities and differences between people arise from a number of factors.

- g) To recognise different risks in different situations and then decide how to behave responsibly, including how to deal with peer pressure.
- h) To begin to understand the role of the media in promoting a range of body images.

Year Four

- a) To understand why and how rules and laws are made and enforced.
- b) To talk and write about their opinions and explain their views.
- c) To recognise their worth as individuals and to continue to develop positive attitudes to behaviour, body images and themselves.
- d) To recognise that there are different types of responsibilities in different situations.
- e) To recognise and challenge stereotypes that they may encounter from a variety of sources including the media.
- f) That their actions affect themselves and others.
- g) Life cycles, including fertilization.

Year Five

- a) Keeping healthy
- b) Relationships, including friends, sharing, love, marriage and being a parent.
- c) The Human Body, including gender, puberty and personal hygiene.
- d) Human Development, including similarities and differences.
- e) To recognise their worth as individuals and to continue to develop positive attitudes to behaviour, body images and themselves.
- f) That similarities and differences between people arise from a number of factors, including cultural, ethnic, racial, gender and disability.

Year Six

- a) To recognise their worth as individuals and to continue to develop positive attitudes to behaviour, body images and themselves.
- b) To be aware of different types of relationship, including friends, families and parents.
- c) That similarities and differences between people arise from a number of factors, including cultural, ethnic, racial, gender and disability.
- d) Peer pressure and ways to deal with it.
- e) The human body, including puberty and the reproductive organs.
- f) Reproduction, including fertilization, pregnancy, periods and body changes in themselves and others.

Both Year Five and Year Six can use the S.H.A.R.E. Programme where appropriate which is intended to provide a suitable framework to deliver L.G.E. in an age appropriate context.

Implementation and Monitoring

This policy will be reviewed every three years to ensure that it continues to meet the Gateshead and National Healthy School Award Quality standards.

Last reviewed – November 2005 (Mrs T Bowron – PSHE Co-ordinator)

Interim review by all staff – 14th March 2011

Curriculum and Pupils Committee held on:-